

Moral patterns of secondary school children

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The task of social protection and development has been assigned to education. Therefore education is responsible for the formation of the student generation, to suit the society. Thus according to this, the teacher bears the responsibility to humanize the students. When the teacher acts as a moral agent to the student there by, the teacher formulates methods as to how he or she could direct the student to achieve acceptable moral standards.

The teacher reaches various modes of perceptions regarding the manner in which the student reach these moral standards. The perceptions arrived would have a positive or a negative effect on the student-teacher interaction and relationships.

This research study therefore, makes an attempt to identify the modes of perceptions arrived by the teachers regarding the moral patterns of the students. The study was conducted within a social scientific framework. Ethnographic research methods were adopted for the collection of data. Data collected from participant observations, interviews and discourse analysis facilitated the triangulation of data at the same time increasing the reliability of the collected data. The research site was a national school and the research sample comprised of 12 teachers and 136 students.

According to the analysis, teachers categorized students as "followers" and "distracters" based on morality. This categorization was done based on several moral factors which they identified. These were cleanliness, non aggression, ambition and work relationship between the peer groups respect for elders and moderate behavior.

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