

Assessment Of Moral Reasoning Of 10th Standard Students In Kundah Taluk Of The Nilgiris District

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Abstract: Schools are playing an important role in not only improving knowledge and skills, but also in enhancement of moral and ethical values among school students. The central principle of school education is to inculcate good behaviour in addition to discipline among school students. The present study is carried out in Kundah taluk of the Nilgiris district and survey method is used. 10th standard students are selected randomly from various types of schools and data are collected from eighty six 10th standard students. Mean, standard deviation, t-test and ANOVA test are employed. The results show that significant difference is there among moral reasoning of 10th standard students and their profile except gender. Therefore, teachers should guide 10th standard students to behave morally and ethically and motivate them to adopt personal, cultural, social and moral values effectively. Parents must give favourable home environment to their 10th standard students for enhancing their moral reasoning capacities. Further, teachers should frequently and freely interact with 10th standard students and give advises to them for improving their academic performance, conducts, morality and values.

1. INTRODUCTION

Moral reasoning is primarily concerning on taking decision for carrying out correct activities in a specific circumstance (Breslin, 1982) and it is facilitating effective emotional and social programmes in creating positive results among individuals (Cooper and Schwartz, 2007). Moral reasoning is the necessary for moral and ethical development among individuals in any society and it is continuous and legitimate activity for morality and value development of individuals (Thoma, 2002). Schools are playing an important role in not only improving knowledge and skills, but also in enhancement of moral and ethical values among school students. The central principle of school education is to inculcate good behaviour in addition to discipline among school students (Arthur et al 2015). In present days, more number of high schools in Tamil Nadu are interested in providing moral and value based education particularly to 10th standard students for improving their creativities, problem solving and decision making capabilities and moral and social values. Hence, it is important to assess moral reasoning of 10th standard students

2. REVIEW OF RELATED LITERATURE

Bouhmama (2020) found that female graduate students were having low level of moral reasoning and no significant difference was there among moral reasoning and

disciplines and significant difference was there between locality of female graduate students and their moral reasoning.

Walker and Stożek (2019) concluded that significant difference in moral reasoning of secondary school students with regarding to their gender, family situation, religion and socio economic status and significant difference was there between moral reasoning and type of school of secondary students.

Farooq et al (2018) revealed that most of secondary school students were having medium level of moral reasoning and significant difference was there among localities and type of schools and moral reasoning of secondary school students.

Levasseur et al (2017) found that high school students had higher level of moral reasoning and significant difference was there among moral reasoning and gender and localities of high school students.

Corcoran and O'Flaherty (2016) concluded that moral reasoning of college students was medium and it had increased along with their age and academic achievement. Gender and discipline of college students were significantly and positively influencing their moral reasoning.

Nucci et al (2015) revealed that students of middle school had moderate level of moral reasoning. Social involvement of middle school students was increased with moral reasoning and teachers assisted them to develop moral reasoning.

Significance of the study

Moral reasoning is playing a significant role in behaviour of school students and it is highly important for them to determine what is good or bad. This study is immensely helpful to understand the current level of moral reasoning among 10th standard students and is useful to policy makers and educationists to bring desirable changes in moral education at secondary level. This study is paving ways to secondary school teachers to apply efficient teaching methods to enhance moral reasoning abilities of 10th standard students and it is also helping parents to increase moral reasoning of their 10th standard students.

Statement of the problem

Schools are highly responsible for personal, academic and moral development of students. Students are involving in immoral practices and are not disciplined and these two are very critical issues in school and family environments. Most of present day school students are not able to differentiate which is right or wrong in their behaviour and actions. Schools need to teach moral and ethical values to students for making them balanced and more focused on values of life, community, society and nation. At the same time, not only teachers or schools, but, parents are also playing an important role in developing and maintaining moral reasoning among their students. Moral reasoning is very important for students to select right direction in their life and make them perfect and responsible persons and creation and realization of values of system among them. In order to improve moral reasoning among school children, moral education is compulsory for them and it is helpful for building of good characters and conducts and improvement of society in a healthy and ethical ways.

Title of the study

Assessment of Moral Reasoning of 10th Standard Students in Kundah Taluk of the Nilgiris District

Operational definitions of morality, moral, value and moral reasoning

Morality is the specific values of a particular group in a situation that distinguish bad or good conduct. Moral is the principles of right or wrong behaviour of individual in the society. Value is something that is useful or importance for individuals. Moral Reasoning refers to the way a person understands what is right or wrong and what is good or bad. The moral reasoning is assessed in this write up on the basis of two types of moral reasoning. One

that a person uncritically obeys the person in authority, and the other is one that a person questions and critiques the person in authority and follows after making it one's own.

3. OBJECTIVES OF THE STUDY

- i) To study the significant difference between moral reasoning of 10th standard students regarding gender.
- ii) To study the significant difference between moral reasoning of 10th standard students regarding Board of schools.
- iii) To study the significant difference between moral reasoning of 10th standard students regarding medium of instruction.
- iv) To study the significant difference among moral reasoning of 10th standard students regarding type of schools.

Hypotheses of the study

- i) There is no significant difference between moral reasoning of 10th standard students regarding gender.
- ii) There is no significant difference between moral reasoning of 10th standard students regarding Board of school.
- iii) There is no significant difference between moral reasoning of 10th standard students regarding medium of instruction.
- iv) There is no significant difference among moral reasoning of 10th standard students regarding type of school.

4. METHODOLOGY

Method and Tools Used in the Study

Survey method is used for this study. By using self made questionnaire, data were collected from 86 Tenth standard students from the secondary schools in the Kundah Taluk of the Nilgiris District in the Western Ghats section of South India.

The scoring is done in the following way as Strongly Agree = 5, Agree = 4, No Opinion = 3, Disagree = 2 and Strongly Disagree = 1.

Sampling Method

Random sampling method is employed for the study. Eighty Six 10th standard students are randomly chosen from various types of schools in Kundah taluk of the Nilgiris district.

Table-1. Profile of 10th Standard Students

| Profile | Number (86) |
|------------------------------|-------------|
| Gender | |
| Male | 46 |
| Female | 40 |
| Board | |
| Central | 55 |
| State | 31 |
| Medium of Instruction | |
| Tamil | 37 |
| English | 49 |
| Type of School | |
| Boys | 27 |
| Girls | 25 |

| | |
|--------------|----|
| Co-Education | 34 |
|--------------|----|

Statistical Techniques Used

Profile of 10th standard students is examined by using percentages. Mean, standard deviation, t-test and ANOVA test are used to find significant difference among moral reasoning of gender, Board of schools, medium of instruction and type of schools of 10th standard students.

Interpretation of data

The profile of 10th standard students is given in Table-1. The findings indicate that 53.49 per cent of them are male, while, 46.51 per cent of them are female and 63.95 per cent of them are studying in Central board, while, 36.05 per cent of them are studying in State board. The findings reveal that 56.98 per cent of them are studying in English medium, while, 43.02 per cent of them are studying in Tamil medium and 38.75 per cent of them are studying in co-education schools, 31.40 per cent of them are studying in Boys schools and 29.07 per cent of them are studying in Girls schools.

Testing Hypothesis 1:

There is no significant difference between moral reasoning of 10th standard students regarding gender.

Table-2. Significant Difference in the Mean Score of the Moral Reasoning of 10th Standard Students Regarding Gender

| Gender | N | Mean | Standard Deviation | t-Value | Sig. |
|--------|----|--------|--------------------|---------------------|------|
| Male | 46 | 146.22 | 7.93 | 0.024 ^{NS} | NS |
| Female | 40 | 146.18 | 8.48 | | |

NS = Not Significant

Mean value of moral reasoning for male and female 10th standard students are 146.22 and 146.18 successively and it explicates that male and female 10th standard students are having similar level of moral reasoning.

The t-value is 0.024 and it is disclosing that no significant difference is there between gender of 10th standard students and moral reasoning. Hence, null hypothesis is accepted.

Testing Hypothesis 2:

There is no significant difference between moral reasoning of 10th standard students regarding Board of school. **Table-3. Significant Difference in the Mean Score of the Moral Reasoning of 10th Standard Students Regarding Board of School**

| Board | N | Mean | Standard Deviation | t-Value | Sig. |
|---------|----|--------|--------------------|---------------------|------|
| Central | 55 | 145.31 | 8.15 | 3.155 ^{**} | S |
| State | 31 | 147.77 | 7.01 | | |

^{**} Significant in 1 % level

Mean value of moral reasoning for 10th standard students studying in Central and State boards are 145.31 and 147.77 successively and it explicates that 10th standard students studying in State board are having higher level of moral reasoning as compared to students studying in Central board.

The t-value is 3.155 and it is disclosing that significant difference is there between board of 10th standard students and moral reasoning in one per cent level. Hence, null hypothesis is rejected.

Testing Hypothesis 3:

There is no significant difference between moral reasoning of 10th standard students regarding medium of instruction.

Table-4. Significant Difference in the Mean Score of the Moral Reasoning of 10th Standard Students Regarding Medium of Instruction

| Medium of Instruction | N | Mean | Standard Deviation | t-Value | Sig. |
|-----------------------|----|--------|--------------------|---------|------|
| Tamil | 37 | 145.00 | 8.62 | 3.189** | S |
| English | 49 | 147.10 | 7.72 | | |

** Significant in 1 % level

Mean value of moral reasoning for 10th standard students studying in Tamil and English mediums are 145.00 and 147.10 successively and it explicates that 10th standard students studying in English mediums are having higher level of moral reasoning as compared to students studying in Tamil Medium.

The t-value is 3.189 and it is disclosing that significant difference is there between medium of instruction of 10th standard students and moral reasoning in one per cent level. Hence, null hypothesis is rejected.

Testing Hypothesis 4:

There is no significant difference among moral reasoning of 10th standard students regarding Type of Schools.

Table-5. Significant Difference in the Mean Score of the Moral Reasoning of 10th Standard Students Regarding Type of Schools

| Type of School | N | Mean | Standard Deviation | F-Value | Sig. |
|----------------|----|--------|--------------------|---------|------|
| Boys | 27 | 145.21 | 8.66 | 5.146** | S |
| Girls | 25 | 147.95 | 8.48 | | |
| Co-Education | 34 | 149.45 | 7.45 | | |

** Significant in 1 % level

Mean value of moral reasoning for 10th standard students studying in boys, girls and co-education schools are 145.21, 147.95 and 149.45 successively and it explicates that 10th standard students studying in co-education schools are having higher level of moral reasoning as compared to students studying boys and girls schools.

The F-value is 5.146 and it is disclosing that significant difference is there among type of school of 10th standard students and moral reasoning in one per cent level. Hence, null hypothesis is rejected.

Findings

i) There is no significant difference between moral reasoning of 10th standard students regarding gender. Male (Mean = 146.22) and female (Mean = 146.18) 10th standard students are having similar level of moral reasoning.

ii) There is significant difference between moral reasoning of 10th standard students regarding Board of school. 10th standard students studying in State board (Mean = 147.77) are having higher level of moral reasoning in comparison with students studying in Central board (Mean = 145.31).

iii) There is significant difference between moral reasoning of 10th standard students regarding medium of instruction. 10th standard students studying in English mediums (Mean = 147.10) are having higher level of moral reasoning as compared to students studying in Tamil Medium (Mean = 145.00).

iv) There is significant difference among moral reasoning of 10th standard students regarding type of school. 10th standard students studying in co-education schools (Mean = 149.45) are

having higher level of moral reasoning as compared to students studying boys (Mean = 145.21) and girls schools (Mean = 147.95).

5. CONCLUSION

The findings of this study elucidates that significant difference is there among moral reasoning of 10th standard students and their profile except gender. Therefore, teachers should guide 10th standard students to behave morally and ethically and motivate them to adopt personal, cultural, social and moral values effectively. Parents must give favourable home environment to their 10th standard students for enhancing their moral reasoning capacities. Further, teachers should frequently and freely interact with 10th standard students and give advises to them for improving their academic performance, conducts, morality and values.

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