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EMOTIONAL STABILITY AND ATTITUDE TOWARDS MORAL EDUCATION OF STANDARD IX STUDENTS

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ABSTRACT

The present study aims at to find out the relationship between emotional stability and attitude towards moral education of standard IX students. A sample of 360 standard IX students is selected randomly for this study in Tirunelveli District. Survey method is employed for data collection. Data is analyzed by t-test, F-ratio, Post Hoc test and Coefficient of Correlation. The study reveals that emotional stability and attitude towards moral education are not significantly correlated.

KEYWORDS : Emotional Stability, Moral Education, Standard IX Students.

INTRODUCTION

Moral Education could be the process by which a good citizen is moulded out of a human being. Education is very much desirable, but education without character is dangerous. Hence, the aim of moral education is to instil and promote values in education (Raghunathan, 2010). Moral education is the concern for others, and it calls for sacrificing one's own comfort for the sake of improving a lot of the fellow beings to have concern for our society, its needs, sensitive to its dynamics and work for the welfare of one and all

(Charles & Selvi, 2012). The inculcation of values is by no means a simple matter. There is no magic formula or technique for this. Moral education in all its comprehensiveness involves developing sensitivity to values, an ability to choose the right values, internalizing them, realizing them in one's life and living in accordance with them (Shukla, 2003).

Emotional Stability refers to a person's ability to remain calm when faced with challenges in one's life. It is the capacity to maintain one's emotional balance under stressful circumstances. Emotions are the

ability of humans to understand what is happening at a given moment. Some common emotional responses experienced by the human beings in their lives are fear, frustration, anger, hope, excitement and love. If one fails to control emotions he/she will become slave to it and forms negative habits. So emotions are to be managed effectively (Aleem, 2005). The emotional climate, love or the lack of it, good or poor discipline, adequate or inadequate intellectual growth experiences, psychological strains and other psychological factors, will determine the rate and pattern of one's intellectual and personality growth (Kundu & Tutoo, 1998).



SIGNIFICANCE OF THE STUDY

In this generation, moral values are rarely understood and practised. Moral Education is helpful to live life most effectively and also helps to meet the ups and downs of life. Moral education should provide possible solutions to challenges and opportunities presented by the complex, dynamic and global world. Moral education being a need of the hour is 21st century involves, develop sensitivity to values, an ability to choose the right values in accordance with one's concept of the higher ideals of life and internalizing them, realizing them in one's life and living in accordance with them (Charles & Selvi, 2012). A person is not valued by his wealth but by his humanity. Morality is setting up a good example before others. Without moral values, people would lack understanding and we would be no different from animals.

Emotional Stability is the strength of our emotions. It is our ability to handle difficulties in our life. As we get older and learn more, we have the ability to work on our emotional stability in the same way we do physical exercises. It is important that emotional development be enhanced at an early stage. This will help the children in developing their interpersonal bonding with family members, teachers and peers. Naturally, children need positive reinforcement so as to solve day-to-day problems by using simple techniques. Emotional development helps and enhances the children's ability to solve problems at hand at any given point of time (Ramalingam, 2013). Keeping these in mind, the investigators have taken this study.

OBJECTIVES

- To know the level of emotional stability among standard IX students.
- To know the level of attitude towards moral education among standard IX students.
- To study the significant difference in emotional stability of standard IX students with regard to gender, no. of siblings and type of schools.
- To study the significant difference in attitude towards moral education of standard IX students with respect to gender, no. of siblings and type of schools.
- To examine the significant relationship between emotional stability and attitude towards moral education of standard IX students.

HYPOTHESES

1. There is no significant difference in emotional stability of standard IX students with regard to gender, no. of siblings and type of schools.
2. There is no significant difference in the attitude towards moral education of standard IX students with respect to gender, no. of siblings and type of schools.
3. There is no significant relationship between emotional stability and attitude towards moral education of standard IX students.

METHODOLOGY

Survey method is adopted for the study. The sample consists of 360 students studying standard IX in Tirunelveli district.

Tools

- Emotional Stability Scale by Sharma and Bharadwaj (1995).
- Attitude towards Moral Education Scale developed by the investigators.

Analysis of Data

Table 1: Level of Emotional Stability of Standard IX Students

Low		Moderate		High	
N	%	N	%	N	%
58	16	237	65	65	18

From Table-1,

- 16% of the students have low level of emotional stability.
- 65% of the students have moderate level of emotional stability.
- 18% of the students have high level of emotional stability.

Table 2: Level of Attitude towards Moral Education of Standard IX Students

Low		Moderate		High	
N	%	N	%	N	%
66	18	223	70	71	19

From Table-2,

- 18% of the students have low level of attitude towards moral education.
- 70% of the students have moderate level of attitude towards moral education.
- 19% of the students have high level of attitude towards moral education.

Table 3: Emotional Stability with respect to Gender and No. of Siblings

Variable	Category	N	Mean	SD	t-value
Gender	Male	191	61.88	7.488	2.027
	Female	169	63.59	8.582	
No. of Siblings	0-2	254	63.31	8.216	2.278
	Above 2	106	61.19	7.525	

From Table-3, the t-values 2.027 and 2.278 are significant at 0.05 level. This shows that gender and no. of siblings are significantly differed in emotional stability.

Table 4: Emotional Stability with respect to Type of Schools

Variable	Category	N	Mean	F
Type of Schools	Boys	99	59.96	9.146
	Girls	79	64.76	
	Co-Education	182	63.26	

From Table-4, the F-value 9.146 is significant at 0.01 level. This shows that there is significant difference in emotional stability of standard IX students in terms of type of schools.

Further to know which group has more influence on Emotional Stability, Post Hoc test is applied and the results are given below in Table 4.1.

Table 4.1: Post Hoc Test of Emotional Stability with regard to Type of Schools

Mean Values			Mean Difference (I-J)	p-value
Boys	Girls	Co-Education		
59.96	64.76	-	-4.801	0.000**
59.96	-	63.26	-3.297	0.004**
-	64.76	63.26	1.503	0.368 ^{NS}

From Table-4.1, the emotional stability mean difference between the students studying in boys and girls schools is significant at 0.01 level. This reflects that girls are possessing significantly high emotional stability than boys.

Table-4.1 also shows that the emotional stability mean difference between boys and co-education school students is significant at 0.01 level. It indicates that co-education school students are possessing significantly high emotional stability than the students studying boys schools.

Table 5: Attitude towards Moral Education with respect to Gender and No. of Siblings

Variable	Category	N	Mean	SD	t-value
Gender	Male	191	79.18	9.400	4.233
	Female	169	83.65	10.635	
No. of Siblings	0 – 2	254	82.04	10.220	2.345
	2 and more	106	79.29	9.957	

Table-5 shows that the t-values 4.233 and 2.345 are significant at 0.01 and 0.05 levels respectively. It indicates that gender and no. of siblings are significantly differed in attitude towards moral education.

Table 6: Attitude towards Moral Education with respect to Type of Schools

Variable	Category	N	Mean	F
Type of Schools	Boys	99	77.73	20.974
	Girls	79	87.06	
	Co-Education	182	80.70	

From Table-6, the F-value 20.974 is significant at 0.01 level. This shows that there is significant difference in attitude towards moral education of standard IX students in terms of type of schools.

Further to know which group has more influence on Attitude towards Moral Education, Post Hoc test is applied and the results are given below in Table 6.1.

Table 6.1: Post Hoc Test of Attitude towards Moral Education with regard to Type of Schools

Mean Values			Mean Difference (I-J)	p-value
Boys	Girls	Co-Education		
77.73	87.06	-	-9.333	0.000**
77.73	-	80.70	-2.966	0.051*
-	87.06	80.70	6.367	0.000**

Table-6.1 shows that the attitude towards moral education mean difference between the students studying in boys and girls schools is significant at 0.01 level. This reflects that girls are possessing significantly high attitude towards moral education than the students studying in boys schools. At the same time the attitude

towards moral education mean difference between the boys and co-education school students is significant at 0.05 level. It reflects that co-education school students are possessing significantly high attitude towards moral education than the students studying boys schools. And also the attitude towards moral education mean difference between the students studying in girls and co-education school students is significant at 0.01 level. This reflects that the students studying in girls schools are possessing high attitude towards moral education than co-education school students.

Table 7: Relationship between Emotional Stability and Attitude towards Moral Education of Standard IX Students

Variable	N	Mean	SD	'r' value	p-value
Moral Education	360	81.28	10.231	.073	.170 ^{NS}
Emotional Stability	360	62.68	8.055		

From Table-7, the 'r' value .073 is not significant at 0.05 level. It indicates that there is no significant relationship between emotional stability and attitude towards moral education of standard IX students.

MAJOR FINDINGS

1. There is significant difference in emotional stability of standard IX students with regard to gender.
2. There is significant difference in emotional stability of standard IX students with regard to no. of siblings.
3. There is significant difference in emotional stability of standard IX students with regard to type of schools.
4. There is significant difference in attitude towards moral education of standard IX students in terms of gender.
5. There is significant difference in attitude towards moral education of standard IX students in terms of no. of siblings.
6. There is significant difference in attitude towards moral education of standard IX students in terms of type of schools.
7. There is no significant relationship between emotional stability and attitude towards moral education of standard IX students.

RECOMMENDATIONS

To improve the attitude of wards of illiterate parents towards moral education, the school administration should find ways and means of keeping and providing in close contact with parents and provide them feedback on the activities of their children in school. In order to improve the attitude of students from rural areas, motivation should be given through moral education class. To improve the attitude of Tamil medium students towards moral education, more interactive communication sessions could be established by the moral education teacher. In order to improve the attitude of students from boys' school, the teacher focus on community service to teaching students virtues, rewarding positive behaviour and developing students' capacity for moral reasoning in the moral education class. This will create interest among students. Teacher should help the students to enhance their emotional stability by providing various activities like yoga, stress management, practical advice and tips for emotional health.

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