



PARENTAL ATTITUDE ON MORAL VALUES OF HIGHER SECONDARY STUDENTS

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ABSTRACT

Education is a conducive process which drags a person from darkness, poverty and developing their individuality in all aspects- physical, mental, emotional and social. Education helps a person to become responsible, dynamic, resourceful and enterprising citizen of strong will and moral character who uses all his or her capacities to develop their self. Society and nation play an essential by contributing their national honor, national glory, culture and civilization of the nation of which an integral part of the person. A study on Parental Attitude on Moral Values of Higher Secondary Students was conducted with 343 higher secondary school students from 6 schools in Sivagangai district, among them 98 are boys and 245 students are girls. For selecting the students the investigator used random sampling method. In this study the investigator adopted survey method. The result found that there is significant difference between parental involvement on moral values of XI and XII standard students in parenting, communicating, volunteering, learning at home, decision making and community involvement.

KEYWORDS : Parental Attitude, Parental Involvement, Moral Values, Higher Secondary Students, Higher Secondary Education.

INTRODUCTION

Education is able to instill in the student a sense of maturity and responsibility by bringing in him the desired changes according to his needs and demands of the ever changing society, of which he is an integral part. Speaking more frankly education bestows upon the child immense benefits. It brings up the child as the parents do. It guides him like an affectionate father and serves him faithfully like a wife. Higher secondary stage is an integral part of school education and the stage is characterized by diversification in to academic and vocational stream. It promotes values such as common cultural heritage, egalitarianism, inculcation of scientific temper, democracy and secularism. It promotes more learning higher maturity and help in the development of better equipped citizens. It helps the student to develop a realistic self concept and personal adjustment. So their parental attitude is also noticed in this stage.

SIGNIFICANCE OF THE STUDY

When we see the growth and development of children at higher secondary, they are in the period of adolescence. Adolescence is the period from childhood to adulthood: once can encounter stress and storm during this period due to physical, emotional, intellectual and social change, the concentration or diversion would also be the result if they are not trained properly. The external diversion should also be controlled to provide conducive environment for the children to study all these things. Parents' love, care and guidance will bring out tremendous change in the behavior of the children. Sociological factors in dynamics of personality purely state that parental attitude on children influences their personality.

The parents are the prime well wishers for the children to excel in moral values. The present study focuses on the relationship between the parental involvements on the moral values of higher secondary students. This study is the best and the need of the hour to bring out the desirable changes in the mind of parents and students. The parents of different background dwelling in rural or urban, socio economic status, educational status influence the moral values of the students. The present study is unique to explore how far the parental attitude has its impact in the moral values of higher secondary students.

OBJECTIVES OF THE STUDY

1. To find out the significant difference in the parental attitude on moral values of higher secondary students with respect to class.
2. To find out the significant difference in the parental attitude on moral values of higher secondary students with respect to gender.
3. To find out the significant difference in the parental attitude on moral values of higher secondary students with respect to locality of the students.

4. To find out the significant difference in the parental attitude on moral values of higher secondary students with respect to schools.
5. To find out the significant difference in the parental attitude on moral values of higher secondary students with respect to community.

HYPOTHESIS OF THE STUDY

1. There is no significant difference between XI and XII standard students in their parental attitude on moral values of higher secondary students.
2. There is no significant difference between boys and girls higher secondary students in their parental attitude on moral values.
3. There is no significant difference between urban and rural higher secondary students in their parental attitude on moral values.
4. There is no significant difference among boys, girls and co-education higher secondary students in their parental attitude on moral values.
5. There is no significant difference among OC, BC, MBC, SC and ST higher secondary students in their parental attitude on moral values.

METHODOLOGY

In this study the investigator adopted survey method.

• Sample

The investigator used random sampling method. The sample of the present study consists of the higher secondary students studying in Sivagangai district. The sample consists of 343 higher secondary school students from 6 schools among them 98 are boys and 245 girls.

• Tools Used In the Present Study

1. In the present study investigator used Personal Data Sheet.
2. Questionnaire tool is used to access the Parental Attitude on Moral Values of Higher Secondary Students.

• Statistical Techniques Used:

The major statistical techniques used were; Mean, Standard Deviation, The t – test and ANOVA.

ANALYSIS AND HYPOTHESIS TESTING

Hypothesis 1:

There is no significant difference between XI and XII standard students in their parental attitude on moral values of higher secondary students.

Table:1

Dimension of moral values	Variable	Count	Mean	Standard deviation	Calculated t-value	Remarks at 5% level
Parenting	XI -Students	120	37.60	3.48	4.24	S
	XII -Students	123	35.93	3.48		
Communication	XI -Students	120	19.43	3.12	2.27	S
	XII -Students	123	18.58	3.38		
Volunteering	XI -Students	120	18.46	2.54	3.13	S
	XII -Students	123	17.53	3.64		
Learning at home	XI -Students	120	18.68	3.41	3.61	S
	XII -Students	123	17.67	2.50		
Decision making	XI -Students	120	19.62	1.91	2.49	S
	XII -Students	123	19.04	2.13		
Community involvement	XI -Students	120	15.31	2.51	5.52	S
	XII -Students	123	13.81	2.34		
Moral values	XI -Students	120	129.09	12.44	4.71	S
	XII -Students	123	122.56	12.17		

(At 5% level of significance the above table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' values for parenting, communicating, volunteering, learning at home, decision making and community involvement are greater than the table value(1.96) at 5% level of significance. Hence the null hypothesis is rejected.

Hypothesis 2:

There is no significant difference between boys and girls higher secondary students in their parental attitude on moral values.

Table:2

Dimension of moral values	Variable	Count	Mean	Standard deviation	Calculated t-value	Remarks at 5% level
Parenting	Boys	98	35.92	3.54	3.63	S
	Girls	245	37.45	3.49		
Communication	Boys	98	18.08	3.14	3.91	S
	Girls	245	19.56	3.18		
Volunteering	Boys	98	17.29	2.58	3.86	S
	Girls	245	18.47	2.55		
Learning at home	Boys	98	17.18	2.69	5.20	S
	Girls	245	18.78	2.25		
Decision making	Boys	98	18.91	2.16	2.86	S
	Girls	245	19.62	1.91		
Community involvement	Boys	98	13.57	2.34	5.97	S
	Girls	245	15.27	2.47		
Moral values	Boys	98	120.95	12.19	5.63	S
	Girls	245	129.15	12.18		

(At 5% level of significance the above table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' values for parenting, communicating, volunteering, learning at home, decision making and community involvement are greater than the table value(1.96) at 5% level of significance. Hence the null hypothesis is rejected.

Hypothesis 3:

There is no significant difference between urban and rural higher secondary students in their parental attitude on moral values.

Table:3

Dimension of moral values	Variable	Count	Mean	Standard deviation	Calculated t-value	Remarks at 5% level
Parenting	Urban	287	36.56	3.32	4.90	S
	Rural	56	39.30	3.91		

Dimension of moral values	Source of variation	Sum of squares	Variance estimated	Calculated F-value	Remarks at 5% level	
Communication	Urban	287	18.85	3.18	3.72	S
	Rural	56	20.57	3.16		
Volunteering	Urban	287	17.98	2.61	2.65	S
	Rural	56	18.95	2.49		
Learning at home	Urban	287	18.12	2.49	3.76	S
	Rural	56	19.36	2.20		
Decision making	Urban	287	19.30	2.02	2.50	S
	Rural	56	20.02	1.87		
Community involvement	Urban	287	14.56	2.54	4.08	S
	Rural	56	15.95	2.29		
Moral values	Urban	287	125.38	12.31	4.86	S
	Rural	56	134.14	12.35		

(At 5% level of significance the above table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' values for parenting, communicating, volunteering, learning at home, decision making and community involvement are greater than the table value(1.96) at 5% level of significance. Hence the null hypothesis is rejected.

Hypothesis 4:

There is no significant difference among boys, girls and co-education higher secondary students in their parental attitude on moral values.

Table:4

Dimension of moral values	Source of variation	df=2,340		Calculated F-value	Remarks at 5% level
		Sum of squares	Variance estimated		
Parenting	Between	483.22	241.61	21.09	NS
	Within	3894.75	11.46		
Communication	Between	408.62	204.31	21.78	NS
	Within	3189.22	9.38		
Volunteering	Between	210.48	105.24	16.77	NS
	Within	2133.35	6.27		
Learning at home	Between	139.46	69.73	11.94	NS
	Within	1985.62	5.84		
Decision making	Between	106.77	53.39	14.15	NS
	Within	1282.77	3.79		
Community involvement	Between	83.16	41.58	6.55	NS
	Within	2156.88	6.34		
Moral values	Between	7430.50	3715.25	26.22	NS
	Within	48185.00	141.72		

(At 5% level of significance for 2,340 df the table value of F is 3.03)

It is inferred from the above table that the calculated f values for parenting, communicating, volunteering, learning at home, decision making and community involvement are greater than the table value(3.03) for (2,340) degrees of freedom at 5% level of significance. Hence the null hypothesis is accepted.

Hypothesis 5:

There is no significant difference among OC, BC, MBC, SC and ST higher secondary students in their parental attitude on moral values.

Table:5

Dimension of moral values	Source of variation	df=2,340		Calculated F-value	Remarks at 5% level
		Sum of squares	Variance estimated		
Parenting	Between	32.34	6.47	0.50	NS
	Within	4345.63	12.90		
Communication	Between	40.02	8.00	0.76	NS
	Within	3557.81	10.56		

Volunteering	Between	59.36	11.87	1.75	NS
	Within	2284.47	6.78		
Learning at home	Between	26.70	5.34	0.86	NS
	Within	2098.38	6.23		
Decision making	Between	22.04	4.41	1.09	NS
	Within	1367.51	4.06		
Community involvement	Between	12.04	2.41	0.36	NS
	Within	2228.00	6.61		
Moral values	Between	743.00	148.60	0.91	NS
	Within	54872.00	162.83		

(At 5% level of significance for 2,340 df the table value of F is 3.03)

It is inferred from the above table that the calculated f values for parenting, communicating, volunteering, learning at home, decision making and community involvement are greater than the table value(3.03) for (2,340) degrees of freedom at 5% level of significance. Hence the null hypothesis is accepted.

FINDING

1. There is significant difference between parental attitude on moral values of XI and XII standard students in parenting, communicating, volunteering, learning at home, decision making and community involvement.
2. There is significant difference between parental attitude on moral values of boys and girls higher secondary students in parenting, communicating, volunteering, learning at home, decision making and community involvement.
3. There is significant difference between parental attitude on moral values of urban and rural higher secondary students in parenting, communicating, volunteering, learning at home, decision making and community involvement.
4. There is no significant difference among boys, girls and co-education higher secondary students in their parental attitude on moral values.
5. There is no significant difference among OC, BC, MBC, SC and ST higher secondary students in their parental attitude on moral values.

CONCLUSION

Even though there are some limitations in the present study. It is evident that the levels of parental attitude on moral values of higher secondary students are average. The recommendations given by the investigator may be very helpful for improving the parental attitude on moral values of higher secondary students. This study will be more fruitful when suggestions given by the investigator are applied for further study and it will be of great help for those who want to study further in this field.

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