

MORAL QUALITIES OF HIGHER SECONDARY STUDENTS: AN EXPERIMENTAL STUDY

Dr. M. Neethi Perumal¹, Dr. AR. Sarvanakumar², Dr. K. R. Padmini Devi³
& Dr. A. M. Jazeel⁴

¹Teaching Assistant, Dept of Lifelong Learning, Alagappa University, Karaikudi.

²Assistant Professor in Education, Department of Education (DDE), Alagappa University, Karaikudi.

³Educational Researcher, Department of Education (DDE), Alagappa University, Karaikudi.

⁴Senior Lecturer in Education, University of Vocational Technology, Ratmalana.

Abstract: The present study is aimed to identify the moral values among the students community in higher secondary level. Study was constituted with one hundred and eighty samples. The study reveals that girls students have more moral qualities than boys and rural students have more moral qualities than urban students and followed by Christian students have more moral qualities than others. It is suggested that authorities of school to concentrate moral qualities among students community in school and society. It will develop the socially adopted person in near future. Standards of moral life of people are gradually declining. The norm of family, society, politics, secularism, democracy are going down and continuing under strain. Wide spread disturbance, chaos, confusion and dislocation in life have become common phenomena. Deteriorating conditions of the system of values and ethics in our daily life are realized. Different Educational Commissions and committees in our country have expressed their deep concern over the declining values in human activities and emphasized on providing value oriented education. Families as well as teachers, who lay the foundation of future citizens, must undertake the task of inculcating values in children. Hence the society has a responsibility to ensure that values are inculcated in children and congenial environment be created to nurture those values. In this perspective the present investigation intend to measure moral values among higher secondary school students

Keywords: Moral Qualities, Students Community, Value, Ethics, Value Oriented Education

1. INTRODUCTION

At present, life is, day by day, becoming complex and complicated crisis in character. As a result loss of values is reflected always in every sphere of human life. Standards of moral life of people are gradually declining. The norm of family, society, politics, secularism, democracy are going down and continuing under strain. Wide spread disturbance, chaos, confusion and dislocation in life have become common phenomena. People sticking on to higher ideals are very rarely found. Contradiction in living is the order of the day. Deteriorating conditions of the system of values and ethics in our daily life are realized. Different Educational Commissions and committees in our country have expressed their deep concern over the declining values in human activities and emphasized on providing value oriented education. Moral development has its philosophical basis dated back to the Greek philosophers. It studies about human nature in realizing social goodness (Blasi, 2004). Several theories are presented on moral development. Earlier, Kant gave theory based on actions and moral rules. His main focus was on the established rules which one need to follow. This theory was highly criticized and disregarded because of obligations imposed on individuals. Later, Piaget divided cognitive development based on moral development, where he categorized ages for morality. Each level is unique and significant; however, the final stage-operational is the highest level individual can attain (Kalimuthu S & Dr. AR. Saravanakumar, (2018)). He believed that moral development is a developmental process which is based on cognitive development.

2. NEED AND SIGNIFICANCE OF THE STUDY

The National Curriculum Framework for School Education (NCERT, 2000) also voices serious concern over erosion of values in our society and stresses the need for inculcating values not only among children, but also among adults because adults have to decide what kind of society they would like to make and what kind of values they would like to inculcate in children. It may sound unpleasant to say that erosion of values is not only in children but also in adults since

children learn from adults and in most of the cases adults decide the decisions. Adults need to introspect seriously over the issue of erosion of values as erosion of values in adult is a fact. If this proposition is accepted as a fact that there has been erosion of values in our society, then urgent steps must be undertaken to inculcate values in adults and children. Families as well as teachers, who lay the foundation of future citizens, must undertake the task of inculcating values in children. Values inculcated at this stage of life, determine the personality of the child i.e. what kind of citizen he/she may become. Hence the society has a responsibility to ensure that values are inculcated in children and congenial environment be created to nurture those values. In this perspective the present investigation intend to measure moral values among higher secondary school students.

3. OBJECTIVES OF THE STUDY

To identify the level of moral qualities among students studying at higher secondary level.

To find out the significant difference if any between different groups of demographic variables such as gender, locality of student, religion, parent income, job of the parents in moral qualities among students studying at higher secondary level.

4. HYPOTHESES OF THE STUDY

The moral qualities of students who are studying at higher secondary level are average.

There is a significant difference between different groups of demographic variables such as gender, locality of student, religion, parent income, job of the parents in moral qualities among students studying at higher secondary level.

5. RESEARCH METHOD

The investigator has administered experimental method for identification of moral qualities among higher students.

6. LOCALE OF THE STUDY

The investigator has selected in Karaikudi areas in Sivagangai districts for the locale of the study.

7. SAMPLE FOR THE STUDY

The investigator has collected 50 (fifty) samples for the present investigation by applied simple random sampling technique.

8. DATA ANALYSIS AND INTERPRETATION

Table: 1 Distribution of percentage scores of level of moral qualities among higher students with respect of gender.

S.No.	Gender	Percentage %
1	Boys	72.20
2	Girls	84.65

The above table reveals the gender of students and their percentage scores of moral qualities among students studying at higher secondary level. It is found that girl's students have more moral qualities than boy's.

Finding

The girl's students have more moral qualities (84.65) than boys.

Table: 2 Distribution of percentage scores of moral qualities among higher secondary level students in respect of their locality.

S.No.	Locality of students	Percentage %
1	Rural	82.84
2	Urban	70.21

The above table reveals the student's locality and their percentage scores of moral qualities. It is found that rural students have high level moral qualities than the urban students.

Finding

The rural students have high level of moral qualities (82.84) than the urban students.

Table:3 Distribution of percentage scores of higher secondary students belongs to different religious groups such as Hindu, Muslim, Christian and their level of moral qualities.

S.No.	Locality of students	Percentage %
1	Hindu	75.19
2	Muslim	81.24
	Christian	83.65

The above table reveals the higher secondary students belongs to different religious groups such as Hindu, Muslim and Christian and their percentage scores of level of moral qualities.

It is found that the Christian students have higher level of moral qualities than the students belong to other religious groups.

Finding

The higher secondary students to Christian religious group have high level of moral qualities (83.65) at a greater extent than students belongs to other religious group.

9. DISCUSSION

Moral Development is the foundation stone for social interaction (Berger, 2005; Koenig, Cicchetti&Rogosch, 2004). It not only builds rapport, but also provides social satisfaction to individuals. The present investigation receives the following inferences the girl's students have more moral qualities (84.65) than boys. The rural students have high level of moral qualities (82.84) than the urban students. The higher secondary students to Christian religious group have high level of moral qualities (83.65) at a greater extent than students belongs to other religious group. In order to promote the moral values among the students community the teacher used to say his/her class room moral stories to the students frequently. And also teacher conduct the cultural programme between the students studying the school. It definitely promotes the moral values among the students community in school and society.

10. CONCLUSION

In the modern world students are more engaging technology world rather than traditional world. Technology world day by day decreases the moral values among the students community in the society. It also reflects the school atmosphere among the students community. It is suggested that authorities of school to concentrate moral qualities among students community in school and society. It will develop the socially adopted person in near future. Standards of moral life of people are gradually declining. The norm of family, society, politics, secularism, democracy are going down and continuing under strain. Wide spread disturbance, chaos, confusion and dislocation in life have become common phenomena. Deteriorating conditions of the system of values and ethics in our daily life are realized. Different Educational Commissions and committees in our country have expressed their deep concern over the declining values in human activities and emphasized on providing value oriented education. Families as well as teachers, who lay the foundation of future citizens, must undertake the task of inculcating values in children. So, the teacher to develop moral qualities among students community in school premises.

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