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A Study on Moral Values of Higher Secondary School Students in their Self-Confidence Towards Private Schools of Kurinjipadi Taluk

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ABSTRACT

The word education is derived from Latin world "Educare" which means art of bringing forth, art of leading forth and art of drawing out. Value is defined as, any object or state of affairs which satisfy desire, which gives pleasure or satisfaction. Theoretical values places high importance on the discovery of truth through a critical and rational approach. The individual who is motivated by the theoretical value tends to devote himself to abstract, logical, philosophical or scientific pursuits. The researcher framed some objectives and hypotheses on the basis of that, a well structured questionnaire was used to collect the responses. After collecting the responses they were coded using computerised method. Random sampling techniques was to collect the sample. 150 higher secondary student were selected as sample in Vellore District. To test the hypotheses, standard statistical tools such as correlation, t-test, One way ANOVA and correlation analysis were applied. The result concluded that there is a significant influence between high school student demographic and their moral values, self-confidence

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INTRODUCTION

The psychologists concept of moral behaviors is much like the layman's and psychoanalysts concept of conscience or moral character (Donelson, 1973). The word 'moral' is derived from the Latin word "mos" that means customers, practice or rule a very of accomplishing things. Morality is inferred form a person is interlineally motivated resistance to temptation and from his guit feelings that follow acts of transgression where he understands and also accepts personality out of which morality grows. Kohlbery (1968) also described general structure and forms of moral thought. Generally, we consider the word "Moral" as good and right conduct of the children or person. The above research has further stated that a person who lacked self-confidence as one who perceived himself as socially incompetent emotionally immature intellectually inadequate, unsuccessful, dissatisfied, vacillating, pessimistic, dependent, insecure, exampling, anxious unattractive, sensitive, shy, cautious, passive, lacking in leader ship qualities and in general as having negation self-feeling and evaluation'.

SELF

Self is one of those central concepts that are frequently used in everyday life. You will agree that we spend a lot of time pondering over our own selves. We are preoccupied with the feelings, perceptions, and real or imagined ideas about ourselves. It is indeed the center of all human activities. You too must have nurtured some ideas about your own self.

Interestingly enough, we are not born with the notion of our own self as distinct from others self. It has been observed that children start showing some ides of self around two years of age. In the beginning they learn about own self from parents, friends, and teachers. The social interaction with them provides the basis of the experience of self. The structure of self, therefore, is open to modification in the light of our experience in the world.

Self involves the mental representations of personal expe3rience and includes a physical body, thought processes, and a conscious experience that one has separate existence. Taking these into consideration, it may be said that self refers to the totality of an individuals thoughts and feelings having reference to herself or himself as an object.

SELF-CONFIDENCE

The term self is that part of each of us. Of which or are consciously aware, self concept refers to organized cognitive structure derived from experience of our on self in other worlds self concept is the concretive part of the self whereas self esteems the effective pertain pertain of the self whereas the effective pertain of the self. Hamachel (1978) resides or a child began school with a low level of self-confidence and self-regard out expect that this success almost in sprite of himself.

We could reasonalably expect that this concept of self as for a school ability is concerned will be elevated". The further writes "Unexpected success can to great things for a students ego, whither he is in first grade, high school or college and this in turn make him fall more confident"

"A student with high and positive self-concept is usually happy confident doesn't whine for what cannot be had, does not worry needlessly". Writes Hamachek (1978).

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DEFINITION OF SELF-CONFIDENCE

Self-confidence refers to one's ability to self determine action. It is the self feeling as one has the abilities and qualities to face the situation. To Basavanna (1975) "Self-confidence refers to an individual's perceived ability to act effectively in a situation to over come obstacles and to get things of all right".

EDUCATIONAL IMPLICATIONS OF SELF-CONFIDENCE

Self-confidence is an aspect of self-concept and one with self determined can feel that one's success on failure lies within determined ability can feel that one's success on failure lies within oneself- the. Way we think about ourselves is closely related to are ability to learn or to self-confidence.

Labenne et al (1969) writes "Bresically the self has two aspects – concept and feeling. That is we know ourselves to have particular qualities for example a students may know that her measured Q is say 115, but unless she has sufficient self- confidence and belief in herself to act on her intelligence her 115 1 Q is a practically unless possession what we have by way of personal qualities is far less important than how we feel about these qualities".

NEED AND IMPORTANCE OF THE STUDY

The younger generation is fall into a dilemma. The changing society seeks security in money and not in concern for social harmony and social well being. Our values should be preserved at any cost. The young generation is not ready to inculcate or preserve our values. Their mind is floating some where else. They are all caught up with mad and ill feelings. The whole generation is running behind the motorization. In this endless endeavour they failed to recall the good ideals followed and preserved by our ancestors.

REVIEW OF LITERATURE

Ravindranath.K (2003) had studied the effect of technical education on theoretical, economic, aesthetic, political, social and religious values of education on both sex. It was found that as the technical education progresses, the boys showed more initiation towards the theoretical, economical and political values than girls, while girls showed more inclination to aesthetic, social and religious value.

Varma Dharmendra (2005) studied the value pattern among college youth of Rohilkand with special reference to responsibility. The data was collected from 400 students using R.Kyha's study of values and S.Pande's senx of responsibility. This finding are social values were found highest among arts stream, theoretical values among science stream and commence stream and aesthetic value the lowest in all these streams.

Bajpai, Sunil (2007) attempted to evaluate the values in relation to location and gender. 1070 high school students of Madyapradesh were taken as the sample. The tools used were Hindi version of Allports version and scale of values by S.P.Kulshereshta, they found that theoretical, economic, aesthetic, social and religious values were found to be significant on urban students than their rural counterpart. Economic aesthetic, social and religious values were found significantly different on boy students in comparison with girl students.

Varma B.P and Kali Ram (2006) in their studies on a 'study of value of adolescent of average socio-economic status in relation to rural urban background', have concluded that the values of rural adolescents were in the following hierarch i) Theoretical ii) Social iii) Economic

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iv) Political v) Religions vi) Aesthetic. The value of the urban students were in the following hierarch i) Theoretical ii) Economic iii) Social iv) Political v) Aesthetic and Religions.

Sharma A.P. (2006) has published a research paper on "Value Education: A philosophical perspective". He concluded that there is a great need to arrest the erosion of values. The best way to inculcate them can be a better understanding values and of values permeate from the elders, teachers, administrators and public leaders who are above suspicion, it will surely influence the people when follow.

OBJECTIVES OF THE STUDY

The following are the objectives of the present study.

1. To find out the moral values of high school students.
2. To find out the self-confidence of high school students in Vellore District.
3. To find out the difference between the moral values in high school students on the basis of their Gender.

HYPOTHESES OF THE STUDY

The hypothesis of the present study is formulated as follows.

- Male and Female groups do not differ in their level of moral values.
- Respondents do not differ in their moral values on the basis of community.
- Respondents do not differ in their moral values on the basis of religion.
- Nuclear family and joint family groups do not differ in their level of moral values.
- Male and Female groups do not differ in their level of self-confidence.
- Respondents do not differ in their self-confidence on the basis of community.

POPULATION AND SAMPLE

The minimum size of the sample fixed for this population as per considering the geographical conditions involved in the present study the investigator decided to take a sample of 150 higher secondary school students based on the random sampling techniques by giving appropriate weightages to all aspects.

DATA PROCESSING

The collected data were analysed using appropriate statistical techniques. The descriptive statistics such as mean and S.D, SE_M, t-ratio were computed. In order to study the functional dependencies to indicate the likelihood of causal relationships between the variables, inferential statistical techniques of product moment correlation, ANOVA were computed.

Result Discussion

Table 1

Showing t-test for respondents level of moral values on the basis of gender

Gender	N	Mean	S.D	t-value	L.S
Male	100	15.7	3.9	0.60	Not significant
Female	100	15.4	3.5		

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Hy : Male and Female groups do not differ in their level of moral values.

From the above table it is inferred that the obtained t-value (0.60) which is not significant. So the null hypothesis is accepted and alternate hypothesis is rejected. Therefore it is concluded that Male and Female groups do not differ in their level of moral values.

Table 2

Showing F-ratio for respondents level of moral values on the basis of community

Community	N	Mean	S.D	F-ratio	L.S
OC	107	15.5	3.7	1.92	Not significant
BC	11	14.2	4.6		
MBC	71	15.4	3.4		
SC & ST	11	17.8	4.6		
Total	200	15.6	3.7		

Hy : Respondents do not differ in their moral values on the basis of community.

The calculated F-value (1.92), which is not significant, confirms that there is a no significant difference between moral values among high school standard students on the basis of community. Hence the stated hypothesis is accepted.

Table 3

Showing correlation between moral values and self–confidence

Variables	Moral values
Self-confidence	0.281**

** Significant at 0.01 level

The above correlation value 0.281 which is positively and significantly correlated with each others. So there is direct relationship between moral values and self-confidence.

CONCLUSIONS

The researcher framed some objectives and hypotheses on the basis of that, a well structured questionnaire was used to collect the responses. After collecting the responses they were coded using computerised method. Random sampling techniques was to collect the sample. 150 higher secondary student were selected as sample in Vellore District. To test the hypotheses, standard statistical tools such as correlation, t-test, One way ANOVA and correlation analysis were applied. The result concluded that there is a significant influence between high school student demographic and their moral values, self-confidence.

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