

Impact of Behaviour Technology in the Enhancement of Moral Development Ramakrishnan, K.S.* and Ganesan, V**

Abstract

The Present study was designed to investigate the impact of Identification with Moral Models in the Enhancement of Moral Development of the Students. The sample consisted of 400 Students (200 Girls, 200 Boys) selected from various Municipal and Government Boys and Girls Schools of Coimbatore and Tirupur Districts. Ganesan (2007 a) Moral Models Technique were administered to the respondents. Results revealed that Girl Students have significantly more Moral Models Identification Scores than Boy Students. And that Tirupur District Students have significantly more Moral Identification Scores than Coimbatore District Students. The parents of the Tirupur Children have the opportunity to earn more because of the busy Textile Industries. Hence the families are well to do, which results in their Children's Development of Moral Model Identification. Tirupur District is having maximum profit in India because of the Export Potential.

'Moral Education' is to fulfill the 'Duties' relating to 'Society' and 'Nation'. If a person does his/her duty honestly, it means he/she is learning Moral Education in the real sense. Kohlberg (1984) describes the child as a 'Moral Philosopher', who develops Moral Standards of his/her own; these standards do not necessarily come from parents (or) peers but emerge from the 'Cognitive Interaction' of the child with his/her social environment. Kohlberg (1984), whose theory was based on that 'Cognitive Development Theory' of Piaget (1962). Morality has to be described not as an 'External State', but rather in terms of an 'Internal State', (Kohlberg 1984, Pittel and

Mother Teresa, Kamaraj, Vivekananda etc. Students were asked to allot to themselves for each of their Moral Model identification a score in Multiples of 1000s.

Aim: To study "Impact of behaviour technology in the enhancement of moral development".

Sample

The sample consisted 200 girls and 200 boys from the various Government, Municipal girls and boys and co-educational schools from Coimbatore and Tirupur Districts.

The sample was divided into Control Group and Experimental Group.

TABLE-1 : CONTROL AND EXPERIMENTAL GROUPS

Gender	Control Group	Experimental Group
Boys	100	100
Girls	100	100

Mendelsohn 1996)The longer we live, the more we think and higher the value, we put on friendship and tenderness towards parents and friends.(Johnson, 1764)..Relationship between the teacher and the student has come down drastically. Moral education can help in regarding the respect for teachers, parents and others in the country. Thus in the present study 'Behaviour and Modification' program incorporates, what is typically described as 'Cognitive Skills' and 'Educational Programming' but surpasses common class room methods as a comprehensive 'Cognitive Behavioural Training Program'.

In the present study "Moral Model Identification" is to be enhanced by offering Behaviour Modification Training using a Technique Development by Ganesan (2007 a). "Weekly Once" the students played the role of each of the below models. This was done weekly once for seven weeks. Gandhiji, Jesus, Mohammed,

Technique Administered

Identification with Moral Models (Ganesan 2007a) "Weekly Once" the students played the role of each of the below models. This was done weekly once for seven weeks. Gandhiji, Jesus, Mohammed, Mother Teresa, Kamaraj, Vivekananda and M.G. Ramachandran, Former Chief Minister of Tamil Nadu State etc. Students were asked to allot to themselves for each of their Moral Model identification a score in Multiples of 1000s. For example, when a student identified and played a Moral Role like Gandhiji, Vinoba, Mother Teresa and others he/she has to be allot a model identify bcore in multiples of 1000s. A Student can allot 3000 / 5000 / 10000 for the "Identification of Moral Models". This score was to be given liberally. The cumulative score had to be carried over to the following days. The score will grow day by day. Weekly once the

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cumulative score was appreciated by the researcher and by the group of students by clapping their hands in appreciation of that moral model identification score. Thus this Cognitive Behavior Training for Development of Moral Model Identification Behaviour was given by exposing the Experimental Group to ‘Real Life Situations’ in order to help them to develop their Moral Development. Control Group was treated as the Experimental Group II and it was administered the same Intervention. The Intervention was administered for seven weeks for the Experimental I and Experimental Group II.

Results and Discussion

The scores and results are presented in Table 2 and 3. The scores and results were obtained by using statistical technique like Mean, Standard Deviation,

Tiruppur Students have significantly more Moral Model Identification scores than the Coimbatore Students. The Parents of the Tiruppur Children have the opportunity to earn more, because of the busy Textile Industries. Hence the families are affluent which results in the Development of their Children’s Moral Model Identification Behaviour.

The Present study is an attempt find out the effect of impact of behaviour technology in the enhancement of moral model identification behaviour among students. It also attempts to give some behavioural models for developing moral model identification behaviour among school students. Among the two groups of students of Coimbatore and Tiruppur District on the moral model identification behaviour, girl students have been significantly more benefited.

TABLE-2 : SHOWS THE MEAN SCORES OF IDENTIFICATION WITH MORAL MODEL FOR GENDER DIFFERENCES

Gender	Mean (S.D.)	Mean Difference	t-Value
GIRLS (N=200)	12.16 (1.55)	0.95	3.09 **
BOYS (N=200)	11.21 (1.79)		

** p < 0.01

Mean Differences and Critical Ratio. There is significant difference in the mean scores of

Also the Parent Income is an important factor for moral model identification behaviour. The parents of

IDENTIFICATION WITH MORAL MODEL : GENDER DIFFERENCES

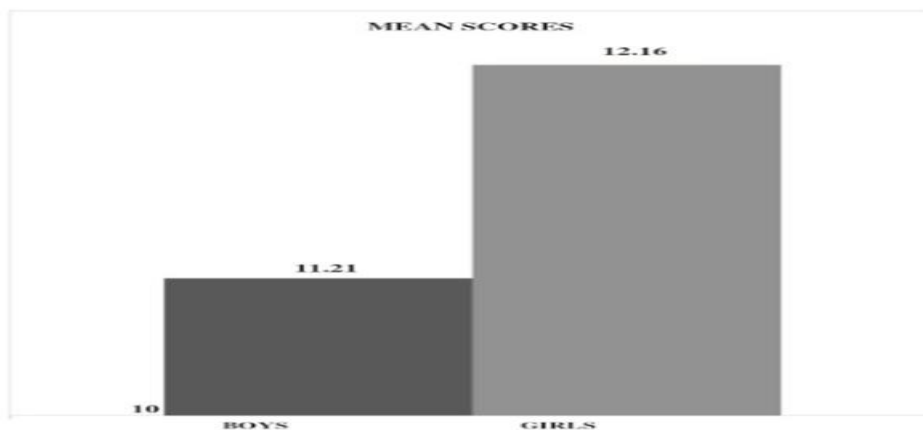


FIG-1 : IDENTIFICATION WITH MORAL MODEL FOR GENDER

boy and girl students where the scores are higher among the girl students than the boy student. Culturally Indian women are trained to follow ‘Ethical Values’.

the Tiruppur and Coimbatore in Tamilnadu State (in India) students have the opportunity to earn more, because of the busy textile industries and other sources. Hence the families are well to do, which

result in the development of their girl children’s moral model identification behaviour, because culturally Indian women are trained to follow ‘Ethical Values’.

References

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TABLE-3 : SHOWS THE MEAN SCORES OF IDENTIFICATION WITH MORAL MODEL AMONG TWO DISTRICTS

District	Mean(S.D.)	Mean Difference	t-Value
TIRUPPUR (N=200)	12.38 (1.31)	0.87	1.96 **
COIMBATORE (N=200)	11.51 (1.79)		

** P < 0.05

IDENTIFICATION WITH MORAL MODEL : GENDER DIFFERENCES

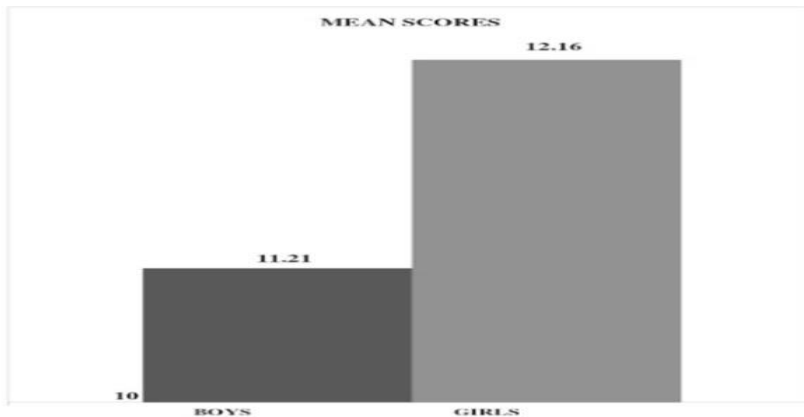


FIG-1 : IDENTIFICATION WITH MORAL MODEL FOR GENDER

Johnson, S.(1764) What are Values – Essays on

Conclusion

The findings of the study confirm the concepts obtained by Malik (2009). “Gems of beautiful Values will adorn the bright and glittering personality of child”. The child will be all set and prepared to face the Right and Wrong of the World and to eradicate all evils right from the roots. Such bold personalities will help in establishing a peaceful and prosperous World. The findings of the study confirm with the concepts obtained by Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore (2009) “Great Teachers Scheme” to motivate their students. This is best summarized by these words of Swami Vivekananda “The end of all education, training should be “Man Making Education”, and is not the amount of information that is put into one’s brain and runs riot there, undigested all one’s life. We must have life building, man making, character making and assimilation of ideals”

<https://www.kids in co com.our values/>.

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