



ROLE OF MORAL INTELLIGENCE ON ACADEMIC ACHIEVEMENT AMONG ADOLESCENTS DURING COVID TIME

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ABSTRACT

The last decade has witnessed the emergence of the notable interest from the psychologists and educational scientist tried to study the children's and the adolescence moral growth. Because of the obvious crisis in society due to Covid-19, it affect our children's behavioral changes, attitude towards life, social media addiction, and this covid time stress & problems. Adolescents face many issues in this time, they cant learn due to on-line methodology stress, lockdown issues and many more. So in this time their moral values could be down and even they can't behave proper to others. Here, the role of moral aspect is very crucial to every child. Moral Intelligence refers the ability to apply ethical principles to personal goals, values and actions. It is the ability to know right from wrong and behave ethically. This study tries to know the relationship of Moral Intelligence and academic performance of Adolescence. New generation learners are living in the scientific and the technological explosion era, within problems of covid. It is tied the world with disturbances of imbalances in the life of pupil & harmony of values. Since the world has been invaded by the moral disintegration epidemic that has targeted the children directly. This crisis, targeted our children, Education, parents and common people. some of the frightful problems had been shown the statistics that tension leads to suicide, the reason for that is the children are more likely to commit the crimes because the criminals are becoming role models. In this pathetic situation, this paper tries to analyze the influence of moral aspects on academic excellence among adolescents during this pandemic situation of oxygen crisis.

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INTRODUCTION

Education means the totality of experience gained by an individual from birth to death .The function of education is to help in the growth of helpless young animal in to happy moral and efficient human being. The fact that main concern of education is the development of man. Since education is the integral part of human life, its field is very vast and complex. Education is essential for every society and individual .Man has various qualities; these qualities of individual should be developed for the improvement of the country. So education plays a complementary role for over all individual, social and national development. Education provides the development of higher values like truth, sympathy, love and cooperation etc in child. Cultivation of their values are more valuables in secondary education.

Secondary school students are commonly called adolescents. It is the first turning period in the academic life of an individual.

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Adolescence is a period of active growth and development, physical, sexual social emotional life and it is the time for developing independence. After they have to face lot of pressure with family and society .But the situation leads to more problems such as The peer interaction with friend, leads to adolescence, in use of alcohols, tobacco and narcotics, questioning parents, sometimes breaking rules like adolescents violent interaction in their daily life. All the episodes of violence at schools are highly publicized. These types of attitudes among the students by finding out their emotional intelligence, mental ability, personality, social intelligence and moral intelligence.

Need of the Study

Adolescent is the stage of stress storm, they cannot control their behavior at this time. School is the symbol of progress and centers of imparting the past and present values .Where human being are equipped with academic competence, ability to judge the morality, technical skills and number of abilities to lead their adult lives. But in this covid, pathetic situation everything is changed to unbalanced & alarming. The education of children are being more problematic due to On-

Line learning. However the life has to go on, by equipping all the challenges. To prepare our youth to face any issues, we have to be make them more stronger. This special occasion guide them to do any kind of bad, illegal activities. With the help of social media. So here care must be given to their behavior, and attitudes. Thus, the role of Moral Intelligence is much important in the performance of the moral behavior of children of both genders, also due weight in the age, has been given to it, in the NPE-1986. It is in the formative years of adolescence when the foundation of good character can be laid by infusing moral values. It is on the part of schools community, parents to turn out good citizens. Special care has to given in their behaviors. Thus the study brings, the role of moral behavior in intellectual aspects of life of new generation.

Theoretical Aspects of Moral Intelligence

Moral intelligence developed to its fullest by Doug Lennick and Fred Kiel (2005) in their book of the same name, has more to do with values and behaviors than what we would think of as “Intelligence”. Or some raw concept of mental area means such as IQ. Moral Intelligence is more established cognitive, emotional and social intelligence, but has great potential to improve our understanding of learning and behavior (Clarcken, 2009). Moral Intelligence is “the capacity to determine how universal human principles should be applied to our values, goals and actions” (Lennick D & Keil, 2005). Moral Intelligence as the capacity to understand right from wrong to have strong ethical convictions and to act on them to behave in the right and honorable way (Clarcken, 2009). In a simplest term, Moral Intelligence is the ability to differentiate right from wrong as defined by universal principles. Moral Intelligence and emotional intelligence are two type of intelligence. Many corporate leaders ignore these differentiating competencies because they are soft skills, that are difficult to measure. Aim of moral intelligence is to make the interaction between the environment

The construct of moral intelligence consist of integrity, responsibility, forgiveness and compassion .It also includes ten sub categories of trust, courage, secrecy, fulfilling, personal commitments and responsibility against personal decisions, self control, self limitation, assisting others care for others. Understanding others perceptions and understanding spiritual requirements (belief, faith and courtesy).

Objective

- To find out the relationship between Moral Intelligence and Academic Performance of Higher Secondary School Students with respect to their Types of management, and Subject of specialization.

Hypothesis

- There exist a significant relationship between scores of Moral Intelligence and Academic Performance of Higher Secondary School Students for the total sample and relevant sub samples.

METHODOLOGY

A Survey Technique was used to collect data.

Tool

Moral Intelligence Scale (Jaseena & Lasitha, 2018)

Based upon the components the investigator developed the scale on Moral intelligence. The scale consists of 50 items out of which 28 items are positive statement and 22 items are negative statements.

| Components | Items |
|-------------------|--|
| 1. Integrity | -3,7,11,19,23,27,31,35,39,40,42,44,46,2 |
| 2. Responsibility | - 1,5,9,113,17,21,25,29,33,37,41,43,47,48,49 |
| 3. Forgiveness | - 4,8,12,16,20,24,28,32,34,38,45,50 |
| 4. Compassion | - 2,6,10,14,18,22,26,30,36 |

The tool possess essential criteria of Reliability and Validity

Sample

The sample for the present study constitutes 540 higher secondary school students which were selected from 12 higher secondary school in Malappuram and Kozhikode. The sample were selected under stratified random sampling technique by giving due representation to the factors like gender of the pupils, Locale of the School, Type of the School Management and Subjects.

ANALYSIS & DISCUSSION

Table 1 Results of ANOVA of Moral Intelligence of Higher Secondary School Students science, commerce and humanities Students are given in table No: 1

| Variable | Source of Variable | Sum of Square | df | Mean Square | f | Level of Significance |
|--------------------|--------------------|---------------|-----|-------------|-------|-----------------------|
| Moral Intelligence | Between Group | 136.988 | 2 | 68.494 | 0.684 | 0.505 |
| | Within Group | 13775.945 | 537 | 100.144 | | |
| | Total | 53912.933 | 539 | | | |

From the table it can be seen that the f value obtained 0.684 which is less than the f value required for significance at .505 level with (2,537) degrees of freedom. It means that Moral Intelligence of Students does not differ significantly with respect to science, commerce, humanities subjects. Students belonging to the three subjects of study do not differ significantly Moral Intelligence.

Table 2 Result of anova of moral intelligence based on type of management

| Variable | of | Square | Square | F | Significance | |
|--------------------|--------------|------------|--------|---------|--------------|------|
| Moral Intelligence | Between | 179.329 | 2 | 89.664 | .869 | .409 |
| | Within Group | 537333.606 | 537 | 100.063 | | |
| | Total | 53012.933 | 539 | | | |

From the table it can be seen that the f value obtained 0.684 which is less than the f value required for significance at .409 level with (2,537) degrees of freedom. It means that Moral Intelligence of Students does not differ significantly with respect to government, aided and unaided schools.

Correlation between Moral Intelligence and Academic Performance of Higher Secondary School Students

The collected data was analyzed to find out the co-efficient of correlation between Moral Intelligence and Academic Performance of Higher Secondary School Students for the total sample and the relevant subsample. This co-efficient of correlation (r) shows the relationship between the two variables. Details are given in Table 3.

| No | | N | r |
|----|--------------|-----|------|
| 1 | Total Sample | 540 | .385 |
| 2 | Male | 258 | .496 |
| 3 | Female | 282 | .276 |
| 4 | Urban | 280 | .391 |
| 5 | Rural | 260 | .397 |
| 6 | Science | 215 | .331 |
| 7 | Commerce | 164 | .448 |
| 8 | Humanities | 161 | .399 |
| 9 | Government | 183 | .371 |
| 10 | Aided | 184 | .383 |
| 11 | Unaided | 173 | .456 |

DISCUSSION OF THE RESULTS

From the table 3, it can be seen that the coefficient of correlation between Moral Intelligence and Academic Performance in the case of total sample is which is greater than the table value 0.115 (critical value for Pearson's Product Moment Correlation 'r') for N=540. The value obtained, suggest that the relation between the variables are significant at 0.01 levels. The direction and magnitude of 'r' indicates existence of a positive and high relationship between the variables. Here an increase or decrease in one variable there will be a corresponding increase or decrease in the other variables. So there found high relationship between Moral Intelligence and Academic Performance of Higher Secondary School Students which is significant at 0.01 levels.

Also from the table 10 the co-efficient of correlation between the two variables for the sub sample male is .496(> 0.234) for N= 258. This indicates that in the cases of subsample male Higher Secondary School Students the two variables are significantly related. The magnitude suggests that there is a moderate relationship between the two variables based on the subsample male Higher Secondary School Students.

From the analysis it is evident that co-efficient of correlation between the variables, Moral Intelligence and Academic Performance for female Higher Secondary School Students is .276 which is less than 0.300 (critical value for 'r'). That means it is significant at 0.01 levels. This indicates that in the case of subsample females the two variables are significantly related. The magnitude suggests that there is low relationship between the two variables based on the subsample. The co-efficient of correlation between the variables Moral Intelligence and Academic Performance among 280 urban Higher Secondary School Students is .391. The obtained value suggest that is significant at 0.01 level because the critical value for co-efficient of correlation for N= 280 IS 0.292 which is less than obtained value. The sign and magnitude of 'r' suggests that the relationship is positive and low. That means and increase in one variable will result in an decrease in other variable. There exists low relationship between Moral Intelligence and Academic Performance of Students from urban higher secondary schools.

The co-efficient of correlation between the variables Moral Intelligence and Academic Performance of Students from rural Higher Secondary School is .397(> 0.183) for N= 260. The obtained value is significant at 0.01 levels. The sign and magnitude of 'r' suggests at 0.01 levels. The sign and magnitude of 'r' suggests that there exist a low relationship between Moral Intelligence and Academic Performance of Students from rural higher secondary schools.

The co-efficient of correlation between the two variables of science, commerce and humanities Higher Secondary School Students are .331, .448 and .399 respectively. The three values show that the relationship between the two variables is low moderate and positive is significant at 0.01 levels.

CONCLUSION

Analysis and interpretation of data helps to discover solution to the research problem. In the preliminary analysis is the extent of Moral Intelligence analyzed and found that Higher Secondary School Students are average in their Moral Intelligence. The major analysis shows the comparison of the mean scores of Moral Intelligence and Academic Performance for the total sample and relevant samples. This reveals that Moral Intelligence and Academic Performance differ significantly among male and female Students. Also there is no significant difference found in Moral Intelligence of Higher Secondary School Students belonging to different subject of study and type of management. But it is estimated that there is significant difference found in the in the Academic Performance of Higher Secondary School Students belonging to government, aided and unaided schools. The post hoc analysis reveals that Higher Secondary School Students of science and humanities have difference in their Academic Performance. The co-efficient of correlation between Moral Intelligence and Academic Performance of Higher Secondary School Students for the total sample and relevant subsamples are negative and negligible

Implication

- Provide leadership programs that helps to improve moral intelligence of higher secondary school students.
- Organize various awareness programs to improve morality among the students
- Content, syllabus should be reshaped in primary education and should include lessons of moral values ethical concerns.

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