

A STUDY ON MORAL DEVELOPMENT OF HIGHER SECONDARY SCHOOL STUDENTS.

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Abstract

Penetrating into the Moral Development of higher secondary school Students in Cuddalore District is the aim of this research study. The descriptive survey research design was used in order to complete this. A sample consisting of 149 Students was chosen by means of the random sampling technique. Teachers. Moral Values Scale (MVS) of Dr.Alpana Sen Gupta & Dr.Arun Kumar Singh (2016) was used in this study. This scale contains 43 items in 4 dimensions like challenges in Home Environment, Social Environment, School Environment and Peer Environment with yes or no type. The reliability and validity of the scale as mentioned by the authors were 0.88 and 0.95, respectively. According to research, The High Secondary school students Moral Development is High (44-83). The prediction model contained one of the eight predictors and was reached in one step with 7 variables removed. The model was statistically significant, $F(1, 147) = 6.181, p=0.000$, and accounted for approximately 20% of the variance of Moral Development ($R^2=0.040$ Adjusted $R^2= 0.034$). The School type uniquely accounted for approximately 20%, of the Moral development. Inspection of the structure coefficient suggests that, School type was relatively strong indicators of Moral Development of High Secondary school children. Inspection of the structure coefficient suggests that, the School Environment, Home Environment were relatively strong indicators of Moral Development of High Secondary school children.

Key words: Moral Development, Higher Secondary School Students, Home Environment, Social Environment, School Environment and Peer Environment

INTRODUCTION:

In the intricate tapestry of human development, moral growth stands as a cornerstone, shaping individuals' perceptions, decisions, and actions. The formative years of adolescence, particularly within the milieu of higher secondary education, represent a crucial stage where moral principles are both tested and refined. Understanding the nuances of moral development during this pivotal period is imperative for educators, policymakers, and society at large. This study embarks on a journey to delve into the moral landscape of higher secondary school students, aiming to elucidate the intricate interplay of factors that shape their ethical reasoning, attitudes, and behaviors. By employing a multidimensional approach encompassing psychological, sociocultural, and educational perspectives, this research endeavors to unravel the complexities inherent in the moral fabric of adolescent minds. In essence, this study represents a concerted effort to illuminate the moral landscape of higher secondary school students, unveiling the intricate interplay of factors that shape their ethical development. By unraveling the mysteries of adolescent morality, this research aspires to empower educators, policymakers, and stakeholders with knowledge and insights essential for nurturing the ethical leaders of tomorrow.

NEED OF THE STUDY:

Understanding the moral development of higher secondary school students is imperative for several reasons: Adolescence, particularly the higher secondary school years, represents a critical developmental phase where individuals undergo significant cognitive, emotional, and social transformations. Moral development during this period plays a pivotal role in shaping individuals' ethical reasoning, decision-making abilities, and moral identity. Schools serve as primary environments for adolescents' socialization and learning. Exploring the moral development of higher secondary school students is essential for educators to design appropriate curriculum, pedagogical approaches, and interventions that facilitate ethical growth and character formation. Studying the moral development of higher secondary school students is essential for understanding the factors that shape their ethical growth, addressing societal challenges, and fostering the development of responsible and ethical citizens. This research is not only academically significant but also holds profound implications for educational practices, social policies, and the future well-being of society.

SIGNIFICANCE OF THE STUDY:

Understanding the moral development of higher secondary school students holds significant implications for educational practices. Insights gained from this study can inform the design of curriculum, instructional strategies, and character education programs aimed at nurturing ethical reasoning, empathy, and responsible decision-making among adolescents. Moral development is closely intertwined with social and emotional competencies such as empathy, self-awareness, and interpersonal skills. Understanding the moral dimensions of adolescent development contributes to the advancement of SEL initiatives within educational settings, promoting holistic well-being and

positive social interactions among students. Studying the moral development of higher secondary school students holds significant implications for educational enhancement, ethical citizenship promotion, prevention of negative behaviors, cultivation of moral agency, advancement of social and emotional learning, contributions to theory and research, and policy implications. By shedding light on the moral dynamics of adolescent development, this study contributes to the holistic growth and well-being of individuals and society as a whole.

STATEMENT OF THE PROBLEM

The area of the study selected by the investigator is “**A study on moral development of higher secondary school students.**”

OPERATIONAL DEFINITION

- ❖ **Higher secondary school students** in this research refers to individuals who are enrolled in the upper levels of secondary education, typically the last two to three years before entering tertiary education or the workforce. These students are usually between the ages of 15 to 18, depending on the educational system and country.
- ❖ **Moral Development** in this research refers to score obtained by the students in the research tool **Moral Values Scale (MVS)** of Dr.Alpana Sen Gupta & Dr.Arun Kumar Singh(2016).

OBJECTIVES:

1. To evaluate the total Moral development of higher Secondary school students.
2. To measure the Moral development of higher Secondary school students and their relationship with subsamples.
3. To predict Moral development of higher Secondary school students
4. To identify the dominant factor influencing Moral development of higher Secondary school students

HYPOTHESIS:

- 1.The Moral development of higher Secondary school students is low.
2. There is no significant relation between Moral development of higher Secondary school students and their relationship with subsamples.
3. There is no significant predictor of Moral development of higher Secondary school students
4. There is no significant dominant factor influencing Moral development of higher Secondary school students

Methodology:

Normative survey method is used in the present study. Moral Values Scale (MVS) of Dr.Alpana Sen Gupta & Dr.Arun Kumar Singh (2016).was used in this study. This scale contains 43 items in 4 dimensions like challenges in Home Environment, Social Environment, School Environment and Peer Environment with yes or no type. The pupils enrolled in the higher secondary Cuddalore district schools make up the study's population. In the Cuddalore district, there are approximately 10,000 students enrolled in 100 higher secondary schools. 149 pupils from several higher secondary schools in the Cuddalore district were selected using random sample techniques. There are 54 male and 95 female students participating in this study across these 149 samples. The collected data were utilize for Descriptive analysis, Differential analysis and Regression analysis with the help of IBMSPSS23.

ANALYSIS OF THE LEVEL OF MORAL DEVELOPMENT OF HIGHER SECONDARY SCHOOL STUDENTS

S.No	Moral development	Score	N	Percentage
1	Low	0-43	0	0
2	high	44-83	149	100
		Total	149	100

The above table 4.1 shows that 100 % of Higher Secondary school students Moral Development score is high (44-83). **Thus, the Higher Secondary school students Moral Development score is High.**

ANALYSIS OF THE MORAL DEVELOPMENT SCORE OF ENTIRE AND SUBSAMPLES

Evaluating the degree of High Secondary school students **Moral Development** for both the full sample and selected sub-samples is one of the study's key goals. For both full and sub samples, the mean Standard deviation values have been computed. which comprise the students enrolled in High Secondary school were considered as the population and sample. Sub-samples were considered for **School type, Gender, Age, Medium of instruction, Locality, Parental income, No of Family members and Family Type.**

Variable	N	Mean	STD
MORAL DEVELOPMENT	149	62.22	4.21

The above table 4.2 shows the mean score and standard deviation of Higher Secondary school students **Moral Development** are found to be **62.22** and 4.21 respectively. **It is concluded that the High Secondary school students Moral Development is High (44-83).**

S.No	Variables	N	%	Mean	t/f	Result	
1	School Type	Government	47	32	60.98	-2.486	S
		Private	102	68	62.79		
2	Gender	Male	54	36	61.72	-1.091	NS
		Female	95	64	62.51		
3	Age	15	16	11	62.13	0.04	NS
		16	70	47	62.13		
		17	57	38	62.33		
		18	6	4	62.50		
4	Medium of Instruction	Tamil	96	64	62.27	0.192	NS
		English	53	36	62.13		
5	Locality	Urban	51	34	62.55	0.683	NS
		Rural	98	66	62.05		
6	Parental Income	0-50k	48	32	62.00	0.683	NS
		51-1lakh	101	68	62.33		
7	Family members	3.00	15	10	62.87	0.57	NS
		4.00	53	36	62.51		
		5.00	49	33	61.92		
		6.00	17	11	62.18		
		7.00	11	7	62.45		
		8.00	4	3	59.25		
8	Family Type	Joint Family	9	6	60.89	2.166	NS
		Nuclear Family	131	88	62.14		
		Single parent	9	6	64.78		

According to the computed t-value, there appears to be appreciable difference in total Moral Development between Government and Private Higher Secondary school pupils. Considering that the calculated t-value of -2.486 is significant at the 5% level. Consequently, the alternative hypothesis is accepted and the null hypothesis is rejected. Therefore, it can be concluded that there is difference in the Total Moral Development between Government and Private Higher Secondary school students.

According to the computed t-value, there appears to be no appreciable difference in total Moral Development between male and female Higher Secondary school pupils. Considering that the calculated t-value of -1.091 is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected.

Therefore, it can be concluded that there is no difference in the Total Moral Development between male and female Higher Secondary school students.

The obtained f-value suggests that there is no significant variation in the Total Moral Development based on Age. Considering that the computed f-value (.036) is not significant at the 5% level. As a result, the null hypothesis is acknowledged. Therefore, the Total Moral Development are same among higher secondary school students who have different Age.

According to the computed t-value, there appears to be no appreciable difference in total Moral Development between Tamil and English medium Higher Secondary school pupils. Considering that the calculated t-value of .192 is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. Therefore, it can be concluded that there is no difference in the Total Moral Development between Tamil and English medium Higher Secondary school students.

According to the computed t-value, there appears to be no appreciable difference in total Moral Development between Urban and Rural Higher Secondary school pupils. Considering that the calculated t-value of .683 is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. Therefore, it can be concluded that there is no difference in the Total Moral Development between Urban and Rural Higher Secondary school students.

According to the computed t-value, there appears to be no appreciable difference in total Moral Development between secondary school students with RS 0-50000/ and Rs50000-1 Lakhs as parental income. Considering that the calculated t-value of -.441 is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. Therefore, it can be concluded that there is no difference in the Total Moral Development between Higher Secondary school students with RS 0-50000/ and Rs 50000-1 Lakhs as parental income.

The obtained f-value suggests that there is no significant variation in the Total Moral Development based on Number of Family Members. Considering that the computed f-value (.567) is not significant at the 5% level. As a result, the null hypothesis is acknowledged. Therefore, the Total Moral Development are same among higher secondary school students who have different Number of Family Members.

The obtained f-value suggests that there is no significant variation in the Total Moral Development based on Family Type. Considering that the computed f-value (2.166) is not significant at the 5% level. As a result, the null hypothesis is acknowledged. Therefore, the Total Moral Development are same among higher secondary school students who have different Family Type.

TABLE 4							
STEPWISE REGRESSION BETWEEN MORAL DEVELOPMENT AND THEIR SUB							
SAMPLES.							
	Model	B	Std. Error	Beta	Pearson r	Sr²	Structure Coefficient
1	(Constant)	59.163	1.276				
	School type	1.815	.730	.201	.201	.040	.196
Note. The dependent variable Moral development. $R^2 = .040$ and Adjusted $R^2 = 0.034$. sr^2 is squared semi-partial correlation. $F(1, 147) = 6.181, p = 0.000$.							

Table 4 shows School type, Gender, Age, Medium of instruction, Locality, Parental income, No of Family members and Family Type and Total Moral Development were used in a stepwise multiple regression analysis to predict Total Moral Development of the High Secondary school students. The correlation of variables is shown in table.4.12. As can be seen correlations with School type, Family Type and Total Moral Development were statistically significant.

The prediction model contained one of the eight predictors and was reached in one step with 7 variables removed. The model was statistically significant, $F(1, 147) = 6.181, p = 0.000$, and accounted for approximately 20% of the variance of Moral Development ($R^2 = 0.040$ Adjusted $R^2 = 0.034$). Moral Development Higher Secondary school students is primarily predicted by School Type. The raw and standardized regression coefficient of predictors together with their correlation with Moral Development of Higher Secondary school students, their squared semi-partial correlations, and their structure coefficients are shown in table-4.13. The School type received the strongest weight in model. With the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlation was relatively low: The School type uniquely accounted for approximately 20%, of the Moral development. Inspection of the structure coefficient suggests that, School type was relatively strong indicators of Moral Development of High Secondary school children.

TABLE 5	
STEPWISE REGRESSION OF TOTAL MORAL DEVELOPMENT AND ITS DIMENSIONS	

Model	B	Std. Error	Beta	Pearson r	Sr ²	Structure Coefficient
(Constant)	4.441E-14	.000				
School Environment	1.000	.000	.660	.823	1.000	.823
Social Environment	1.000	.000	.358	.572	1.000	.572
Home Environment	1.000	.000	.328	.605	1.000	.605
Peer Environment	1.000	.000	.232	.231	1.000	.231
<p>Note. The dependent variable Moral development $R^2=1.000$, Adjusted $R^2=1.000$, Sr^2 is squared semi-partial correlation. $F(4, 144) = 866.860$</p>						

Table 5 shows Home Environment, Social Environment, School Environment, Peer Environment and Total Moral Development were used in a stepwise multiple regression analysis to find dominant Moral Development of the High Secondary school students.

The dominant factor model contained four of the four factors and was reached in sixfour with 0 variables removed. The model was statistically significant, $F(4, 144) = 866.860$, and accounted for approximately 100% of the variance of Moral Development ($R^2=0.091$ Adjusted $R^2= 0.079$). Moral Development is primarily predicted by School Environment followed by Home Environment, Social Environment and Peer Environment. The raw and standardized regression coefficient of predictors together with their correlation with Moral development, their squared semi-partial correlations, and their structure coefficients are shown in table-4.14. The School Environment and Home Environment were received the strongest weight in model. With the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlation was relatively low: The School Environment, Home Environment, Social Environment and Peer Environment uniquely accounted for approximately 82 %, 60%, 57%, and 23% of the Moral Development of the higher Secondary School Students. Inspection of the structure coefficient suggests that, the School Environment, Home Environment were relatively strong indicators of Moral Development of High Secondary school children.

Conclusion

The Female Private school students having 18-year-old, Tamil medium Urban students, Living in a 3-Membered family with fifty thousand to one lakh as monthly parental income and a student living with single parent show high moral development. School type plays significant role in the moral development of the Higher School students. School environment and Home environment highly contributed relevant Moral development of the Higher School students. Thus, School environment should be improved in the Government schools also to develop their students moral aspects.

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