



A Study On Moral Reasoning And Academic Achievement Of Secondary School Students In Talavadi Taluk Of Erode District

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ABSTRACT

Moral reasoning is largely concentrating in making correct decisions for doing good and right activities and show case good and acceptable behaviour of students in an explicit condition and it gives opportunities for them to understand values, to develop good conduct and to enhance their personal characteristics. The findings reveal that there exists significant difference amongst moral reasoning of secondary school students and their profile. Moral reasoning is positively and moderately related with academic achievement of secondary school students. Thus, secondary school teachers should provide correct guidance and support for their secondary school students to enhance their moral reasoning and acceptable ethical behaviour. Parents must give good environment in their homes to their secondary school students for improving their capabilities for moral reasoning and attaining higher level of academic achievement.

Keywords: Academic Achievement, Moral Reasoning, Secondary School Students

INTRODUCTION

Moral reasoning is an indispensable part of process of learning and teaching in the school education system. Moral reasoning is a mixture of notions and feelings that is observed and evaluated by school students through debates, discussions and interactive process with their parents, friends and teachers particularly (Di and Penny, 2011). Moral reasoning is largely concentrating in making correct decisions for doing good and right activities and show case good and acceptable behaviour of students in an explicit condition and it gives opportunities for them to understand values, to develop good conduct and to enhance their personal characteristics (Kalsoom et al 2012). Furthermore, moral reasoning is highly necessary aspect for school students that improve their ethical, moral and social values and it is also influencing their academic achievement (Zhang, 2013). Presently, majority of secondary schools in Tamil Nadu state understands need and significance of moral education for secondary school students to enhance their creativeness, critical thinking styles and academic achievement.

With this background, it is very important to study moral reasoning and academic achievement of secondary school students in Talavadi taluk of Erode district.

REVIEW OF RELATED LITERATURE

Seiter and Fuselier, (2021) found that under graduate students were having higher level of moral reasoning and significant difference was there between gender and faculty in their moral reasoning.

Hafeez et al (2020) concluded that secondary school students had higher level of conservative moral reasoning and no significant difference existed among moral reasoning of students and teachers of secondary schools.

Walker and Stożek (2019) revealed that significant difference was there among gender, religion, family type, school type and socio economic status of secondary school students in their moral reasoning.

Safder and Ch (2018) found that there was a significant relation among moral environment and moral development of secondary students and there was no significant difference between gender and locality of schools and moral atmosphere of schools among secondary school students

Levasseur et al (2017) concluded that high school students were possessing higher degree of moral reasoning and significant difference existed between gender and locality of high school students and their moral reasoning.

Corcoran and O'Flaherty (2016) revealed that moral reasoning was at moderate level among college students and it was positively and significantly related with their academic achievement. Further, significant difference existed among moral reasoning and gender category of college students.

SIGNIFICANCE OF THE STUDY

Moral reasoning is an integral component of behavior of secondary school students in school and family settings and it is highly necessary to them for proper understanding of bad or good activities and practices and it is essentially associated with their academic achievement. The present study is largely helpful to comprehend the prevailing level of moral reasoning among secondary school students and to the extent in which that is related with their academic achievement. The output of this current study is immensely useful to policy makers for making necessary modifications in the moral education for secondary school students in order to enhance their academic achievement. This study is also helpful to secondary school teachers and parents to follow different practices to increase moral reasoning and academic achievement of their secondary school students.

STATEMENT OF THE PROBLEM

Secondary school students are carrying out curricular, co-curricular and extra curricular activities and they are also practicing various immoral and unethical practices. As they are extremely young, they are unable to distinguish and adopt what are correct or incorrect practices and activities in their school and home atmospheres and it is the predominant problem among secondary school students. Secondary school teaches have responsibility to teach moral and ethical practices and incorporate values among their secondary school students and to make them to adopt best moral and ethical values and behaviour in their academic and personal lives. In addition, parents are also having more responsibility in improving and maintaining better moral reasoning of their secondary school students. Moral reasoning is highly important for secondary school students to chose right way for their learning activities, personal development and becoming responsible citizen in future. Besides, moral reasoning is extremely associated with academic achievement and behaviour of secondary school students. Thus, moral education is highly necessary for secondary school students to improve their moral reasoning and academic achievements in the existing school education system.

TITLE OF THE STUDY

A Study on Moral Reasoning and Academic Achievement of Secondary School Students in Talavadi Taluk of Erode District.

OBJECTIVES OF THE STUDY

1. To study the significant difference in moral reasoning of secondary school students with respect to gender.
2. To study the significant difference in moral reasoning of secondary school students with respect to type of school.
3. To study the significant difference in moral reasoning of secondary school students with respect to medium of instruction.
4. To study the significant difference in moral reasoning of secondary school students with respect to nature of schools.
5. To study the significant difference in moral reasoning of secondary school students with respect to locality of schools.
6. To study the significant relation between moral reasoning and academic achievement of secondary school students.

OPERATIONAL DEFINITIONS OF MORALITY, MORAL AND VALUE

Morality is the group of rules which direct which is good or bad activity. Moral is the conventions that include right or wrong behaviour of individuals. Value is to what extent something is worthy. The moral reasoning refers to the socially accepted cognitive process engaged in discovering the right and the wrong. The academic achievement refers to success level of a student in the examinations of school subjects of study.

HYPOTHESES OF THE STUDY

1. There is no significant difference in moral reasoning among secondary school students with respect to gender.
2. There is no significant difference in moral reasoning among secondary school students with respect to type of school.
3. There is no significant difference in moral reasoning among secondary school students with respect to medium of instruction.
4. There is no significant difference in moral reasoning among secondary school students with respect to nature of schools.
5. There is no significant difference in moral reasoning among secondary school students with respect to locality of schools.
6. There is no significant relation in moral reasoning and academic achievement among secondary school students.

METHODOLOGY

Method of Study

The present study is conducted in Talavadi taluk of Erode district. Normative Survey method is employed for the present study.

Tools Used in the Study

Self made questionnaire is used for the present study.

Sampling Method

Stratified Random sampling method is applied for the present study. In the sampling method 120 secondary school students are randomly chosen from 14 schools in Talavadi taluk of Erode district for data collection.

Table-1. Profile of Secondary School Students

Profile	Number (120)	Percentage
Gender		
Male	63	52.50
Female	57	47.50

Nature of School		
Boys	32	26.67
Girls	39	32.50
Co-Education	49	40.83
Medium of Instruction		
Tamil	37	30.83
English	54	45.00
Kannada	29	24.17
Type of School		
Government	52	43.33
Government Aided	23	19.17
Private	45	37.50
Locality of School		
Urban	77	64.17
Rural	43	35.83

Statistical Techniques Used

Profile of secondary school students is examined by using percentages. Mean, standard deviation, t-test and ANOVA test are used to find significant difference among moral reasoning and profile of secondary school students. Correlation analysis is employed to assess relation between moral reasoning and academic achievement of secondary school students.

INTERPRETATION OF DATA

The profile of secondary school students is given in Table-1. The findings reveal that 52.50 per cent of them are male, whilst, 47.50 per cent of them are female and 40.83 per cent of them are studying in co-education schools, 32.50 per cent of them are studying in girls schools and 26.67 per cent of them are studying in boys schools. The findings show that 45.00 per cent of them are studying in English medium, 30.83 per cent of them are studying in Tamil medium and 24.17 per cent of them are studying in Kannada medium and 43.33 per cent of them are studying in Government schools, 37.50 per cent of them are studying in private schools and 19.17 per cent of them are studying in Government aided schools and 64.17 per cent of them are studying in schools located in urban area, whilst, 35.83 per cent of them are studying in schools located in rural area,

Testing Hypothesis - 1:

There is no significant difference in moral reasoning among secondary school students with respect to gender.

Table-2. The Significant Difference between the mean values of Moral Reasoning scores of Secondary School Students With respect to Gender

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Gender	N	Mean	Standard Deviation	t-Value	Sig.
Male	63	142.81	8.15	5.154**	S
Female	57	149.98	6.98		

** Significant in 1 % level

Mean value of moral reasoning for male and female category of secondary school students are 142.81 and 149.98 sequentially and it explicates that female secondary school students are better in moral reasoning in comparison with male secondary school students.

The t-value is 5.154 disclosing that significant difference exists between gender of secondary school students and their moral reasoning. Consequently, null hypothesis is rejected.

Testing Hypothesis - 2:

There is no significant difference in moral reasoning among secondary school students with respect to type of schools.

Table-3. The Significant Difference among the mean values of Moral Reasoning scores of Secondary School Students With respect to Nature of Schools

Nature of School	N	Mean	Standard Deviation	F-Value	Sig.
Boys	32	142.56	9.16	7.214**	S
Girls	39	146.69	8.72		
Co-Education	49	149.61	8.55		

** Significant in 1 % level

Mean value of moral reasoning for secondary school students studying in boys, girls and co-education schools are 142.56, 146.69 and 149.61 sequentially and it explicates that secondary school students studying in co-education schools are better in moral reasoning in comparison with secondary school students studying in boys and girls schools.

The F-value is 7.214 disclosing that significant difference exists among nature of school of secondary school students and their moral reasoning. Consequently, null hypothesis is rejected.

Testing Hypothesis - 3:

There is no significant difference in moral reasoning among secondary school students with respect to medium of instruction.

Table-4. The Significant Difference among the mean values of Moral Reasoning Scores of Secondary School Students With respect to Medium of Instruction

Medium of Instruction	N	Mean	Standard Deviation	F-Value	Sig.
Tamil	37	144.00	8.78	6.825**	S
English	54	146.18	7.97		
Kannada	29	149.63	7.96		

** Significant in 1 % level

Mean value of moral reasoning for secondary school students studying in Tamil, English and Kannada mediums are 144.00, 146.18 and 149.63 sequentially and it explicates that secondary school students studying in Kannada medium are better in moral reasoning in comparison with secondary school students studying in Tamil and English mediums.

The F-value is 6.825 disclosing that significant difference exists between medium of instruction of secondary school students and their moral reasoning. Consequently, null hypothesis is rejected.

Testing Hypothesis - 4:

There is no significant difference in moral reasoning among secondary school students with respect to nature of schools.

Table-5. The Significant Difference among the mean values of Moral Reasoning scores of Secondary School Students With respect to Type of Schools

Type of School	N	Mean	Standard Deviation	F-Value	Sig.
Government	52	143.56	9.26	7.480**	S
Government Aided	23	146.78	8.33		
Private	45	149.33	7.12		

** Significant in 1 % level

Mean value of moral reasoning for secondary school students studying in Government, Government aided and private schools are 143.56, 146.78 and 149.33 sequentially and it explicates that secondary school students studying in private schools are better in moral reasoning in comparison with secondary school students studying in Government and Government aided schools.

The F-value is 7.480 disclosing that significant difference exists among type of school of secondary school students and their moral reasoning. Consequently, null hypothesis is rejected.

Testing Hypothesis - 5:

There is no significant difference in moral reasoning among secondary school students with respect to locality of school.

Table-6. The Significant Difference among the mean values of Moral Reasoning Scores of Secondary School Students With respect to Locality of School

Locality of School	N	Mean	Standard Deviation	t-Value	Sig.
Urban	77	147.56	7.98	3.392**	S
Rural	43	143.81	8.67		

** Significant in 1 % level

Mean value of moral reasoning for secondary school students studying in schools located in urban and rural area are 147.56 and 143.81 sequentially and it explicates that secondary school students studying in schools located in urban are better in moral reasoning in comparison with secondary school students studying in schools located in rural area.

The t-value is 3.392 disclosing that significant difference exists between locality of school of secondary school students and their moral reasoning. Consequently, null hypothesis is rejected.

Testing Hypothesis - 6:

There is no significant relation in moral reasoning and academic achievement among secondary school students.

Table-7. Relation between Moral Reasoning and Academic Achievement of Secondary School Students

Particulars	Correlation Co-efficient	Sig.
Relation between Moral Reasoning and Academic Achievement of Secondary School Students	0.57**	S

** Significant in 1 % level

The correlation coefficient between moral reasoning and academic achievement of secondary school students is 0.57 and it indicates that they are positively and moderately related with each other. Consequently, null hypothesis is rejected.

FINDINGS

1. Significant difference is there in moral reasoning among secondary school students with respect to gender. Female secondary school students are better in moral reasoning in comparison with male secondary school students.

2. Significant difference is there in moral reasoning among secondary school students with respect to nature of schools. Secondary school students studying in co-education schools are better in moral reasoning in comparison with secondary school students studying in boys and girls schools.
3. Significant difference is there in moral reasoning among secondary school students with respect to medium of instruction. Secondary school students studying in Kannada medium are better in moral reasoning in comparison with secondary school students studying in Tamil and English mediums.
4. Significant difference is there in moral reasoning among secondary school students with respect to type of schools. Secondary school students studying in private schools are better in moral reasoning in comparison with secondary school students studying in Government and Government aided schools.
5. Significant difference is there in moral reasoning among secondary school students with respect to locality of school. Secondary school students studying in schools located in urban are better in moral reasoning in comparison with secondary school students studying in schools located in rural area.
6. Significant relation is there in moral reasoning and academic achievement among secondary school students. Moral reasoning and academic achievement of secondary school students are moderately and positively related with other.

CONCLUSION

The above findings demonstrate that there exists significant difference amongst moral reasoning of secondary school students and their profile. Moral reasoning is positively and moderately related with academic achievement of secondary school students. Thus, secondary school teachers should provide correct guidance and support for their secondary school students to enhance their moral reasoning and acceptable ethical behaviour. Parents must give good environment in their homes to their secondary school students for improving their capabilities for moral reasoning and attaining higher level of academic achievement. Besides, teachers of secondary schools should discuss debate and exchange useful ideas frequently and help their secondary school students to increase their moral reasoning and academic achievement.

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