

**A Comparative Study of Level of Moral Understanding in School Students with
Special Reference to Secondary Students in Rural and Urban Areas**

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Abstract

In the present study, the researcher has attempted to assess the moral understanding among 9th and 10th class students of these 30 students are urban areas (15 girls and 15 boys) and 30 students are rural (15 girls and 15 boys). There is no significant difference between the urban students and rural students and there is an moral understanding.

Moral understanding

Moral development focuses on the emergence, change, and understanding of morality from infancy through adulthood. In the field of moral development, morality is defined as principles for how individuals ought to treat one another, with respect to justice, others welfare and rights.

Secondary Stage: The student who are studying in 9th and 10th class.

Rural School : The school which is situated in rural areas.

Urban School : The school which is situated in urban areas.

Introduction

The word 'moral' comes from the Latin word "mos", which means custom practice, a way of accomplishing things. There-fore, it has come to mean "belonging to manners and conduct of men", "pertaining to right and wrong, good in conduct". People in general consider the word to mean proper or good or right conduct. Morality is the conformity to the moral code of the social group. It is the internalization of a set of virtues, ideas and values sanctioned by society which become an integral part of the individual self through the process of development. Hence the ability to make moral judgment plays an important facet of the total development of the child. Moral judgment involves the cognitive capacity and insight to see

the relationship between an abstract principle and concrete cases an judge the situation as right as wrong, keeping in views the knowledge of moral standing. It is the by-product of child's general social experience which enables him to evaluate worthiness of an action as good or bad. Freud(1933) conceived of the superego as the main agent in this process and emphasized its observing, judging and punishing aspect. By describing the superego as amoral arm of personality with its two subsystems, conscience and ego ideal, he explored dimensions of morality and threw light on the dark corners out of which morality grows.

Objectives of the Study

1. To study the moral understanding level in rural and urban area school students.
2. To study the moral understanding level in rural boy and girl secondary school students.
3. To study the moral understanding level in urban boy and girl secondary school students.
4. To study the moral understanding level in rural and urban boy secondary school students.
5. To study the moral understanding level in rural and urban girl secondary school students.

Hypothesis of the Study

1. There is no significant difference of moral understanding level between rural and urban area school students.
2. There is no significant difference of moral understanding level between rural boy and girl secondary school students.
3. There is no significant difference of moral understanding level between urban boy and girl secondary school students.
4. There is no significant difference of moral understanding level between rural and urban boy secondary school students.
5. There is no significant difference of moral understanding level in rural and urban girl secondary school students.

Delimitations of the Study

1. The study is delimited to Rural and Urban area school students.
2. The study is delimited only to secondary school students.
3. Only 60 students were taken for the study.

4. The study is delimited to Sirsa district only.

Review of Literature

The review of related literature is of great importance for researcher for conducting a study of pay and actual and desired contribution in the field of investigation, as it helps the research workers find what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing and what problems remain to be solved? It shows whether the evidence already available, solves the problem adequately without further investigation passing through the previous studies, literature. Discussion and experience related to problem under investigation enables the researcher to know the means of getting to the frontier in the field of his research.

According to C.V. Goods

“The survey of the related literature may provide guiding hypotheses suggestive methods of investigation and comprehensive data for interpretive purpose.”

The investigator, to avoid mischances, passes through a number of books; journals study report and survey on the topic. The surveys helped the investigator to direct his study. A lot of work has been done on creativity and intelligence but on creativity and self-concept the attempts made are less. The studies made are directing for further requirement of refinement of results obtained by earlier researchers.

Lickona, T., (1979). His book ‘Moral Development and behaviour: Theory, Research, and social issues, Education Resources information Centre(ERIC), contains selections from psychologists, social scientists, educators on the origins and nature of moral reasoning and behaviour. Part one is an introduction and is intended to help the reader organize the wealth of theory and research in the field around eight distinctively different theoretical views of how moral development occurs. Part three deals with research and critically examines findings in selected areas of moral functioning, pinpoints methodological problems, and suggest new dimensions of important social issues and attempts to derive intervention strategies from the accumulated theory and research about moral behaviour.

Leming, J.,(2006) The research was on the curriculum effectiveness of moral/ values education approaches. Two approaches were identified as having sufficient completed research to warrant examination. A total of 59 studies were reviewed, 33 focusing on values clarification and 26 with moral development as the focus. The research on values clarification indicated that little or no confidence is warranted regarding its potential

curricular effectiveness. On the other hand, the research base for the moral development approach indicated that cautious optimism is appropriate. Finally, suggestions were offered for future research on these two approaches.

Research Methodology

Research methods are of utmost importance in a research process. This study is based on Survey method, particularly the Normative Survey Research Method. The researcher reviewed all the research strategies and methods and found that neither historical, philosophical nor can be the experimental research method be called appropriate for the present study. In view of the purpose of this study only the survey method was considered most appropriate.

Population and Sample

A population refers to any collection of specified group of human beings or non-human entities such as objects, educational institutions, time units, geographical areas etc. The representative proportion of the population is called sample. A sample is a subset of the population to which the researcher intends to generalize the results. Sampling is the selected and analysed in order to find out something about the entire population from which it was selected. In the present investigation, the researcher selected a sample of 60 students of various Secondary Schools from Sirsa district. Students were selected from by applying simple method of sampling. The details of the selected sample are as given below:

Sample Selected for the Study

Sr. No.	School's Name	Rural/ Urban	Boy Student	Girl student	Total
1.	Govt. Sr. Sec. School, Pipli	30	15	15	30
2.	Govt. Sr. Sec. School, Kalanwali	30	15	15	30
	Total		30	30	60

Methodology

Normative Survey method was used for the present study.

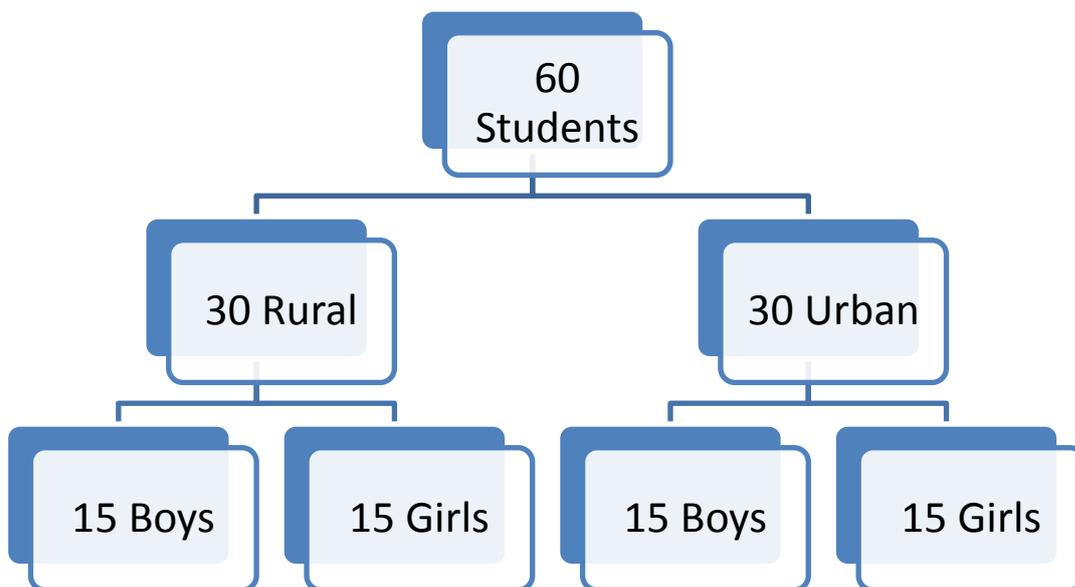
Population

Rural & Urban secondary school students working in Sirsa district constituted the population.

Sample

In the present investigation, the investigation selected a sample of 60 secondary students of various Secondary Schools from Sirsa. Students were selected by applying simple random method of sampling.

Sample Selected for the Study



Tools Used in the Research

Moral Judgement scale authored by Dr. Meera Verma (Allahabad) & Prof. (Late) D. Sinha (Allahabad) was used.

Statistical Technique

In this research, the statistical techniques like Mean, S.D. & 't' test and other appropriate statistical technique was used.

Analysis and Interpretation of Data

Analysis and interpretation of data requires and adequate knowledge of techniques to be applied, interpretation in thus by no means a mechanical process.

Hypothesis No.1 There is no significant difference of moral understanding level between rural and urban area secondary school students.

Table 4.1 Shows that Mean and S.D. value and rural and urban secondary school

Teachers	N	M	S.D.	DF	't' Value	Level of Significance
Rural Secondary School students	30	40.90	4.94	58	1.94	Significant at .05level
Urban Secondary School students	30	43.16	4.43			

Interpretation: Table 4.1 shows that Mean and S.D. value of and rural and urban secondary school students is 40.90, 4.94 and 43.16, 4.43 respectively. The calculated 't' value is 1.94 which is less than the table value i.e. at 0.05 level. So the Hypothesis No. 1 is accepted. Thus It may be interpreted that there is no significant difference between Rural and urban secondary school students towards moral understanding. Urban and rural secondary school students are equal regarding moral understanding.

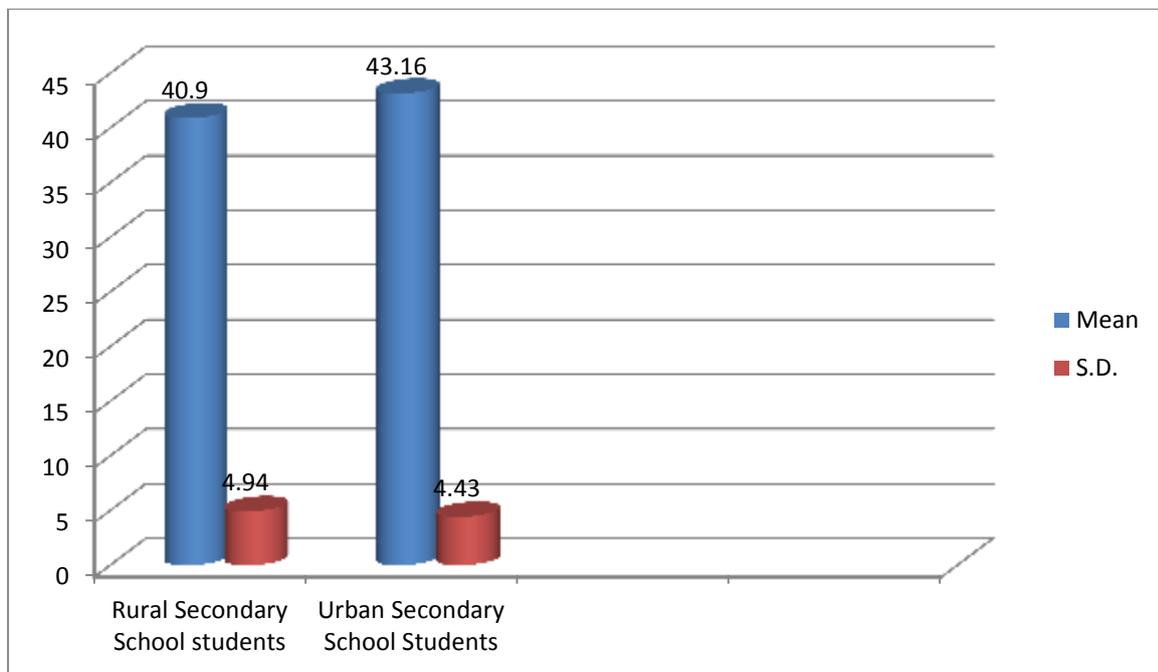


Figure 4.1 shows that Mean and S.D. value of and rural and urban secondary school

Hypothesis No.2 There is no significant difference of moral understanding level between rural boy and girl secondary school students.

Table 4.2 shows that Mean and S.D. value of and a rural boy and girl secondary school

Teachers	N	M	S.D.	DF	't' Value	Level of Significance
Rural Secondary School students	15	41.33	5.84	28	.301	Significant at .05level
Urban Secondary School students	15	40.66	4.04			

Interpretation: Table 4.2 shows that Mean and S.D. value of and a rural boy and girl secondary school student is 41.33, 5.84 and 40.66, 4.04 respectively. The calculated 't' value is .301 which is less than the table value i.e. at 0.05 level. So the Hypothesis No. 2 is accepted. Thus It may be interpreted that there is no significant difference between Rural boy and girl secondary school students towards moral understanding. Rural boy and girl secondary school girl students found to be similar regarding moral understanding.

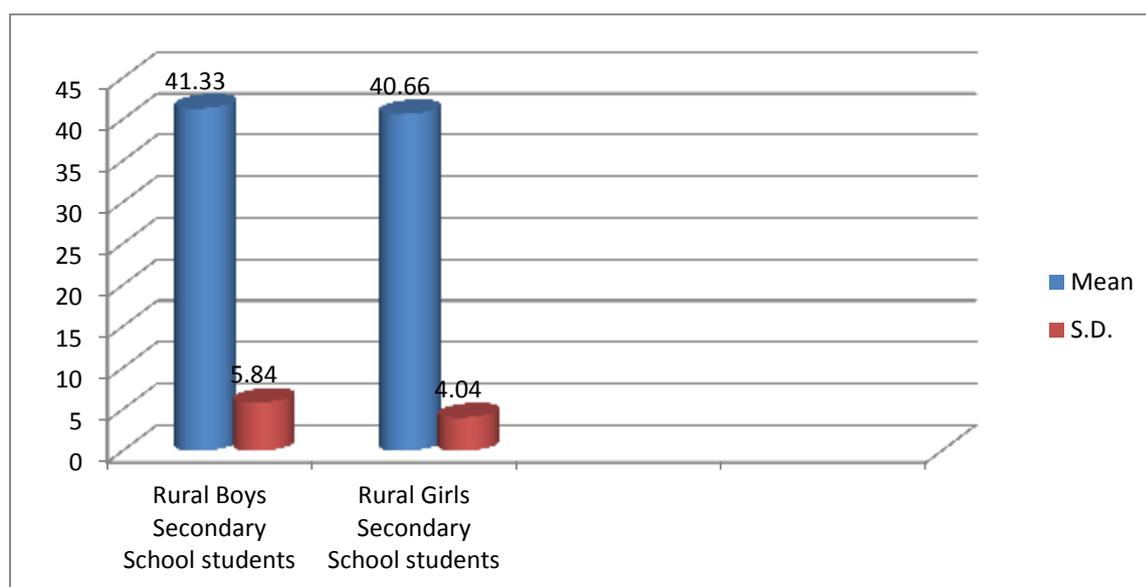


Figure 4.2 shows that Mean and S.D. value of and a rural boy and girl secondary school

Hypothesis No.3 There is no significant difference of moral understanding level between urban boy and girl secondary school students.

Table 4.3 shows that Mean and S.D. value of and a rural boy and girl secondary school

Teachers	N	M	S.D.	DF	't' Value	Level of Significance
Rural Secondary School students	15	44.60	2.06	28	1.81	Significant at .05level
Urban Secondary School students	15	41.73	5.66			

Interpretation: Table 4.3 shows that Mean and S.D. value of and a rural boy and girl secondary school student is 44.60, 2.06 and 41.73, 5.66 respectively. The calculated 't' value is 1.181 which is less than the table value i.e. at 0.05 level. So the Hypothesis No. 3 is accepted. Thus it may be interpreted that there is no significant difference between urban boy and girl secondary school students towards moral understanding. Urban boy and girl secondary school students found to be similar regarding moral understanding.

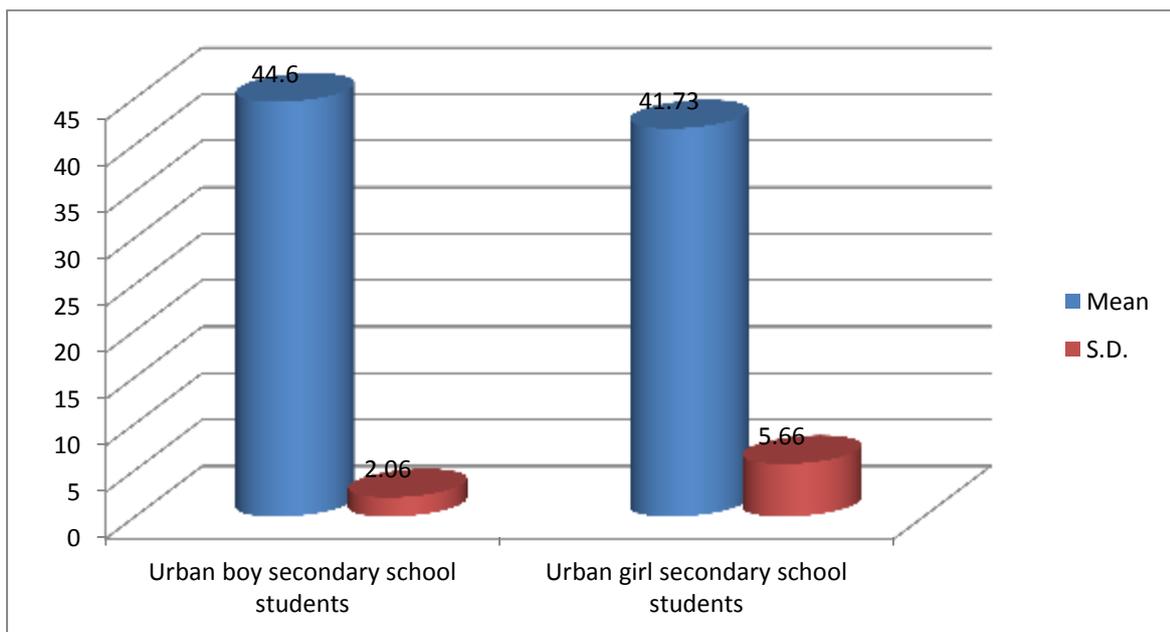


Figure 4.3 shows that Mean and S.D. value of and a rural boy and girl secondary school

Hypothesis No.4 There is no significant difference of moral understanding level between rural and urban boy secondary school students.

Table 4.4 shows that Mean and S.D. value of and rural and urban boy secondary school

Teachers	N	M	S.D.	DF	't' Value	Level of Significance
Rural Secondary School students	15	41.13	5.84	28	2.33	Significant at .05level
Urban Secondary School students	15	44.60	2.06			

Interpretation: Table 4.4 shows that Mean and S.D. value of and rural and urban boy secondary school student is 41.13, 5.84 and 44.60, 2.06 respectively. The calculated 't' value is 2.33 which is greater than the table value i.e. at 0.05 level. So the Hypothesis No. 4 is accepted. Thus It may be interpreted that there is no significant difference between Rural and urban boy secondary school students towards moral understanding. Urban secondary school boy students found to be better moral understanding than rural secondary school students.

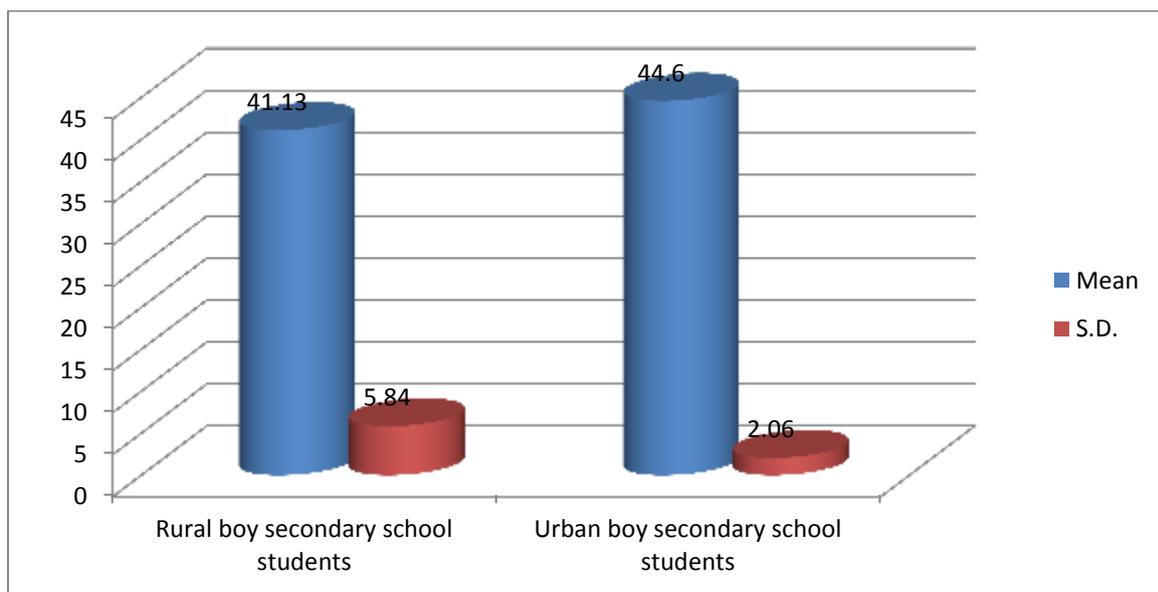


Figure 4.4 shows that Mean and S.D. value of and rural and urban boy secondary

Hypothesis No.5 There is no significant difference of moral understanding level in rural and urban girl secondary school students.

Table 4.5 shows that Mean and S.D. value of and rural and urban girl secondary school

Teachers	N	M	S.D.	DF	't' Value	Level of Significance
Rural Secondary School students	15	40.66	4.04	28	.591	Significant at .05level
Urban Secondary School students	15	41.73	5.66			

Interpretation: Table 4.5 shows that Mean and S.D. value of and rural and urban girl secondary school student is 40.66, 4.04 and 41.73, 5.66 respectively. The calculated 't' value is .591 which is less than the table value i.e. at 0.05 level. So the Hypothesis No. 5 is accepted. Thus it may be interpreted that there is no significant difference between Rural and urban girl secondary school students towards moral understanding. Urban and rural secondary school girl students found to be similar regarding moral understanding.

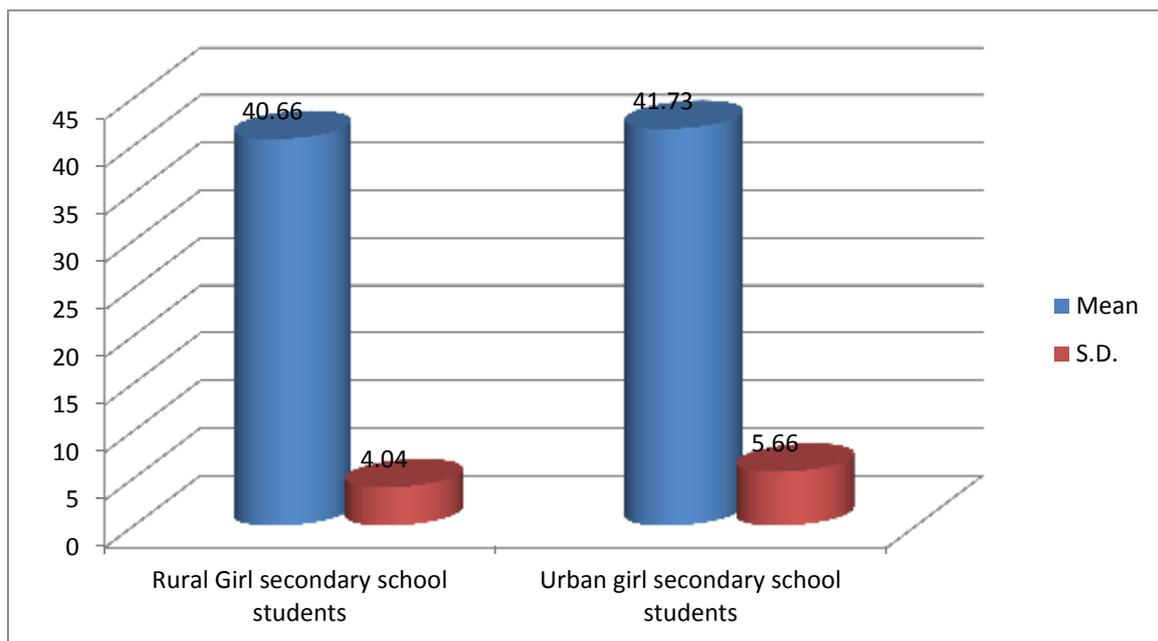


Figure 4.5 shows that Mean and S.D. value of and rural and urban girl secondary school

Main Findings, Educational Implications and Suggestions for Further Research

Main Findings

Hypothesis No.1: The calculated 't' value is 1.94 which is less than the table value i.e. at 0.05 level. So the Hypothesis No. 1 is accepted. Thus It may be interpreted that there is no significant difference between Rural and urban secondary school students towards moral understanding. Urban and rural secondary school students are equal regarding moral understanding.

Hypothesis No.2: . The calculated 't' value is .301 which is less than the table value i.e. at 0.05 level. So the Hypothesis No. 2 is accepted. Thus It may be interpreted that there is no significant difference between Rural boy and girl secondary school students towards moral understanding. Rural boy and girl secondary school girl students found to be similar regarding moral understanding.

Hypothesis No.3: The calculated 't' value is 1.181 which is less than the table value i.e. at 0.05 level. So the Hypothesis No. 3 is accepted. Thus it may be interpreted that there is no significant difference between urban boy and girl secondary school students towards moral understanding. Urban boy and girl secondary school students found to be similar regarding moral understanding.

Hypothesis No.4: The calculated 't' value is 2.33 which is greater than the table value i.e. at 0.05 level. So the Hypothesis No. 4 is accepted. Thus I t may be interpreted that there is no significant difference between Rural and urban boy secondary school students towards moral understanding. Urban secondary school boy students found to be better moral understanding than rural secondary school students.

Hypothesis No.5: The calculated 't' value is .591 which is less than the table value i.e. at 0.05 level. So the Hypothesis No. 5 is accepted. Thus it may be interpreted that there is no significant difference between Rural and urban girl secondary school students towards moral understanding. Urban and rural secondary school girl students found to be similar regarding moral understanding.

Educational Implications

Students are the future of India. The future of our country depends upon the moral values imparted to them during their students life. Moral lessons should be properly implemented among students in school and colleges.

Children have an immense power of observation and their feelings are deep rooted. They always observe their parents at home and their teachers in school.

Suggestions for Further Studies

1. In this research, I have selected random sample of 60 school students which may be increased.
2. I have selected one District Sirsa of Haryana, another district may be selected.
3. I have selected one variable i.e. Moral judgement; another variable may be taken for further study.
4. I have selected from school; sample from college, University may be taken.

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