



Study of Moral Intelligence of Upper Primary School Students of Kheda District in Relation to Certain Variables

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Abstract:

The Social life has observed a big transition from stone age to the post-modern age. This is due to the human behaviour to grow and upgrade their life through investigation and development in many fields of human life. Verbal and thinking capability of creatures has allowed them to prosper and live a life of comfort. Since ancient time Education is tapping an effort to make individuals develop holistically i.e., cognitive, affective, psychomotor domains. This is to say that individuals have developed various kinds of intelligence like linguistics, musical, intrapersonal, interpersonal, moral, emotional and the like. Moral intelligence refers to the ability to apply ethical principles to personal goals, values and actions. The present study was conducted to find out level of Moral Intelligence in the students of Std- VIII belonging to Gujarati medium upper primary school of Kheda district of Gujarat. A sample of 240 students were selected from upper primary school Kheda district of Gujarat by using stratified random sampling method. Among them 120 were boys and 120 were girls. Moral Intelligence Scale constructed and standardized by M S Patel was used to find out Moral Intelligence among students. The data were analysed by using t-test. The result of the present study revealed that the boys having high Moral Intelligence than girls.

Keywords: Moral Intelligence, Adolescence, Upper Primary School

1. Introduction

The period of childhood is one of the most important life spans of human beings. It is the time the surge of life reaches its highest peak. The childhood's life is full of hopes. It is larger to avail of new experiences, to find new relationship, to examine the resources of the inner strength and understand the strength of the inner ability.

In childhood life stage there are several chances for making life good with the help of manners, ability and by understanding each other. But it's also had behavior problems and brings them before the concerned parents, administrators, teacher-educators and society psychologists. This is surely and alarming situation for any nation. No nation can afford to see here promising early adolescent lot turning into uselessly abnormal adults.

Only Moral Intelligence can help the students to fight against the childhood life stage behavioral and many more problems. Moral intelligence and its different components like Self Control, Kindness, Fairness and many more helps students to choose right from wrong. Generally Moral Intelligence refers to the ability to apply ethical principles to personal goals, values and actions. The study of moral intelligence in students' childhood is important for their behavior and life changing. Moral Intelligence also helps Parents and Teachers to deal with the students of childhood stage to understand their fillings and activities.

The problems of childhood stage students cause a constant headache for parents and teachers. Such state of affairs prompted the researcher to undertake the present investigation with the hope that it would help teachers, head masters, parents, social workers and educational researchers.

2. Objectives of the Study

The following objectives were formulated for the study of Moral Intelligence.

1. To study the Moral Intelligence of Std.-VIII students of upper primary Gujarati medium school.
2. To study the Moral Intelligence of Std.-VIII students of upper primary school in relation to gender & area.

3. Hypotheses of the Study

1. There will be no significant difference in the mean score of MI of Gender.
2. There will be no significant difference in the mean score of MI of urban & rural students.
3. There will be no significant difference in the mean score of MI of urban and rural boys.
4. There will be no significant difference in the mean score of MI of urban and rural girls.
5. There will be no significant difference in the mean score of MI of urban boys and rural girls.
6. There will be no significant difference in the mean score of MI of urban girls and rural boys.

4. Rationale of the study

Moral Intelligence are important in our society and schools. Moral Intelligence refers to the ability to apply ethical principles to personal goals, values and actions. However, it has the potential to improve understanding of learning and culturally acceptable behaviour. Moral intelligence is newer and less studied than the more established cognitive, emotional and social intelligences, (Coles, 1997; Hass, 1998; Clarken, 2009).

Lennick and Kiel (2005) define moral intelligence as “the mental capacity to determine how universal human principles —like those embodied by the “Golden Rule”— should be applied to our personal values, goals, and actions”. Their construct of moral intelligence consists of four competencies related to integrity, three to responsibility, two to forgiveness and one to compassion.

Developing greater Moral Intelligence will result in individuals, schools and other social systems that are healthier and positive. Several conceptions of Moral Intelligence are considered along with ideas how education might look if it was to value and include primarily moral in students.

“Moral Intelligence is the capacity to understand right from wrong, to have strong ethical convictions and to act on them to behave in the right and honourable way”

- Borba (2001)

“Moral Intelligence helps apply ethical principles to personal goals, values and actions. It consists of four competencies related to integrity, three to responsibility, two to forgiveness, and one to compassion.”

- Gardener's theory

Through this definition and discussion, we can say that Moral Intelligence is a person's dimensions to decide right and wrong, being moral in some circumstances and behave in accordance to the need of daily situation. Morals simply does not mean to believe in ideals rather it is an application of unbiased behaviour in social and professional scopes of an individual. It is rightly said mind controls the body and thoughts control the mind. Therefore, an individual's ethical principles, goals, values, beliefs and actions gets reflected in his/her behaviour. In classrooms, teacher is the portent of various resources for the students where the teacher must exhibit a strong moral example and try to say some stories which build a moral intelligence in the school.

To conclude, it can be said that moral intelligence is an essential part to individual and collective well-being and progress and a necessary part of a holistic education.

5. Methodology

5.1 Tool

The researcher has used MI Scale (Moral Intelligence Scale) developed by Prof. Mehul S.Patel for the upper primary school students of Gujarat State. The scale contains total 71 items. Its reliability by split-half method is 0.91 & by Test-retest method is 0.93. The item index validity and construct validity are calculated in test.

5.2 Sample

The sample comprised of 240 students of which 120 boys and 120 girls were selected by stratified random sampling method from Std. VIII of upper primary school of Kheda district of Gujarat.

5.3 Research Design

The researcher has selected the descriptive survey method to test the hypotheses,

5.4 Data Collection

For the data collection, the researcher visited personally the two schools namely Bharti Vinay Mandir Chaklashi and Devnagar Prathmik shala of Kheda district and collected the data from the students. The researcher required permission from the principal and approached the students in their respective schools. The data were collected with the help of the adopted tools. The tools were distributed to the students and the researcher assured that their responses would be kept confidential and used for research purpose only. Clear instruction was given to enable them to give their response meaningfully. The gathered responses were scored.

5.5 Statistical Techniques

The researcher was used the mean, standard deviation and “t” test as the statistical techniques.

5.6 Result & Discussion

To find out whether the mean difference of Moral Intelligence of boys and girls is significant or not, the value of ‘t’ is calculated. The value of ‘t’ is given in Table-1.

Table 1: Significance of difference between mean score of Moral Intelligence with Gender.

| Gender | N | Mean | S. D | SED | ‘t’ value | Remarks. |
|--------|-----|--------|-------|------|-----------|-------------|
| Boys | 120 | 258.49 | 33.43 | 4.88 | 2.45 | Significant |
| Girls | 120 | 246.51 | 41.77 | | | |

The observed value of ‘t’ is found to be 2.45 which is greater than the table value of ‘t’ 1.96. The difference is significant at 0.05 level. It can be said that there is significant difference between the mean score of Moral intelligence of boys and girls.

To find out whether the mean difference of moral intelligence of urban and rural students is significant or not, the value of ‘t’ is calculated. The value of ‘t’ is given in Table-2.

Table 2: Significance of difference between mean score of Moral Intelligence with Area

| Area | N | Mean | S. D | SED | ‘t’ value | Remarks. |
|-------|-----|--------|-------|------|-----------|-----------------|
| Rural | 120 | 256.93 | 34.07 | 4.91 | 1.80 | Not Significant |
| Urban | 120 | 248.08 | 41.65 | | | |

The observed value of 't' is found to be 1.80 which is less than the table value of 't' 1.96. The difference is not significant at 0.05 level. It can be said that there is no significant difference between the mean score of moral intelligence of urban and rural students at 0.05 and 0.01 level.

To find out whether the mean difference of moral intelligence of urban boys and rural boys is significant or not, the value of 't' is calculated. The value of 't' is given in Table-3

Table 3: Significance of difference between mean score of Moral intelligence of Urban and Rural boys

| Gender Area | N | Mean | S. D | SED | 't' value | Remarks. |
|-------------|----|--------|-------|------|-----------|-----------------|
| Urban boys | 60 | 254.83 | 37.55 | 6.09 | 1.20 | Not Significant |
| Rural boys | 60 | 262.15 | 28.58 | | | |

The observed value of 't' is found to be 1.20 which is less than the table value of 't' 1.96. The difference is not significant at 0.05 level and 0.01 level. It can be said that there is no significant difference between the mean score of Moral Intelligence of urban boys and rural boys at 0.05 level and 0.01 level.

To find out whether the mean difference of moral intelligence of Urban and Rural girls is significant or not, the value of 't' is calculated. The value of 't' is given in Table-4

Table 4: Significance of difference between mean score of Moral intelligence of Urban and Rural girls

| Gender Area | N | Mean | S. D | SED | 't' value | Remarks. |
|-------------|----|--------|-------|------|-----------|-----------------|
| Urban girls | 60 | 241.32 | 44.67 | 7.60 | 1.36 | Not Significant |
| Rural girls | 60 | 251.70 | 38.33 | | | |

The observed value of 't' is found to be 1.36 which is less than the table value of 't' 1.96. The difference is not significant at 0.05 level and 0.01 level. It can be said that there is no significant difference between the mean score of moral intelligence of urban and rural girls at 0.05 level and 0.01 level.

To find out whether the mean difference of moral intelligence of urban boys and rural girls is significant or not, the value of 't' is calculated. The value of 't' is given in Table-5

Table 5: Significance of difference between mean score of Moral Intelligence of Urban boys and rural girls

| Gender Area | N | Mean | S. D | SED | 't' value | Remarks. |
|-------------|----|--------|-------|------|-----------|-----------------|
| Urban boys | 60 | 254.83 | 37.55 | 6.92 | 0.45 | Not Significant |
| Rural girls | 60 | 251.70 | 38.33 | | | |

The observed value of 't' is found to be 0.45 which is less than the table value of 't' 1.96. The difference is not significant at 0.05 level. It can be said that there is no significant difference between the mean score of moral intelligence of urban boys and rural girls at 0.05 and 0.01 level. To find out

whether the mean difference of moral intelligence of urban girls and rural boys is significant or not, the value of 't' is calculated. The value of 't' is given in Table-6

Table 6: Significance of difference between mean score of Moral intelligence of Urban girls and Rural boys

| Gender Area | N | Mean | S. D | SED | 't' value | Remarks. |
|----------------|----|--------|-------|------|--------------|-------------|
| Urban girls | 60 | 241.32 | 44.67 | 6.84 | 3.04 | Significant |
| Rural boys | 60 | 262.15 | 28.58 | | | |

The observed value of 't' is found to be 3.04 which is greater than the table value of 't' 1.96 at 0.05 level and table value of 't' 2.58 at 0.01 level. The difference is significant at 0.05 level and 0.01 level. It can be said that there is significant difference between the mean score of moral intelligence of urban girls and rural boys.

6. Findings

The major findings of the study are as under:

1. There is significant difference between the mean score of MI of boys and girls. The boys having high moral intelligence than girls.
2. There is no significant difference between the mean score of MI of urban and rural students.
3. There is no significant difference between the mean score of MI of urban and rural boys.
4. There is no significant difference between the mean score of MI of urban and rural girls.
5. There is no significant difference between the mean score of MI of urban boys and rural girls.
6. There is significant difference between the mean score of MI of urban girls and rural boys. Rural boys having high moral intelligence than urban girls.

7. Conclusion

Moral intelligence has appeared to be useful for students in their student life as well as their social life activity with friends, family & Society. So, students must enhance their Moral Intelligence and will power. They must shift their focus by engaging themselves in small but Moral Intelligence increasing activities. Students must read and listening moral stories and watching the different moral videos or films, Yoga & meditation techniques that can help them to stay calm and develop optimist behavior and some components of Moral Intelligence. Additionally, it has seen that parents and teachers can also help students to get increase in Moral Intelligence so students should talk to with their parents and teachers about sources of Moral intelligence and activities through which Moral Intelligence will increase. However, there are several techniques to increase Moral Intelligence in a healthy way, so students should themselves choose the coping strategy that may perfectly well-matched to them.

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