



MORAL VALUES OF HIGH SCHOOL STUDENTS IN VANDAVASI TALUK

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ABSTRACT

The present study focuses on the Moral Values of school students in Vandavasi taluk, Tiruvannamalai district. The investigator used the random sampling technique for this study. The findings of this study are: i) Male students have high Moral Value than girl students, ii) There is no significant difference in mean scores of Moral Value with respect to Religion, iii) There is no significant difference in mean scores of Moral Value with respect to Medium of Instruction, iv) There is no significant difference in mean scores of Moral Value with respect to School Management, v) There is no significant difference in mean scores of Moral Value with respect to Father's Occupation, and vi) There is no significant difference in mean scores of Moral Value with respect to Mother's Occupation.

Keywords: *Moral Values, Moral, Values, High School Students,*

1. MORAL VALUES

Moral values are a modern growth in the area of intellect as well as in affective science. It is a thrilling area of study related to every day life. The concept 'Moral values' gained reputation through Dr. Michele Borba's (2001) best seller book titled Building Moral values: The Seven Essential Virtues that teach kids to do the right thing (Jossey - Bass Publications). This book offers a step by step outline for enhancing Moral values based on ethical values. The present study is based on the notional constructs put forward by Dr. Borba in her book 'Building Moral values: The Seven Essential Virtues that educate kids to do the right thing'.

Moral values is the ability to understand right from incorrect; it means to have sturdy ethical convictions and to act on them so that one behaves in the accurate and honorable way (Borba, 2001). This magnificent attitude encompasses the following characteristics as

- Ability to recognize someone's pain and to stop oneself from acting on cruel intentions.
- To control one's impulses and delay gratifications
- To listen candidly to all sides before judging
- To accept and appreciate variation
- To decipher unethical choices
- To empathize
- To stand up against injustice
- To treat others with sympathy and respect.

These are the core traits that help to become a decent, good human being and these are the foundation of solid character and strong citizenships.

2. NEED AND SIGNIFICANCE OF THE STUDY

India is a land of values and our Constitution itself is a wealth house of values. The preface to our Constitution declares: "We the people of India, having gravely resolved to constitute India into a sovereign, socialist, secular democratic republic and to secure to all its citizens, JUSTICE - social, economic, political, LIBERTY - of thought, expression, belief, faith and worship, EQUALITY - of status and of opportunity and to promote among them all, FRATERNITY - assuring the dignity of individual and unity and integrity of the nation". In spite of these value systems, there is a rapid erosion of moral values in the country.

Value crisis is the most important challenge before the modern society. All around, there is corruption at all levels, oppression of the poor and the underprivileged and social injustice. Violence, terrorism, slay and robbery have become very common. A steady deterioration of values is seen not only in the field of education but also in all spheres of life, more mostly in the political and administrative structures. The world is progressing at a high speed and at the same speed there is erosion of social, moral, cultural and political values. Basic human values like love, tolerance, sacrifice, affection and peace seem to lose their importance. Consumerism, casteism, and materialism etc have become the biggest values. Every individual is involved in a

cut-throat competition. Family bonds are becoming weak, communities and nations are competing with each other. Now a days newspaper, magazines and media are flooded with reports of crime, murder, kidnapping, robbery, rape etc. All these indicate deterioration in our ethical standards, loss of our moral and social values acquiring great loss to families, society and the nation at large.

The National Education Policy (1986) declares that the growing concern over the erosion of essential values and increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make the education an effective tool for the cultivation of communal and moral values. It is only through the active contribution of reflective teachers that meaningful change in education can occur. Teacher's personal beliefs and values offer the unconscious foundation for their behaviour. The metaphors they use to depict their work shape the world in which they and their students purpose. Teachers are to be the models of moral education, exemplifying the virtues they seek to inspire in their students. According to Dr. S. Radhakrishnan (1954) "the troubles of the whole world are since of the fact that education has been becoming a mere intellectual work out and not the aid for acquisition of moral and spiritual values".

Moral values is a relatively new area of research in the Indian context. A close review of the study also exposed that most of the studies were conducted only on the common areas of values and lacking in Moral values. Hence, this study focuses on both the moral and values.

3. STATEMENT OF THE PROBLEM

Moral values refers to the concern about rules, behaviours and attitudes that govern the sanctity of human life as well as the life of other living creatures and the world they live in. Based on the theories and reviews of Moral values, the investigator selected certain cognitive and affective variables in order to find out whether there exists any relationship with the Moral values. The present study is framed to determine the influence of Moral values on certain cognitive and affective variables. Hence the study is entitled, "**Moral Values of high school students in Vandavasi taluk**".

4. OPERATIONAL DEFINITION

MORAL VALUES

Moral values are relative values that protect life and are respectful of the dual life value of self and others. The great moral values, such as truth, freedom, charity, etc., have one thing in common. When they are functioning correctly, they are life protecting or life enhancing for all. But they are still relative values. Our relative moral values must be constantly examined to make sure that they are always performing their life-protecting mission. Even the Marine Corps core values of "honor, courage and commitment" require examination in this context. Courage can become foolish martyrdom, commitment can become irrational fanaticism, honor can become self-righteousness, conceit, and disrespect for others. Our enemies have their own standard of honor, they have courage, and they are surely committed. What sets us apart? Respect for the universal life value sets us apart from our enemies

VARIABLES SELECTED FOR THE STUDY

- a) **Personal variables**
- b) **Gender** refers to the sex of the students such as Male and Female.
- c) **Religion** refers to religion of the students where they belongs to, such as Christian, Hindu and Muslim.
- d) **Father's Occupation** refers to the occupation of the father of the student such as Daily wages, Government employee, Self Employee and Private employee.
- e) **Mother's Occupation** refers to the occupation of the mother of the student such as House Wife, Government Employee and Private employee.

INSTITUTION VARIABLES

- a) **Medium of instruction** refers to the language in which the students are taught in the class such as Tamil Medium and English Medium.
- b) **School Management** refers to the type of management that controls the school such as Government School, Aided School and Private School.

RESEARCH VARIABLES

- **Moral Values.**

5. OBJECTIVES OF THE STUDY

1. To study the Moral Values of the students.
2. To study whether there is any significant difference in Moral Values of high school students belonging to different groups based on

- i. Gender
- ii. Religion
- iii. Medium of Instruction
- iv. School Management
- v. Father's Occupation
- vi. Mother's Occupation

HYPOTHESES OF THE STUDY

- a) Female students have more Moral Values than Male students.
- b) There is no significant difference in mean scores of Moral Values with respect to Gender.
- c) There is no significant difference in mean scores of Moral Values with respect to Religion
- d) There is no significant difference in mean scores of Moral Values with respect to Medium of Instruction
- e) There is no significant difference in mean scores of Moral Values with respect to School Management
- f) There is no significant difference in mean scores of Moral Values with respect to Father's Occupation
- g) There is no significant difference in mean scores of Moral Values with respect to Mother's Occupation

6. METHOD OF THE STUDY

In the present study normative survey method is employed. The normative method is used to describe and interpret, what exist at present. It is concerned with the condition of relationships that exist, practices that prevail, beliefs, points of view or attitudes that are held, processes that are ongoing and effects that are being felt.

Normative method is useful when a researcher want to collect data on phenomena that cannot be directly observed. The present study focused on survey collected through a Profile. Moreover the study is based on the cross sectional survey, intended to gather information on a population at a single point of time.

TOOL USED IN THE STUDY

The tool is an instrument, which is used to collect data from the sample. Moral Value was measured using "Moral Value Scale (Constructed and Standardized by Dr. P.J. Jacob & Bhagyalakshmy R, 2014)". This profile has been modified in terms of language and content wherever necessary. This profile has been translated into Tamil. This instrument is used to study the relationship between Moral Values of high school student.

DESCRIPTION OF THE TOOL

The front sheet was designed to collect data about the personal related details of the students like Gender, Religion, Medium of Instructions, School Management, Father's Occupation and Mother's Occupation.

MORAL VALUES

Moral Values scale consists of 42 statements. Each item consists of five rating scale. The students are asked to put a tick (✓) mark in the appropriate box near any one of the statements for each item, according to their Moral Values. The maximum number of marks for Moral Values was 210 and the minimum of mark was 42.

7. DESCRIPTION OF THE TOOL

Name of the Profile	Total No. of Items	Scoring of Items
MORAL VALUES	42	strongly agree = 5 agree = 4 undecided = 3 disagree = 2 strongly disagree = 1

ADMINISTRATION OF TOOL

The standardised tool was used for the present study from the Moral Value Scale (Constructed and Standardized by Dr. P.J. Jacob & Bhagyalakshmy R, 2014)".

COLLECTION OF DATA

The investigator contacted the Head Master and Principal of the selected schools and permission was obtained. The investigator requested high school students to fill the tool. The time taken by the students for filling in the profile was around 45 minutes.

SCORING OF TOOL

Moral Values scale consists of 42 statements. Each item consists of five rating scale. The students are asked to put a tick (✓) mark in the appropriate box near any one of the statements for each item, according to their Moral Values. The maximum number of marks for Moral Values was 210 and the minimum of mark was 42.

RELIABILITY AND VALIDITY

Moral Values Scale, The reliability was found to be 0.87 and its validity as 0.73.

SAMPLE AND SAMPLING TECHNIQUE

Population of the present study was the high school students at Vandavasi taluk.

STATISTICAL TECHNIQUES USED FOR DATA ANALYSIS

In the present study following statistical techniques were used.

- a) Descriptive Analysis (Mean, Standard Deviation)
- b) Differential Analysis (t-value, F-ratio)

DELIMITATIONS

- a) Geographically, sample area selected at Vandavasi taluk of Tamil Nadu.
- b) Schools were selected at random of which 2 Government high schools, 2 Aided high schools and 2 Private high Schools.
- c) The present study just intended to assess Moral Values among high school students.

HYPOTHESIS WISE ANALYSIS

Further the data was subjected to appropriate statistical analysis for testing the Hypothesis.

MORAL VALUE

H.1.1 There is no significant difference in mean scores of Moral Value with respect to Gender

Variables	Male (1)		Female (2)		t-Value	Level of Significance
	Mean	S.D	Mean	S.D.		
Moral Value	178.08	12.09	173.45	17.24	2.199	Significant at 0.05

The tabulated value of t was 1.96 at 0.05 level and 2.58 at 0.01 level.

The calculated value of t in Moral Value was 2.199. It was greater than the tabulated value. Hence the null hypothesis was rejected with respect to Gender.

Thus

- There is significant difference in mean scores of Moral Value with respect to Gender at 0.05 level.

H.1.2 There is no significant difference in mean scores of Moral Value with respect to Religion

Variables	Christian (1)		Hindu (2)		Muslim (3)		F- Ratio	Level of Significance	Groups Differed Significantly
	Mean	S.D	Mean	S.D.	Mean	S.D.			
Moral Value	174.92	13.022	176.40	13.79	173.83	20.470	0.452	Not Significant	None

The tabulated value of F was 2.99 at 0.05 level and 4.60 at 0.01 level.

The calculated value of F in Moral Value was 0.452. It was lesser than the tabulated value. Hence the null hypothesis was accepted with respect to Religion.

Thus

- There is no significant difference in mean scores of Moral Value with respect to Religion

H.1.3 There is no significant difference in mean scores of Moral Value with respect to Medium of Instruction

Variables	Tamil (1)		English (2)		t-Value	Level of Significance
	Mean	S.D	Mean	S.D.		
Moral Value	175.87	16.367	175.46	10.134	0.165	Not significant

The tabulated value of t was 1.96 at 0.05 level and 2.58 at 0.01 level.

The calculated value of t in Moral Value was 0.165. It was lesser than the tabulated value. Hence the null hypothesis was accepted with respect to Medium of Instruction.

Thus

- There is no significant difference in mean scores of Moral Value with respect to Medium of Instruction

H.1.4 There is no significant difference in mean scores of Moral Value with respect to School Management

Variables	Government (1)		Aided (2)		Private (3)		F- Ratio	Level of Significance	Groups Differed Significantly
	Mean	S.D	Mean	S.D.	Mean	S.D.			
Moral Value	176.95	15.170	173.70	18.50	175.46	10.134	0.791	Not Significant	None

The tabulated value of F was 2.99 at 0.05 level and 4.60 at 0.01 level.

The calculated value of F in Moral Value was 0.791. It was lesser than the tabulated value. Hence the null hypothesis was accepted with respect to School Management.

Thus

- There is no significant difference in mean scores of Moral Value with respect to School Management

H.1.5 There is no significant difference in mean scores of Moral Value with respect to Father's Occupation

Variables	Government Employee (1)		Private Employee (2)		Business (3)		Agriculture (4)		F- Ratio	Level of Significance	Groups Differed Significantly
	Mean	S.D	Mean	S.D.	Mean	S.D.	Mean	S.D.			
Moral Value	176.1	9.51	176.1	11.9	175.85	16.8	173.4	24.5	0.186	Not Significant	None

The tabulated value of F was 2.60 at 0.05 level and 3.78 at 0.01 level.

The calculated value of F in Moral Value was 0.186. It was lesser than the tabulated value. Hence the null hypothesis was accepted with respect to Father's occupation.

Thus

- There is no significant difference in mean scores of Moral Value with respect to Father's Occupation.

H.1.6 There is no significant difference in mean scores of Moral Value with respect to Mother's Occupation

Variables	Government Employee (1)		Private Employee (2)		House wife (3)		F- Ratio	Level of Significance	Groups Differed Significantly
	Mean	S.D	Mean	S.D.	Mean	S.D.			
Moral Value	175.47	11.558	171.37	21.92	176.68	13.639	1.574	Not Significant	None

The tabulated value of F was 2.99 at 0.05 level and 4.60 at 0.01 level.

The calculated value of F in Moral Value was 1.574. It was lesser than the tabulated value. Hence the null hypothesis was accepted with respect to Mother's Occupation.

Thus

- There is no significant difference in mean scores of Moral Value with respect to Mother's Occupation.

8. LIMITATIONS OF THE STUDY

- Present study is confined to high school students in Vandavasi taluk in Thiruvannamalai district.
- The present study was primarily questionnaire based and such studies have its own inherent limitations.
- The study was confined to only 2 Government high schools, 2 Aided high schools and 2 Matriculation high schools from Vandavasi.
- The main objective of the study is to find out the Moral Value alone is considered.

9. MAJOR FINDINGS OF THE STUDY

- Male students have high Moral Value than girl students
- There is no significant difference in mean scores of Moral Value with respect to Religion
- There is no significant difference in mean scores of Moral Value with respect to Medium of Instruction
- There is no significant difference in mean scores of Moral Value with respect to School Management
- There is no significant difference in mean scores of Moral Value with respect to Father's Occupation
- There is no significant difference in mean scores of Moral Value with respect to Mother's Occupation

10. SUGGESTIONS FOR FURTHER RESEARCH

- The present study has focused on high school students. A similar study could be conducted with Teacher training colleges and College Students.
- Moral Value can be studied in relation to some other variables like school type, Home environment, School environment, Self-esteem etc.,

11. CONCLUSION

The investigator collected the data by using standardized tool, analyzed and interpreted it by applying relevant statistical method and on the basis of the interpretation investigator presented the findings, suggestions and new areas for research.

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