

OPINION OF TEACHERS TOWARDS INTRODUCING THE MORAL EDUCATION CLASS AT HIGHER SECONDARY SCHOOL IN CHENGALPATTU TALUK

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Abstract

Morality in its most basic sense is a universal human truth and not a religious belief. Every culture known to man has always agreed upon fundamental moral principles. For example, there is no known culture which has condoned harming others. Most educators are trained to teach facts and skills, not engage students in discussions of right and wrong, fairness and justice, values and moral responsibility. Man is the centre from where forces radiate inward and outward. These give him an outward life and an inward existence. Schools must stress on reasoning faculty of man. He must be taught to acquire self knowledge about what is his true place in the universe and his true relation with God. This paper deals with the ideal goal of investigating the opinion of teachers in introducing the same in higher secondary level.

Introduction

Moral Education refers to helping children acquire those virtues or moral habits that will help them individually live good lives and at the same time become productive, contributing members of their communities. In this view, moral education should contribute not only to the students as individuals, but also to the social cohesion of a community. The word moral comes from a Latin root (mos, moris) and means the code or customs of a people, the social glue that defines how individuals should live together. Interpretations of the process of Moral Education are quite differentiated and subject to change, according to the modality of the study of moral phenomenon (and its components), and the consistency of the cognitive results of this study. On the other hand, moral education cannot ignore lack of moral education among youth and grown-ups, as a result of not mastering or of incorrect use of moral language. We define the concept of Moral Education by taking into account two components of moral life: the objective component (social-axiological), and the subjective component (psychological), that is, human behavior and the development of its features. According to these components, we can formulate extremely various objectives of this education and can analyze their connections with one or another form of education (intellectual, civil, political, professional, ecological, religious, etc.). Thus, we can move beyond simple opinions that emphasize one or another component of moral life.

Literature Review

SINGH (1974) found on Indian sample that the age of the teacher did not make any difference to his over all value system. Only religious and political values differed due to age.

PILLAI (1978) analyzed English and Tamil Text books of the IX standard of the IX standard of Tamil-Nadu state Board and found that the presentation of religious values was inadequate. A comparative study of religious customs of people of different religions and lives of religious leaders were found to a limited extent.

KIREET JOSHI (1986) Proposed a syllabus for Value oriented Education form class-1 to class – X11 in the elementary classes the stress is on training the senses and activities to teach basic Values, Music, Poetry Science, Physical Education, Yoga are suggested as means to develop Value consciousness in higher classes. The emphasis is on development of reflection and analytical thinking to move towards inner consciousness.

RICHARD.H. (1980) book examines six models of moral education: rationale building, consideration, values clarification, value analysis, cognitive moral development, and social action. The public is demanding that schools become increasingly involved in moral education.

GEERT TEN DAM (2008) presents the results of a literature review of studies on teaching strategies for moral education in secondary schools (1995-2003). The majority of the studies focus on the 'what', i.e. the

objectives, of curriculum Oriented moral education. Attention to the instructional formats for enhancing the prosocial and moral development of students (the 'how') is relatively sparse. Most studies on teaching strategies for moral education recommend a problem based approach to instruction whereby students work in small groups.

We often hear people around us grumble that the world is in-every pad-shape. There is much of corruption, exploitation, merciless killings, terrorism, a lot of casteism and communalism, pollution, global unrest, mutual hatred and a total crisis of character. Man, machine and money are the modern day trinity. Morality is a casualty. Inflicting untold miseries and sufferings on oaf fellow beings is the rule of the day. All this needs to be reformed. But who is to bell the cat? It is we, the children, who have to complete the task. Today the dire need of the hour is imparting of moral and spiritual education in schools, for the simple cause of making the young ones strong, brave, courageous and valiant enough to fight the unending list of evils. A child should be taught about the various golden moral values and virtues. Moral and spiritual values should be infused in a child. He should be taught to differentiate between right and wrong and which value to put into practice at what point of time. All these gems of beautiful values will adorn the bright and glittering personality of a child. The child will be all set and prepared to face the right and wrong of the world and to eradicate all evils right from the roots. Such bold personalities will help in establishing a peaceful and prosperous world.

Need of the Study

The main Scope is to find out the level of Opinion of Teachers towards introducing the Moral Education class at Higher Secondary School. The investigator hopes that the finding of this study will provide, certain concrete suggestions to start Moral Education programme in each and every Higher Secondary School for the Higher Secondary Students. It is also concerned with the improvement of student's ability, self – confidence, overall personality by conducting the Moral Education Programmes in their school. It includes figuring out the personal problems of the students.

Objectives

The present study is framed with selected objectives and they presented as follows are:

1. To measure the level of Opinion towards Introducing the Moral Education class at Higher Secondary School among the teachers.
2. To measure the level of Opinion towards Introducing the Moral Education class on Higher Secondary School with respect to the demographic variables such as Gender, Educational Qualification, Marital Status, work Experience, Type of School and Annual Income.
3. To find out the significant difference on the mean values of Opinion towards Introducing the Moral Education class on Higher Secondary Schools between the Male and Female teachers.
4. To find out the significant difference on the mean values of Opinion towards Introducing the Moral Education class on Higher Secondary Schools among the Undergraduate and Post Graduate teachers.
5. To find out the significant difference on the mean values of Opinion towards Introducing the Moral Education class in Higher Secondary School between the Married and Unmarried teachers.
6. To find out the significant difference on the mean values of Opinion towards Introducing the Moral Educational class in Higher Secondary Schools among the teachers whose Work Experience is below 5 years, between 5 to 10 years and above 10 years.
7. To find out the significant difference on the mean values of Opinion towards Introducing the Moral Education class in Higher Secondary Schools among the Private, Aided and Government school

teachers.

8. To find out the significant difference on the mean values of Opinion towards Introducing the Moral Education class in Higher Secondary Schools among the teachers whose Annual Income ranging between 0 to 50 thousands, 50 to 1 Lakh and above 1 Lakh rupees.

Hypotheses

1. The level of Opinion towards Introducing the Moral Education class in Higher Secondary Schools among the school teachers is average.
2. There is no significant difference on the mean values of Opinion towards Introducing the Moral Education class in Higher Secondary Schools between the Male and Female teachers.
3. There is no significant difference on the mean values of Opinion towards Introducing the Moral Education class in Higher Secondary Schools among the Undergraduate and Post Graduate teachers.
4. There is no significant difference on the mean values of Opinion towards Introducing the Moral Education class in Higher Secondary Schools between Married and Unmarried teachers.
5. There is no significant difference on the mean values of Opinion towards Introducing the Moral Education class in Higher Secondary Schools on the basis of school teachers whose Work Experience is below 5 years, between 5 to 10 Years and above 10 Years.
6. There is no significant difference on the mean values of Opinion towards Introducing the Moral Education class in Higher Secondary Schools among the Government, Aided and Private school teachers.
7. There is no significant difference on the mean values of Opinion towards Introducing the Moral Education class in Higher Secondary Schools on the basis of School teachers whose Annual Income ranging between 0 to 50 Thousands, 50,000 to 1 Lakh and above 1 Lakh rupees.

Methodology

Method

The present study is a Normative Survey study which tries to study the “Opinion of Teachers towards Introducing the Moral Education class at Higher Secondary Schools in Chengalpattu Taluk.

Sample

The sample for the present study consisted of 100 teachers working in 5 schools in Chengalpattu Taluk. The below said sample had been selected through the simple random sampling techniques.

Table-1
List of schools and its size of the sample

S.N.	Name of the School	Total
1	Arignar Anna Government higher Secondary School,	12
2	Government boys Higher Secondary School,	13
3	Ramakrishna Mission Higher Secondary School	25
4	Little Jackie Higher Secondary School,	26
5	St.Columbas Higher Secondary School	24
Total		100

Table-2
Classification of samples based on variables

S.No	Variables		Numbers
1	Total		100
2	Gender	1.Male	48
		2.Female	52
3	Educational Qualification	1.Under Graduate	31
		2.Post Graduate	69
4	Marital Status	1.Married	84
		2.Unmarried	16
5	Work Experience	1.Below 5 Years	31
		2. 5-10 Years	27
		3.Above 10 Years	42
6	Type of School	1.Government School	25
		2.Government aided School	51
		3.Private School	24
7	Annual Income	1.0-50 Thousands	20
		2.50-1 Lakh	5
		3.Above 1 Lakh	75

Tools

The investigator developed the tool, "Opinion of teachers towards introducing the Moral Education class at higher secondary school in Chengalpattu Taluk". The four point scale consists of 35 items out of which 21 items are rated positively while 14 items are negatively.

Analysis

Hypothesis-1 Mean and Standard deviation scores of the level of Opinion of Teachers towards Introducing the Moral Education class at Higher Secondary Schools in Chengalpattu Taluk.

From the table 3 it is the obtained Maximum and Minimum Mean and SD values of the Opinion towards Introducing the Moral Education Class Scores are 88.20 and 82.90 and 5.32 and 4.03. It is also reveal that Mean and SD of the Opinion towards Introducing the Moral Education Class Score of the total sample were 85.57 and 4.77. It shows that the level of Opinion of teachers towards Introducing the Moral Education Class at Higher Secondary Schools in Chengalpattu Taluk is high.

Hypothesis-2 There is no significant difference in Mean scores on the level of Opinion of teachers towards Introducing the Moral Education Class at Higher Secondary Schools with respect to their Gender.

Table-3
Mean and standard deviation scores opinion of teachers towards introducing the Moral Education class at higher secondary schools

Variables		N	Mean	SD
Total		100	85.57	4.77
Gender	Male	48	85.38	4.65
	Female	52	85.75	4.92
Educational Qualification	UG	30	84.77	4.64
	PG	70	85.91	4.82
Working Experience	Below 5 years	31	84.13	4.38
	5 - 10 years	27	86.44	5.32
	Above 10 years	42	86.07	4.55
Marital status	Married	84	85.73	4.73
	Unmarried	16	84.75	5.06
Type of the School	Government	25	86.80	4.15
	Aided	51	85.67	4.96
	Private	24	84.08	4.76
Annual Income	Below 50,000	20	82.90	4.03
	50,000 - 1,00,000	5	88.20	5.21
	Above 1,00,000	75	86.11	4.71

Table-4
Significance level of opinion of teachers towards introducing the Moral Education class at higher secondary schools with respect to their gender

Gender	N	Mean	S.D.	't' value
Male	48	85.38	4.65	0.39**
Female	52	85.75	4.92	

** - Not Significant at 0.05 level

From the table-4, the 't' value, 0.39 is not significant at 0.05 level. The result highlights that there is no significant difference in the level of Opinion towards Introducing the Moral Education Class among Male and Female School Teachers with respect to their Gender. Male and Female School Teachers are having similar level of Opinion towards Introducing the Moral Education Class. Hence the framed null hypothesis is found to be accepted.

Hypothesis-3 There is no significant difference in Mean scores on the level of Opinion of teachers towards Introducing the Moral Education Class at Higher Secondary School with respect to their Educational Qualification.

Table-5
Significance level of opinion of teachers towards introducing the Moral Education Class at Higher Secondary Schools with respect to their educational qualification

Educational Qualification	N	Mean	Std. Deviation	't' value
UG	30	84.77	4.64	1.11**
PG	70	85.91	4.82	

** - Not Significant at 0.05 level

It is obviously seen from the table-5, that the 't' value, 1.11 is not significant at 0.05 level. It implies from the result that there is no significant difference in the level of Opinion towards Introducing the Moral Education Class among UG and PG Teachers with respect to their Educational Qualification. UG and PG Teachers were found to be similar level of Opinion towards Introducing the Moral Education Class. Hence the framed null hypothesis is found to be accepted

Hypothesis-4 There is no significant difference in Mean scores on the level of Opinion of teachers towards Introducing the Moral Education Class at Higher Secondary Schools with respect to their Marital Status.

Table-6
Significance level of opinion of teachers towards introducing the Moral Education class at higher secondary schools with respect to their marital status

Marital Status	N	Mean	Std. Deviation	't' value
Married	84	85.73	4.73	0.71**
Unmarried	16	84.75	5.06	

** - Not Significant at 0.05 level

Table-6 shows that the 't' value, 1.11 is not significant at 0.05 level. It implies from the result that there is no significant difference in the level of Opinion towards Introducing the Moral Education Class among Married and unmarried Teachers with respect to their Marital Status. Married and Unmarried Teachers are having similar level of Opinion towards Introducing the Moral Education Class. Hence the framed null hypothesis is found to be accepted.

Hypothesis-5 There is no significant difference in Mean scores on the level of Opinion of teachers towards Introducing the Moral Education Class at Higher Secondary Schools with respect to their Working experience.

Table-7
Significance level of opinion of teachers towards introducing the Moral Education class at higher secondary schools with respect to their working experience

Working experience	Sum of Squares	df	Mean Square	F
Between Groups	95.57	2	47.78	2.14**
Within Groups	2164.93	97	22.31	
Total	2260.51	99		

** - Not Significant at 0.05 level

From the above table-7 it is seen that the F value, 2.14 is not significant at 0.05 level. The result reveals that there is no significant difference in the level of Opinion of teachers towards Introducing the Moral Education Class at Higher Secondary Schools with respect to their Working experience. Hence the framed null hypothesis is found to be accepted.

Hypothesis-6 There is no significant difference in Mean scores on the level of Opinion of teachers towards Introducing the Moral Education Class at Higher Secondary Schools with respect to their Type of the School.

Table-8
Significance of opinion of teachers towards introducing the Moral Education class at higher secondary schools with respect to their type of the school

Type of the School	Sum of Squares	df	Mean Square	F
Between Groups	91.34	2	45.67	2.04**
Within Groups	2169.16	97	22.36	
Total	2260.51	99		

** - Not Significant at 0.05 level

It is understood from the table-8 that the F value, 2.04 is not significant at 0.05 level. It implies from the result that there is no significant difference in the level of Opinion of teachers towards Introducing the Moral Education Class at Higher Secondary Schools with respect to their Nature of School. Hence the framed null hypothesis is found to be accepted.

Hypothesis-7 There is no significant difference in Mean scores on the level of Opinion of teachers towards Introducing the Moral Education Class at Higher Secondary Schools with respect to their Annual Income.

Table-9
Significance level of opinion of teachers towards introducing the Moral Education class at higher secondary schools with respect to their annual income

Annual Income	N	Mean	SD	't' value
Below 50,000	20	82.90	4.03	2.11*
50,000 - 1,00,000	5	88.20	5.21	
Below 50,000	20	82.90	4.03	3.04*
Above 1,00,000	75	86.11	4.71	
50,000 - 1,00,000	5	88.20	5.21	0.87**
Above 1,00,000	75	86.11	4.71	

* - Significant at 0.05 level

** - Not Significant at 0.05 level

It is understood from the above Table 9 it is seen that the 't' values, 2.11 and 3.04 are significant whereas 0.87 is not significant at 0.05 level. It implies from the result that there is a significant difference in the level of Opinion of teachers towards Introducing the Moral Education Class among Higher Secondary Schools with respect to their Annual Income.

The Rs. 50,000 - 1, 00,000 and Above Rs. 1, 00,000 Annual Income of school Teachers is having more level of Opinion towards Introducing the Moral Education Class than the Below Rs. 50,000 School Teachers and hence the framed null hypothesis is found to be rejected.

Findings

1. The level of Opinion of teachers towards Introducing the Moral Education Class at Higher Secondary Schools in Chengalpattu Taluk is high.
2. There is no significant difference in the level of Opinion towards Introducing the Moral Education class at Higher Secondary Schools among Male and Female Teachers with respect to their gender. Male and Female Teachers are having similar level of Opinion towards Introducing the Moral Education Class.

3. There is no significant difference in the level of Opinion towards Introducing the Moral Education class at Higher Secondary Schools among UG and PG Teachers with respect to their Educational Qualification. UG and PG Teachers are having similar level of Opinion towards Introducing the Moral Education Class.
4. There is no significant difference in the level of Opinion towards Introducing the Moral Education class at Higher Secondary Schools among Married and Unmarried Teachers with respect to their Marital Status. Married and Unmarried Teachers are having similar level of Opinion towards Introducing the Moral Education Class.
5. There is no significant difference in the level of Opinion of Teachers towards Introducing the Moral Education class at Higher Secondary Schools with respect to their Working Experience. Various levels of Working Experience Teachers are having similar level of Opinion towards Introducing the Moral Education Class.
6. There is no significant difference in the level of Opinion of Teachers towards Introducing the Moral Education class at Higher Secondary Schools with respect to their Nature of School. Various Nature of School Teachers are having similar level of Opinion towards Introducing the Moral Education Class.
7. There is a significant difference in the level of Opinion of Teachers towards Introducing the Moral Education class at Higher Secondary Schools with respect to their Annual Income. Rs 50,000 and above Rs 1, 00,000 Annual Income of school Teachers is having more level of Opinion towards Introducing the Moral Education Class than the Below Rs 50,000 School Teachers.

Conclusion and Recommendations

The present study has investigated the Opinion of Teachers towards introducing the Moral Education at Higher Secondary School in Chengalpattu Taluk. The researcher framed objectives and hypothesis on the basis of above context. The research was carried out 100 samples randomly after collecting data they were analyzed using statistical tools such as 't' test. The result conclude that the Opinion of Teachers towards Introducing the Moral Education class at Higher Secondary School was significantly differed on the basis of their demographic variables, also the results found that the teachers need the Moral Education programme for the students at Higher Secondary Schools.

In recent years, the educational community has given substantial attention to excellence in our schools. An emphasis on Moral Education, we believe, is essential to that end. Moral Education is not just another educational fad; it is an old and revered school mission and with good reason.

At the heart of democracy is the morally mature citizen. A school whose students are not morally mature is tempted to create an environment of repression. Schools must contribute to the development of morally mature individuals who, in turn, will help to ensure the existence of a just and caring society. It is in this spirit that we make the following recommendations.

1. We urge all those involved in Education starting right from school board members to district and school Education administrators to individual teachers to renew their commitment to promoting Moral Education in the schools. Indeed, we urge that Moral Education be made a powerful unifying and energizing force in the curriculum.
2. We recommend that educators form partnerships with parents, the mass media, the business community, the courts, and civic, racial, ethnic, and religious groups to create a social and cultural context that supports the school's efforts to develop morally mature citizens.
3. We recommend that schools define and teach a morality of justice, altruism, diligence, and respect for human dignity. These are universal moral values that coincide with traditional religious teachings but

stand on their own as authentic secular values. As part of a genuine respect for pluralism, schools should also teach students about the different ultimate sources for morality, including religion.

4. We urge schools and schools systems to make sure their Moral Education efforts extend beyond the cognitive domain to include the affective and the behavioral. Moral Education must go beyond simply knowing what is good; it must also involve prizing what is good and doing what is good.
5. We recommend that Moral Education include, especially for younger children, socialization into appropriate patterns of conduct and, especially for older students, education for the critical thinking and decision making that is part of adult moral maturity. The latter may include examination of the complex issues that stir ethical debate in society at large.

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