MORALS, TECHNOLOGY AND YOUNGER GENERATION

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ABSTRACT

Morals and ethics are part of a way of life and cannot be separated from all other aspects of life experiences. In the modern era, technology is affecting society in ubiquitous fashion while maintaining its upright position, and both science and technology are also being influenced by society. The rapid advances in science and technology and increased societal complexities also underpin the importance of morals, values and ethics and their benefits to younger generation. The current article delineates the impact of morals as well as technology on the lives of younger generation. A self-designed questionnaire was administered on a sample of eighty students. ANOVA and 't' were performed. The results demonstrated that there is no significant difference in the perceptions of young generation on morals as well as technology.. Gender had no significant impact on technology. There is a dire need to conduct separate moral classes for the younger generation and parents are urged to spend some time with their wards. Future research should focus on the impact of morals on intellectual property rights, artificial intelligence and user privacy behavior in academics.

Key Words: Morals; ethics; technology; younger generation; internet; broadband; virtual world.

1.Introduction

The children of today are the future of tomorrow. They'll shape the world so they should have all the requisite knowledge and qualities to build a strong world. It is vital to inculcate good morals in them so that they will nurture into productive citizens with robust character who can make this world a better place to live in.

On the other hand, the 21st century is an era of technology. New trends are being created, and new technologies are being introduced in order to simplify our lives. In the present situation, when all the countries are facing the pandemic, and globally there is a lockdown situation, the thing which is keeping us together is technology. Thus, technology is contributing to the wellbeing of humans.

Eden Collinsworth (2017) explores the fluid lines of morality in her book '*The New Morality in Politics, Sex, and Business'* as "the decline of morality is on public display more than ever. Technology lets the world see people everywhere behaving badly: Videos of fights in public quickly go viral, folks bicker and bully on social media, and many think nothing of posting nearly naked photos for the world to see".

The word 'morals' is an umbrella term. Morals refer to human behavior where morality is the practical activity and, ethics describes the theoretical, systematic, and rational reflection upon that human behavior (Churchill, 1982) Values are linked to beliefs and attitudes and guide human behavior (Rennie, 2007).

According to Carol K. Sigelman (1995) the term moral implies an ability to:

➤ distinguish right from wrong

➤ act on this distinction, and

➤ experience pride when one does the right thing and guilt or shame when one does not.

In the words of Fisher (2004) morals is an individual's personal belief about what is right or wrong, good or bad. It is the arbiter of an individual's evaluation of the "rightness" or otherwise of his or her actions. Though often regarded as subjective, it is traceable to the foundation of an individual's belief system and judged within context.

Drawing a slight line between morals and ethics Hanekom (1984) argued that ethics deals with the character and conduct and morals of human beings. It deals with good or bad, right or wrong behaviour. It evaluates conduct against some absolute criteria and puts negative or positive values on it. It is the reflective study of what one ought to do, or how one ought to live.

Over the past decade, technology has become increasingly important in the lives of adolescents. As a group, adolescents are heavy users of newer electronic communication forms. They are using these communication tools primarily to reinforce existing relationships, both with friends and romantic partners (Subrahmanyam & Greenfield, 2008). Moreover, the technological revolution that has occurred in recent years has impacted on daily life within a family in a variety of different ways. New media technologies have become embedded in today's society and have resulted in major societal changes.

In the 21st century it is not surprising that many young students will face the ethical issues raised by science that are too often lacking in their science education (Reiss, 1999). Values, morality and ethics are part of our life and these cannot be separated from society (Corrigan, Dillon & Gunstone, 2007; Kang & Glassman, 2010).

When parents use and experience technology with their young children, it can promote learning, build important relationships, and help model healthy habits and positive ways to interact with others, play, and learn. When parents and young children view screens together, it is also a way to monitor use and guide children toward more meaningful content through interactive exploration or activities that encourage creativity and discovery.

Dehmler (2009) asserts that children today are growing up in an interconnected, networked world. The youth have unprecedented access to modern technologies and use them in expected and unexpected ways.

There are numerous research studies conducted in this virgin field mostly in the West. Comparatively fewer studies are being conducted in India. Thus, the problem on hand is found to be in its embryonic stage. Moreover, studies related to morals in relation to technology among the younger generation seems to be a distant dream. Hence the problem selected for investigation is worded as *" Morals, technology and younger generation"*.

2. Objectives of the Study

1. To appraise the perceptions of morals in the age of technology among younger generation.
2. To delineate the impact of new technologies on the younger generation with special reference to morals.
3. To find out the impact of technology on morals among younger generation with regard to gender.

3. Hypotheses of the Study

1. There is no significant difference in the perceptions among younger generation in respect of morals in the age of technology.

2. There is no significant difference on the impact of new technologies on the younger generation with special reference to morals.

3. There is no significant difference on the impact on morals among younger generation with regard to gender.

4. Research Methodology

The study falls under non-experimental design and a normative survey is employed to elicit information from the respondents. The universe of the present study consists of Srikakulum, wherein the sample consists of *eighty students* (44 boys and 36 girls) drawn from Jawahar Navodaya Vidyalaya, Srikakulam using simple stratified random sampling technique.

A self - designed questionnaire was developed which consists of Part-A, wherein demographic variables are included, followed by part-B, in which fifteen questions related to the impact of morals, technology on the younger generation were incorporated. The same was administered on the selected sample.

5. Results and Discussion

1.The demographic details

The study has shown that there is a good number of respondents (55.0%) were boys and the residual sample (45.0%) are girl students selected for the present study. An overwhelming sample opined that never they had a separate class on morals. Interestingly, a good majority of the sample opted for sometimes for school fostering moral virtues among students. Almost all the respondents (95.0%) with one voice articulated that the school provides internet facility. With regard to the time spend by their parents, a good majority of the sample (40.0%) confessed not at all. Surprisingly, a good majority of the sample (38.8%) came out openly for the use of technology leads to arguments at home.

2. Testing of Hypothesis

HO₁: *. There is no significant difference in the perceptions among younger generation in respect of morals in the age of technology*

	N	Mean	Std. Deviation	F	Sig.
Every day	4	53.5000	5.44671	2.945	.038
Once in a week	18	55.2222	5.85668		
Twice in a week	17	58.8824	4.44244		
Never	41	55.0244	4.60156		
Total	80	55.8125	5.09180		

The ANOVA test exhibits the calculated p-value is 0.038, which is significant at 5% level. The mean values are found to be higher for the option that the moral classes were conducted twice a week followed by once in a week. Thus, the hypothesis is **rejected.**

	N	Mean	Std. Deviation	F	Sig.
Always	31	56.5484	5.01889	.531	.590
Sometimes	48	55.3333	5.18727		
Never	1	56.0000	.		
Total	80	55.8125	5.09180		

The Anova is performed to test significance difference in perceptions of younger generation with regard to a query that the schools foster virtues on technology which is demonstrated the calculated p-value is 0.590, that is not significant at 5% level. Thus, the hypothesis formulated is *accepted.*

HO2: *There is no significant difference on the impact of new technologies on the younger generation with special reference to morals.*

	N	Mean	Std. Deviation	F	Sig.
A lot	12	53.1667	3.61395	1.812	.152
Some What	16	55.7500	5.25991		
Very little	20	55.4500	5.24630		
Not at all	32	57.0625	5.17399		
Total	80	55.8125	5.09180		

From the table it is evident that ANOVA test upholds the calculated p-value is 0.152, that is not significant at 5% level which indicates the similarity in fostering virtues by schools among younger generation with regard to technology.

	N	Mean	Std. Deviation	F	Sig.
Always	4	53.5000	2.38048	.914	.460
Very often	4	52.5000	4.20317		
sometimes	28	56.0357	5.50072		
Rarely	31	56.6452	5.07641		
Never	13	55.0769	4.94067		
Total	80	55.8125	5.09180		

The Anova test is performed to test significance difference in perceptions of younger generation with regard to impact of technology. It was found that the calculated p-value is 0.460, which is not significant at 5% level. The mean values are same as the *schools foster good virtues of* technology among younger generation. Hence, the hypothesis formulated is **accepted.**

HO3: *There is no significant difference on the impact of technology on morals among younger generation with regard to gender.*

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Total	Male	44	55.3864	5.34057	.80512
	Female	36	56.3333	4.79285	.79881

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Total	Equal variances assumed	-.826	78	.411	-.94697	1.14661	-3.22969	1.33575
	Equal variances not assumed	-.835	77.300	.406	-.94697	1.13416	-3.20523	1.31129

From the given table and the 't' test performed it is vivid the calculated p-value is 0.411, which indicates insignificant .Thus, there is no significant difference between the impact of technology and morals among younger generation with regard to gender. The hypothesis stated is ***accepted.***

6. Major Findings of the Study

1. The results of the study indicated an overwhelming sample opined that never they had a separate class on morals.
2. The study has shown good majority of the sample opted for sometimes for school fostering moral virtues among students.
3. Almost all the respondents (95.0%) with one voice articulated that the school provides internet facility.
4. It was also found that good majority of the sample (40.0%) confessed that their parents never spend sufficient time with them.
5. It was also revealed that a good majority of the sample (38.8%) came out openly for the use of technology leads to arguments at home.
6. The majority of the sample opined that the moral classes were conducted twice a week..
7. .It was found there is no significant difference on the impact of new technologies on the younger generation with special reference to morals.
8. The results indicated there is no significant difference between the impact of technology and morals among younger generation with regard to gender.

7. Conclusion

Today younger generation is growing up knowing that their lives are mediated by technology. At the same time, the erosion of moral values in our society has become a regular phenomenon. Technology increases efficiency and productivity. Excessive use of technology not only generates disorders but it can sometimes be distressing and disabling. Morals are influenced by family, society, culture and social values etc . Parents have a significant role in modelling healthy behaviours and habits. They have more influence over how technology is introduced and used in the home as well as in educational institutions. Globally the technology will inevitably generate a wide variety of academic, social, and moral or ethical problems. Legal laws are needed to address such problems so that morals and technology can be used for the benefit of younger generation. Future research can focus on the impact of morals on intellectual property rights, artificial intelligence and user privacy behavior in academics.

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