

## HONESTY AMONG HIGH SCHOOL STUDENTS

**Dr. R. Meenakshi**

Assistant Professor & Head i/c.

Department of Education,

Madurai Kamaraj University, Madurai - 21

### ABSTRACT

Honesty is one virtue that people find difficult to achieve. It needs an investment in time and feelings. We can't be loyal to someone or something if we think they will not do well to us. If we think we will be happy with somebody, then there is a need to sacrifice to strengthen a relationship. That sacrifice will usually involve giving our utmost honesty to the person we care for.

The finding reveals that high school students possessing above the average level of honesty. The study also reveals that honesty found lower among male students, those who are not willing to donate organs and the student who are not a single child in the family than their respective counterparts.

**Keywords:** Honesty, High school students

---

### Need for the study

Honesty is an essential quality in any close relationship. It's a strong assurance of another person. Whether it be in work, business, family, friendship or a relationship, honesty builds from specific characteristics. A loyal person is one who has found, and who sees, neither mere individual fellow people to be loved or hated, nor mere conventions nor customs or laws to be obeyed, but social cause, or some system of causes (Royce, 1969). In leadership or government, being loyal to a leader will provide a better society because there is no betrayal that happens.

We live in a world where selfishness seems to be the rule of the day, and personal gain the objective of most relationships and endeavors. One of the most honourable character traits a person can develop is the ability to be loyal. Honesty is the ability to put others before you, to stick with them through thick and thin, and to

look out for them. Whether we are struggling to be loyal to someone who's special to you or curious about what exactly it means, read on to find out.

Honesty can take two positions in the moral life, good and bad. But the purpose of moral rules is to guide human behaviour toward actions which may be considered good (Stumpf, 1993). In finding a need to be loyal, one must understand that honesty is a relative term, and implies that there is some object, some cause, to which honesty is to be shown. Looking at our domestic and commercial society, we can find a personal attitude of honesty in two forms. Honesty has always been a virtue of ethics, but ethics of our western civilization it seems, is changing.

Honesty has its domestic, religious, commercial, and its professional forms which in these forms, the concept of honesty encompasses elements of freedom of belief, expression, and association. So why is honesty needed? Why be loyal to our religion, family, country, or place of business? When we review these ethical controversies that express this sort of questioning, some people find themselves troubled and bewildered. It tends to deprive us of the confidence that we all need in order to answer the question, why be loyal?

In relationship, honesty is also needed because it create commitment and dedication to someone we care for. If we have honesty to our loved ones, there will be respect. Honesty is one virtue that people find difficult to achieve. It is one value that every individual should posses. When we are honest to something or someone, our world will be a better place to live. Hence the investigator wants to study whether student have honesty or not among school students. Hence the conduct of the present study which is entitled “**HONESTY AMONG HIGH SCHOOL STUDENTS**”.

### **Terms and Definitions**

- **Honesty** – refers to the quality or state of being faithful as measured by the inventory constructed and standardized for the purpose of the current study.
- **High school students** – refers to the students who are studying in X standard in government / aided / unaided schools under Tamil Nadu State Board Education in Madurai District.

## Variables of the Study

**Dependent Variables** - Honesty

### Independent Variables

- Gender : Male / Female
- Nativity : Rural / Urban
- Religion : Hindu / Others
- Faith in god : Yes / No
- Family type : Nuclear / Joint
- Single child in your family : Yes / No
- Mode of conveyance : Bus / Own vehicle / Private
- Residence : Day scholar / Hosteller
- School kind : Unisex / Mixed

## Objectives of the Study

**The specific objectives of the present study are as follows:**

1. To measure the level of honesty among high school students.
2. To find out whether there is a significant difference in Honesty among High school students in terms of select independent variables.

## Hypotheses of the Study

1. High School students have above the average level of honesty
2. Each of the independent variables involved in this study exerts a significant influence on Honesty among High school students.

## Methodology in Brief

**Design:** Descriptive

**Method:** Normative

**Technique** : Survey

## Sample of the study:

A Stratified representative sample of 500 X standard students in Madurai district, with due representation given to the variables, viz. Gender, School kind and School locality.

**Tools**

- A. Honesty Inventory constructed and standardized by **Gayathri, G. and Meenakshi, R. (2016).**
- B. General Information Schedule

**Statistical Treatments**

1. Test of significance of different between the means of large independent samples.
2. Pearson's Product Moment Correlation were used for analyzing the collected data.

**Honesty among High School Students**

The empirical average of honesty in this study is found to be 18.84 while the theoretical average is 15 only. This indicates the college students have above average level of honesty. In other words, Honesty is found higher among high school students.

**DIFFERENTIAL STUDIES IN HONESTY****Honesty and Independent Variables**

The statistical measures and the result of test of significance of difference between the mean scores of honesty among high school students in terms of independent variables is presented in Table.

**TABLE: 1**  
**STATISTICAL MEASURES AND RESULTS OF TEST OF**  
**SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEANS OF**  
**HONESTY: INDEPENDENT VARIABLES- WISE**

<b>Variable</b>	<b>Sub-variables</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>'t' - value</b>	<b>Significance At 0.05 level</b>
<b>Gender</b>	Male	148	16.76	3.10	-3.472	Significant
	Female	352	17.78	2.64		
<b>Nativity</b>	Rural	277	17.51	2.89	0.270	Not Significant
	Urban	223	17.44	2.73		
<b>Religion</b>	Hindu	456	17.44	2.77	-0.828	Not Significant
	Others	44	17.82	3.24		
<b>Faith in god</b>	Yes	462	17.54	2.84	1.517	Not Significant
	No	38	16.81	2.44		
<b>Family type</b>	Nuclear	389	17.53	2.76	0.469	Not Significant
	Joint	111	17.38	2.99		
<b>Single child</b>	Yes	90	16.58	2.62	-3.394	Significant
	No	410	17.68	2.83		
<b>Mode of conveyance</b>	Bus	345	17.54	2.68	0.553	Not Significant
	Own	130	17.38	2.97		
	Bus	345	17.54	2.68	0.666	Not Significant
	Private	25	17.16	3.77		
	Own	130	17.39	2.97	0.331	Not Significant
	Private	25	17.16	3.77		
<b>Residence</b>	Days Scholar	439	17.48	2.77	-0.029	Not Significant
	Hosteller	61	17.49	3.18		
<b>School kind</b>	Unisex	135	17.21	2.93	1.289	Not Significant
	Mixed	365	17.58	2.77		

### **Hypotheses Verification**

*Hypothesis 1: High school students have above the average level of Honesty - Accepted*

*Hypothesis 2: Each of the independent variables involved in this study exerts a significant influence on Honesty among high school students.*

Two out of nine independent variables exerts a significant influence on Honesty among high school students.

**Hence, hypothesis 2 is minimally accepted.**

### **Conclusions**

The major conclusion emerged out of the present study are listed below.

1. Honesty is found higher among high school students.
2. Honesty among college students is found dependent on
  - Gender
  - Are you a single child in your family?
3. Honesty among college students is found independent of
  - Nativity
  - Religion
  - Faith in god
  - Family type
  - Mode of conveyance
  - Residence
  - School kind
4. Honesty is found higher among the students
  - those who are female than male.
  - those who are not a single child in the family than a single child in the family.

### **Educational Implications**

The finding reveals that high school students possessing above the average level of honesty. The study also reveals that honesty found lower among male students, those who are not willing to donate organs and the student who are not a single child in the family than their respective counterparts.

Honesty is a central principle of the moral and ethical life. College management should generate free discussions with students; teachers should praise the students for their achievement instead of criticizing. Support the students in public; guide them in their decisions which make the students to be loyal in all walks of life.

### References

- "Thomas Jefferson to Nathaniel Macon". The Thomas Jefferson Papers Series 1. General Correspondence. 1651–1827. January 12, 1819.
- Barbara MacKinnon, Andrew Fiala (2015). *Ethics: Theory and Contemporary Issues, Concise Edition*, p. 93.[ISBN missing]
- Dahlsgaard, Katherine; Peterson, Christopher; Seligman, Martin E. P. (2005). "Shared Virtue: The Convergence of Valued Human Strengths Across Culture and History", *Review of General Psychology*, 9(3):203–13.
- Hilbig, Benjamin E.; Zettler, Ingo (2009). "Pillars of cooperation: Honesty–Humility, social value orientations, and economic behavior", *Journal of Research in Personality*, 43(3):516–19.
- Merriam-Webster (2017) Honesty Merriam-Webster.
- Oxford English Dictionary (2017) Honesty OED.
- Rogers, Carl R. (1964). "Toward a modern approach to values: The valuing process in the mature person.", *The Journal of Abnormal and Social Psychology*, 68(2):160–67.
- Schluter, Dolph; Price, Trevor (1993). "Honesty, Perception and Population Divergence in Sexually Selected Traits", *Proceedings of the Royal Society B*, 253(1336):117–22.
- Van Lange, Paul A. M.; Kuhlman, D. Michael (1994). "Social value orientations and impressions of partner's honesty and intelligence: A test of the might versus morality effect", *Journal of Personality and Social Psychology*, 67(1):126–41.
- William Shakespeare. *All's Well That Ends Well* MIT Shakespeare.