

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The general objective of this study is to find out whether there is a relationship between moral maturity and academic achievement for Form Four students in a selected secondary school. Gibbs et al.'s SRM-SF instrument was used to measure the levels and stages of moral maturity among the form four respondents in this study.

Conclusions

Based on the findings obtained from this study, the following conclusions can be reached:

- (1) With reference to Research Question 1 (What are the level and stages of moral maturity among form four (16 years) students in a secondary school in Malaysia?), most of the form four students were at the immature level of moral maturity. Only a few students (5%) reached the mature level of moral maturity. In terms of stages of moral maturity, 60% (n = 36) were at stage 1, 35% (n = 21) at stage 2 and 5% (n = 3) at stage 3.
- (2) With reference to Research Question 2 (Is there a relationship between academic achievement and stages of moral maturity), the results indicate a slight relationship between academic achievement and stages of moral maturity. Students with high academic achievement were found to be at

stages 1 and 2 (immature level) and stage 3 (mature level). However the average and low academic achievement groups were found to reach only stages 1 and 2 (immature level). Nevertheless, all the groups of academic achievement groups could not reach stage 4 (mature level), the highest stage in Gibb's moral maturity. In addition the results also show that the majority of the low academic achievement groups were reasoning at stage 1 (immature level) of moral maturity as compared to the high and average academic achievement groups who were mainly at stage 2. A few students with high academic achievement could reach mature level of moral maturity whereas none of the students with average and low academic achievement could reach the mature level as all of them were reasoning at immature level of moral maturity.

- (3) The results also indicate that some respondents were reasoning at transitional stages of moral maturity. It was found that majority of the high academic achievement group managed to reach the transitional 3(2) stage which is given a score of 2.5 in the SRM-SF manual. The average and low academic achievement group however did not reach this transitional stage of 3(2). Majority of the average academic achievement group were reasoning at transitional 2(1) (score of 1.5 in the SRM-SF manual) and 2(3) (score at 2.5 in the SRM-SF manual). The majority of the low academic achievement group was only at transitional 1(2) (score of 1.5 in the SRM-SF manual of moral maturity). It can thus be further concluded that there is a slight relationship between academic achievement and moral maturity as the

students as the high achievement group were reasoning at higher transitional stage compared to the average and low academic achievement groups.

- (4) The study however found that respondents in each of the three different academic achievement groups (high, average and low) obtained “U” score which is equivalent to zero score. However the “U” score was higher among the low academic achievement group as compared to the high and average academic achievement groups. Among the questions asked the respondents from the three different academic achievement groups scored “U” mostly for questions 2, 4, 6, 7, 8 and 10. The students’ responses were not scored because they were incomplete or unclear but were also not found in the SRM-SF manual, perhaps due to their non-western cultural differences.

Recommendations

The study of moral maturity among the form four students suggests that further research using SRM-SF questionnaire be conducted with larger samples to confirm the findings in this current study on the relationship between moral maturity and academic achievement among Malaysian students.

Due to the limitations in this study, perhaps studies can also be conducted to study the relationship between moral maturity and other variables such as moral maturity and social economic status and with different age groups.

Finally the study found the SRM-SF questionnaire to be suitable for use in Malaysian schools. However as some responses in the current study on Malaysian students were found to be unscorable in the SRM-SF manual, it is suggested that the relevant responses be considered in the manual so that cultural differences (namely from non-western) in responses be considered when scoring for moral maturity.