

## A STUDY ON MORAL ANXIETY OF SCHOOL TEACHERS

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**Abstract**

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### ***NOTHING IN HUMAN AFFAIRS IS WORTHY OF GREAT ANXIETY. – PLATO***

*Man is a moral being. Life is so meaningful and beautiful. The purpose of life is to be happy. Moral character is fundamental to get happiness in the social life. Morality is that which gives clarity on right and wrong. Man must develop an acceptable moral and ethical behavior. No police men can watch your moral behavior but your inner consciousness will watch all the time. A kind of anxious state towards moral and ethical behavior of one self is helpful to make man with sound character. Plato says, “nothing in human affairs is worthy of great anxiety”. It is important to understand the level of moral anxiety in relation to sound moral values. Present paper is focusing on level of moral anxiety of school teachers. This study clarifies about how far the school teachers are having introspective and curious state towards acceptance of Moral Values.*

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## INTRODUCTION

Man by birth bounded with humanity and he is considered as a moral being. By accepting the positive attitudes and good values, man can live happily and purposefully. It is rightly said that education is as old as humanity. It is the process by which people acquire knowledge, skills, certain good habits and there by cultivate values and attitudes. Character is the inner consistency and unity which gives steadfastness and dependability to man's conduct.

Character and education both are interdependent, these are two eyes of human beings through his strong and good character, can obtain proper education. Moral philosophers revealed that the character is higher than the intellect, such character will pick up from the right training at family, school and community. Character will be formed through inculcation of values, by practicing habituating certain values moral, social, aesthetic etc. Education should produce the people those who are morally well and sound.

## Meaning of Morality

The term 'morality' derived from the Latin word 'mores' which means 'customs', 'manners'. Custom relating to principles of right and wrong in behavior. Moral insight is essential for living a good life. Moral insight into duties makes their performance easier. Moral values involve in the process of duty potentialities as well as relationship with other people and community at large. Moral qualities like justice sincerity, honesty, tolerance, self-control etc. make an individual socially efficient. Morality of an individual depends on the type of education he/she receives. The concept of good differs from person to person. Highest good is being moralistic with the practice of Dharma.

According to **Jean Piaget**, "All morality consists in itself a system of rules and the essence of all morality is to be sought in respect to which the individual acquires these rules."

According to **Mackenzie**, "A good painter is one who can paint beautifully but a good man is one who does act rightly. Capacity to do good things does not make a man good or virtuous. A truthful man is not one who can speak the truth, but one who habitually speaks the truth. Goodness is not a capacity or potentiality, but an activity. The morality of an action depends upon the inner motive. The moral judgment is intimately connected with the purity of motives and intentions."

**Helen Keller** in her book 'A Philosophy of Morals', illustrates the life of honesty, the distinction between the moralist and the moral philosopher, and discusses in a theological sense the achievement of morality and further outlines "the decent person" who needs both value description and morality in the field of values.

The **Freud's** view on morality, the life energy of a person or the structure of the personality is divided into three parts. Those are

1. The Ego: The element of individually which is capable of deliberation and which at times exercises some control over the impulses of the Id.
2. The Id: The seat of instinct, impulse and passion.
3. The Super Ego: An internalized (moral) demand of the society; that we call conscience.

## Moral Values

The moral values are the salient features of the individual's behavior in the society. The concept of value is so deeply embedded in human actions and thoughts that one should make an effort to implement it. The value governed behavior pattern is reflected in the behavior patterns of the people.

A moral value involve social education, but beyond it, covers the ways in which an individual deals with the process of duty potentialities as well as his relationship with other people and the community at large. Moral value is much concerned with striving for personal wholeness as with generating a responsible attitude to others and the understanding of right and wrong behavior.

Moral values concern themselves with right and wrong, good and evil. Moral values are **the behavioral practices, goals, and habits** which are validated by the society. The great moral values such as truth, honesty, kindness, love, mercifulness, tolerance, respect to others, dignity, perseverance, integrity, cooperation, favorable relationship, friendship, dutifulness, charity, compassion etc., are the life protecting and life enhancing. Moral values are values that express ideas about good life. All the philosophers, sages, saints were given stress on inculcation of moral values. The Vedas, Puranas, holy books all depict the moral duties of human being. Moral values are considered as mandatory to lead a perfect and happy life. Education must inculcate moral values among children. Parents and Teachers are ought to be an ideal in acceptance of an ethical values and proper moral behavior. Introspective and anxious state towards acceptance of moral values is expected in every individual to develop good character.

### **Moral Anxiety**

The phrase 'moral anxiety' is a combination of two words- 'moral' and 'anxiety'. The meaning is anxiety towards morality of one self. The 'morality' concerns with the principles of right and wrong in behavior and the word 'anxiety' concerns with the fearful and introspective curious state of mind. Anxiety is an emotional response to a conflict situation that seems to have no acceptable solution. So, moral anxiety is anxious state towards once own moral behavior.

**Sigmund Freud and Moral Anxiety:** Anxiety is a feeling of impending danger. According to **Freud**, there are three types of anxiety.

**Objective anxiety** results from a real threat in the physical world to one's well-being, for example, when a ferocious looking dog appears from around the corner.

**Neurotic anxiety** results from the ego feeling over whelmed by the Id, which threatens to express its irrationality in thoughts and behavior. There is a fear of external punishment for such expression.

**Moral anxiety:** Moral anxiety is “a derivative of objective anxiety. Moral anxiety is based on a feeling that one’s internalized values are about to be compromised. There is a fear of self-punishment (e.g. guilt) for acting contrary to ones values. Moral anxiety is a function of the development of the super ego i.e., ethical consciousness.”

It is understood by above discussion that the moral anxiety is an anxiety towards their moral behavior. Am I living according to moral principles or not? Moral anxiety develops introspective mind in individuals with regard to adoption of values in one’s life. It is the results of education where the broad state of introspective mind related to their moral behavior can see in individuals.

The most important aim of education is inculcation of values and character formation. **The Secondary Education Commission (1952-53)** has stated, ‘Education is the training of character to fit the students to participate creatively as citizens’. **The national Policy on Education (1986)** declares that the growing concern over the erosion of essential values and increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. The **National Curriculum Framework for School Education (NCF 2005)** observed that schools can and must strive to restore and sustain the universal and eternal values oriented towards the unity and integration of the people and their moral and spiritual growth and enable them to realize the treasure with in.

“Education does not mean teaching people to know that they do not know. It means teaching them to behave as they do not behave.” (**J.Ruskin**). To state one’s aim of education, is at once to state his educational values” (**John S. Brubacher**). The activities that are good, useful and valuable from educational point of view are considered as educational values. The ultimate aim of education is to achieve good life. Aims are an end in themselves and values are the product. Thus, in the field of education values are the results that we actually obtain. Teachers and students are engaged in such activities that they think to be educationally useful and valuable.

Teachers play a crucial role in the educational process and also in the society. All the educational philosophers and an eminent personalities views that ‘teachers must have sound ethics and moral values’. Teachers must be role models before students, society. Teacher’s character and an ideal life always inspires the students. The researcher conducted a research

study on moral anxiety of teachers. This study clarifies about how far teachers are having anxious state towards acceptance of moral values.

### **Statement of the problem**

‘A study on Moral Anxiety of School Teachers’.

### **Objectives of the Study**

The following objectives have been framed for the study.

1. To know the level of moral anxiety among school teachers.
2. To find out the differences in moral anxiety of school teachers with respect to gender, type of school management, medium of instruction, and region.

### **Hypotheses**

1. There will not be any difference in the level of moral anxiety among school teachers.
2. There will not be any difference in the level of moral anxiety of school teachers with respect to gender.
3. There will not be any difference in the level of moral anxiety of school teachers with respect to school management.
4. There will not be any difference in the level of moral anxiety of school teachers with respect to medium of instruction.
5. There will not be any difference in the level of moral anxiety of school teachers with respect to region.

### **Methodology**

The researcher adopted a normative survey method to find out the level of moral anxiety among teachers in this study.

### **Population**

Present study considering the school teachers working at Telangana region as the universe of the study. It includes from the various districts of Telangana region.

### **Sampling technique**

Purposive sampling technique is adopted for selecting the sample for the study.

### **SAMPLE**

The present study includes the sample taken from various districts of Telangana region. Sample consists of 225 school teachers. Sample also consists of both men and women; government and private; Telugu, English and Urdu medium, Urban and Rural teachers.

## **Tool Used**

The researcher developed his own tool i.e., Moral Anxiety Scale for finding the moral anxiety among school teachers. Moral Anxiety Scale (Appendix-I) developed by researcher under the guidelines of supervisor and subject expert. Researcher was conducted pilot study for standardization of scale.

The Present moral anxiety scale is self-reporting five point scale which prepared by considering the following twelve moral values i.e., truth, righteousness, gratitude, humility, respect, trustworthiness, love, kindness, nonviolence, self-discipline, tolerance & patriotism and the tool was utilized to find out how far school teachers are anxious state towards accepting the prescribed moral values.

There are 36 statements in the moral anxiety scale. Of these statements, there are 36 positive statements which possess anxious state of school teachers towards accepting the moral values. And remaining 12 are negative statements which possess no moral anxiety among school teachers. The total score of item 1-36 statements are possess an individual's level of moral anxiety.

**Pilot Study:** The researcher also conducted pilot study in the month of June 2016 and collected data from Ranga Reddy District. Total 30 samples were taken for pilot study. Split half odd-even method was used for finding the reliability of developed moral anxiety scale. The whole scale was divided into two halves by taking all odd numbered items as one group and all even numbered items as another group.

The reliability of moral anxiety scale was found to be  $r=0.98$ . The validity of moral anxiety scale was found to be  $V=0.99$ . Hence the scale is highly valid.

The **main study** was conducted during the August 2016 to February 2017. After the administration of the test, the responses were scored using the keys and each teacher assigned various scores. The researcher analyzed the collected data and used various statistical techniques Percentage and Chi-Square ( $\chi^2$ ) test for finding the level of moral anxiety and difference between two variables and also association among variables.

## **Results and discussion**

### **LEVEL OF MORAL ANXIETY**

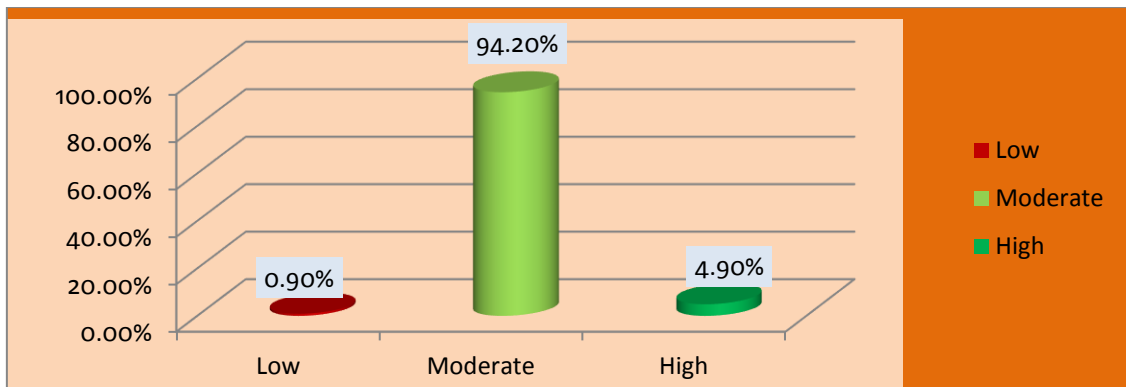
The collected data were analyzed with respect to dependent variable moral anxiety of respondents and the results are presented below.

**Hypothesis – I:** There will be a moderate level of moral anxiety among teachers.

**Table-1: Level of moral anxiety among school teachers**

S.No.	Variable	Level	No. Of Teachers	Percentage%
1		Low	2	0.9
2	Moral Anxiety	Moderate	212	94.2
3		High	11	4.9
4		Total	225	100%

**Figure-1: Level of moral anxiety among school teachers.**



One of the major objectives of the study was to find out the level of moral anxiety among teachers. The researcher found final result (Table-1& Figure-1) that there was a moderate level of moral anxiety among teachers. Out of 225 (100%) teachers from Telangana State, there were 212 (94.2%) teachers showed moderate level of anxious state in relation to acceptance of 12 prescribed moral values. Also found that there were 11 (4.9%) teachers showed high level of moral anxiety. This is very good indication that the majority teachers are showed moderate level of an introspective state towards acceptance moral values. The researcher also found that there were 2 (0.9%) teachers showed low level of moral anxiety which is negligible. This anxious state possesses sound in ethical and moral character of the teachers of Telangana State.

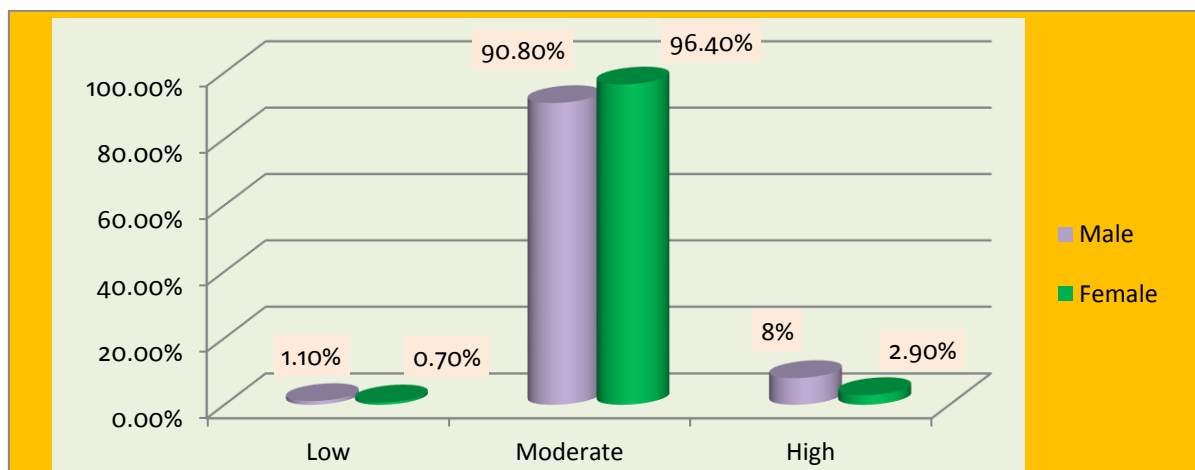
**GENDER V/s MORAL ANXIETY:**

The collected data were analyzed with respect to dependent variable moral anxiety and independent variable gender and the results are presented below.

**Table-2: Moral Anxiety of teachers V/s Gender**

S. No	Variable	Gender	Low	%	Moderate	%	High	%	Total	Percentage %	Probability (p) Value	Df
1	Moral Anxiety	Male	1	1.1	79	90.8	7	8.0	87	100	0.204	
2		Female	1	0.7	133	96.4	4	2.9	138	100	Result	Df
3		Total	2	0.9	212	94.2	11	4.9	225	100 %	No Significance	2

**Figure-2: Differences between male and female teachers with respect to their moral anxiety.**



From the above Table no.2 & Figure 2, it can be observed that majority of the male teachers 79 (90.8%) showed moderate level of moral anxiety. A few male teachers 7 (8.0%) showed high level and very few male teachers 1 (1.1%) showed low level of moral anxiety. And majority of the female teachers 133 (96.4%) showed moderate level of moral anxiety. A few female teachers 4 (2.9%) showed high level and very few female teachers 1 (0.7%) showed low level of moral anxiety. Female teachers (96.4%) showed more moderate level of moral anxiety than male teachers (90.8%). And more number of male teachers (8.0%) showed high level of moral anxiety than female teachers (2.9%).

**Hypothesis – II:** There will not be any significant difference between male and female teachers in their moral anxiety.



Applying the  $\chi^2$  (chi-square) statistical technique the above null hypothesis has tested. The calculated Probability value (p.0.204) is greater than with 0.05 significant value hence the above hypothesis is accepted that there is no significant difference between male and female teachers in their moral anxiety. Hence it is concluded that irrespective of gender there is a moderate level of moral anxiety among school teachers. The results found rightly because the morality depends on individual persons and it is sure that the education develops higher level of ethical consciousness. The researcher also found that the higher number of women teachers showed moderate level of moral anxiety than the men teachers. Higher authorities must think to organize special ethical training programmes for men teachers.

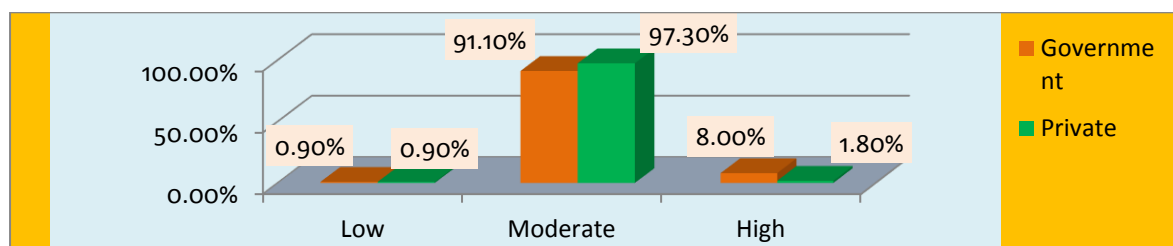
**TYPE OF SCHOOL MANAGEMENT V/s MORAL ANXIETY:**

The collected data were analyzed with respect to dependent variable moral anxiety and independent variable type of school management and the results are presented below.

**Table-3: Moral Anxiety of teachers with respect to independent variable type of school management.**

S. No	Variable	Type of School Management	Low	%	Moderate	%	High	%	Total	Percentage %	Probability (p) Value	
1	Moral Anxiety	Government	1	0.9	102	91.1	9	8.0	112	100	0.093	
2		Private	1	0.9	110	97.3	2	1.8	113	100	Result	D
3		Total	2	0.9	212	94.2	11	4.9	225	100%	No Significance	2

**Figure 3. Differences between government and private teachers with respect to their moral anxiety.**



From the above Table no-3. & Figure-3 it can be observed that majority of the government teachers 102 (91.1%) showed moderate level of moral anxiety. A few government teachers 9 (8.0%) showed high level and very few government teachers 1 (0.9%) showed low level of moral anxiety. And majority of the private teachers 110 (97.3%) showed moderate level of moral anxiety. A few private teachers 2 (1.8%) showed high level and very few private teachers 1 (0.9%) showed low level of moral anxiety. Private teachers (97.3%) showed more moderate level of moral anxiety than government teachers (91.1%).

**Hypothesis – III:** There will not be any significant difference between government and private teachers in their moral anxiety.

Applying the  $\chi^2$  (chi-square) statistical technique the above null hypothesis has tested. The calculated Probability value (p.0.093) is greater than with 0.05 level of significance. Hence, the above hypothesis is accepted. It is accepted that there is no significance difference between government and private teachers in their moral anxiety. Hence it is concluded that irrespective of school management, there is a moderate level of moral anxiety among school teachers. Also the researcher found that the higher no of Government school teachers showed moderate level of moral anxiety than the Private teachers. Private school managements must recruit only trained and qualified teachers and organize in service teacher training programmes on an inculcation of moral values.

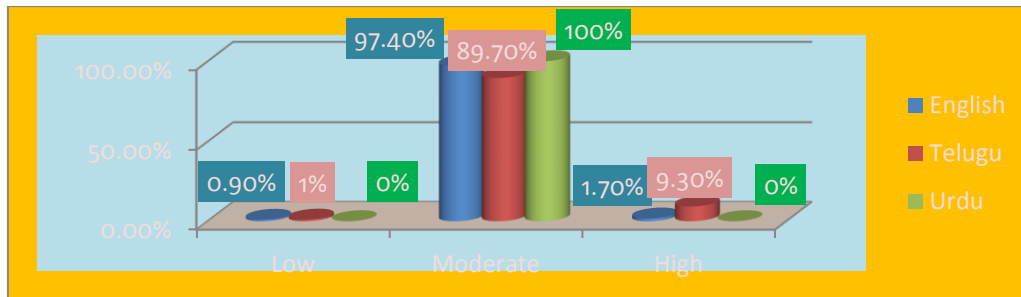
**MEDIUM OF INSTRUCTION V/s MORAL ANXIETY:**

The collected data were analyzed with respect to dependent variable moral anxiety and independent variable medium of instruction and the results are presented below.

**Table-4: Moral Anxiety of teachers with respect to independent variable medium of instruction**

S. No	Variable	Medium of Instruction	Low	%	Moderate	%	High	%	Total	Percentage %	Probability (p) Value	Df
1	Moral Anxiety	English	1	0.9	112	97.4	2	1.7	115	100	0.120	
2		Telugu	1	1	87	89.7	9	9.3	97	100	Result	
3		Urdu	0	0	13	100	0	0	13	100	No	
4		Total	2	0.9	212	94.2	11	4.9	225	100%	Significance	4

**Figure-4: Differences between Telugu, English and Urdu Medium teachers with respect to their level of moral anxiety.**



From the above Table no.4 & Figure no. 4 it can be observed that majority of the English medium school teachers 112 (97.4%) showed moderate level of moral anxiety. A few English medium school teachers 2 (1.7%) showed high level and very few English medium school teachers 1 (0.9%) showed low level of moral anxiety. And majority of the Telugu medium school teachers 87 (89.7%) showed moderate level of moral anxiety. A few Telugu medium school teachers 9 (9.3%) showed high level and very few Telugu medium school teachers 1 (1%) showed low level of moral anxiety. All the Urdu medium schools teachers 13 (100%) showed more moderate level of moral anxiety.

**Hypothesis – IV:** There will not be any significant difference between Telugu, English and Urdu medium teachers in their moral anxiety.

Applying the  $\chi^2$  statistical technique the above null hypothesis has tested. The calculated Probability value (p.0.120) is greater than with 0.05 significant value hence, the above hypothesis is accepted. It is accepted that there is no significance difference between Telugu, English and Urdu medium teachers in their moral anxiety. It is concluded that irrespective of medium instruction there is a moderate level of moral anxiety among school teachers. Also found that the higher number of Telugu medium school teachers showed moderate level of moral anxiety than the English medium school teachers. English medium schools must focus to develop cultural spirit and moral consciousness among their teachers.

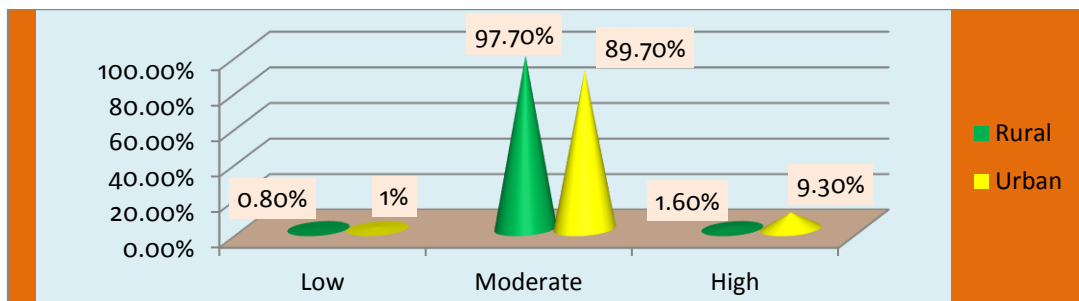
**REGION V/s MORAL ANXIETY**

The collected data were analyzed with respect to dependent variable moral anxiety and independent variable region and the results are presented below.

**Table-5: Moral Anxiety of teachers with respect to independent variable region**

S. No	Variable	Region	Low	%	Moderate	%	High	%	Total	Percentage %	Probability (p)	Df
1	Moral Anxiety	Urban	1	0.8	125	97.7	2	1.6	128	100	0.028	
2		Rural	1	1	87	89.7	9	9.3	97	100	Result	2
3		Total	2	0.9	212	94.2	11	4.9	225	100%	There is a Significance difference	

**Figure-5: Differences between Urban and Rural teachers with respect to their level of moral anxiety.**



From the above Table 3 & Figure 5 it can be observed that majority of the Urban school teachers 125 (97.7%) showed moderate level of moral anxiety. A few Urban school teachers 2 (1.6%) showed high level and very few Urban school teachers 1 (0.8%) showed low level of moral anxiety. And majority of the Rural school teachers 87 (89.7%) showed moderate level of moral anxiety. A few Rural school teachers 9 (9.3%) showed high level and very few Rural school teachers 1 (1%) showed low level of moral anxiety.

**Hypothesis –V:** There will not be any significant difference between Rural and Urban school teachers in their moral anxiety.

Applying the  $\chi^2$  statistical technique the above null hypothesis has tested. The calculated Probability value (p.0.028) is less than with 0.05 significant value hence, the above hypothesis is rejected. There is a significance difference between Rural and Urban teachers in their moral anxiety. It is concluded that more number of urban schools teachers are having moderate level of moral anxiety than the rural school teachers. It is very much clear that there is a need of providing the more educational facilities, opportunities for academic and

professional growth in the rural schools and develop awareness towards acceptance of moral values among rural teachers

### **Conclusion**

Values cannot be taught but it can only be caught. Every individual must pick-up moral and ethical values by our own self. No Police men will watch your ethical behavior but remember your inner consciousness always watching you and speaks with you about favorable as well as unfavorable character. Acceptance of moral values by every individual is the fundamental aspect in establishment of harmonious, peaceful and progressive society. Education is only solution which develops intellectual understandings among children towards moral and ethical behavior.

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