

# MORAL DISENGAGEMENT AND MEDIA ADDICTION AMONG HIGHER SECONDARY SCHOOL STUDENTS

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## **DECLARATION**

I, **NEETHU C.**, do hereby declare that this dissertation entitled, **MORAL DISENGAGEMENT AND MEDIA ADDICTION AMONG HIGHER SECONDARY SCHOOL STUDENTS** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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## **CERTIFICATE**

I, **Dr. T.K UMER FAROOQUE**, do hereby certify that the dissertation entitled, **MORAL DISENGAGEMENT AND MEDIA ADDICTION AMONG HIGHER SECONDARY SCHOOL STUDENTS**, is a record of bonafide study and research carried out by **NEETHU C.**, of M.Ed Programme (2017-19), under my supervision and guidance, and has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

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# Chapter 1

## INTRODUCTION

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- ❖ *Need and Significance of the Study*
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“Education without values as useful as it is, seems rather to make man a more clever devil.”

- C.S. Lewis

Values are guiding the principles of life which are conducive to all round development. They give direction to life bring joy, satisfaction peace and quality to life. Values are like the rails that keep a train on the track and help to move smoothly and quickly with direction. We know today's children are tomorrow's citizens. It is necessary to take care about the new generation students. If we inculcate moral values in the students, the future generation will live happily. So it is necessary to give more importance to moral education. Moral education involves social education but extends to the way the individual deals with his own powers and potentialities as well as how he behaves in his relationships with other people and the community at large. It is as much concerned with striving for personal wholeness as with generating a responsible attitude towards others and an understanding of right and wrong behavior. Through this a person can learn the right way to execute itself and behave positively.

When we look at the layout of an average classroom used today and argue that education has changed a lot. They go as far as to say the entrenched teacher-centered methods have become a hybrid one that incorporates a student-centered approach. While this is true, the change towards this hybrid approach might relate more to the need to deal with a larger number of students in one class than a real

change towards fostering collaboration and critical thinking among students. Today most schools use technology, not to transform teaching, but rather to fit around traditional teaching methods, and in most cases, substitute what used to be done on a piece of paper. Children who have access to technology and games learn a new kind of creativity.

Morality refers to the way people choose to live their lives according to a set of guidelines or principles that govern their decisions about right versus wrong, and good versus evil. As adolescents emotional, social development continue to mature, their understanding of morality expands and becomes more closely aligned with their values and beliefs. Therefore, moral development describes the evolution of these guiding principles and is demonstrated by ability to apply these guidelines in daily life.

Teens must keep moral judgments on a daily basis. When children are younger, their family, culture, and religion greatly influence their moral decision-making. However, during the adolescent period, peers have a much greater influence. Peer pressure can exert a powerful influence because friends play a more significant role in teen's lives. As a result, teens begin to question the absolute authority of parents, schools, government, and other traditional institutions.

In adolescence most teens are less rebellious as they have begun to establish their own identity, their own belief system, and their own place in the world. Some teens who have reached the highest levels of moral development may feel passionate about their moral code; as such, they may choose to participate in activities that demonstrate their moral convictions. Unfortunately some teens have life experience

such as physical, emotional, or sexual abuse; the death of a family member or close friend; or were witness to senseless violence. These types of experiences can cause them to view the world as unjust and unfair. Or perhaps they observed the adults in their life making immoral decisions that disregarded the rights and welfare of others, leading these teens to develop beliefs and values that are contrary to the rest of society. Lacking a moral compass, these youth may find it difficult to form meaningful and rewarding relationships with others. Thus, while parents may find this process of moral development difficult or challenging, it is important to remember that this developmental step is essential to their children's well-being and ultimate success in life.

Traditionally, moral disengagement theory has been applied mainly to high moral intensity scenarios and behaviors such as interpersonal aggression, stealing or deception, and armed conflicts. Moral disengagement refers to the process where an individual or group of people distances themselves from the normal or usual ethical standards of behavior and then become convinced that new unethical behaviors are justified due often to some perceived extenuating circumstances. According to world renowned social psychologist Albert Bandura, moral disengagement involves a process of cognitive re-construing or re-framing of destructive behavior as being morally acceptable without changing the behavior or the moral standards.

In social cognitive theory of morality, self-regulatory mechanisms embedded in moral standards and self-sanctions translate moral reasoning into actions, and, as a result, moral agency is exerted. Thus, the moral self is situated in a broader, socio-cognitive self-theory consisting of self-organizing, proactive, self-reflective, and

self-regulative mechanisms. Three major sub-functions are operating in this self-regulatory system in which moral agency is grounded. The first sub-function is self-monitoring of one's conduct, which is the initial step of taking control over it. "Action gives rise to self-reactions through a judgmental function in which conduct is evaluated against internal standards and situational circumstances". Thus, moral judgments evoke self-reactive influence. The self-reactive and judgmental mechanisms constitute the second and third sub-function.

In the development of a moral self, individuals adopt standards of right and wrong that serve as guides and deterrents for conduct. They do things that give them satisfaction and a sense of self-worth. They refrain from behaving in ways that violate their moral standards, because such conduct will bring self-condemnation. These positive and negative self-sanctions keep behavior in line with moral standards. However, in a pervasive moral paradox, people in all walks of life behave harmfully and still maintain a positive self-regard and live in peace with themselves. They do so by disengaging moral self-sanctions from their harmful practices. These psychosocial mechanisms of moral disengagement operate at both the individual and social system levels.

Generally, moral standards are adopted to serve as guides for good behavior and as deterrents for bad conduct. Once internalized control has developed, people regulate their actions by the standards they apply to themselves and this gives them self-satisfaction and a sense of self-worth. Individuals refrain from behaving in ways that violate their moral standards in order to avoid self-condemnation. Therefore, self-sanctions play a significant role in keeping conduct in line with

these internal moral standards and hence also in regulating inhumane conduct. However, moral standards only function as fixed internal regulators of conduct when self-regulatory mechanisms have been activated. Many different social and psychological processes prevent the activation of self-sanction. Selective activation of self-sanctions and internal moral control or disengagement allows for a wide range of behavior, given the same moral standard.

Moral disengagement functions in the perpetration of inhumanities through moral justification, euphemistic labeling, advantageous comparison, displacing or diffusing responsibility, disregarding or misrepresenting injurious consequences, and dehumanizing the victim. Rather than operating independently, these cognitive mechanisms are interrelated within a socio-structural context to promote inhumane conduct in people's daily lives. In investigating the outcomes of moral disengagement, James R. Detert, Linda K. Trevino and Vicki L. Sweitzer (2008) found empirical evidence supporting their hypothesis that moral disengagement is positively associated with making unethical decisions. The higher levels of moral disengagement the more increased likelihood of unethical decision making.

Communication has been a very prominent vehicle of development all over the globe. Infact, communication and development are the two major domains of human endeavor which are intimately linked with one another. By 'communication' we mean flow of material, information, perceptions and understanding between various parts and members of society. It includes listening, writing, speaking, reading, channel networks etc. (Vardaman and Halterman 1968). In today's social scenario an individual can never become a part of modern society without the means

of communication. The relationship between media and public is so close that they are mutually constitutive concepts. Both are the ways of talking about society that are to a significant extent governed by the interests of metropolitan administrative elite. The interaction between media and human beings as an extremely complex phenomenon. It becomes even more complex when we realize that there is a great variety of media offering numerous programmes genres, and also the fact that there is a whole variety of people and groups listening, viewing, and reading in a countless number of socio cultural environments.

When most people talk about ‘the media’ they are referring to the channels of mass communication, such as television and radio. In fact, not all media are mass. We need to clarify some key terms before going any further. One is mass communication and second is mediated interpersonal communication. A communication medium is any device that conveys a message. For example radio is a communication medium, because the technology is used to bridge the distance between the sender and receivers. Mediated communication, then is any type of communication in which messages are conveyed via some medium, rather than face to face. Because media is the plural form of medium, we refer to the print media of books, magazines, and newspapers, ‘the broadcast media’ of television and radio, ‘the entertainment media’ of movies and recordings and so on. In popular use we talk about how the media treat public figures and celebrities and how it handles issues like sex and crime. Mediated communication, however does not involve just mass messages.



Today much interpersonal communication is mediated. We speak to friends over the telephone, we e-mail friends, make contacts across the nation and around the globe. There are differences between mediated interpersonal communication and mass communication. In the interpersonal variety, a message does not go out to a large audience, it is not produced by 3 professionals, and it allows a considerable amount of interaction and feedback. Internet is a blend of mass and personal communication. In some respects, the world wide web resembles other forms of mass media. Both individuals and organizations can create web sites that have the potential to reach thousands, or even millions of computer users. Also, many web sites are created by professionals and are quite elaborate in nature, including the “portals” of major corporations such a Microsoft and Yahoo! On the other hand, the web also possesses characteristics of personal communication. Unlike most forms of mass communication, the internet is a truly democratic medium. Any one can set up a web site and also it invites visitors to participate and sends e-mails. Thus it makes this a personal medium.

Albrecht (1954) postulated that media might be considered as an agent of social change. According to this view the media are thought to be active in bringing about changes in the attitudes or behavior of mass audience.. Schramm (2000) said that they are miraculous in their power to bring about change. So, the general impression is that mass media have an awesome power over the mind of the individual, although the information received by Gill and Sabbarwal (1992) indicates that in case of media messages, at times people rely more heavily on

interpersonal communications for deciding on issues which may challenge strongly held life long convictions.

The impact of prosocial content is a newer area and grew out of recognition that the same principles underlying the learning of antisocial activities ought to apply to more positive behaviour. Concern over the social impact of the mass media was evident as far back as the 1920s, when many critics charged that motion pictures had a negative influence on children. The increasing popularity of video games during the early years of this decade opened up another avenue of inquiry for researchers.

Results of some of the early studies in this area suggest that playing video games can lead to increased aggression levels in young children and is related to their self-concepts (Funk and Buchman 1996). More recent research has reinforced this conclusion. Those who reported playing more violent video games in the past engaged in more aggressive behaviour and had lower academic grades in college.

### **Need and significance of the study**

Moral disengagement is a psychological process by which some people show unethical behavior or criminal activity. As of their childhood, individuals develop right and wrong standards that will direct their behaviors. Through self-regulation, human beings tend to behave in accordance with moral standards that will satisfy them and develop their self-respect or tend to avoid negative acts that lessen self-control. In some cases, the self-control system that keeps behaviors within moral standards deteriorates and people generally tend to reveal negative behaviors.

Sometimes, individuals activate their moral disengagement mechanisms to avoid negative self-sanction when they act apart from moral standards.

The more the adolescents expressed the tendency to help the others, without getting personal advantages, the more they were likely to believe that individuals receive what they deserve and deserve what they receive; in addition, the more the adolescents were inclined to act in prosocial way, the less they were likely to consider their harmful behaviors as caused by the victim, to modify the effects of deleterious actions with the intention to reduce the personal misconduct ( De Caroli and Sagone(2013).

Moral disengagement is defined as a cognitive process through which one justifies his detrimental and aggressive behaviors by loosening his inherent self-regulatory mechanism. Moral disengagement behaviors is done through reframing destructive behaviors, reducing the state of being charged of the behavior, paying no attention to what could follow it and reducing the negative impacts that could happen by accusing the victim. Thanks to these mechanisms, before criminal behavior occurs, the expected negative feelings of individuals can be minimized and thus emotional self-regulation moves freely. However the criminal activities include terrorism, revenge, spreading fake ideas, etc. In today's society the media has referred to such criminals as "Hackers". The term hackers was very much a positive term which means "An innovative programmer". But today however the term is synonymous with criminal computer related activities.

Nowadays, Internet comes across as a tool for communication, entertainment, academics and social connection that can be easily accessed by every

individual. Meeting so many needs has made Internet a must for humankind. Adolescents who go through a very problematic process due to their developmental attributes are the risk group in Internet addiction. In addition to the period-specific problems experienced by adolescents going on their academic lives. The online world being an output area for implicit feelings of individuals which they have not managed to express before, an environment in which they can explore the new aspects of their identity, a critical source of new friendship, offering the chance to hide their identity whenever they wish, offering a free world beyond the boundaries of the physical world. Such intensive usage brings certain problems along. Long-term and uncontrolled usage of Internet may lead to physical, psychosocial, cognitive, and developmental problems. Other addiction-related problems include insomnia, nutritional problems (not eating for a long time), and deterioration in school. As maladaptive usage of Internet and other media may cause psychological problems also. It is seen that technological developments reshape adolescents' lives. Yet, it is also observed that such reshaping turns out to be negative.

From the study about relationship between internet addiction, gaming addiction and school Engagement among adolescents. Results show that Internet addiction is a significant predictor of school engagement. Quick popularity of Internet usage among adolescents has brought about Internet addictions' possibility of being a danger for them. Adolescents with tendency of Internet addiction may experience academic issues as well as mental and social problems. Adolescence is an importance period in which several changes occur both physically and mentally. There has been a drastic increase in number of studies conducted on Internet

addiction and adolescents. These studies provide enlightening information about to what extent Internet addiction is common among adolescents and the problems related to Internet addiction.

About 99.8% of the adolescents access Internet at home or school and 3.7% of them describe themselves as potential Internet addicts. Moreover, behaviors such as hyperactivity, emotional problems, psychosis, neurosis and lying were found to be significantly higher among Internet addicts. (Kuss,etal 2014) . Facebook was considered the most popular online social networking site with majority of students using it almost every day. Making new friends, updating photographs of them, maintaining current social networks and friendship were the key factors for using online social networking sites. Social networking websites are popular for it is easy to use and easier to meet new people online (De zwart,et al 2011)

The moral disengagement behavior is not only related to unwanted behaviors of children and adolescents but also to that of adults. Moral disengagement in adults is found related to gambling, violent acts against animals, and computer crime behaviors. Some researches show that the children whose moral disengagement behaviors are high in early adolescence period have high aggressive and violent behaviors and it continues till adolescence and even till adulthood. So the easy and uncontrolled access to information and anonymity endanger the moral development of children. Therefore it is highly relevant to study the relationship between moral disengagement and media addiction.

### **Statement of the problem**

The present study is entitled as “MORAL DISENGAGEMENT AND MEDIA ADDICTION AMONG HIGHER SECONDARY SCHOOL STUDENTS”

### **Definition of key terms**

#### **Moral disengagement**

“The process of convincing the self that ethical standards do not apply to one self in a particular context by separating moral reactions from inhumane conduct by disabling the mechanisms of self condemnation”

(Fiske, 2004)

For the present study moral disengagement refers to where an individual or group of people distances themselves from the normal or usual ethical standards of behavior and then become convinced that new unethical behaviors are justified at that particular context.

#### **Media addiction**

“Compulsive and excessive use of media even when use of those platforms is taking over your life and having a negative effect on your life and relationships”

For the proposed study media addiction refer to someone spending too much time using facebook, twitter, youtube and other social media as well as other Medias without any purpose that will become a addictive behavior that leads to negative effect in their life.

### **Higher secondary school students**

Higher secondary school students are the students studying in plus one and plus two. In the present study students studying in the class of plus one from the districts of Malappuram and Calicut.

### **Variables of the study**

In this study two variables are included. They are Moral disengagement and Media addiction.

### **Objectives of the Study**

- To find out the extent of moral disengagement among higher secondary school students.
- To find out the extent of media addiction among higher secondary school students.
- To find out whether there exist any significant difference in their moral disengagement in the relevant sub samples based on gender, locale, type of management and subjects of study.
- To find out whether there exists any significant difference in their media addiction in the relevant sub samples based on gender, locale, type of management and subjects of study.

- To find out the relationship between moral disengagement and media addiction for the total sample and the sub samples based on gender , locale, type of management and subjects of study.

### **Hypotheses of the Study**

- There exists significant difference in the mean scores of moral disengagement between male and female higher secondary school students.
- There exists significant difference in the mean scores of moral disengagement between urban and rural higher secondary school students.
- There exists significant difference in the mean scores of moral disengagement between government and aided higher secondary school students.
- There exists significant difference in the mean scores of moral disengagement in the sub sample based on the subject's of study among higher secondary school students.
- There exists significant difference in the mean scores of media addiction between male and female higher secondary school students.
- There exists significant difference in the mean scores of media addiction between urban and rural higher secondary school students.
- There exists significant difference in the mean scores of media addiction between government and aided higher secondary school students. .



- There exists significant difference in the mean scores of media addiction in the sub sample based on the subject's of study among higher secondary school students.
- There exist a positive relationship between moral disengagement and media addiction among higher secondary school students for the total sample and the sub samples based on gender, locale, and type of management and subject's of study.

## **Methodology**

### **Method**

For the present study survey method is used as the method of research.

### **Sample**

The investigator conducted the present study on a sample of 629 higher Secondary school students at plus one level, from the districts of Calicut and Malappuram. The samples were selected using stratified sampling techniques by giving due representation to the factors like gender of the pupils, locale of the school, subjects of study and type of management.

## **Tools**

The tools employed for the present study for the collection of data are

- Scale of Moral disengagement developed and standardized by the investigator with the help of supervising teacher
- Scale of Media addiction developed and standardized by the investigator with the help of supervising teacher

## **Data collection procedure**

For the collection of data, the investigator personally contacted the head of the institutions for obtaining permission. The investigator met the students and explained the purpose and ensured their co-operation to make the study as successful as possible. After that copies of the tools were distributed and collected back.

## **Statistical techniques used**

The following statistical techniques were used for analysing the data.

- Preliminary statistical techniques like Mean, Median, Mode, Skewness and Kurtosis.
- Test of significance of difference between means (t-test).
- ANOVA (one-way).
- Pearson's product moment coefficient of correlation.

### **Scope of the Study**

The present study is an attempt to find out the extent of moral disengagement and media addiction and find out the significance difference based on the sub samples based on gender, locale of school, type of management and subjects of study. The appropriate tool was constructed by the investigator with the help of the supervising teacher for the study. With the help of this tool the required data were collected from a sample of 629 students of two districts of kerala such as Kozhikode and malappuram. It hoped that the study will yield dependable results which will help to find out the extent of moral disengagement and media addiction among higher secondary school students.

The scope of the study is unlimited. The same variables can be studied for higher education sectors, teachers and other professionals. The study is very important to modern era as the usage of media is increasing and the moral principles are decreasing day by day. So the pupils are changed in to morally disengaged. The study can be conducted by changing the variables and also there is a scope for measuring moral disengagement and media addiction of different samples separately.

### **Limitations of the Study**

Even though precautions were taken to make the study as accurate as possible, certain limitations have crept in to the study. The following are some limitations which the investigator could not consider due to the limitations of time and other practical difficulties.

1. The study was conducted on higher secondary school students of Calicut and malappuram only. More generalisable results could have obtained from the study of the sample if it were taken from all the districts of Kerala.
2. The study was limited to higher secondary school students only. It could have extended to the higher education sector also.
3. The study covers only two variables.
4. There were limitations in considering all the areas of student's life for assessing their moral maturity.
5. The study was conducted using rating scales only. More advanced measures could be applied to find the reliability of the results of the study.
6. The samples of the study were conducted only on 629 higher secondary school students.

### **Organisation of Report**

The present study comprises of 5 chapters viz. Introduction, review of related literature,

methodology, analysis, summary, conclusion and suggestion.

Chapter I Presents a brief introduction to the problem, need and significance of the study, statements of the problem, operational definition of key terms, objectives of the study by describing sample selected, method adopted, tool employed, statistical techniques used and scope and limitations of the study.

Chapter II Deals with the theoretical framework regarding moral disengagement and media addiction and summary of the reviewed empirical studies done in the areas of moral disengagement and media addiction.

Chapter III The methodology of the study is described in detail consisting of the variables, objectives, hypotheses of the study, the selection of the sample, data collection, tools used to collect data and statistical techniques used for analysis of data.

Chapter IV Deals with the statistical analysis of the data collected for the study, discussion of results and findings of the study.

Chapter V gives the summary of the study, major findings, conclusions, educational implications of the study and suggestions for further research in this area.

## REVIEW OF RELATED LITERATURE

- 
- ❖ *Theoretical overview*
  - ❖ *Studies related to Moral Disengagement*
  - ❖ *Studies related to Media Addiction*
  - ❖ *Conclusion*
-

## **REVIEW OF RELATED LITERATURE**

The review of the literature may be a comprehensive inclusion of everything known on a given research topic and its related topics or a short summary of the literature most pertinent to the specific topic under study.

John W Best and James V Kahn(2002) opine that the familiarity with the literature in any problem area helps the researcher to discover what is already known, what others have attempted to find out, what methods have promising and disappointing and what are the problems remained to be investigated.

There is the issue that the very nature of the internet, and other media with its perceived invisibility and anonymity, can also mean people act differently online, compared to how they would in real life. This can lead to “moral disengagement”, where people are able to act in an immoral way while still viewing themselves as a moral person. And it is this “disengagement” which is thought to encourage cyber bullying behaviors. To have an understanding of the nature of the study in this area the researcher has gone through relevant literature both theoretical and empirical. The review has been presented under the following headings.

1. Theoretical overview.
2. Studies related to Moral disengagement.
3. Studies related to Media addiction.

## **Theoretical Overview**

### **Moral disengagement**

Moral agency is manifested in both the power to refrain from behaving inhumanely and the proactive power to behave humanely. Moral agency is embedded in a broader sociocognitive self theory encompassing self-organizing, proactive, self-reflective, and self-regulatory mechanisms rooted in personal standards linked to self-sanctions. The self-regulatory mechanisms governing moral conduct do not come into play unless they are activated, and there are many psychosocial maneuvers by which moral self-sanctions are selectively disengaged from inhumane conduct.

Moral disengagement theory originally described by Albert Bandura (1986), first in his seminal book on social cognitive theory and later elaborated in his work focused on moral behavior. Moral disengagement refers to eight interrelated cognitive mechanisms that allow us to sidestep our internalized moral standards and behave immorally without feeling attendant distress. In social cognitive theory, internal controls only work effectively when they are activated. The mechanisms of moral disengagement decouple our internal standards from how we construe our behavior, rendering them ineffective. Moral disengagement theory has been fertile ground for empirical research across a number of disciplines and contexts, including child and adolescent development, organizational behavior, criminology, military psychology and sports psychology.



Psychologist Albert Bandura has devoted his life to the study of human aggression and violence. It is his theoretical constructs that we begin considering today. Bandura recognized that shame and guilt are uncomfortable emotions and that people will utilize a variety of strategies to avoid feeling them. For some people, feelings of shame and guilt resulting from bad behavior may lead to positive character development, mature intimacy, generativity, and integrity. Other people use strategies of “moral disengagement” to help them avoid shame or guilt while continuing to behave badly. According to Bandura, “mechanisms of moral disengagement” can serve to satisfy their users that they are behaving morally because they are conforming to the values of their role models, spiritual guides, or political leaders. Unfortunately, many leaders, often with the help of the media, promote the development and use of moral disengagement in order to insure their followers’ compliance in acts of horrifying violence against others. For example, they encourage viewing “the enemy” as someone evil, inferior, and deserving punishment or even elimination. Bandura has identified several types of moral disengagement that allow ordinary people to tolerate and even contribute to behaviors like torture, rape, and murder—behaviors that violate the ethics of reciprocity, the teachings of love and brotherhood in all major religious texts, and the human rights laws endorsed by the United Nations.

A complete theory of moral disengagement must link moral knowledge and reasoning to moral conduct. In the social cognitive theory of the moral self, moral reasoning is linked to moral action through affective self-regulatory mechanisms by which moral agency is exercised. The moral self is thus embedded in a broader

socio-cognitive self-theory encompassing selforganizing, proactive, self-receptive and self-regulative mechanisms. These self-referent processes provide the motivational as well as the cognitive regulators of moral conduct. In the development of a moral self, individuals adopt standards of right and wrong that serve as guides and deterrents for conduct. In this self-regulatory process, people monitor their conduct and the conditions under which it occurs, judge it in relation to their moral standards and perceived circumstances, and regulate their actions by the consequences they apply to themselves. They do things that give them satisfaction and a sense of self-worth. They refrain from behaving in ways that violate their moral standards because such conduct will bring self-condemnation. The constraint of negative self-sanctions for conduct that violates one's moral standards and the support of positive self-sanctions for conduct faithful to personal moral standards operate anticipatorily.

In the face of situational inducements to behave in inhumane ways, people can choose to behave otherwise. Self-sanctions keep conduct in line with internal standards. Morality is thus rooted in a self-reactive selfhood, rather than in dispassionate abstract reasoning. The selfregulation of morality is not entirely an intrapsychic matter as rationalist theories might lead one to believe. People do not operate as autonomous moral agents, impervious to the social realities in which they are enmeshed. Social cognitive theory adopts an interactionist perspective to morality. Mechanisms of Moral Disengagement Moral standards do not function as fixed internal regulators of conduct. Self-regulatory mechanisms do not operate unless they are activated. Selective activation and disengagement of self-sanctions

permits different types of conduct by people with the same moral standards actions; and the disengagement may include dehumanizing and blaming the victims of the maltreatment.

Recent work on moral disengagement has explored the extent to which it is stable over the life course, and relatedly the extent to which interventions can affect it. In addition, more recent research has moved beyond testing moral disengagement as a main predictor of unethical behavior, and towards understanding when it operates as a mediator and moderator of other relationships. This review focuses on these two directions in the current literature, and offers a perspective on where future work is headed. The stability of moral disengagement over time.

Though Banduras theory largely discusses moral disengagement as a process, empirical explorations of moral disengagement typically measure it as an individual difference. However, consistent with social cognitive perspectives on personality as dynamic dispositions, Bandura views the self-regulation of moral conduct and the tendency to morally disengage as part of a system of triadic reciprocal causation, in which behavior, cognition, and environmental influences all operate as continuously interacting determinants of each other. This perspective opens up the possibility that one's context can influence one's tendency to morally disengage. Studies documenting shifting levels of moral disengagement over longer time horizons have focused on moral development over the life course (particularly adolescence), finding that, for most, moral disengagement declines during the teenage years.

Recent research (Knoll et al, 2016) has found that there is a 4 stage process by which people disengage morally in order to engage in unethical behavior. The process by which people become morally disengaged is fairly well understood these days. Moral disengagement is usually a four stage process whereby the individual:

#### **The 4 stage process of moral disengagement**

1. Firstly the individual or group has to mentally reconstruct or tell themselves a story or context where the action or actions being or about to be taken cannot be viewed as being immoral or unethical. This can include recourse to devices like, others are doing it, or, it is not against the law for example.
2. Secondly they will usually reduce their own sense of importance or agency in their actions. This is usually done by blaming others, the organisation, situation or context as the driver or originator of the actions.
3. Next they will fail to see or deny the consequences of the actions being undertaken or their inaction
4. Lastly they will need to change how they perceive and regard the victim(s) by either downgrading their status, importance or the effect and impact on them.

These mechanisms of moral disengagement include:

- Moral justification—which we prefer to call “spurious moral justification”
- Euphemistic labeling
- Advantageous comparison

- Displacement of responsibility
- Disregard or distortion of consequences
- Dehumanizing or demonizing the other
- Attribution of blame
- Diffusion of responsibility

### ***Moral justification***

One set of disengagement practices operates on the reconstruction of the behavior itself. People do not usually engage in harmful conduct until they have justified, to themselves, the morality of their actions. In this process of moral justification, pernicious conduct is made personally and socially acceptable by portraying it as serving socially worthy or moral purposes. Through moral justification of violent means, people see themselves as fighting ruthless oppressors, protecting their cherished values, preserving world peace, saving humanity from subjugation or honoring their country's commitments. Moral justification sanctify the violent means.

### ***Euphemistic labeling***

Language shapes thought patterns on which actions are based. Activities can take on different appearances depending on what they are called. Euphemistic language is used widely to make harmful conduct respectable and to reduce personal responsibility for it. Euphemising is an injurious weapon. People behave much more cruelly when assaultive actions are given a sanitized label than when

they are called aggression. In an insightful analysis of the language of non-responsibility, identified the different varieties of euphemisms.

### ***Advantageous comparison***

The moral engagement mechanism of advantageous comparison proposes that people who engage in reprehensible acts make it seem less objectionable by comparing it to something perceived as being worse. An example is justifying an attack on an unarmed group by listing their potential threats to the larger society. Such unprovoked violence against small groups is often justified by the theory of advantageous comparison.

### ***Displacement of responsibility***

Displacement of responsibility states that people might try to shift the blame for their unconscionable acts on legal authorities. For instance, soldiers might justify the execution of infants, pregnant women or nursing mothers as part of the command that they were given during a war. Here, the authority figure or organization might accept the responsibility for the actions of the actors.

### ***Diffusion of responsibility***

Diffusion of responsibilities another moral disengagement mechanism that states that people might try to limit their responsibility for an action by diluting it. For example, when a group of people make a decision, any effect from that decision will not be as personal as it would have been if one person made the decision. Another means of diffusing responsibility is through the division of labour.

### ***Distortion of consequences***

To be able to perpetrate inhumanities requires more than absolving personal responsibility. Other ways of weakening moral control operate by minimizing, disregarding or distorting the effects of one's action. When people pursue activities that harm others, they avoid facing the harm they cause or minimize it. If minimization does not work, the evidence of harm can be discredited. As long as the harmful results of one's conduct are ignored, minimized, distorted there is little reason for self-censure to be activated.

### ***Dehumanization***

Dehumanization is seeing an individual or a group as lacking human qualities. Dehumanization occurs when an individual or group establishes in their belief system that another individual or group is inferior.

### ***Attribution of blame***

Attribution of blame is the tendency to blame circumstances or adversaries for actions instead of taking responsibility. Such people tend to see themselves as victims rather than perpetrators. They justify their actions by rationalizing that they have been pushed to do certain immoral or unjust things through provocation.

### **Media addiction**

#### **Media**

Communication channels through which news, entertainment, education, data, or promotional messages are disseminated. Media includes every broadcasting

and narrowcasting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax, and internet. Media is the plural of medium and can take a plural or singular verb, depending on the sense intended. Generally media can be classified in three categories, first Print Media which includes Newspapers, Magazines, Booklets and Brochures, House Magazines, Periodicals or Newsletters, Direct Mailers, Handbills or Flyers, Billboards, Press Releases, Books. Second type is Electronic Media which includes Television, Radio, and Films. Third type of media is New Age media includes Mobile Phones, Computers, and Internet.

### **History of media**

The phrase Media began to be use in the 1920, the notion of mass media was generally restricted to print media up until the post Second World War, when radio, television and video were introduced. Due to development in 115 science and technology, different types of media originated accordingly in different stages of history of the world as; Print media including books, pamphlets, newspapers, magazines, etc. originated from the late 15th century. Originated from the late 19th century and Cinema about 1900. Radio came into existence from about 1910 and Television find its place from about 1950,Internet from about 1990, and Mobile phones from about 2000. Media also broadly classified in two types visual and non-visual on the basis of its nature, scope, and effectiveness on the society. Press or media evaluated as the fourth pillar of Indian democratic system which was the prime force of the struggle of independence. Many freedom fighters started newspaper and different literatures to address the public issues with the intention of create nationality among the people.



There are different types of media having its specific characteristics on the basis of reach, audience, and accessibility. Print media like newspapers and magazines influence people, such as politicians and policy makers who often turn to print media for their news, intended to reach general public. Radio is available to a broad audience which is suitable to communicate local information

### **Theoretical overview of media addiction**

The Uses and Gratification Theory the U&G theory originated from the functionalist perspective on mass media communication. It might be characterized by an inductive method for developing classifications. A basic assumption of the uses and gratification theory is that people are actively involved in media usage and interact highly with the communication media by building profile groupings of related uses and theoretically associated gratifications. The theory describes why consumers use a particular medium and what functions the medium serves for them. The uses and gratification theory has provided a cutting edge approach in the initial stages of each new communication medium: newspaper, radio, television, and now the Internet. The theory was first developed in research on the effectiveness of the radio in the 1940s. Mainly, it focuses on the explanations for audience members' motivations and associated behaviors.

Nowadays, the appearance of computer-mediated communication has brought about the significance of uses and gratifications. With the widespread adoption of new media, such as virtual worlds and social networking sites, important new research from the uses and gratification perspective is emerging. Scholars' strengthened society's understanding of the uses and gratification theory by making

distinction between gratifications obtained and gratifications sought when they expanded the concept of gratifications. Gratifications obtained refer to those gratifications that audience members actually experience through the use of a particular medium. By contrast, gratifications sought (also often referred to as “needs” or “motives”) refer to those gratifications that audience members expect to obtain from a medium before they have actually come into contact with it.

Research shows that gratifications obtained are a better predictor of media use than gratifications sought and that if a medium meets or exceeds the gratifications sought by a user, recurrent use will occur. Researchers indicated that understanding the gap between these two types of gratifications is important for analyzing how different audience members use various kinds of media, the expectations that they bring to their media habits, and the gratifications they actually obtain from their exposure to a diverse array of media products. When it comes to user behavior and motivation, the U&G theory has been the most common approach, explaining “why” certain media behavior occurs. Users are seen as goal-oriented, with rationales for their use (and non-use) of various media . Katz and other scholars believed that the uses and gratification is grounded in the idea that users have certain reasons and motivations for selecting media and intentionally choose a certain message source that best fits their own personal needs. The theory suggests that users have numerous media options to choose from and suggests that the reasons and motivations for selecting a specific media will vary from user to user.

Mc Quail (1984) proposed the idea of “user taste” when examining the selection of media, which suggested that users choose the media based on personal

preferences and motivations and that media are simply a means to achieve an end goal.

## **Addiction**

With the prevalence of mobile devices and the ability to be connected nearly anytime anywhere, children and teens are spending more and more time online and playing video games whether at home or on the go. Excessive or compulsive use of these media can be detrimental to a child's physical, emotional and mental health.

### **How can media use lead to media addiction in children**

- Mobile devices offer many children and teens the ability to connect with others socially virtually anytime and anywhere. This freedom can become problematic when youth prioritize social connectivity through these devices above other important activities such as school, sleep, family time and other in-person social activities.
- Video games and online games, including Massive Multiplayer Online Role-Playing Games often encourage users to play for long periods of time.
- Children and teens who have social anxieties, physical disabilities and/or are dissatisfied with their outward appearance may turn to video and other online games to compensate for their perceived deficiencies as these games can offer them a sense of mastery within a controlled environment.
- During adolescence, children place a great deal of importance on peer relationships. While cell phones grant teens the mobile ability to connect

with peers, many fear that if they do not respond instantly to texts, posts and other social media, they may lose their sense of belonging and social connectedness. This compulsive like behavior can lead to problematic or excessive cell phone use where youth prioritize their mobile communication above other activities including their health and safety. Behaviors such as texting while driving, and answering late night messages that compromise sleep are often due to excessive cell phone use.

### **Studies related to Moral Disengagement**

**Luo and Bussey (2018)** conducted a study on the selectivity of moral disengagement in defenders of cyber bullying: contextual moral disengagement. The present study examines the role of contextual factors on moral disengagement in specific cyber bullying episodes, and how this process influences cyber defending. To examine these issues, 540 grades 7 and 9 students completed a survey assessing moral disengagement and defending self-efficacy in two cyber bullying scenarios. The major result of the study was in both scenarios, contextualized moral disengagement is shown to be associated with aggressive and beyond general moral disengagement.

**Capan and Bakioglu (2016)** studied the adaptation of collective moral disengagement scale in to turkish culture for adolescence. The study carried out in to two stages. first stage a total of 339 adolescents and the second stage 283 adolescents participated. The tool used for this study was bullying scale and victim scale. The major findings of the study were the level of Moral disengagement of bully boys was found higher and also in this research, it was seen that the evaluation

of moral responsibility among victims decreased and the frequency of deviant behaviors increased.

**Proios (2015)** conducted a study on an approach of the moral disengagement through the moral content judgment. The goal of the present study was the best understanding of the development of mechanisms of Moral disengagement. Samples were collected for this study was 281 athletes. Their age ranged from 13 to 23 years. The tool used for this study was two questionnaires: Moral disengagement sports scale and moral content judgment in sport questionnaire. The major findings revealed those significant differences in gender and a negative correlation between the three mechanisms of moral disengagement with age. And also mechanisms of moral disengagement relationship with elements of moral content judgment, was positive with egoistic utilitarian and negative with fairness.

**G Gini ,et al (2014)** studied moral disengagement among children and youth: a meta-analytic review of links to aggressive behavior. The present meta-analysis was conducted to summarize the existing literature on the relation between moral disengagement and different types of aggressive behavior among school-age children and adolescents. Twenty-seven independent samples with a total of 17,776 participants were included in the meta-analysis. Results indicated a positive overall effect supporting the hypothesis that moral disengagement is a significant correlate of aggressive behavior among children and youth. Analyses of a priori moderators revealed that effect sizes were larger for adolescents as compared to children, for studies that used a revised version of the original Bandura scale, and for studies with shared method variance. Effect sizes did not vary as a function of type of aggressive

behavior, gender, or publication status. Results are discussed within the extant literature on moral disengagement and future directions are proposed.

**Dolly Chugh, et.al (2014)** investigated withstanding moral disengagement: attachment security as an ethical intervention propose an ethical intervention leading to improved ethical decision-making. Moral disengagement has long been related to unethical decision-making. They test an ethical intervention in which this relationship is broken. Their ethical intervention consisted of priming individuals to be securely-attached, in which they recalled a past instance of relational support and acceptance. We predicted and found an interaction between attachment state and moral disengagement, in which individuals primed with attachment security were able to withstand moral disengagement. 500 individuals were selected for the study. The findings show that the priming of secure attachment is a relatively simple and effective intervention that managers, educators, and organizations can use to reduce unethical behavior.

**SC Caravita, et al (2013)** investigated Peer influences on moral disengagement in late childhood and early adolescence. The current study aimed at investigating socialization of moral disengagement by friends in two developmentally different age groups, namely late childhood and early adolescence over a 1-year period. Specifically, the current study examined whether similarity in moral disengagement between friends was the result of friends' influence or friend selection. Moreover, gender individual bullying behavior, and perceived popularity status were examined as potential moderators of socialization for moral disengagement within friendship networks. Self-report measures were used to assess

moral disengagement, sociometric questions and a peer-nomination scale for friendship networks and bullying behavior, respectively. Results indicate that self-justification processes change over time already in late childhood, but only in early adolescence this change is likely to be dependent upon peers' moral disengagement.

**Hodge, et al (2013)** investigated psychological mechanisms underlying doping attitudes in sport: motivation and moral disengagement investigated moral disengagement as a potential mediator. They surveyed a sample of 224 competitive athletes including 81 elite athletes. Using structural equation modeling analyses, our hypothesis proposing positive relationships with controlling climates, controlled motivation, and psychological doping attitudes and susceptibility was largely supported, whereas the hypothesis proposing negative relationships among autonomous climate, autonomous motivation, and psychological doping attitudes and susceptibility was not supported. Moral disengagement was a strong predictor of positive attitudes toward psychological doping attitudes, which, in turn, was a strong predictor of psychological doping attitudes susceptibility.

**C Simona, et.al (2013)** conducted an empirical research on the topic peer influence on moral disengagement in late childhood and early adolescence. This study aimed at investigating socialization of moral disengagement by friends two developmentally different age groups, namely late hood and early adolescence. They used the self-report measures to assess moral disengagement, socio metric questions and a peer-nomination scale for friendship networks and bullying behavior. The participants were 369 Italian students from two age groups. The major result of the study was self-justification processes change over time already in

late childhood, but only in early adolescence this change is likely to be dependent upon peers moral disengagement. Whereas increase in moral disengagement depends up on friends moral disengagement in early adolescents, friendly were unrelated to changes in moral disengagement in late childhood.

**Sagon and Caroli (2012)** discovered personality factors and civic moral disengagement in law and psychology university students. Participants were selected randomly. Participants were 82 students from psychology and 76 students from law degree course. The tool used in this study was Moral disengagement scale and big five questionnaire for adults. The major result of this study was university students attending to the psychology course used the mechanisms of moral disengagement more than those attending to the law course, and law students were more emotionally stable and careful to details than psychology students.

**Perren and Helfenfinger (2012)** researched cyber bullying and traditional bullying in adolescence: Differential roles of moral disengagement, moral emotions, and moral values The aim of this study was to investigate whether different aspects of morality predict traditional bullying and cyber bullying behavior in a similar way. Students between 12 and 19 years participated in an online study. They reported on the frequency of different traditional and cyber bullying behaviors and completed self-report measures on moral emotions and moral values. A scenario approach with open questions was used to assess morally disengaged justifications. Regressions indicated that a lack of moral values and a lack of remorse predicted both traditional and cyber bullying behavior. Traditional bullying was strongly predictive for cyber bullying. A lack of moral emotions and moral values predicted cyber bullying



behavior even when controlling for traditional bullying. Morally disengaged justifications were only predictive for traditional, but not for cyber bullying behavior. The findings show that moral standards and moral affect are important to understand individual differences in engagement in both traditional and cyber forms of bullying.

**Barsky (2011)** studied investigating the effects of moral disengagement and participation on unethical work behavior. This study seeks to explain why people engage in deceptive and fraudulent activities by focusing on the use of moral-disengagement tactics or rationalizations to justify egregious actions at work. In addition, participation in goal-setting is argued to attenuate the relationship between moral disengagement and unethical behavior. Across two studies, a lab simulation and field survey, a measure of moral disengagement was developed for use with working adults. The hypothesized main and interactive effects of moral disengagement, participation, and unethical behavior were tested and largely confirmed.

**CD Pornari and J Wood (2010)** studied peer and cyber aggression in secondary school students: the role of moral disengagement, hostile attribution bias, and outcome expectancies. This study investigated the relationship between cognitive mechanisms, applied by people to rationalize and justify harmful acts, and engagement in traditional peer and cyber aggression among school children. We examined the contribution of moral disengagement, hostile attribution bias, and outcome expectancies, and we further explored the individual contribution of each moral disengagement mechanism. Our aim was to identify shared and unique

cognitive factors of the two forms of aggression. Samples of the study were 339 secondary school children. It is found that the moral disengagement total score positively related to both forms of peer directed aggression. Furthermore, traditional peer aggression positively related to children's moral justification, euphemistic language, displacement of responsibility and outcome expectancies, and negatively associated with hostile attribution bias. Moral justification also related positively to cyber aggression.

**Paciello, et.al (2008)** investigated stability and change of moral disengagement and its impact on aggression and violence in late adolescence. Stability and change of moral disengagement were examined in a sample of 366 adolescents from ages 14 to 20 years. Four developmental trajectories were identified: The results attest that adolescents who maintained higher levels of moral disengagement were more likely to show frequent aggressive and violent acts in late adolescence.

**Detert,et.al (2008)** investigated moral disengagement in ethical decision making: a study of antecedents and outcomes. 307 education undergraduate students were the samples used for this study. The authors theorize that six individual differences will either increase or decrease moral disengagement, defined as a set of cognitive mechanisms that deactivate moral self-regulatory processes and thereby help to explain why individuals often make unethical decisions without apparent guilt or self-censure. Results support four individual difference hypotheses, specifically, that empathy and moral identity are negatively related to moral disengagement, while trait cynicism and chance locus of control orientation are

positively related to moral disengagement. Two additional locus of control orientations are not significantly related to moral disengagement. The authors also hypothesize and find that moral disengagement is positively related to unethical decision making. Finally, the authors hypothesize that moral disengagement plays a mediating role between the individual differences they studied and unethical decisions. Their results offer partial support for these mediating hypotheses.

**Hymel, et. al (2005)** studied moral disengagement : a framework for understanding bullying among adolescents. They used the survey method for collecting data from students. Sample used in this survey was 494 junior secondary students (216 girls, 261 boys). Major findings of the study was bullies were more egocentric and were likely to emphasize morally disengaging emotions in explaining bullying, students in this study who reported that they frequently bully others also exhibit the highest levels of moral disengagement, while students who never bullied others displayed the lowest level of moral disengagement. So bullies show high level of moral disengagement non- bullies show the least.

**Barbaranelli ,et.al (1996)** studied mechanisms of moral disengagement in the exercise of moral agency. This research examined the role of mechanisms of moral disengagement in the exercise of moral agency. Regulatory self-sanctions can be selectively disengaged from detrimental conduct by converting harmful acts to moral ones through linkage to worthy purposes, obscuring personal causal agency by diffusion and displacement of responsibility, misrepresenting or disregarding the injurious effects inflicted on others, and vilifying the recipients of maltreatment by blaming and dehumanizing them. The study examined the structure and impact of

moral disengagement on detrimental conduct and the psychological processes through which it exerts its effects. Path analyses reveal that moral disengagement fosters detrimental conduct by reducing prosocialness and anticipatory self-censure and by promoting cognitive and affective reactions conducive to aggression

### **Studies Related to Media addiction**

**Noe, et.al (2019)** conducted a study on identifying indicators of smartphone addiction through user-app interaction. The approach contrasts against conventions such as selfreporting or timing activity sessions, and it focusses on active rather than passive smartphone activity. Using this alternative method, they collected all user interface interaction events from a sample of 64 participants over a period of 8 weeks, using a bespoke monitoring app called Tymer. User Smartphone Addiction was seen to significantly correlate with high levels of interaction with Lifestyle apps, particularly for female users. Interactions with Social apps in general were also associated with Smartphone Addiction. In particular, user interactions with Snapchat correlated with Smartphone Addiction, represented across all types of interface interaction. This is significant given the widespread usage of Snapchat by teenagers, and we hypothesise that the app's design provides a particularly strong pathway in support of Smartphone Addiction.

**Umaña and Morueta (2018)** discovered digital media behavior of school students: abusive use of the internet. This research is a literary review of various studies on addiction and Internet abuse and presents relevant results of the situation of college students and their level of Internet use. The study was developed in seven educational units of Ecuador, with a sample 773 students . An instrument with

sufficient validation guarantees ( $\alpha.94$ ) has been applied, verified by means of a factorial analysis of main components, which determined two study factors in the use of the Internet and loss of control and interference with life. Through a statistical treatment (Pearson) a good correlation was established (.62) between the two study dimensions, which is a concern in the educational field.

**Tas (2017)** studied relationship between internet addiction, gaming addiction and school engagement among adolescents. This research examined the relationship of Internet addiction and gaming addiction with school engagement and effects of Internet addiction and gaming addiction on school engagement. The research was conducted with 365 students studying at an Anatolian high school in Gaziantep province. Personal Information Form, Scale of Internet Usage Addiction, Gaming Addiction Scale for Adolescents and School Engagement Scale for Children and Adolescents were utilized as data collection tools. The data obtained were analyzed with correlation and multiple regression analysis. A weak negative relationship was found between Internet addiction and school engagement. No relationship was found between gaming addiction and school engagement. It was also concluded that Internet addiction is a significant predictor of school engagement and gaming addiction does not predict school engagement significantly.

**Simek and Sali (2017)** discovered that the role of internet addiction and social media membership on university students' psychological capital. The study employed a quantitative approach of scientific inquiry which combined descriptive, relational, and comparative models. The sample consisted of 209 students at a medium size state university in Turkey. Internet Addiction Inventory and

Psychological Capital Questionnaire were employed as data gathering tools. A demographic data sheet was also used for determining the reasons and the amount of time for using Internet. In analyzing data, a set of correlation, analysis of variance, and multiple regression techniques were conducted. The results were complex. Internet addiction and Psychology capital were negatively correlated. Students who spend more time on the Internet and social media, who are male and use Internet for daily communication were more likely to have higher Internet addiction scores. Psychology capital can be significantly predicted by academic success, Internet addiction and having a blog. Although social media using time was not interacted with Psychology capital, social media membership led to both higher Psychology capital and higher Internet addiction. Especially, Psychology capital scores of the students who had LinkedIn and YouTube accounts were significantly higher. Internet addiction scores were also higher for students having Twitter, YouTube, Pinterest, and LinkedIn accounts. It can be concluded that Internet addiction decreases Psychology capital. Social media membership increases both Internet addiction and Psychology capital.

**Sahir (2017)** studied that the predictive level of social media addiction for life satisfaction: a study on university students. This study aims to determine the relationship between social media addiction and life satisfaction among university students as well as the effect of social media addiction on predicting life satisfaction. The participants are composed of 612 university students. Social media addiction scale-adult form and life satisfaction scale were used in the data collection process. Pearson product-moment correlation coefficient and regression

methods were used to analyse the data. The results indicated that there is a negative relationship and moderate correlation between life satisfaction and social media addiction. There is also a significant relationship, according to the regression analysis, between life satisfaction and social media addiction levels.

**Raju, et.al (2015)** studied online social networking: usage in adolescents. online social networking has played a significant role on the relationship among college students. It is becoming a popular medium for socializing online and tools to facilitate friendship. Young adults and adolescents are the most prolific users of OSN sites. The frequent use of OSN sites results in addiction toward these sites and simultaneously influence students' daily life at large. The purpose of this study was to investigate the extent of usage of OSN sites by students of professional colleges in terms of duration and dependency and to find out the association of selected variables with OSN usage. A questionnaire was used to explore this issue and 350 college students participated in the survey. The findings revealed that most of the students logged in to OSN sites for more than 30 minutes a day and many of the students were dependent on these sites.

**Dogan, et.al (2015)** researched perceived parenting styles as predictor of internet addiction in adolescence. This study examined the perceived parental styles as predictors of Internet addiction in adolescence. The subjects of the study were a total of 419 high school students including 238 female and 181 male students whose mean age was 16.5. Personal information form, "Internet Addiction Test" and "Perceived Parenting Style Scale" was used for the collection of research data. In data analysis, techniques of t test, F-test, simple correlation, and regression analysis

was utilized. The results revealed that perceived parenting style vary significantly related to Internet addiction level. Adolescents with partial Internet addiction perceived more democratic their parental style than non-addictive adolescents; while adolescents with partial symptoms and pathological Internet addicts have perceived their parents more protective-demanding and authoritarian compared to non-addictive adolescents. Moreover, Internet addiction level differed according to gender of adolescence that male adolescents were found to suffer more from problematic Internet addiction than girls.

**Alenezi (2014)** discovered use of social networking sites in higher education. The significance of present research lies in that important fact that it adds to our knowledge of subject in numerous contexts of usage. Among learning problems having been discussed in this paper is the extent to which ICT is really integrated in the university education system. Present research attempts to add new brick to enhance complete structure. This research is going to help learn many key factors especially better understanding of current problems faced. Similarly, it focuses on factors such as how students and faculty members of Northern Border University (NBU) take SNSs for various purposes, whether for personal or professional use and their applications in the educational purposes Index Terms – Social networking sites (SNS), Learning management system (LMS) Information and communication technology (ICT).

**Anita (2013)** researched a study of perceived influence of internet use on social competence, emotional maturity and general well-being of adolescents. The present research aimed at analyzing the perceived influence of Internet use on Social Competence, Emotional Maturity and General Wellbeing of adolescents



belonging to different Residential Background, Gender, Academic Stream and Frequency of Internet Access. 496 Internet user adolescents were surveyed about their access to Internet. Respondents also completed measures of Social Competence, Emotional Maturity and General Well-being. The data was collected through random sampling and analyzed in the light of the objectives and design of the study. In order to see the influence,  $2 \times 2 \times 2 \times 3$  factorial design was employed. The findings of the study indicate that (i) There exists a significant influence of Residential Background on Emotional Maturity of Internet user adolescents; (ii) There exists a significant interactive influence between Residential Background and Academic Stream on Social Competence, Emotional Maturity and General Well-being of Internet user adolescents; (iii) There exists a significant interactive influence between Academic Stream and Frequency of Internet Access on Emotional Maturity of Internet user adolescents; (iv) There exists a significant interactive influence among Residential Background, Gender and Frequency of Internet Access on Emotional Maturity of Internet user adolescents.

### **Conclusion**

The reviewing of the related literature helped the investigator to know the effect of moral disengagement and media addiction among adolescents and adults. The major consequences of moral disengagement and media addiction may badly mistreat the people's way of life. Adolescence is the age of development so they have more chance to deviate from the moral principles of the society sometimes media may be a platform for disengaging. The investigator was interested to know the extent of moral disengagement and media addiction among higher secondary school students. Because the study is relevant in the technological era.

## METHODOLOGY

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- ❖ *Variable of the Study*
  - ❖ *Objectives of the Study*
  - ❖ *Hypotheses of the Study*
  - ❖ *Sample Selected for the Study*
  - ❖ *Tool used for Data Collection*
  - ❖ *Data Collection Procedure*
  - ❖ *Scoring and Consolidation of Data*
  - ❖ *Statistical Technique used*
-

## **METHODOLOGY**

The procedure or technique employed in a research study is known as methodology of research. Methodology is systematical, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. It offers the theoretical underpinning for understanding which method, set of methods or best practices can be applied to specific result. The adopted method and tools determine the validity of the study and accuracy of the result.

The present study is an attempt to find out of the extent of moral disengagement and media addiction among higher Secondary School students and find out the significant difference of these two variables based on the subsamples and also to find out the relationship of these two variables based on the subsamples. The Methodology of the study is presented below under the following heads viz..

- Variables of the study.
- Objectives of the study.
- Hypotheses of the study.
- Samples selected for the study.
- Tools employed for data collection.
- Data collection procedure.
- Scoring and consolidation of data.
- Statistical techniques used for the analysis of data.

### **Variables of the Study**

A variable represents a measurable attribute that changes or varies across the experiment whether comparing results between multiple groups, multiple people or even when using a single person in an experiment conducted over time.

The present study involves two variables. Namely moral disengagement and media addiction.

### **Objectives of the Study**

- To find out the extent of moral disengagement among higher secondary school students.
- To find out the extent of media addiction among higher secondary school students.
- To find out whether there exist any significant difference in their moral disengagement in the relevant sub samples based on gender, locale, type of management and subjects of study.
- To find out whether there exists any significant difference in their media addiction in the relevant sub samples based on gender, locale, type of management and subjects of study.
- To find out the relationship between moral disengagement and media addiction for the total sample and the sub samples based on gender, locale, type of management and subjects of study.

### **Hypotheses of the Study**

- There exists significant difference in the mean scores of moral disengagement between male and female higher secondary school students.
- There exists significant difference in the mean scores of moral disengagement between urban and rural higher secondary school students.
- There exists significant difference in the mean scores of moral disengagement between government and aided higher secondary school students.
- There exists significant difference in the mean scores of moral disengagement in the sub sample based on the subject's of study among higher secondary school students.
- There exists significant difference in the mean scores of media addiction between male and female higher secondary school students.
- There exists significant difference in the mean scores of media addiction between urban and rural higher secondary school students.
- There exists significant difference in the mean scores of media addiction between government and aided higher secondary school students. .
- There exists significant difference in the mean scores of media addiction in the sub sample based on the subject's of study among higher secondary school students.
- There exist a positive relationship between moral disengagement and media addiction among higher secondary school students for the total sample and

the sub samples based on gender, locale, and type of management and subject's of study.

### **Sample Selected for the Study**

Selection of sample is an important aspect of any research .A sample is a small proportion of population selected for observation and analysis, by observing the characteristics of the sample one can make certain influence about the population from which it is drawn (Best and kahn,2012).

The initial sample for the study constitutes 629 Higher secondary school students selected from 12 higher secondary schools from Kozhikode and Malappuram districts . The samples were selected using stratified sampling techniques by giving due representation to the strata like gender, locale of the school, subjects of study and type of management.

Stratified sampling was used in this study. The study was conducted on a 629 students from schools of Malappuram and Calicut districts. The sample selected is given in the table below.

Details of the sample selected for the study are given table 1.

Table 1

*Details of the sample selected for the study*

	Sample	Size
Gender	Girls	279
	Boys	350
Locality	Urban	313
	Rural	316
Type of management of schools	Government	317
	Aided	312
Subjects of study	Science	207
	Commerce	203
	Humanities	219

### **Tools Employed for the Study**

Collection of relevant data is an important aspect of any research work. The selection of suitable tool is of vital importance for a successful research. The following tools will be developed and standardised by the investigator with the help of supervising teacher for the collection of data.

1. Scale of moral disengagement (Neethu & Farooque, 2019)
2. Scale of Media addiction (Neethu & Farooque, 2019)

## **Description of the Tools**

### **Moral Disengagement Scale**

The tool is prepared and standardized by the investigator with the assistance of supervising teacher to measure the variable moral disengagement among higher Secondary school Students.

### **Planning and Preparation**

The first step in the construction and standardization of a scale, is planning of the scale. It was decided to develop likert type scale with five responses viz., strongly agree, agree, undecided, disagree and strongly disagree. The scale is prepared to measure the moral disengagement among higher secondary school students. The investigator prepared 45 items as a first step with the help of supervising teacher.

### **Components of Moral disengagement**

Moral disengagement refers to the process where an individual or group of people distances themselves from the normal or usual ethical standards of behaviour and then become convinced that new unethical behaviours are justified due often to some perceived extenuating circumstances.

According to the theory of Albur Bandura(1986), the moral disengagement consists eight components. Each of them explains below.



### **Moral justification**

People who engage in immoral or injurious conduct seek to justify their actions through morality. To such people, any such act is considered a service to humanity or for the greater good of the community.

Example:

I used to help my classmates when he is caught in the name of mistakes  
(item no:1)

### **Displacement of responsibility**

States that people might try to shift the blame for their unconscionable acts on legal authorities.

Example:

I dont feel guilty in activities that is done as per the instructions of my best friend (item no:2)

### **Advantageous comparison**

People who engage in reprehensible acts make it seem less objectionable by comparing it to something perceived as being worse.

Example:

I feel like I dont have any bad habits, while seeing my classmates bad habit  
(item no:3)

### **Attribution of blame**

It is the tendency to blame circumstances or adversaries for actions instead of taking responsibility. Such people tend to see themselves as victims rather than perpetrators. They justify their actions by rationalizing that they have been pushed to do certain immoral or unjust things through provocation or coercion.

Example:

I used to attribute guilt over others to save me from my mistakes (item no:4).

### **Distortion of consequences**

People who act immorally might try to mitigate the effects through the mechanism of disregard it is known as distortion of consequences.

Example:

I used to simplify the problems faced by my friend because of me (item no:38)

### **Diffusion of responsibility**

States that people might try to limit their responsibility for an action by diluting it.

Example:

I do put forward attribution on one child among the mistakes done by a group of children (item no:6)

### **Dehumanization**

Dehumanization is the process through which a person or group of people are denied 'humanness' or human attributes.

Example:

Doesnt show mercy to some of my classmates (item no:7)

### **Euphemistic labelling**

Using euphemistic language to describe reprehensible conduct is another way that individuals can morally disengage from their moral standards.

Example:

Taking of the homework book of the classmate isnt a wrong thing (item no:27)

### **Standardization of Moral disengagement Assessment Scale**

The preliminary scale was administered to a sample of 370 secondary school student selected through stratified sampling technique by giving due weightage to gender, locale, type of management and subject of study . The response sheets of 370 students were arranged in the ascending order of total score obtained by them. The upper 27 percentage and lower 27 percentage was taken as the upper group and lower group respectively. The mean and standard deviation of the score obtained for the upper and lower groups were calculated. The t-value (critical ratio) for each item was calculated by using the following formula.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\sigma_1^2/N_1 + \sigma_2^2/N_2}}$$

Where,

$\bar{X}_1$  = Mean score for the higher group

$\bar{X}_2$  = Mean score for the lower group

$\sigma_1^2$  = Variance for the higher group

$\sigma_2^2$  = Variance for the lower group.

$N_1$  = Number of students in the higher group.

$N_2$  = Number of students in the lower group.

(Garrett, 1981)

Items with a critical ratio greater than or equal to 1.96 were selected for the final sample. The critical ratio obtained for each item is given in the table 2.

Table 2

*Critical ratio ('t- value') for the items of Moral disengagement Assessment Scale.*

Item no.	t- value	Item no.	t- value
1	7.43	24	8.97
2	2.99	25	10.62
3	4.45	26	11.61
4	6.52	27	9.57
5	4.27	28	6.80
6	5.80	29	4.71
7	6.58	30	8.47
8	7.70	31	0.14 *
9	8.37	32	12.65
10	2.11	33	5.42
11	8.42	34	2.61
12	3.35	35	9.33
13	6.91	36	3.15
14	4.05	37	8.67
15	5.16	38	8.44
16	7.36	39	6.70
17	6.54	40	8.31
18	3.88	41	6.15
19	2.45	42	6.46
20	4.98	43	6.20
21	4.79	44	6.50
22	9.00	45	6.69
23	1.26*		

\*Rejected Items

### **Preparation of the final tool**

Based upon the above mentioned components the investigator developed the scale on Moral disengagement. The draft scale consists 45 items.

A copy of the draft tool “Moral disengagement Scale”(Malayalam version and English version) are given as Appendices I and II respectively.

### **Validity**

Validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure (Best & Kahn, 2012).The validity of the tool is ensured through face validity and content validity by consulting with experts in the field of education.

The validity refers to degree to which a test measure. Validity of Moral disengagement scale was ensured by consulting with experts and was constructed by analysing literature. Hence the scale has face validity and construct validity.

### **Reliability**

The ability of the test to yield consistent result from one set measure to another is referred to as its reliability. According to Best & Kahn (2012), “reliability is the degree of consistency that the instrument or procedure demonstrates, whatever it is measuring it does so consistently.

To establish the reliability of the scale, the investigator used the test-retest method. Higher the correlation more will be the reliability. Here reliability is established by testing whether two results of both of the tests reveal stability and

equivalence in pupil performance. This is considered as the evidence of consistency. For determining the test – retest reliability the investigator selected 50 students who participated in the final tests. The reliability of the test on Moral disengagement was found to be 0.99 which indicates that reliability of the test is very high.

### **Media addiction scale**

For the purpose of measuring the media addiction among higher secondary school students the investigator prepared a scale of media addiction with the help of supervising teacher . Students' levels of media addiction were assessed using the Media Addiction Scale for Adolescents . The scale including 38 items." 3-point Likert type scale was used for scoring. The grading is provided with the choices of "always", "sometimes", and "never".

### **Planning and preparation of the scale**

From the various definitions and discriptions, the investigator analyzed a list of the components for each of the terms, which would comprehensively represent them as per their operational definitions given by the investigator. From reviewing many studies related with media addiction and also from the discussion with the supervising teacher and other experts, the investigator developed a final list of relevant componenets for the preparation of the tool.

After planning the components suitable for the terms media addiction, it was decided to prepare the likert type scale with three responses viz; always, sometimes and never. The scale on media addiction contained 38 items.

### **Components of media addiction**

The components for the scale on media addiction were categorized into four major components. They are;

#### **Excessive use of social media at home**

Adolescents may use social networking websites like facebook, whatsapp, you- tube channel and videochatting without any restriction.

Example :

I do use internet without sleeping ( item no:9)

#### **Communication overload**

A person's inability to engage in an excessive number of simultaneous communication acts. Communication overload arises because people have bounded capacities for processing communicated information.

Example :

Love to use mobile phone than computer (item no:33)

#### **Information overload**

Generally, the term is associated with the excessive quantity of daily information. People use excessive quantity of data from media and other social networking sites.



Example :

I do engage in internet browsing not even for studies (item no:30)

### **Social overload**

Social overload in virtual spaces is understood as a user's feelings of too high social demands as being responsible to take care of friends, to address their problems (e.g., to take care of Facebook friends, to amuse Facebook friends, to address problems of Facebook friends, to be responsible to talk to Facebook friends).

Example :

I'm satisfied in the friendship through facebook (item no:16)

### **Standardization of Media addiction scale**

The preliminary scale was administered to sample of 370 secondary schools student selected through stratified sampling technique by giving due representation to gender, locale, type of management and subject of study. The response sheets of 370 students were arranged in the ascending order of the total score. The upper 27 percentage and lower 27 percentage was taken as the upper group and the lower group respectively. The mean and standard deviation of the score obtained for the upper and lower groups were calculated. The t-value (critical ratio) for each item was calculated by using the following formula.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}}$$

Where,

$\bar{X}_1$  = The mean of the upper group for an item

$\bar{X}_2$  = The mean of the lower group for the item

$\sigma_1$  = The SD of the upper group

$\sigma_2$  = The SD of the lower group

$n_1$  = The sample size of the first group

$n_2$  = The sample of the second group

The critical ratio obtained for each item is given below in Table 3.

Table 3

*Critical ratio ( 't- value' ) for the items of Media addiction Assessment Scale.*

Item number	t value	Item number	t value
1	8.57	11	8.23
2	7.17	12	7.21
3	7.11	13	9.57
4	8.81	14	8.22
5	11.7	15	11.4
6	3.34	16	9.93
7	10.1	17	11.0
8	5.52	18	5.43
9	11.0	19	1.72 *
10	12.6	20	5.00

Item number	t value	Item number	t value
21	10.9	30	11.6
22	10.5	31	8.20
23	9.69	32	-3.54
24	6.43	33	9.17
25	7.10	34	4.37
26	2.03	35	-0.07 *
27	7.24	36	6.04
28	8.57	37	7.83
29	9.38	38	3.34

Rejected items \*

### **Preparation of the final scale**

Based upon the above mentioned components the investigator developed and standardized the scale on media addiction. The draft scale consists 36 items of which 38.

A copy of the draft tool “Media addiction Scale”(Malayalam version and English version) are given as Appendices V and VI respectively.

### **Validity**

An index of validity shows the degree to which a test measures what it intends to measure when compared with accepted criterion validity as the quality of a data gathering instrument or procedure that ensures to measure what is supposed to measure (Best and Kahn,2012).The items of the test are clearly stating and the options are specific and clear. Therefore the test can be considered as having face validity.

The validity of the present tool was ensured using face validity. A test is said to have face validity when it appears to measure whatever the author had in mind, namely what he thought he was measuring (Garret,2007). The items in the present scale were phrased in the least ambiguous way and the meaning of all the terms were clearly defined, so that the subjects responded to the items without difficulty and misunderstanding .Hence the scale possesses face validity.

### **Reliability**

The ability of the test to yield consistent result from one set measure to another is referred to as its reliability. According to Best & Kahn (2012), “reliability is the degree of consistency that the instrument or procedure demonstrates, whatever it is measuring it does so consistently.

The reliability coefficient of the tool was established using test-retest method on a sample of 50 students with an interval of three weeks between two administrations. The correlation between first score and second score were calculated using Pearson’s product moment coefficient of correlation to ensure reliability of the tool. The reliability of the test on Media addiction was found to be 0.99 which indicates that reliability of the test is very high.

## Data collection procedures, scoring and consolidation of data

### Administration of the tools

For the collection of data, the investigator personally contacted the head of the institutions for obtaining permission. The investigator met the students and explained the purpose and ensured their co-operation to make the study as successful as possible. After that copies of the tools were distributed and collected back.

### Scoring and consolidation

The response sheets were scored according to the scoring procedure and were consolidated and tabulated for further statistical analysis. While scoring, incomplete response sheets were rejected and size is reduced from 650 to 629.

## Statistical Technique Used for the Study

### Descriptive Statistics

**Arithmetic Mean** (M or  $\bar{X}$ )

$$M = \frac{\sum X}{N}$$

Where,

$\sum X$  = sum of the scores

N = Number of the scores

(Best & Kahn, 2012)

**Standard Deviation** (SD or  $\sigma$ )

$$\sigma = \sqrt{\frac{\sum X^2}{N}}$$

Where,  $X^2$  = Square of the deviation of a score from the mean

$N$  = Total number of scores

(Garrett, 2007)

For large sample

$$CR = \frac{\tilde{X}_1 - \tilde{X}_2}{\sqrt{\sigma_1^2/N_1 + \sigma_2^2/N_2}}$$

Where,

$\tilde{X}_1$  = Arithmetic mean of the first group

$\tilde{X}_2$  = Arithmetic mean of the second group

$\sigma_1^2$  = Variance of the first group

$\sigma_2^2$  = Variance of the Second group

$N_1$  = Total sample of the first group

$N_2$  = Total sample of the second group

(Garrett, 2007)

### Significance of Critical Ratio

If the obtained critical ratio falls between -1.96 and +1.96, the difference between the mean is said to be not significant at 0.05 level. If the critical ratio falls outside the interval  $\pm 1.96$ , the difference is treated as significant at 0.05 level. If the obtained critical ratio falls outside the interval  $\pm 2.58$ , the difference is said to be significant at 0.01 level. For the small samples, the obtained critical ratio will be compared with the tabled value for the respective degrees of freedom. If the ratio obtained is greater than the tabled value the difference will be considered significant at the defined probability level.

### Pearson's Product Moment Coefficient of Correlation

The most often used and most precise coefficient of correlation is the Pearson's product moment co-efficient of correlation (r).

The degree of relationship is measured and represented by the coefficient of correlation which can be calculated using the formula.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where,

$\sum x$  =Sum of the x scores

$\sum y$  =Sum of the y scores

$\sum x^2$  =Sum of squared x scores

$\sum y^2$  =Sum of squared y scores

N = Number of paired scores

### One way ANOVA

Analysis of Variance (ANOVA) has been defined as the separation of the variance described the other group in its simplest form. The analysis of variance is an effective way to determine the influence of one variable on another variable. In this study one way ANOVA technique was used by the investigator to find out the significant difference on the basis of subjects of study.

### **Scheffe's Post-Hoc Test**

As a follow up to one-way ANOVA, to know which groups are differing significantly in the mean scores of the variable, the post-hoc analysis is used to confirm the result of ANOVA.

### **Classificatory Techniques**

The procedure of classification of subjects in to science, commerce and humanities.

This technique is mainly used for find out the significant difference based on the subsamples subject of study; science, commerce and humanities.

### **Interpretation of computed correlation coefficient**

The compound correlation coefficient between two variables is then interpreted to find out whether there exists any relationship between the two variables and if any such exists, how far the relation is significant.

The interpretation of correlation coefficient is presented in table 4



Table 4

*The interpretation of correlation coefficient*

Range of computed correlation	Interpretation
0	Zero correlation, no relationships
0.21 to +/- 0.40	Slight ; almost negligible relationship
0.41 to +/- 0.60	Moderate relation, substancial, but small relationship
0.61 to +/- 0.80	High correlation, marked relationship
0.71 to +/- 0.99	Very high correlation
+/-	Perfect correlation; almost identical or opposite relationship

In this study correlation coefficient 'r' is used to find out relationship between moral disengagement and media addiction among higher secondary school students.

## ANALYSIS AND INTERPRETATION

- 
- ❖ *Objectives of the study*
  - ❖ *Hypotheses of the study*
  - ❖ *Major Analysis*
-

## **ANALYSIS AND INTERPRETATION OF DATA**

Data analysis is considered to be an important step and heart of the research in research work. After data collection with the help of relevant tools and techniques, the next logical step, is to analyze and interpret data with a view to arriving at empirical solution to the problem.

This chapter deals with analysis and interpretation of the data collected by means of standardized tools. The collected data were analyzed statistically and the results are presented and described in this chapter. The present study is intended to find out the extent of moral disengagement and media addiction, significant difference among the subsamples and the relationship between these two variables among higher secondary school students. This chapter presented under the following heads;

- Objectives of the study
- Hypotheses of the study
- Analysis of data
- Major Findings
- Tenability of the hypotheses

### **Objectives of the Study**

- To find out the extent of moral disengagement among higher secondary school students.

- To find out the extent of media addiction among higher secondary school students.
- To find out whether there exist any significant difference in their moral disengagement in the relevant sub samples based on gender, locale, type of management and subjects of study.
- To find out whether there exists any significant difference in their media addiction in the relevant sub samples based on gender, locale, type of management and subjects of study.
- To find out the relationship between moral disengagement and media addiction for the total sample and the sub samples based on gender, locale, type of management and subjects of study.

### **Hypotheses of the Study**

- There exists significant difference in the mean scores of moral disengagement between male and female higher secondary school students.
- There exists significant difference in the mean scores of moral disengagement between urban and rural higher secondary school students.
- There exists significant difference in the mean scores of moral disengagement between government and aided higher secondary school students.
- There exists significant difference in the mean scores of moral disengagement in the sub sample based on the subject's of study among higher secondary school students.

- There exists significant difference in the mean scores of media addiction between male and female higher secondary school students.
- There exists significant difference in the mean scores of media addiction between urban and rural higher secondary school students.
- There exists significant difference in the mean scores of media addiction between government and aided higher secondary school students. .
- There exists significant difference in the mean scores of media addiction in the sub sample based on the subject's of study among higher secondary school students.
- There exist a positive relationship between moral disengagement and media addiction among higher secondary school students for the total sample and the sub samples based on gender, locale, and type of management and subject's of study.

### **Extent of moral disengagement among higher secondary school students for the total sample**

As the first step of analysis the investigator has done preliminary analysis. The important statistical properties of score on the variables under the study were analyzed as preliminary step. The mean, median, mode, standard deviation, skewness, kurtosis were computed for the whole sample.

For the first objective of the study to find out the extend of moral disengagement among higher secondary school students, descriptive statistics were calculated.

Table 5

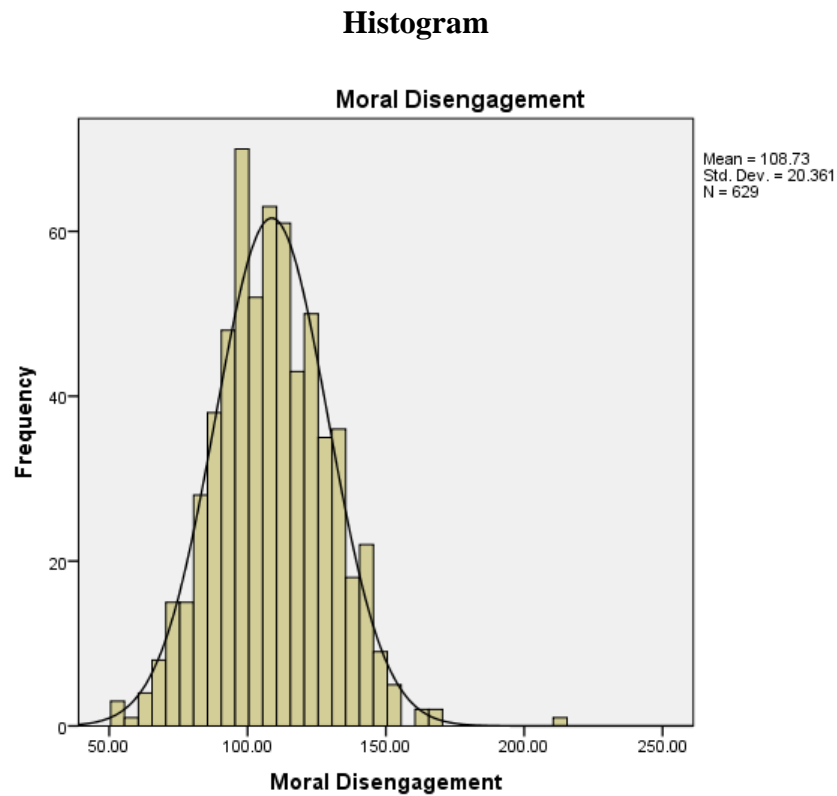
*Descriptive statistics of the variable moral disengagement of higher secondary school students for the total sample.*

Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Total	629	108.72	109	100	20.36	0.229	0.597

Table 5 shows that the obtained value of mean, median and mode of the variable, moral disengagement of higher secondary school students are 108.72, 109 and 100 respectively for the total sample. It indicates that the value of mean, median and mode coincide approximately for the total sample. The indices of skewness ( $sk = 0.229$ ) show that the distribution of the scores of moral disengagement of the higher secondary school students is positively skewed for the total sample. The indices of kurtosis for moral disengagement reveals that the distribution of scores of moral disengagement ( $K=0.615$ ) is leptokurtic in nature for the total sample of the higher secondary school students.

The mid value of the moral disengagement assessment scale is 107.5. The mean score obtained in moral disengagement for the total sample is 108.72. This is just above the mid value of the scale, hence the moral disengagement among higher secondary school students in Malappuram and Calicut districts are moderate level.

Graphical representation of scores of the variable moral disengagement among higher secondary school students is represented in Figure 1.



*Figure 1:* Frequency curve of the scores of Moral disengagement for the total sample.

From the figure it is clear that the distribution of scores of the variable moral disengagement among higher secondary school students is approximately a normal distribution.

### **Extent of media addiction among higher secondary school students for the total sample**

To know the extent of media addiction among the higher secondary school students for the total sample the investigator used the descriptive statistics. The results of descriptive statistics for the distribution of scores for media addiction of higher secondary school students for total sample are presented in Table 6.

Table 6

*Descriptive statistics of the variable media addiction of higher secondary school students for the total sample.*

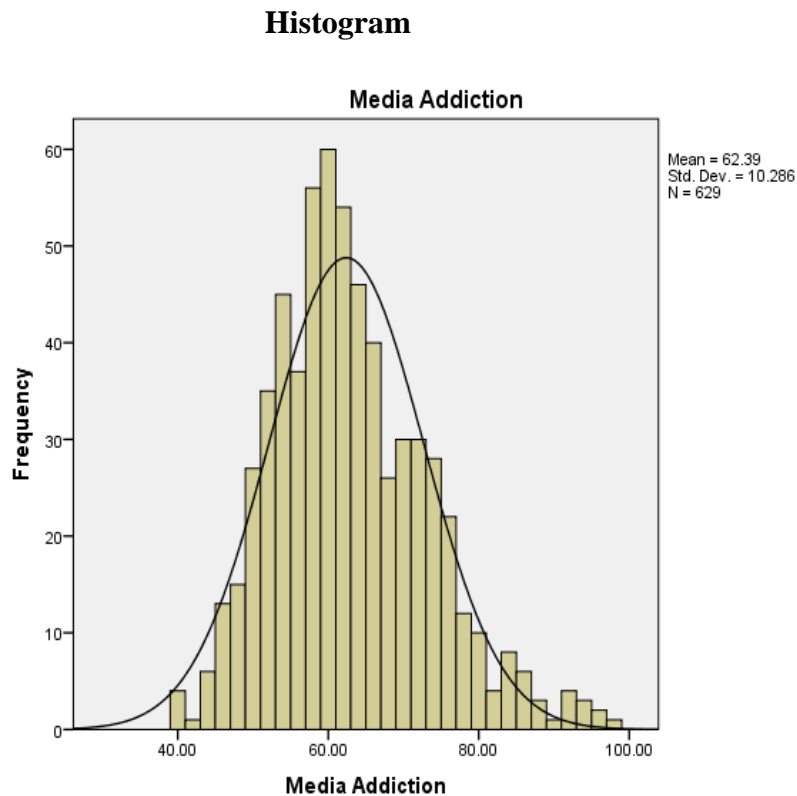
Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Total	629	62.38	61	59	10.28	.61	.43

Table 6 shows that the obtained value of mean, median and mode of the variable media addiction of higher secondary school students are 62.38, 61 and 59 for the total sample. It indicates that the value of mean, median and mode coincide approximately for the total sample. The indices of skewness ( $sk = 0.661$ ) show that the distribution of the scores of media addiction of higher secondary school students is positively skewed for the total sample. The indices of kurtosis for media addiction reveals that the distribution of scores ( $K=0.43$ ) is leptokurtic in nature for the total sample of the higher secondary school students .

The total score of media addiction scale is 108. The mean score obtained in media addiction for the total sample is 62.38. It is above the half of the total score and the media addiction among the higher secondary school students in Malappuram and Calicut districts are moderate level.

Graphical representation of the scores of the variable media addiction among higher secondary school students is represented in Figure 2.





*Figure 2:* Frequency curve of the scores of Media Addiction for the total sample.

From the figure it is clear that the distribution of scores of the variable media addiction of higher secondary school students follow approximately a normal distribution.

### **Comparison of the mean scores of moral disengagement between male and female higher secondary school students.**

The investigator tested the significance of difference between the mean scores of moral disengagement of male and female higher secondary school students using the test of significance of difference between means. The data and results of the test of significance of difference between the mean scores of moral

disengagement for male and female higher secondary school students are presented in table 7.

Table 7

*Data and results of the test of significance of difference between mean scores of moral disengagement for male and female higher secondary school students*

Groups	N	Mean	SD	t-value	level of significance
Male	350	112.09	19.51	4.72	0.01
Female	279	104.51	20.65		

From the table 7, it was seen that the mean scores of moral disengagement obtained for male and female higher secondary school students are 112.09 and 104.51 respectively. It also shows that the standard deviations are 19.51 and 20.65 respectively. Male and female students differ significantly in the mean scores of moral disengagement as the t-value obtained 4.72 is above 2.58 the required value for significance at 0.01 level. Hence it can be interpreted as there exists significant differences in the mean scores of moral disengagement between Male and female higher secondary school students. An estimation of the mean score indicated male students are more morally disengaged when compared to that of females at 0.01 level.

## **Discussion**

The analysis of the above data shows that there exists a significant difference in the mean scores of moral disengagement between male and female higher secondary school students at 0.01 level of significance. By comparing the mean

scores of male and female students it can be concluded that male students are more morally disengaged than female students.

**Comparison of the mean scores of moral disengagement between urban and rural higher secondary school students.**

The investigator compared the significant difference in the mean scores of moral disengagement between urban and rural higher secondary school students using the test of significance of difference between means. Comparison of the mean scores of moral disengagement between urban and rural higher secondary school students was done and the data and results are presented in table 8.

Table 8

*Data and results of the test of significance of difference between the mean scores of moral disengagement between urban and rural higher secondary school students.*

Groups	N	Mean	SD	t-value	level of significance
Urban	315	106.09	20.21	3.31	0.01
Rural	313	111.43	20.20		

From the table 8, it was found that the mean scores of moral disengagement obtained for urban and rural higher secondary school students are 106.09 and 111.43 respectively. It also shows that the standard deviations are 20.21 and 20.20 respectively. Urban and rural students differ significantly in the mean scores of moral disengagement as the t-value obtained 3.31 is above 2.58 the required value for significance at 0.01 level. Hence it can be interpreted as there exists significant differences in the mean scores of moral disengagement between urban and rural

higher secondary school students. An estimation of the mean score indicates that rural students are more morally disengaged when compared to that of urban students.

### **Discussion**

The analysis of the above data shows that there is a significant difference in the mean scores of moral disengagement between urban and rural higher secondary school students. Hence it can be concluded that rural students are more morally disengaged than urban students.

### **Comparison of the mean scores of moral disengagement between government and aided higher secondary school students.**

The investigator compared the significant difference in the mean scores of moral disengagement between government and aided higher secondary school students. The data and results of the test of significance of difference between the mean scores of moral disengagement for government and aided higher secondary school students data results presented in table 9.

Table 9

*Data and results of the test of significance difference between the mean scores of moral disengagement between government and aided higher secondary school students.*

Groups	N	Mean	SD	t-value	level of significance
Government	317	109.34	21.22	.76	NS
Aided	312	108.10	19.45		

From the table 9, it was found that the mean scores of moral disengagement obtained for government and aided higher secondary school students are 109.34 and 108.10 respectively. It also shows that the standard deviations are 21.22 and 19.45 respectively. Government and aided students do not differ significantly in the mean scores of moral disengagement as the t-value obtained .76 is below 1.96 the required value for significance even at 0.05 level. Hence it can be interpreted as there is no significant difference in the mean scores of moral disengagement between government and aided higher secondary school students even at 0.05 level.

### **Discussion**

The analysis of the above data shows that that there is no significant difference in the mean scores of moral disengagement between government and aided higher secondary school students even at 0.05 level.

### **Summary of analysis of moral disengagement in the subsample based on subjects of study of higher secondary school students.**

The investigator compared the significant difference in the mean scores of moral disengagement in the sub sample based on the subjects of study of higher secondary school students using one-way ANOVA. The summary of the one-way ANOVA of moral disengagement for the subsamples based on the subjects of study is presented in the table 10.

Table 10

*Summary of analysis of variance of Moral disengagement for the subgroups based on subjects of study.*

Sources of variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2455.68	2	1227.84	2.98	0.05
Within Groups	257888.36	626	411.96		
Total	260344.05	628			

From the table 10, it was found that the F value obtained for moral disengagement of higher secondary school students for the subgroups based on subjects of study is 2.98 for (2,628) degrees of freedom is less than the tabled value of F (4.64). Thus there exist no significance difference among the three groups viz, science, commerce and humanities students.

### **Discussion**

The analysis of the above data shows that the F value is less than the tabled value (4.64) for 2,628 degrees of freedom. Hence in the mean scores of moral disengagement among the higher secondary school students on the basis of subjects of study is do not differ significantly. Thus it can be concluded that the higher secondary school students belongs to different subjects of study have same level of moral disengagement.

**Comparison of mean scores of media addiction between male and female higher secondary school students.**

For the objective, to find out whether there exists any significant difference in the mean scores of media addiction between male and female higher secondary school students. The investigator compared the means score by using the test of significant difference between means. Data and results of the test of significance of difference between the mean score of media addiction for male and female students are presented in table 11.

Table 11

*Data and results of the test of significance of difference between the mean scores of media addiction for male and female higher secondary school students*

Groups	N	Mean	SD	t-value	Level of significance
Male	350	65.05	9.79	7.61	0.01
Female	279	59.03	9.91		

The table 11, indicates that the mean scores of media addiction obtained for male and female higher secondary school students are 65.79 and 59.03 respectively. It also shows that the standard deviations are 9.79 and 9.91 respectively. Male and female students differ significantly in the mean scores of Media addiction as the t-value obtained 7.61 is above 2.58 the required value for significance at 0.01 level. Hence it can be interpreted as there exists significant differences in the mean scores of media addiction between male and female higher secondary school students at 0.01 level. An estimation of mean score indicated male students are more media addicted when compared to that of females.

## Discussion

The analysis of the above data shows that there is a significant difference in the mean scores of media addiction between male and female higher secondary school students. By comparing the mean scores it can be concluded that male students are more media addicted than female students.

### Comparison of mean scores of media addiction between urban and rural higher secondary school students.

To find out whether there exists any significant difference in the mean scores of media addiction between urban and rural higher secondary school students the investigator compared the mean scores of media addiction. The data and results of significance of difference between means of media addiction for urban and rural higher secondary students presented in the table 12.

Table 12

*Data and results of the test of significance of difference between means scores of media addiction for urban and rural higher secondary school students.*

Groups	N	Mean	SD	t-value	Level of significance
Urban	315	62.06	9.67	0.77	NS
Rural	313	62.70	10.88		

From the table 12, it was found that the mean scores of media addiction obtained for urban and rural higher secondary school students are 62.06 and 62.70 respectively. It also shows that the standard deviations are 9.67 and 10.88 respectively. Urban and rural students do not differ significantly in the mean scores



of media addiction as the t-value obtained 0.77 is below 1.96 the required value for significance even at 0.05 level. Hence it can be interpreted as there exists no significant differences in the mean scores of media addiction between urban and rural higher secondary school students.

## Discussion

The analysis of the above data shows that there is significant difference in the mean scores of media addiction between urban and rural higher secondary school students. By comparing the mean scores it can be concluded that rural students are more media addicted than urban students.

### Comparison of mean scores of media addiction between government and aided higher secondary school students.

The investigator tested the significant difference between the mean scores of media addiction of government and aided higher secondary school students. Data and results of the test of significance of difference between the mean scores of media addiction for government and aided students are presented in table 13 .

Table 13

*Data and results of the test of significance of difference between the mean scores of media addiction for government and aided higher secondary school students.*

Groups	N	Mean	SD	t-value	level of significance
Government	317	62.93	10.83	1.35	NS
Aided	312	61.83	9.68		

From the table 13, it was found that the mean scores of media addiction obtained for government and aided higher secondary school students are 62.93 and 61.83 respectively. It also shows that the standard deviations are 10.83 and 9.68 respectively. Government and aided students do not differ significantly in the mean scores of media addiction as the t-value obtained 1.35 is below 1.96 the required value for significance even at 0.05 level. Hence it can be interpreted that there is no significant differences in the mean scores of media addiction between government and aided higher secondary school students.

### **Discussion**

The analysis of the above data shows that there is no significant difference in the mean scores of media addiction between government and aided higher secondary School students.

### **Analysis of variance of media addiction for the sub groups based on subjects of study.**

The investigator analyzes the variance of media addiction among higher secondary school students for comparing the mean scores of media addiction among the subgroups based on the subject of study. Summary of one-way ANOVA of media addiction for the subsamples based on subjects of study is presented in table 14.

Table 14

*Summary of analysis of variance of media addiction for the subgroups based on subjects of study.*

Sources of variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1913.140	2	956.57	9.28	0.01
Within Groups	64524.208	626	103.07		
Total	66437.348	628			

From the table 14, it was found that the F value obtained for media addiction of higher secondary school students for the subgroups based on subjects of study is 9.28 for (2,628) degrees of freedom is greater than the tabled value of F (4.64). Thus there exist significance difference among the three groups namely science, commerce and humanities at 0.01 level of significance.

### **Post-Hoc Analysis**

This part of analysis was done as a Post Hoc comparison of mean scores of relevant groups of the subjects of study for the variable media addiction. In the analysis the subsample subjects of study were classified into three different subjects namely science, commerce and humanities. When F-ratios are found significant, further analysis was conducted to know which subjects are different significantly. Hence a multiple comparison procedure – Scheffe’s Test of Multiple Comparison was employed.

Table 15

*Results of the Scheffe's test of multiple comparison of mean scores of media addiction for the subjects of study science, commerce and humanities.*

Groups	N	Subset for alpha =0.01	
		1	2
Humanities	219	60.0727	
Commerce	203		63.1337
Science	207		64.1159

In table 16, Scheffe's Test of Post-Hoc analysis revealed that humanities and commerce, humanities and science groups differ significantly in their media addiction. But the groups commerce and science subjects do not differ significantly in their media addiction.

## **Discussion**

The analysis of above data shows that there exists a significant difference in the sub sample based on subjects of study. Humanities and commerce, humanities and science groups differ significantly in their media addiction. But the commerce and science subject groups do not differ significantly in their media addiction.

## **Relationship between moral disengagement and media addiction among higher Secondary school students for the total sample and the sub samples.**

The collected data were analysed to find out the relationship between moral disengagement and media addiction among higher secondary school students for the total sample and the sub samples based on gender, locale of the schools, type of management and subjects of study. The coefficient of correlation ( $r$ ) between moral

disengagement and media addiction for the total sample and subsamples are given in table 16.

Table 16

*Coefficient of correlation between moral disengagement and media addiction among higher secondary school students for the total sample and the subsamples.*

Sl No.	Sample	Correlation (r)
1	Total	0.49
2	Male	0.48
3	Female	0.45
4	Urban	0.54
5	Rural	0.45
6	Government	0.47
7	Aided	0.52
8	Science	0.50
9	Commerce	0.54
10	Humanities	0.42

The Coefficient of correlation between moral disengagement and media addiction among higher secondary school students were analysed for the total sample and the sub samples based on gender, locale of the schools, type of management and subjects of study.

### **Discussion**

The coefficient of correlation between moral disengagement and media addiction among higher secondary school students was analyzed. Coefficient of correlation 'r' for the total sample is 0.49, which shows that a moderate positive

correlation is found between the mean scores of moral disengagement and media addiction in the total sample.

The coefficient of correlation between Moral disengagement and media addiction for higher secondary school male students was analyzed. Coefficient of correlation 'r' for the male students is 0.48, which shows that there is a moderate positive correlation is found between moral disengagement and media addiction in the male students.

The coefficient of correlation between moral disengagement and media addiction for higher secondary school female students was analyzed. Coefficient of correlation 'r' for the female students is 0.45, which shows that there is a moderate positive correlation between the moral disengagement and media addiction in the sub sample.

The coefficient of correlation between moral disengagement and media addiction for higher secondary school urban students was analyzed. Coefficient of correlation 'r' for the urban students is 0.54, which shows that there is a moderate positive correlation between the moral disengagement and media addiction in the urban students.

The coefficient of correlation between moral disengagement and media addiction for higher secondary school rural students was analyzed. Coefficient of correlation 'r' for the rural students is 0.45, which shows that there is a moderate positive correlation between the moral disengagement and media addiction in the rural students.

The coefficient of correlation between moral disengagement and media addiction for higher secondary school government students was analyzed. Coefficient of correlation 'r' for the government students is 0.47, which shows that there is a moderate positive correlation between the moral disengagement and media addiction in the government students.

The coefficient of correlation between moral disengagement and media addiction for higher secondary school aided students was analyzed. Coefficient of correlation 'r' for the aided students is 0.52, which shows that there is a moderate positive correlation between the mean scores of moral disengagement and media addiction in the aided students.

The coefficient of correlation between moral disengagement and media addiction for higher secondary school science students was analyzed. Coefficient of correlation 'r' for the science students is 0.50, which shows that there is a moderate positive correlation between the moral disengagement and media addiction in the science students.

The coefficient of correlation between moral disengagement and media addiction for higher secondary school commerce students was analyzed. Coefficient of correlation 'r' for the commerce students is 0.54, which shows that there is a moderate positive correlation between the mean scores of moral disengagement and media addiction in the commerce students.

The coefficient of correlation between moral disengagement and media addiction for higher secondary school humanities students was analyzed. Coefficient

of correlation 'r' for the humanities students is 0.42, which shows that there is a moderate positive correlation between the moral disengagement and media addiction in the humanities students.

### **Findings of the study**

1. The extent of moral disengagement is in a moderate level among higher secondary school students for the total sample (mean=108.72). This is just above the mid scale value 107.5.
2. The extent of media addiction is in a moderate level among higher secondary school students for total sample (mean=65.06). This is just above the mid scale value 62.38.
3. There exist significant difference in the mean scores of moral disengagement between male and female higher secondary school students at 0.01 level (t=4.71).
4. There exist significant difference in the mean scores of moral disengagement between urban and rural higher secondary school students at 0.01 level (t=3.30).
5. There exists no significant difference in the mean scores of moral disengagement between government and aided higher secondary school students (t=0.76).



6. There exists no significant difference in the mean scores of moral disengagement in the sub sample subjects of study among higher secondary school students ( $F=2.98$ ).
7. There exists significant difference in the mean scores of media addiction between male and female higher secondary school students at 0.01 level ( $t=7.61$ ).
8. There exists no significant difference in the mean scores of media addiction between urban and rural higher secondary school students ( $t=0.77$ ).
9. There exists no significant difference in the mean scores of media addiction between government and aided higher secondary school students ( $t=1.35$ ).
10. There exists significant difference in the mean scores of media addiction based on the sub sample based on subjects of study among higher secondary school students at 0.01 level ( $F=9.28$ ) with 2,628 degrees of freedom..
11. The result of Scheffe's Test of Post-Hoc analysis shows that humanities and commerce, humanities and science students differ significantly in their media addiction.
12. The result of Scheff's Test of Post-Hoc analysis shows that commerce and science students do not differ significantly in their media addiction.
13. There is a moderate positive relationship between moral disengagement and media addiction for the total sample ( $r=0.49$ ).

14. There is a moderate positive relationship between moral disengagement and media addiction among higher secondary school male students ( $r=0.48$ ).
15. There is a moderate relationship between moral disengagement and media addiction among higher secondary school female students ( $r=0.45$ ).
16. There is a moderate positive relationship between moral disengagement and media addiction among higher secondary school urban students ( $r=0.54$ ).
17. There is a moderate positive relationship between moral disengagement and media addiction among higher secondary school rural students ( $r=0.45$ ).
18. There is a moderate positive relationship between moral disengagement and media addiction among government higher secondary school students ( $r=0.47$ ).
19. There is a moderate positive relationship between moral disengagement and media addiction among aided higher secondary school students ( $r=0.52$ ).
20. There is a moderate positive relationship between moral disengagement and media addiction among higher secondary school science students ( $r=0.50$ ).
21. There is a moderate positive relationship between moral disengagement and media addiction among higher secondary school commerce students ( $r=0.54$ ).
22. There is a moderate positive relationship between moral disengagement and media addiction among higher secondary school humanities students ( $r=0.42$ ).

## SUMMARY, FINDINGS, CONCLUSION AND SUGGESTIONS

- 
- ❖ *Major Findings*
  - ❖ *Conclusion*
  - ❖ *Tenability of Hypotheses*
  - ❖ *Educational implications for the Study*
  - ❖ *Suggestions for further Research*
-

## **SUMMARY, FINDINGS, CONCLUSIONS AND SUGGESTIONS**

This chapter provides a retrospective view of the study, major findings, tenability of hypotheses, educational implications and suggestions for further research.

### **Restatement of the Problem**

The present study investigation was entitled “MORAL DISENGAGEMENT AND MEDIA ADDICTION AMONG HIGHER SECONDARY SCHOOL STUDENTS”.

### **Variables**

Moral disengagement and Media addiction are the variables of the study.

### **Objectives of the Study**

- To find out the extent of moral disengagement among higher secondary school students.
- To find out the extent of media addiction among higher secondary school students.
- To find out whether there exist any significant difference in their moral disengagement in the relevant sub samples based on gender, locale, type of management and subjects of study.

- To find out whether there exists any significant difference in their media addiction in the relevant sub samples based on gender, locale, type of management and subjects of study.
- To find out the relationship between moral disengagement and media addiction for the total sample and the sub samples based on gender, locale, type of management and subjects of study.

### **Hypotheses of the Study**

- There exists significant difference in the mean scores of moral disengagement between male and female higher secondary school students.
- There exists significant difference in the mean scores of moral disengagement between urban and rural higher secondary school students.
- There exists significant difference in the mean scores of moral disengagement between government and aided higher secondary school students.
- There exists significant difference in the mean scores of moral disengagement in the sub sample based on the subject's of study among higher secondary school students.
- There exists significant difference in the mean scores of media addiction between male and female higher secondary school students.
- There exists significant difference in the mean scores of media addiction between urban and rural higher secondary school students.
- There exists significant difference in the mean scores of media addiction between government and aided higher secondary school students. .

- There exists significant difference in the mean scores of media addiction in the sub sample based on the subject's of study among higher secondary school students.
- There exist a positive relationship between moral disengagement and media addiction among higher secondary school students for the total sample and the sub samples based on gender, locale, and type of management and subject's of study.

## **Methodology**

### **Method**

For the present study survey method is used as the method of research.

### **Sample**

The investigator conducted the present study on a sample of 629 Higher Secondary School students at plus one level, from the districts of Calicut and Malappuram. The samples were selected using stratified sampling techniques by giving due representation to the factors like gender of the pupils, locale of the school, subjects of study and type of management.

### **Tools**

- Scale of Moral disengagement developed and standardised by the investigator with the help of supervising teacher
- Scale of Media addiction developed and standardised by the investigator with the help of supervising teacher

### **Data Collection Procedure**

For the collection of data, the investigator personally contacted the head of the institutions for obtaining permission. The investigator met the students and explained the purpose and ensured their co-operation to make the study as successful as possible. After that copies of the tools were distributed and collected back.

### **Statistical Techniques Used**

- Preliminary statistical techniques like Mean, Median, Mode, Skewness and Kurtosis.
- Test of significance of difference between means (t-test).
- ANOVA (one-way).
- Pearson's product moment coefficient of correlation.

### **Findings of the study**

1. The extent of moral disengagement is in a moderate level among higher secondary school students for the total sample (mean=108.72). This is just above the mid scale value 107.5.
2. The extent of media addiction is in a moderate level among higher secondary school students for total sample (mean=65.06). This is just above the mid scale value 62.38.
3. There exist significant difference in the mean scores of moral disengagement between male and female higher secondary school students at 0.01 level (t=4.71).

4. There exist significant difference in the mean scores of moral disengagement between urban and rural higher secondary school students at 0.01 level ( $t=3.30$ ).
5. There exists no significant difference in the mean scores of moral disengagement between government and aided higher secondary school students ( $t=0.76$ ).
6. There exists no significant difference in the mean scores of moral disengagement in the sub sample subjects of study among higher secondary school students ( $F=2.98$ ).
7. There exists significant difference in the mean scores of media addiction between male and female higher secondary school students at 0.01 level ( $t=7.61$ ).
8. There exists no significant difference in the mean scores of media addiction between urban and rural higher secondary school students ( $t=0.77$ ).
9. There exists no significant difference in the mean scores of media addiction between government and aided higher secondary school students ( $t=1.35$ ).
10. There exists significant difference in the mean scores of media addiction based on the sub sample based on subjects of study among higher secondary school students at 0.01 level ( $F=9.28$ ) with 2,628 degrees of freedom..



11. The result of Scheffe's Test of Post-Hoc analysis shows that humanities and commerce, humanities and science students differ significantly in their media addiction.
12. The result of Scheff's Test of Post-Hoc analysis shows that commerce and science students do not differ significantly in their media addiction.
13. There is a moderate positive relationship between moral disengagement and media addiction for the total sample ( $r=0.49$ ).
14. There is a moderate positive relationship between moral disengagement and media addiction among higher secondary school male students ( $r=0.48$ ).
15. There is a moderate relationship between moral disengagement and media addiction among higher secondary school female students ( $r=0.45$ ).
16. There is a moderate positive relationship between moral disengagement and media addiction among higher secondary school urban students ( $r=0.54$ ).
17. There is a moderate positive relationship between moral disengagement and media addiction among higher secondary school rural students ( $r=0.45$ ).
18. There is a moderate positive relationship between moral disengagement and media addiction among government higher secondary school students ( $r=0.47$ ).
19. There is a moderate positive relationship between moral disengagement and media addiction among aided higher secondary school students ( $r=0.52$ ).

20. There is a moderate positive relationship between moral disengagement and media addiction among higher secondary school science students ( $r=0.50$ ).
21. There is a moderate positive relationship between moral disengagement and media addiction among higher secondary school commerce students ( $r=0.54$ ).
22. There is a moderate positive relationship between moral disengagement and media addiction among higher secondary school humanities students ( $r=0.42$ ).

### **Conclusion**

Analysis and interpretation of data helps the researcher to draw solution to the research problem. In the preliminary analysis it was found at the level of moral disengagement and media addiction among higher secondary school students, and the study reveals that it is in a moderate level. Major analysis shows that the comparison of mean scores of moral disengagement and media addiction among higher secondary school students for the total sample and the subsamples. The study reveals that there exists a significant difference in moral disengagement between male and female, urban and rural higher secondary school students. And also the study shows that there exists no significant difference in the mean scores of moral disengagement among government and aided higher secondary school students. And also there is no significant difference among the subjects of study of the higher secondary school students. The study also reveals that there exists significant difference in the mean scores of media addiction among male and female higher

secondary school students. And also there exists a significant difference among the sub sample subjects of study of higher secondary school students. And this study also shows that there exists no significant relationship between urban and rural, aided and government higher secondary school students. The study reveals that there a moderate positive relationship between moral disengagement and media addiction among higher secondary school students for the total sample and the subsamples based on gender, locale, type of management and subjects of study.

### **Tenability of hypotheses**

The first hypothesis states that “there exists significant difference between the Male and Female Higher secondary school students in moral disengagement”. The study reveals that there exists a significant difference between male and female higher secondary school students in their Moral disengagement ( $t=4.74$ ). Hence the first hypothesis is accepted.

The second hypothesis states that “there exists significant difference between the Urban and rural higher secondary school students in moral disengagement”. The study reveals that there exists a significant difference between urban and rural higher secondary school students in their moral disengagement ( $t=3.30$ ). Hence the second hypothesis is accepted.

The third hypothesis states that “there exists significant difference between the government and aided higher secondary school students in moral disengagement”. The study reveals that there is no significant difference between

urban and rural Higher secondary school students in their moral disengagement ( $t=0.76$ ). Hence the hypothesis is rejected.

The fourth hypothesis states that “there exists significant difference among the subjects of study of higher secondary school students in moral disengagement”. The study reveals that there is no significant difference among the subjects of study of higher secondary school students in their moral disengagement ( $F=2.98$ ). Hence the hypothesis is rejected.

The fifth hypothesis states that “there exists significant difference between the male and female higher secondary school students in media addiction”. The study reveals that there exists a significant difference between male and female higher secondary school students in their media addiction ( $t=7.61$ ). Hence the hypothesis is accepted.

The sixth hypothesis states that “there exists significant difference between the urban and rural higher secondary school students in media addiction”. The study reveals that there is no significant between urban and rural higher secondary school students in their media addiction ( $t=0.77$ ). Hence the hypothesis is rejected.

The seventh hypothesis states that “there exists significant difference between the government and aided higher secondary school students in media addiction”. The study reveals that there is no significant between government and aided higher secondary school students in their media addiction ( $t=1.35$ ). Hence the hypothesis is rejected.

The eighth hypothesis states that “there exists significant difference among the subjects of study of the higher secondary school students in media addiction”. The study reveals that there exists significant difference among the subjects of study higher secondary school students in their media addiction . Hence the hypothesis is accepted.

The ninth hypothesis states that “there exists significant relationship between moral disengagement and media addiction among higher secondary school students for the total sample and the sub samples based on gender, locale of school, type of management and subjects of study. The study reveals that there a moderate positive correlation is found between the mean scores of moral disengagement and media addiction in the total sample ( $r=0.49$ ), male students ( $r=0.48$ ), female students ( $r=0.45$ ), urban students ( $r=0.54$ ), rural students ( $r=0.45$ ), government students ( $r=0.47$ ), aided students ( $r=0.52$ ), science students ( $r=0.50$ ), commerce students ( $r=0.54$ ) and humanities students ( $r=0.42$ ).

### **Educational implications**

The major findings of the study made the investigator put forward the following suggestions to improve educational practice.

- Students may be provided with the awareness classes on the negative effects of media addiction.
- Curriculum should be providing the lessons with giving importance to moral values according to the twenty first century.

- Give classes to parents and children's according to the present technological and current status of the community.
- Teach the students with the importance of moral values.
- Teacher can modify the classroom in to virtual classroom with the help of technology. Through this the learner can easily reach the learning objectives.
- Attention should be given on the basis of gender for improving their moral engagement.
- Urban and rural students have different attitude towards the moral values and the technology so special care should be given on the locality of every individual.
- Awareness programs should be conducted on the basis of type of management ie, government and aided schools.

### **Suggestions for further research**

The findings of the study and the limitations encountered in the present study helped the investigator to suggest the following for further research.

- A study can be conducted to find out the influence of media on moral disengagement.

- This study can be replicated on samples from different levels of education.
- A study can be conducted media addiction and related problems among students at different stages.
- A study can be conducted effect of moral disengagement in the teaching- learning process.
- A study can be conducted role of media for improving the teaching strategies.

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## **APPENDICES**

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APPENDIX I

FAROOK TRAINING COLLEGE, CALICUT

Moral Disengagement Scale (2019)

(Draft)

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നിർദ്ദേശങ്ങൾ

നിങ്ങളുമായി ബന്ധപ്പെട്ട ചില പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത. ഓരോ പ്രസ്താവനയ്ക്കും പൂർണ്ണമായും യോജിക്കുന്നു, യോജിക്കുന്നു, അഭിപ്രായമില്ല, വിയോജിക്കുന്നു, പൂർണ്ണമായും വിയോജിക്കുന്നു എന്നിങ്ങനെ 5 പ്രതികരണങ്ങൾ നൽകിയിരിക്കുന്നു. ഒരു പ്രസ്താവനയ്ക്ക് ഒരു പ്രതികരണം മാത്രമേ നൽകാവൂ. മുഴുവൻ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്തേണ്ടതുണ്ട്.

മാതൃക

മറ്റുള്ളവരുടെ പ്രേരണയാൽ ഒരാൾ ചെയ്യുന്ന പ്രവർത്തികൾക്ക് അയാളെ കുറ്റപ്പെടുത്താറുണ്ട്.

Table with 5 columns: പൂർണ്ണമായി യോജിക്കുന്നു, യോജിക്കുന്നു, അഭിപ്രായമില്ല, വിയോജിക്കുന്നു, പൂർണ്ണമായി വിയോജിക്കുന്നു. The last cell contains a checkmark.

- 1. തെറ്റിന്റെ പേരിൽ സഹപാഠി പിടിക്കപ്പെടുന്നതിൽ നിന്നും ഞാൻ രക്ഷിക്കാറുണ്ട്.
2. ആത്മമിത്രത്തിന്റെ നിർദ്ദേശാനുസരണം ചെയ്ത പ്രവൃത്തിയിൽ എനിക്ക് കുറ്റബോധം തോന്നിയിട്ടില്ല.
3. സഹപാഠികളുടെ ദുഷ്ടീലങ്ങൾ കാണുമ്പോൾ എന്റെ ദുഷ്ടീലങ്ങൾ ഒന്നുമല്ല എന്ന് തോന്നാറുണ്ട്.
4. എന്റെ തെറ്റിൽനിന്നും രക്ഷപ്പെടാൻ മറ്റുള്ളവരുടെ മേൽ കുറ്റം ആരോപിക്കാറുണ്ട്.
5. ഞാൻ കാരണം സുഹൃത്തിനു നേരിടേണ്ടിവന്ന പ്രശ്നങ്ങളെ ലഘൂകരിച്ച് കാണാറുണ്ട്.
6. ഒരു കൂട്ടം കുട്ടികൾ ചെയ്ത തെറ്റിൽ ഒരു കുട്ടിയ്ക്ക് എതിരായി മാത്രം ആരോപണം ഉന്നയിക്കാറുണ്ട്.

7. ക്ലാസ്സിലെ ചില സഹപാഠികളോട് കാര്യം കാണിക്കാറില്ല.
8. കളിയിൽ തന്റെ ടീം ജയിക്കാനായി കളിയിലെ നിയമാവലികൾ ലംഘിക്കുന്നത് ഒരു വലിയ കുറ്റമായി ഞാൻ കാണുന്നുില്ല.
9. സുഹൃത്തിനുവേണ്ടി മറ്റൊരാളുടെ പഠനസാമഗ്രികൾ അനുവാദം കൂടാതെ എടുത്തു കൊടുക്കുന്നതിൽ തെറ്റില്ല എന്ന് വിശ്വസിക്കുന്നു.
10. സമൂഹത്തിനുവേണ്ടി ഒന്നും ചെയ്യാതെ ഇരിക്കുന്ന മുതിർന്നവരുടെ പ്രവർത്തനങ്ങളേക്കാൾ ഞങ്ങളുടെ ചെറിയ പ്രവർത്തനങ്ങളെ വിലമതിക്കാറുണ്ട്.
11. ക്ലാസ്സിൽ അച്ചടക്കലംഘനത്തിന് പിടിക്കപ്പെട്ടാൽ സഹപാഠികളുടെ മേൽ പഴിചാരാറുണ്ട്.
12. സുഹൃത്തിനുവേണ്ടി ചെയ്ത പ്രവൃത്തിയുടെ പ്രത്യാഘാതങ്ങളെ വകവയ്ക്കാറില്ല.
13. പരിതാപകരമായ സാഹചര്യത്തിൽ ജീവിക്കുന്ന ആളുകളുടെ പെരുമാറ്റരീതിയെ കുറ്റപ്പെടുത്താറുണ്ട്.
14. സഹപാഠിയെ തമാശയായി ദേഹോപദ്രവം ഏൽപ്പിക്കാറുണ്ട്.
15. സമൂഹത്തിൽ ചെയ്യാത്ത തെറ്റിന്റെ പേരിൽ ശിക്ഷിക്കുക എന്നത് കുറ്റകരമായി തോന്നുന്നുില്ല.
16. പരീക്ഷയുടെ ഉത്തരങ്ങൾ ആത്മമിത്രത്തിന് കൈമാറുന്നതിൽ തെറ്റില്ല എന്ന് കരുതുന്നു.
17. വിലപിടിപ്പുള്ള വസ്തുക്കൾ നശിപ്പിക്കുന്നത് ഒരു വലിയ തെറ്റായി തോന്നിയിട്ടില്ല.
18. സഹപാഠികൾ എന്നോട് മാന്യമായി പെരുമാറിയില്ലെങ്കിൽ അവർക്കെതിരെ ആരോപണം ഉയർത്താറുണ്ട്.
19. തുടർച്ചയായ് ഉണ്ടാകുന്ന പരാജയങ്ങളിലെ പ്രശ്നങ്ങളെ കുറച്ചു കാണാൻ ശ്രമിക്കാറുണ്ട്.
20. ടീച്ചർ നിർദ്ദേശിച്ച ചുമതലകൾ നിർവഹിക്കാൻ കുട്ടികൾക്ക് കഴിയാതിരുന്നാൽ ക്ലാസ്സ് ലീഡറെ കുറ്റപ്പെടുത്താറുണ്ട്.
21. അംഗവൈകല്യം ബാധിച്ചവരെ സഹായിക്കാൻ ശ്രമിക്കാറില്ല.
22. ചങ്ങാതിമാരുടെ തെറ്റുകളെപ്പറ്റി പരാതിപ്പെട്ടവർക്കെതിരെ അപവാദം പറഞ്ഞു പറഞ്ഞാറുണ്ട്.
23. സുഹൃത്തിന്റെ ജീവിതപ്രശ്നങ്ങൾ കേൾക്കുമ്പോൾ തന്റെ പ്രശ്നങ്ങൾ ഒന്നുമല്ല എന്ന് തോന്നിയിട്ടുണ്ട്.
24. കളിയിൽ ജയിക്കാൻ ആയിട്ടില്ലെങ്കിൽ ഉത്തരവാദിത്വം സഹകളിക്കാരുടെ മേൽ കെട്ടിവയ്ക്കാറുണ്ട്.
25. കൂട്ടുകാരനെ രക്ഷിക്കാൻ മറ്റുള്ളവരുമായി അടിപിടികൂടുന്നതിൽ തെറ്റില്ല.
26. ക്ലാസ്സിൽ കയറാതെ കൂട്ടുകാരുമൊത്ത് സിനിമ കാണാൻ പോകുന്നത് കൊണ്ടുണ്ടാകുന്ന ഭവിഷ്യത്തുകൾ കണക്കിലെടുക്കാറില്ല.

27. സഹപാഠിയുടെ ഹോംവർക്ക് ബുക്ക് അനുവാദം കൂടാതെ എടുത്തു വെക്കുന്നതിൽ തെറ്റില്ല.
28. സഹവർത്തിത പഠനത്തിന് തയ്യാറല്ലാത്ത സഹപാഠികളെ ഒറ്റപ്പെടുത്താറുണ്ട്.
29. കുടുംബത്തിന്റെ സത്യസന്ധത ഇല്ലാതാക്കുന്നവരെ ഉപദ്രവിക്കുന്നതിൽ കൂഴപ്പമില്ല.
30. തന്റെ ആവശ്യ പൂർത്തീകരണത്തിന് അനുവാദം കൂടാതെ വീട്ടിൽനിന്ന് പണം എടുക്കുന്നതിൽ കുറ്റമല്ല എന്ന് വിശ്വസിക്കുന്നു.
31. മാതാപിതാക്കളുടെ കഷ്ടപ്പാടുകൾ തന്റെ പഠന പ്രവർത്തനങ്ങളേക്കാൾ ദുഷ്കരം എന്ന് വിശ്വസിക്കുന്നു.
32. പരീക്ഷക്ക് ഉന്നത മാർക്ക് കിട്ടാൻ കോപ്പിയടിക്കുന്നത് തെറ്റാണെന്ന് തോന്നാറില്ല.
33. കൂട്ടുകാരുമൊത്തുള്ള ദുഷ്പ്രവൃത്തികളിൽ ഉണ്ടാകുന്ന പ്രത്യാഘാതങ്ങളെ അവഗണിക്കാറുണ്ട്.
34. സുഹൃത്തിന്റെ പ്രശ്നങ്ങൾ എന്റെ പ്രശ്നങ്ങളായി ഏറ്റെടുക്കാൻ കഴിയാറില്ല.
35. ഇരുചക്രവാഹനങ്ങളുടെ വേഗപരിധി ഞാൻ ലംഘിക്കാറുണ്ട്.
36. പ്രകൃതിചൂഷണം മൂലം ഉണ്ടാകുന്ന പ്രത്യാഘാതങ്ങളിൽ എനിക്ക് പങ്കില്ലെന്നു വിശ്വസിക്കുന്നു.
37. അധിക സമയങ്ങളിലെ സ്പെഷ്യൽ ക്ലാസ്സ് എടുക്കുന്ന അധ്യാപകരെ കുറ്റപ്പെടുത്താറുണ്ട്.
38. വീട്ടിൽ അസമയത്ത് കയറിവന്നാലുണ്ടാകുന്ന പ്രശ്നങ്ങളെ ലഘൂകരിച്ച് കാണാറുണ്ട്.
39. കാര്യസാധ്യത്തിനുവേണ്ടി കളവ് പറയാറുണ്ട്.
40. സഹപാഠിയെ കബളിപ്പിക്കാനായി അവരുടെ വസ്തുക്കൾ എടുത്തുവയ്ക്കുന്നത് കുറ്റമായി കാണുന്നില്ല.
41. മാതാപിതാക്കൾക്ക് ഞങ്ങളുടെ ആവശ്യങ്ങൾ നിറവേറ്റാൻ സാധിക്കാതിരുന്നാൽ അവരെ കുറ്റപ്പെടുത്താറുണ്ട്.
42. സഹപാഠിയെ നുണപ്രചാരണത്തിലൂടെ അപകീർത്തിപ്പെടുത്തുന്നത് തെറ്റായി കാണുന്നില്ല.
43. കടം വാങ്ങിയ പണം തിരിച്ചുകൊടുക്കാത്തതിനെ നീതീകരിക്കാൻ ശ്രമിക്കാറുണ്ട്.
44. അച്ഛനുമമ്മയും നിർദ്ദേശിക്കുന്ന പ്രവർത്തികൾ ചെയ്യാതിരിക്കുമ്പോൾ ഉണ്ടാകുന്ന പ്രശ്നങ്ങളിൽ ഞാൻ വ്യാകുലപ്പെടാറില്ല.
45. കളികളിൽ സഹകരിക്കാത്ത സഹപാഠികളെ അകറ്റി നിർത്തുന്നതിൽ തെറ്റില്ല എന്ന് വിശ്വസിക്കുന്നു.

**APPENDIX II**  
**FAROOK TRAINING COLLEGE**  
**MORAL DISENGAGEMENT SCALE (2019)**

**(Draft)**

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**Instructions**

Given below are the statements related to you. Each statement has given five responses like strongly agree, agree, undecided, disagree, strongly disagree. Only one response should be given to one statement. All statements should have responses.

Model

Blames one person for his activities that is done through someone's inspiration.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree
				✓

1. I used to help my classmates when he is caught in the name of mistakes.
2. I don't feel guilty in an activity that is done as per the instructions of my best friend.
3. I feel like I don't have any bad habits, while seeing my classmates' bad habit.
4. I used to attribute guilt over others to save me from my mistakes.
5. I used to simplify the problems faced by my friend because of me.
6. I do put forward attribution on one child among the mistakes done by a group of children.
7. Doesn't show mercy to some of my classmates.

8. I don't feel it as guilt to disobey rules and regulations in a game, to win my team.
9. I believe that taking study materials of someone without the permission of him for my friend, is not a wrong thing
10. I do value the small activities done by the youngster than the activities done by the elders who didn't do anything for the society.
11. I do blame my classmates when I caught for violating the rules and regulations.
12. I didn't care about the aftereffect of the activities done for my friend.
13. I used to blame the behavior of a person who lives in a piteous situation.
14. I used to manhandle my friend for a joke.
15. I don't feel what punishing someone without making mistakes, is not guilt.
16. Feels that exchanging answer papers to the best friend is not a mistake.
17. Don't feel that destroying valuable things is not a mistake.
18. If classmates do not behave properly to me, I should blame them.
19. Tries to simplify the successive failure.
20. Used to blame the class leader if the students couldn't perform the duties assigned by the teacher.
21. Do not try to help the handicapped.
22. Blames people who complain about the mistakes of my friends.
23. While hearing the life problems of my friend, I feel my problem is not much worth.
24. If I couldn't win in games, I used to impose the responsibility over others.
25. There is no wrong in fighting with others to help the friend.
26. I don't care about the aftereffects that happened by skipping the classes to go for the movie.
27. Taking off the homework book of the classmate isn't a wrong thing.
28. Isolates the classmates who are not ready for combined study.

29. There is no problem in harassing people who destroys the sincerity of the family.
30. I do believe that taking money from home without asking permission for the fulfillment of our needs, isn't a guilt.
31. Believes that the hardship of my parents is more difficult than my hearing activities.
32. There is no wrong in coping exam for scoring high marks.
33. Avoid the repercussion made from bad activities with friends.
34. Couldn't take up my friends' problems as my own.
35. I used to violate the speed limit of two wheelers.
36. I believe that I don't have any involvement in the repercussion made by the exploitation of nature.
37. Used to blame the teachers who took the special classes in the extra time.
38. Used to simplify the problems that may happen when coming home late.
39. Used to lie for the fulfillment of matters.
40. Don't take it as a mistake in hiding the things of classmates to make fun for him.
41. Used to blame parents when they didn't fulfill our needs.
42. Didn't see wrong in insulting a friend through gossiping.
43. Tries to justify when the cash that buy as loan didn't return.
44. Didn't become tensed when problems occur due to disobeying parents' instruction.
45. Believes that keeping off the classmates who didn't co-operate while playing.



**APPENDIX III**

**FAROOK TRAINING COLLEGE, CALICUT**

**Moral Disengagement Scale (2019)**

**(Final)**

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**നിർദ്ദേശങ്ങൾ**

നിങ്ങളുമായി ബന്ധപ്പെട്ട ചില പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയ്ക്കും പൂർണ്ണമായും യോജിക്കുന്നു, യോജിക്കുന്നു, അഭിപ്രായമില്ല, വിയോജിക്കുന്നു, പൂർണ്ണമായും വിയോജിക്കുന്നു എന്നിങ്ങനെ 5 പ്രതികരണങ്ങൾ നൽകിയിരിക്കുന്നു. ഒരു പ്രസ്താവനയ്ക്ക് ഒരു പ്രതികരണം മാത്രമേ നൽകാവൂ. മുഴുവൻ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്തേണ്ടതുണ്ട്.

**മാതൃക**

മറ്റുള്ളവരുടെ പ്രേരണയാൽ ഒരാൾ ചെയ്യുന്ന പ്രവർത്തികൾക്ക് അയാളെ കുറ്റപ്പെടുത്താറുണ്ട്.

പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
				✓

1. തെറ്റിന്റെ പേരിൽ സഹപാഠി പിടിക്കപ്പെടുന്നതിൽ നിന്നും ഞാൻ രക്ഷിക്കാറുണ്ട്.
2. ആത്മമിത്രത്തിന്റെ നിർദ്ദേശാനുസരണം ചെയ്ത പ്രവൃത്തിയിൽ എനിക്ക് കുറ്റബോധം തോന്നിയിട്ടില്ല.
3. സഹപാഠികളുടെ ദുഷ്ടീലങ്ങൾ കാണുമ്പോൾ എന്റെ ദുഷ്ടീലങ്ങൾ ഒന്നുമല്ല എന്ന് തോന്നാറുണ്ട്.
4. എന്റെ തെറ്റിൽനിന്നും രക്ഷപ്പെടാൻ മറ്റുള്ളവരുടെ മേൽ കുറ്റം ആരോപിക്കാറുണ്ട്.
5. ഞാൻ കാരണം സുഹൃത്തിനു നേരിടേണ്ടിവന്ന പ്രശ്നങ്ങളെ ലഘൂകരിച്ച് കാണാറുണ്ട്.

6. ഒരു കൂട്ടം കുട്ടികൾ ചെയ്ത തെറ്റിൽ ഒരു കുട്ടിയ്ക്ക് എതിരായി മാത്രം ആരോപണം ഉന്നയിക്കാറുണ്ട്.
7. ക്ലാസ്സിലെ ചില സഹപാഠികളോട് കാര്യം കാണിക്കാറില്ല.
8. കളിയിൽ തന്റേട് ജയിക്കാനായി കളിയിലെ നിയമാവലികൾ ലംഘിക്കുന്നത് ഒരു വലിയ കുറ്റമായി ഞാൻ കാണുന്നില്ല.
9. സുഹൃത്തിനുവേണ്ടി മറ്റൊരാളുടെ പഠനസാമഗ്രികൾ അനുവാദം കൂടാതെ എടുത്തു കൊടുക്കുന്നതിൽ തെറ്റില്ല എന്ന് വിശ്വസിക്കുന്നു.
10. സമൂഹത്തിനുവേണ്ടി ഒന്നും ചെയ്യാതെ ഇരിക്കുന്ന മുതിർന്നവരുടെ പ്രവർത്തനങ്ങളേക്കാൾ ഞങ്ങളുടെ ചെറിയ പ്രവർത്തനങ്ങളെ വിലമതിക്കാറുണ്ട്.
11. ക്ലാസ്സിൽ അച്ചടക്കലംഘനത്തിന് പിടിക്കപ്പെട്ടാൽ സഹപാഠികളുടെ മേൽ പഴിചാരാറുണ്ട്.
12. സുഹൃത്തിനുവേണ്ടി ചെയ്ത പ്രവൃത്തിയുടെ പ്രത്യാഘാതങ്ങളെ വകവയ്ക്കാറില്ല.
13. പരിതാപകരമായ സാഹചര്യത്തിൽ ജീവിക്കുന്ന ആളുകളുടെ പെരുമാറ്റത്തിലെ കുറ്റപ്പെടുത്താറുണ്ട്.
14. സഹപാഠിയെ തമാശയായി ദേഹോപദ്രവം ഏൽപ്പിക്കാറുണ്ട്.
15. സമൂഹത്തിൽ ചെയ്യാത്ത തെറ്റിന്റെ പേരിൽ ശിക്ഷിക്കുക എന്നത് കുറ്റകരമായി തോന്നുന്നില്ല.
16. പരീക്ഷയുടെ ഉത്തരങ്ങൾ ആത്മമിത്രത്തിന് കൈമാറുന്നതിൽ തെറ്റില്ല എന്ന് കരുതുന്നു.
17. വിലപിടിപ്പുള്ള വസ്തുക്കൾ നശിപ്പിക്കുന്നത് ഒരു വലിയ തെറ്റായി തോന്നിയിട്ടില്ല.
18. സഹപാഠികൾ എന്നോട് മാന്യമായി പെരുമാറിയില്ലെങ്കിൽ അവർക്കെതിരെ ആരോപണം ഉയർത്താറുണ്ട്.
19. തുടർച്ചയായ് ഉണ്ടാകുന്ന പരാജയങ്ങളിലെ പ്രശ്നങ്ങളെ കുറച്ചു കാണാൻ ശ്രമിക്കാറുണ്ട്.
20. ടീച്ചർ നിർദ്ദേശിച്ച ചുമതലകൾ നിർവഹിക്കാൻ കുട്ടികൾക്ക് കഴിയാതിരുന്നത് ക്ലാസ്സ് ലീഡറെ കുറ്റപ്പെടുത്താറുണ്ട്.
21. അംഗവൈകല്യം ബാധിച്ചവരെ സഹായിക്കാൻ ശ്രമിക്കാറില്ല.
22. ചങ്ങാതിമാരുടെ തെറ്റുകളെപ്പറ്റി പരാതിപ്പെട്ടവർക്കെതിരെ അപവാദം പറഞ്ഞു പറഞ്ഞാറുണ്ട്.
23. കളിയിൽ ജയിക്കാൻ ആയിട്ടില്ലെങ്കിൽ ഉത്തരവാദിത്വം സഹകളിക്കാരുടെ മേൽ കെട്ടിവയ്ക്കാറുണ്ട്.
24. കൂട്ടുകാരനെ രക്ഷിക്കാൻ മറ്റുള്ളവരുമായി അടിപിടികൂടുന്നതിൽ തെറ്റില്ല.
25. ക്ലാസ്സിൽ കയറാതെ കൂട്ടുകാരുമൊത്ത് സിനിമ കാണാൻ പോകുന്നത് കൊണ്ടുണ്ടാകുന്ന ഭവിഷ്യത്തുകൾ കണക്കിലെടുക്കാറില്ല.

26. സഹപാഠിയുടെ ഹോംവർക്ക് ബുക്ക് അനുവാദം കൂടാതെ എടുത്തു വെക്കുന്നതിൽ തെറ്റില്ല.
27. സഹവർത്തിത പഠനത്തിന് തയ്യാറല്ലാത്ത സഹപാഠികളെ ഒറ്റപ്പെടുത്താറുണ്ട്.
28. കുടുംബത്തിന്റെ സത്യസന്ധത ഇല്ലാതാക്കുന്നവരെ ഉപദ്രവിക്കുന്നതിൽ കുഴപ്പമില്ല.
29. തന്റെ ആവശ്യ പൂർത്തീകരണത്തിന് അനുവാദം കൂടാതെ വീട്ടിൽനിന്ന് പണം എടുക്കുന്നതിൽ കുറ്റമല്ല എന്ന് വിശ്വസിക്കുന്നു.
30. പരീക്ഷക്ക് ഉന്നത മാർക്ക് കിട്ടാൻ കോപ്പിയടിക്കുന്നത് തെറ്റാണെന്ന് തോന്നാറില്ല.
31. കൂട്ടുകാരുമൊത്തുള്ള ദുഷ്പ്രവൃത്തികളിൽ ഉണ്ടാകുന്ന പ്രത്യാഘാതങ്ങളെ അവഗണിക്കാറുണ്ട്.
32. സുഹൃത്തിന്റെ പ്രശ്നങ്ങൾ എന്റെ പ്രശ്നങ്ങളായി ഏറ്റെടുക്കാൻ കഴിയാറില്ല.
33. ഇരുചക്രവാഹനങ്ങളുടെ വേഗപരിധി ഞാൻ ലംഘിക്കാറുണ്ട്.
34. പ്രകൃതിചൂഷണം മൂലം ഉണ്ടാകുന്ന പ്രത്യാഘാതങ്ങളിൽ എനിക്ക് പങ്കില്ലെന്നു വിശ്വസിക്കുന്നു.
35. അധിക സമയങ്ങളിലെ സ്പെഷ്യൽ ക്ലാസ്സ് എടുക്കുന്ന അധ്യാപകരെ കുറ്റപ്പെടുത്താറുണ്ട്.
36. വീട്ടിൽ അസമയത്ത് കയറിവന്നാലുണ്ടാകുന്ന പ്രശ്നങ്ങളെ ലഘൂകരിച്ച് കാണാറുണ്ട്.
37. കാര്യസാധ്യത്തിനുവേണ്ടി കളവ് പറയാറുണ്ട്.
38. സഹപാഠിയെ കബളിപ്പിക്കാനായി അവരുടെ വസ്തുക്കൾ എടുത്തുവയ്ക്കുന്നത് കുറ്റമായി കാണുന്നില്ല.
39. മാതാപിതാക്കൾക്ക് ഞങ്ങളുടെ ആവശ്യങ്ങൾ നിറവേറ്റാൻ സാധിക്കാതിരുന്നാൽ അവരെ കുറ്റപ്പെടുത്താറുണ്ട്.
40. സഹപാഠിയെ നുണപ്രചാരണത്തിലൂടെ അപകീർത്തിപ്പെടുത്തുന്നത് തെറ്റായി കാണുന്നില്ല.
41. കടം വാങ്ങിയ പണം തിരിച്ചുകൊടുക്കാത്തതിനെ നീതീകരിക്കാൻ ശ്രമിക്കാറുണ്ട്.
42. അച്ഛനുമമ്മയും നിർദ്ദേശിക്കുന്ന പ്രവർത്തികൾ ചെയ്യാതിരിക്കുമ്പോൾ ഉണ്ടാകുന്ന പ്രശ്നങ്ങളിൽ ഞാൻ വ്യാകുലപ്പെടാറില്ല.
43. കളികളിൽ സഹകരിക്കാത്ത സഹപാഠികളെ അകറ്റി നിർത്തുന്നതിൽ തെറ്റില്ല എന്ന് വിശ്വസിക്കുന്നു.

**APPENDIX IV**  
**FAROOK TRAINING COLLEGE**  
**MORAL DISENGAGEMENT SCALE (2019)**  
**(Final)**

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**Instructions**

Given below are the statements related to you. Each statement has given five responses like strongly agree, agree, undecided, disagree, strongly disagree. Only one response should be given to one statement. All statements should have responses.

Model

Blames one person for his activities that is done through someone's inspiration.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree
				✓

1. I used to help my classmates when he is caught in the name of mistakes.
2. I don't feel guilty in an activity that is done as per the instructions of my best friend.
3. I feel like I don't have any bad habits, while seeing my classmates' bad habit.
4. I used to attribute guilt over others to save me from my mistakes.
5. I used to simplify the problems faced by my friend because of me.
6. I do put forward attribution on one child among the mistakes done by a group of children.
7. Doesn't show mercy to some of my classmates.

8. I don't feel it as guilt to disobey rules and regulations in a game, to win my team.
9. I believe that taking study materials of someone without the permission of him for my friend, is not a wrong thing
10. I do value the small activities done by the youngster than the activities done by the elders who didn't do anything for the society.
11. I do blame my classmates when I caught for violating the rules and regulations.
12. I didn't care about the aftereffect of the activities done for my friend.
13. I used to blame the behavior of a person who lives in a piteous situation.
14. I used to manhandle my friend for a joke.
15. I don't feel what punishing someone without making mistakes, is not guilt.
16. Feels that exchanging answer papers to the best friend is not a mistake.
17. Don't feel that destroying valuable things is not a mistake.
18. If classmates do not behave properly to me, I should blame them.
19. Tries to simplify the successive failure.
20. Used to blame the class leader if the students couldn't perform the duties assigned by the teacher.
21. Do not try to help the handicapped.
22. Blames people who complain about the mistakes of my friends.
23. If I couldn't win in games, I used to impose the responsibility over others.
24. There is no wrong in fighting with others to help the friend.
25. I don't care about the aftereffects that happened by skipping the classes to go for the movie.
26. Taking off the homework book of the classmate isn't a wrong thing.
27. Isolates the classmates who are not ready for combined study.
28. There is no problem in harassing people who destroys the sincerity of the family.

29. I do believe that taking money from home without asking permission for the fulfillment of our needs, isn't a guilt.
30. There is no wrong in coping exam for scoring high marks.
31. Avoid the repercussion made from bad activities with friends.
32. Couldn't take up my friends' problems as my own.
33. I used to violate the speed limit of two wheelers.
34. I believe that I don't have any involvement in the repercussion made by the exploitation of nature.
35. Used to blame the teachers who took the special classes in the extra time.
36. Used to simplify the problems that may happen when coming home late.
37. Used to lie for the fulfillment of matters.
38. Don't take it as a mistake in hiding the things of classmates to make fun for him.
39. Used to blame parents when they didn't fulfill our needs.
40. Didn't see wrong in insulting a friend through gossiping.
41. Tries to justify when the cash that buy as loan didn't return.
42. Didn't become tensed when problems occur due to disobeying parents' instruction.
43. Believes that keeping off the classmates who didn't co-operate while playing.

**APPENDIX V**

**FAROOK TRAINING COLLEGE  
MEDIA ADDICTION SCALE (2019)**

**(Draft)**

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**നിർദ്ദേശങ്ങൾ**

നിങ്ങളെ സംബന്ധിക്കുന്ന ചില പ്രസ്താവനകളാണ് താഴെ തന്നിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയ്ക്കും എല്ലായിപ്പോഴും, ചിലപ്പോൾ മാത്രം, ഒരിക്കലുമില്ല എന്നിങ്ങനെ 3 പ്രതികരണങ്ങളുണ്ട്. നിങ്ങളുടെ പ്രതികരണം അനുയോജ്യമായ ഉത്തരത്തിന് താഴെ ശരി ചിഹ്നം (✓) ഉപയോഗിച്ച് അടയാളപ്പെടുത്തുക. ഒരു പ്രസ്താവനയ്ക്ക് ഒരു ഉത്തരം മാത്രമേ രേഖപ്പെടുത്താവൂ.

**മാതൃക:**

ഫെയ്സ്ബുക്ക് അപ്ഡേറ്റ് ചെയ്യാറുണ്ട്

എല്ലായ്പ്പോഴും	ചിലപ്പോൾ മാത്രം	ഒരിക്കലുമില്ല
✓		

1. വിദ്യാഭ്യാസ ആവശ്യങ്ങൾക്കായി ഇന്റർനെറ്റ് ഉപയോഗിക്കാറുണ്ട്.
2. ഫെയ്സ്ബുക്ക് ഉപയോഗിക്കാൻ ഇഷ്ടപ്പെടുന്നു.
3. സൂപ്പർ വലയം നിലനിർത്തുന്നത് ഫെയ്സ് ബുക്ക് വഴിയാണ്.
4. സൂഹൃത്തുക്കളുമായി വാട്സ് ആപ്പ് വഴി ചാറ്റിംഗ് നടത്താറുണ്ട്.
5. വിവരങ്ങൾ ലഭിക്കാനായി പുസ്തകങ്ങളെക്കാൾ ഇന്റർനെറ്റിനെ ആശ്രയിക്കുന്നു.
6. ടെലിവിഷനിൽ സംപ്രേഷണം ചെയ്യുന്ന എല്ലാവിധ പരിപാടികളും കാണാറുണ്ട്.
7. ഇന്റർനെറ്റ് ബ്രൗസിംഗ് വഴി ഞാൻ ആനന്ദം കണ്ടെത്താറുണ്ട്.
8. പഠാവസ്തുവുമായി ബന്ധപ്പെട്ട എല്ലാ പഠനവിശദാംശങ്ങളും ഇന്റർനെറ്റിൽ നിന്നും ഡൗൺലോഡ് ചെയ്യാറുണ്ട്.
9. രാത്രിയിൽ ഉറക്കമൊഴിച്ച് ഇന്റർനെറ്റ് ഉപയോഗിക്കാറുണ്ട്.

10. സുഹൃത്തുക്കളെ സഹായിക്കാനായി ഞാൻ ഇന്റർനെറ്റ് ഉപയോഗിക്കാറുണ്ട്.
11. ദൂരയാത്രകളിൽ ഫേസ്ബുക്ക് വഴിയാണ് സുഹൃത്തുക്കളുമായി ആശയവിനിമയം നടത്തുന്നത്.
12. വീട്ടുകാരുമൊത്തുള്ള സമയത്തേകാൾ സോഷ്യൽമീഡിയയിൽ ചിവഴിക്കുന്നു.
13. ഇന്റർനെറ്റ് ജീവിതത്തിലെ അവിഭാജ്യഘടകമാണെന്ന് തോന്നിയിട്ടുണ്ട്.
14. ഒറ്റയ്ക്കിരിക്കുമ്പോൾ സുഹൃത്തുക്കളുമായി ചാറ്റ് ചെയ്യാൻ ഇഷ്ടപ്പെടുന്നു.
15. ഓൺലൈൻ ഗെയിംസിൽ സമയം ചെലവഴിക്കാറുണ്ട്.
16. ഫേസ്ബുക്ക് വഴിയുള്ള സുഹൃദ് ബന്ധങ്ങളിൽ ഞാൻ സംതൃപ്തനാണ്.
17. നേരിട്ടുള്ള സംഭാഷണങ്ങളെക്കാൾ ഇന്റർനെറ്റ് വഴി ചാറ്റിംഗിൽ ഏർപ്പെടുന്നു.
18. ഇന്റർനെറ്റ് വഴി ലഭിക്കുന്ന വിവരങ്ങളിൽ എനിക്ക് പൂർണ്ണ വിശ്വാസമുണ്ട്.
19. വാട്സ് ആപ്പ് ഗ്രൂപ്പുകളിൽ നിന്ന് പുറത്തുപോകാൻ എനിക്ക് തോന്നിയിട്ടുണ്ട്.
20. ഇന്റർനെറ്റ് ഉപയോഗിക്കുന്നതിലുള്ള വീട്ടുകാരുടെ നിലപാട് ഞാൻ പരിഗണിക്കാറില്ല.
21. ടി.വി. ചാനലുകളെക്കാൾ യൂട്യൂബ് ചാനലുകളാണ് ഞാൻ ഉപയോഗിക്കുന്നത്.
22. സുഹൃത്തുക്കളുമായി വീഡിയോ ചാറ്റിംഗിലൂടെ ആശയവിനിമയം നടത്താറുണ്ട്,
23. സുഹൃത്തു ബന്ധങ്ങൾ നിലനിർത്താൻ ഫേസ്ബുക്ക് നല്ലതാണ് എന്ന് വിശ്വസിക്കുന്നു
24. വിദ്യാഭ്യാസത്തിലെ നൂതന പ്രവണതകൾ മനസ്സിലാക്കാൻ സോഷ്യൽ മീഡിയ സഹായിക്കാറുണ്ട്.
25. പഠനം എളുപ്പമാക്കാൻ യൂട്യൂബ് ഉപയോഗിക്കാറുണ്ട്.,
26. വിക്ടേഴ്സ് ചാനലിലെ പരിപാടി കാണാറുണ്ട്.
27. വീട്ടിലെ കമ്പ്യൂട്ടർ ഉപയോഗത്തിലെ സമയ പരിധിയിൽ ദേഷ്യം തോന്നാറുണ്ട്.
28. ഫേസ്ബുക്ക് ഉപയോഗിക്കുന്നതിൽ സന്തോഷം കണ്ടെത്തുന്നു.
29. സമയ പരിധിയില്ലാതെ വാട്സ്ആപ്പ് ഉപയോഗിക്കാൻ ഇഷ്ടപ്പെടുന്നു.
30. പഠന ആവശ്യങ്ങൾക്കല്ലാതെ ഇന്റർനെറ്റ് ബ്രൗസിംഗിൽ ഏർപ്പെടാറുണ്ട്.
31. നെറ്റിലെ പുതുതായി വരുന്ന ആപ്ലിക്കേഷനുകൾ ഡൗൺലോഡ് ചെയ്ത് ഉപയോഗപ്പെടുത്താറുണ്ട്.
32. വീട്ടിലെ ഇലക്ട്രിസിറ്റി ബില്ലിന് അടയ്ക്കുന്നതിൽ ഓൺലൈൻ സംവിധാനം ഉപയോഗിക്കാറുണ്ട്.



33. കമ്പ്യൂട്ടറിനേക്കാൾ മൊബൈൽ ഫോൺ ഉപയോഗിക്കാനാണ് താൽപര്യപ്പെടുന്നത്.
34. വീട്ടിലേക്കാൾ കഫേകളിൽ നിന്നും ഇന്റർനെറ്റ് ഉപയോഗിക്കാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.
35. ഓൺലൈൻ സൗഹൃദത്തിന് ഞാൻ പ്രാധാന്യം നൽകാറില്ല.
36. അസൺമെന്റുകൾ തയ്യാറാക്കുന്നത് ഇന്റർനെറ്റിന്റെ സഹായത്താലാണ്.
37. പ്രയാസങ്ങളിൽ നിന്നും രക്ഷനേടുന്ന സോഷ്യൽനെറ്റ് വർക്കിംഗ് സൈറ്റിലൂടെയുള്ള ചാറ്റിംഗിലൂടെയാണ്.
38. ഇന്റർനെറ്റിന്റെ ഉപയോഗം വഴി ജീവിതത്തിൽ ഉണ്ടാകുന്ന പ്രത്യാഘാതങ്ങളെക്കുറിച്ച് ഞാൻ ഭയപ്പെടാറുണ്ട്.

**APPENDIX VI**  
**FAROOK TRAINING COLLEGE**  
**MEDIA ADDICTION SCALE (2019)**  
**(Draft)**

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Given below are some statements related to you. For each statement, there are given three responses like always, sometimes and never. Put a tick mark for the appropriate answer. Mark only one response for one statement.

Model

Updates facebook.

Always	Sometimes	Never
✓		

1. Use internet for educational purposes.
2. Loves to use Facebook.
3. Maintains friends circle through Facebook.
4. Do chat with friends through Facebook.
5. Reply more on Facebook than books to get information.
6. Used to watch all types of programs telecasted in television.
7. Try to find out happiness through internet browsing`
8. I used to download all the details related to the lessons from internet.
9. I do use internet without sleeping.
10. Uses internet to help my friends.
11. While travelling, I used to communicate with friends through internet.

12. Spends more time in internet than with family.
13. Feels like internet is inevitable in life.
14. Loves to chat with friends while alone.
15. Spends more time in online games.
16. I am satisfied in the friendship through Facebook.
17. Engages in internet chatting than a real conversation.
18. I have in the information's through internet.
19. I do feel to exit from whatsapp groups.
20. I didn't consider the family's viewpoint about internet use.
21. I use You-tube channels than TV channels.
22. I do communicate with friends through video chatting.
23. Believes that Facebook is best medium for the existence of friendship.
24. Social media helps to understand the modern tendency in education.
25. Uses You-tube to study easily.
26. Used to watch programs in Victures channel.
27. Feels anger in the limit for the usage of computer.
28. Finds happiness in using Facebook.
29. Loves to use Whatsapp without my time limit.
30. I do engage in internet browsing not even for studies.
31. Uses new application that comes in internet by downloading.
32. Uses online facility to pay the electric bill.
33. Loves to use mobile phone than computer.
34. Loves to use internet from cafes than from home.
35. Did not give importance to online friendship.
36. Preparing assignments with the help of internet.

37. Overcome the tough situation through the chatting in social media.
38. Used to have fear about the repercussion that may happen through the usage of internet.

**APPENDIX VII**

**FAROOK TRAINING COLLEGE  
MEDIA ADDICTION SCALE (2019)**

**(Final)**

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**നിർദ്ദേശങ്ങൾ**

നിങ്ങളെ സംബന്ധിക്കുന്ന ചില പ്രസ്താവനകളാണ് താഴെ തന്നിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയ്ക്കും എല്ലായിപ്പോഴും, ചിലപ്പോൾ മാത്രം, ഒരിക്കലുമില്ല എന്നിങ്ങനെ 3 പ്രതികരണങ്ങളുണ്ട്. നിങ്ങളുടെ പ്രതികരണം അനുയോജ്യമായ ഉത്തരത്തിന് താഴെ ശരി ചിഹ്നം (✓) ഉപയോഗിച്ച് അടയാളപ്പെടുത്തുക. ഒരു പ്രസ്താവനയ്ക്ക് ഒരു ഉത്തരം മാത്രമേ രേഖപ്പെടുത്താവൂ.

**മാതൃക:**

ഫെയ്സ്ബുക്ക് അപ്ഡേറ്റ് ചെയ്യാറുണ്ട്

എല്ലായ്പ്പോഴും	ചിലപ്പോൾ മാത്രം	ഒരിക്കലുമില്ല
✓		

1. വിദ്യാഭ്യാസ ആവശ്യങ്ങൾക്കായി ഇന്റർനെറ്റ് ഉപയോഗിക്കാറുണ്ട്.
2. ഫെയ്സ്ബുക്ക് ഉപയോഗിക്കാൻ ഇഷ്ടപ്പെടുന്നു.
3. സൂപ്പർ വലയം നിലനിർത്തുന്നത് ഫെയ്സ് ബുക്ക് വഴിയാണ്.
4. സൂഹൃത്തുക്കളുമായി വാട്സ് ആപ്പ് വഴി ചാറ്റിംഗ് നടത്താറുണ്ട്.
5. വിവരങ്ങൾ ലഭിക്കാനായി പുസ്തകങ്ങളെക്കാൾ ഇന്റർനെറ്റിനെ ആശ്രയിക്കുന്നു.
6. ടെലിവിഷനിൽ സംപ്രേഷണം ചെയ്യുന്ന എല്ലാവിധ പരിപാടികളും കാണാറുണ്ട്.
7. ഇന്റർനെറ്റ് ബ്രൗസിംഗ് വഴി ഞാൻ ആനന്ദം കണ്ടെത്താറുണ്ട്.
8. പാവ്യവസ്തുവുമായി ബന്ധപ്പെട്ട എല്ലാ പഠനവിശദാംശങ്ങളും ഇന്റർനെറ്റിൽ നിന്നും ഡൗൺലോഡ് ചെയ്യാറുണ്ട്.
9. രാത്രിയിൽ ഉറക്കമൊഴിച്ച് ഇന്റർനെറ്റ് ഉപയോഗിക്കാറുണ്ട്.
10. സൂഹൃത്തുക്കളെ സഹായിക്കാനായി ഞാൻ ഇന്റർനെറ്റ് ഉപയോഗിക്കാറുണ്ട്.

11. ദൂരയാത്രകളിൽ ഫേസ്ബുക്ക് വഴിയാണ് സുഹൃത്തുക്കളുമായി ആശയവിനിമയം നടത്തുന്നത്.
12. വീട്ടുകാരുമൊത്തുള്ള സമയത്തേക്കാൾ സോഷ്യൽമീഡിയയിൽ ചിവഴിക്കുന്നു.
13. ഇന്റർനെറ്റ് ജീവിതത്തിലെ അവിഭാജ്യഘടകമാണെന്ന് തോന്നിയിട്ടുണ്ട്.
14. ഒറ്റയ്ക്കിരിക്കുമ്പോൾ സുഹൃത്തുക്കളുമായി ചാറ്റ് ചെയ്യാൻ ഇഷ്ടപ്പെടുന്നു.
15. ഓൺലൈൻ ഗെയിംസിൽ സമയം ചെലവഴിക്കാറുണ്ട്.
16. ഫേസ്ബുക്ക് വഴിയുള്ള സുഹൃദ് ബന്ധങ്ങളിൽ ഞാൻ സംതൃപ്തനാണ്.
17. നേരിട്ടുള്ള സംഭാഷണങ്ങളെക്കാൾ ഇന്റർനെറ്റ് വഴി ചാറ്റിംഗിൽ ഏർപ്പെടുന്നു.
18. ഇന്റർനെറ്റ് വഴി ലഭിക്കുന്ന വിവരങ്ങളിൽ എനിക്ക് പൂർണ്ണ വിശ്വാസമുണ്ട്.
19. ഇന്റർനെറ്റ് ഉപയോഗിക്കുന്നതിലുള്ള വീട്ടുകാരുടെ നിലപാട് ഞാൻ പരിഗണിക്കാറില്ല.
20. ടി.വി. ചാനലുകളെക്കാൾ യൂട്യൂബ് ചാനലുകളാണ് ഞാൻ ഉപയോഗിക്കുന്നത്.
21. സുഹൃത്തുക്കളുമായി വീഡിയോ ചാറ്റിംഗിലൂടെ ആശയവിനിമയം നടത്താറുണ്ട്.
22. സുഹൃത്തു ബന്ധങ്ങൾ നിലനിർത്താൻ ഫേസ്ബുക്ക് നല്ലതാണ് എന്ന് വിശ്വസിക്കുന്നു.
23. വിദ്യാഭ്യാസത്തിലെ നൂതന പ്രവണതകൾ മനസ്സിലാക്കാൻ സോഷ്യൽ മീഡിയ സഹായിക്കാറുണ്ട്.
24. പഠനം എളുപ്പമാക്കാൻ യൂട്യൂബ് ഉപയോഗിക്കാറുണ്ട്.,
25. വിക്ടേഴ്സ് ചാനലിലെ പരിപാടി കാണാറുണ്ട്.
26. വീട്ടിലെ കമ്പ്യൂട്ടർ ഉപയോഗത്തിലെ സമയ പരിധിയിൽ ദേഷ്യം തോന്നാറുണ്ട്.
27. ഫേസ്ബുക്ക് ഉപയോഗിക്കുന്നതിൽ സന്തോഷം കണ്ടെത്തുന്നു.
28. സമയ പരിധിയില്ലാതെ വാട്സ്ആപ്പ് ഉപയോഗിക്കാൻ ഇഷ്ടപ്പെടുന്നു.
29. പഠന ആവശ്യങ്ങൾക്കല്ലാതെ ഇന്റർനെറ്റ് ബ്രൗസിംഗിൽ ഏർപ്പെടാറുണ്ട്.
30. നെറ്റിലെ പുതുതായി വരുന്ന ആപ്ലിക്കേഷനുകൾ ഡൗൺലോഡ് ചെയ്ത് ഉപയോഗപ്പെടുത്താറുണ്ട്.
31. വീട്ടിലെ ഇലക്ട്രിസിറ്റി ബില്ലി് അടയ്ക്കുന്നതിൽ ഓൺലൈൻ സംവിധാനം ഉപയോഗിക്കാറുണ്ട്.
32. കമ്പ്യൂട്ടറിനേക്കാൾ മൊബൈൽ ഫോൺ ഉപയോഗിക്കാനാണ് താൽപര്യപ്പെടുന്നത്.
33. വീട്ടിലേക്കാൾ കഫേകളിൽ നിന്നും ഇന്റർനെറ്റ് ഉപയോഗിക്കാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.
34. അസൈൻമെന്റുകൾ തയ്യാറാക്കുന്നത് ഇന്റർനെറ്റിന്റെ സഹായത്താലാണ്.

35. പ്രയാസങ്ങളിൽ നിന്നും രക്ഷനേടുന്ന സോഷ്യൽനെറ്റ് വർക്കിംഗ് സൈറ്റിലൂടെയുള്ള ചാറ്റിംഗിലൂടെയാണ്.
36. ഇന്റർനെറ്റിന്റെ ഉപയോഗം വഴി ജീവിതത്തിൽ ഉണ്ടാകുന്ന പ്രത്യാഘാതങ്ങളെക്കുറിച്ച് ഞാൻ ഭയപ്പെടാറുണ്ട്.

**APPENDIX VIII**  
**FAROOK TRAINING COLLEGE**  
**MEDIA ADDICTION SCALE (2019)**  
**(Final)**

**Dr. T.K. Umer Farooque**  
Asst. Professor  
Farook Training College  
Kozhikode

**Neethu C.**  
M.Ed. Student  
Farook Training College  
Kozhikode

Given below are some statements related to you. For each statement, there are given three responses like always, sometimes and never. Put a tick mark for the appropriate answer. Mark only one response for one statement.

Model

Updates facebook.

Always	Sometimes	Never
✓		

1. Use internet for educational purposes.
2. Loves to use Facebook.
3. Maintains friends circle through Facebook.
4. Do chat with friends through Facebook.
5. Reply more on Facebook than books to get information.
6. Used to watch all types of programs telecasted in television.
7. Try to find out happiness through internet browsing`
8. I used to download all the details related to the lessons from internet.
9. I do use internet without sleeping.
10. Uses internet to help my friends.
11. While travelling, I used to communicate with friends through internet.



12. Spends more time in internet than with family.
13. Feels like internet is inevitable in life.
14. Loves to chat with friends while alone.
15. Spends more time in online games.
16. I am satisfied in the friendship through Facebook.
17. Engages in internet chatting than a real conversation.
18. I have in the information's through internet.
19. I didn't consider the family's viewpoint about internet use.
20. I use You-tube channels than TV channels.
21. I do communicate with friends through video chatting.
22. Believes that Facebook is best medium for the existence of friendship.
23. Social media helps to understand the modern tendency in education.
24. Uses You-tube to study easily.
25. Used to watch programs in Victures channel.
26. Feels anger in the limit for the usage of computer.
27. Finds happiness in using Facebook.
28. Loves to use Whatsapp without my time limit.
29. I do engage in internet browsing not even for studies.
30. Uses new application that comes in internet by downloading.
31. Uses online facility to pay the electric bill.
32. Loves to use mobile phone than computer.
33. Loves to use internet from cafes than from home.
34. Preparing assignments with the help of internet.
35. Overcome the tough situation through the chatting in social media.
36. Used to have fear about the repercussion that may happen through the usage of internet.

**APPENDIX IX**  
**FAROOK TRAINING COLLEGE, CALICUT**  
**MORAL DISENGAGEMENT SCALE (2019)**  
**RESPONSE SHEET (1)**

Name of School : \_\_\_\_\_

MALE	FEMALE
------	--------

URBAN	RURAL
-------	-------

GOVT	AIDED	UNAIDED
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SCIENCE	COMMERCE	HUMANITIES
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No.	പുർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അടിപ്രായമില്ല	വിയോജിക്കുന്നു	പുർണ്ണമായി വിയോജിക്കുന്നു
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2					
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23					

No.	പുർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അടിപ്രായമില്ല	വിയോജിക്കുന്നു	പുർണ്ണമായി വിയോജിക്കുന്നു
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**APPENDIX X**  
**FAROOK TRAINING COLLEGE, CALICUT**  
**MORAL DISENGAGEMENT SCALE (2019)**  
**RESPONSE SHEET (2)**

ക്രമ നമ്പർ	എല്ലായിപ്പോഴും	ചിലപ്പോൾ മാത്രം	ഒരിക്കലുമില്ല
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ക്രമ നമ്പർ	എല്ലായിപ്പോഴും	ചിലപ്പോൾ മാത്രം	ഒരിക്കലുമില്ല
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**APPENDIX XI**  
**LIST OF SCHOOLS**

Sl. No..	Name of the school	Type of management
1	VHSS Meenchanda	Government
2	Velliyencheri ASMHSS Manjeri	Aided
3	Govt. HSS Cheruvadi	Government
4	PTMHSS Kodyathur	Aided
5	Kunnamangalam HSS	Aided
6	SSHSS Moorkanad areakode	Aided
7	Mukkam HSS Mukkam	Government
8	MES HSS Mampad	Aided
9	Govt. HSS vazhakad	Government
10	Ramakrishna mission HSS kozhikode	Aided
11	Govt. HSS kondotty	Government
12	REC Govt.HSS Chathamangalam	Government