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A STUDY OF MORAL VALUES IN SECONDARY SCHOOL STUDENTS IN RELATION WITH THEIR GENDER AND LOCALITY

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ABSTRACT

In modern society it is seen that there is a decline in moral values among people. As the young grows up, they are faced with confusions, delays and discontinuities. Adolescents in particular are uncertain about themselves. In this age their values are being set by their environment in which they are living. Morals are guiding principles in a person's life to choose right and wrong. Parents and society play an important role to build the characters of young ones by setting examples. Education also plays an important role in inculcating moral values in children and building their personality. It has been felt that the present system of education has been brought into our country by an alien empirical Government, for its own purposes. This system has produced more conventional degrees and diplomas over the past hundred and sixty years. Indian values undoubtedly have undergone many modifications and shifting, people have been applying the values according to their suitability and convenience. The young generations of the country seem to have no faith in the old established moral and cultural values. So the investigator felt the need to conduct a study to estimate the level of moral values particularly among high school and junior college students. The study may help to find the level of values in students according to some variables. Also, may suggest educational implications to implant value education through school education in children.

Keywords: Moral values, Gender, Locality

Introduction

In modern society it is seen that there is a decline in moral values among masses. As the young grows up, they are faced with confusions, delays and discontinuities. Adolescents in particular are uncertain about themselves. Some are in conflict with themselves, confused and insecure. Students are the future of India. The future of our country depends upon the moral values imparted to them during their student life. Moral lessons should be properly implemented among students in school and colleges.

Everyone knows that life is precious – life is important. We all protect our life because we care for it more than anything else. If life is so important, the values of life are even more important. Morals are guiding principles, or standards of behaviour which are regarded as desirable, important by a particular society in which a person lives. The moral values guide our interactions with others, with our friends and family, in our businesses and professional behaviour. Our values and morals are a reflection of our spirituality; our character. They are what we hope to model for our children and the children around us, because children do watch us as they develop their own sense of right and wrong.

Theoretical Background

As we seek to refine and reform today's system of education, we would do well to ask, "What is education?" In broad terms, Educational Goals are statements that describe the competences, skills, and attributes that students should possess upon completion of a course or program.

The primary goals of education are to enable each and every individual to be aware of the capabilities and to develop them to the maximum extent. Education is able to develop a sense of maturity and responsibility in the child by bringing the desired changes according to the needs and demands of continuously changing society as an integral part.

At the ground level, the aim of education is not just to provide degrees but in the true sense to provide the real power of making a distinction between good and bad, life and death, right and wrong.

Thus a value based education indicates the existence of a universal order. The aim of value education is to recover the belief that there is a transcendent unchanging moral order and restore it once more to a central place during the educational process.

According to the Secondary **education commission (1952-53)** popularly known as **Mudaliar Commission**, Home, School, and Community play a significant role in moral instruction and moral development of the students.

Statement of problem

In recent times, our education could not focus on the effective dimensions of personality. When, it is thought for developing values among our children, emphasis on the effective objectives of education i.e. the development of the social, moral, aesthetic and spiritual sides of personality. Education has to integrate all the dimensions of an individual's personality by developing human values in relation to the set standards of the society and its culture.

Moral education is a process of developing the child's knowledge, skills, attitude, values and behaviour patterns that society considers desirable to have, both as an individual and as a member of the society. Education in independent India has undergone drastic changes but at the same time education could not pay expected concern on the effective aspect of learners, i.e. overall development of personality of a learner.

The most important recommendations regarding value education were made by the Indian **Education Commission (1964-66)**. "The first and the most important goal of the national pattern is development of fundamental social moral and spiritual values". The Commission further recommended that apart from Education such values should be made an integral part of school programmes.

The present system of Education has been brought into our country by an alien empirical Government, for its own purposes. This system has produced more conventional degrees and diplomas over the past hundred and sixty years.

This system has been dividing our society into two classes – The educated elite and the uneducated masses, the powerful and the powerless.

If it is analyzed, at each stage of history including the present, morals are given utmost importance and it is our responsibility to safeguard the values. Hence education either formally or informally should facilitate to take right decision making. Many of the traditional values now seem to be irrelevant and unsound in the modern context. Such values are either dropped or reinterpreted in acceptable forms. Some of the new values need to be assimilated, while compromising with the old. Still many of the traditional values are vital as well as the modern values. Modern technology is another factor that influences the value system of our society. As a result, even the human values are degrading day by day.

Need of the Study

Indian values undoubtedly have undergone many modifications and shifting, people have been applying the values according to their suitability and convenience. The young generations of the country seem to have no faith in the old established moral and cultural values; their mind-sets are structured in such a way that praises only the western values. Adolescence can be a time of both disorientation and discovery. This transitional period can bring up issues of independence and self-identity; many adolescents and their peers face tough choices regarding schoolwork, sexuality, drugs, alcohol, and social life. Peer groups, romantic interests, and appearance tend to naturally increase in importance for some time during a teen's journey toward adulthood. As a result, they have disturbed mind with regard to their judgments. So adolescents are in confusion and chaotic situations with regard to their moral values. This is the crucial period where right judgment is needed.

The **National Curriculum Framework** for School Education, brought out by NCERT in November 2000 has put considerable emphasis on value development through education throughout the schooling years right from elementary stage to higher secondary stage.

The adolescent stage, being most impressionable in life, deserves consideration for this purpose. Adolescence typically describes the years between ages 13 and 19 and can be considered the transitional stage from childhood to adulthood. The children at this stage are most receptive and rely considerably on their textbooks and teachers. Above all adolescent stage is the base on which later years and expressions are dependent. Adolescence can be a time of both disorientation and discovery.

The role of home, school, and society cannot be neglected in the degradation of values. Definitely, the living styles of parents leave deep impressions in the minds of children. Usually every child imitates the virtues and vices of parents.

So the investigator felt the need to conduct a study to estimate the level of moral values particularly among high school and junior college students since their values are at the changing stage due to exposure of these students to the public sphere.

Objectives of the Study

Keeping the above studies and findings in mind, the following objectives are considered for the present study.

1. To study the moral values in secondary school students in relation to their gender.
2. To study the moral values in male secondary school students in relation to their locality.
3. To study the moral values in female secondary school students in relation to their locality.

Hypotheses formulated for the Study

The following null hypotheses were formulated for the present investigation based on the variables considered for the study.

1. There is no significant difference between male and female students towards their moral values.
2. There is no significant difference between male and female students of urban locality.
3. There is no significant difference between male and female students of rural locality towards their moral values.

Methodology

In present study, students of C.B.S.E. affiliated schools of Meerut District constituted the population. Sample is the representation of the population on which the study is carried out. For the present study, 100 subjects were included. The total sample consists of 50 boys and 50 girls. From 50 boys 25 male students are from urban areas and 25 male students are from rural areas. Same is done for female students, 25 female students are from urban areas and 25 female students are from rural areas. Boys and girls had been taken from class 9th and 10th. Thus, the sampling procedure adopted was stratified random sampling technique.

Tool of investigation

The tool used by the investigator is the Moral Value Scale developed by the researcher. The tool consists of 20 situations and for each situation, 5 alternative possibilities were given. The student is asked to give one correct option from the given alternatives. These alternatives were arranged from ideal situation to least ideal situation, which is kept unaware of the respondent. Based on the alternative given by the students 5, 4, 3, 2, 1 weightages were assigned ranging from ideal to least ideal option. Thus, the total of the entire tool ranges from 100 to 20. The data thus collected were scored, analyzed and interpreted by calculating the appropriate statistical techniques like mean, standard deviation and t-test. The

variable wise analysis is presented in the successive chapter and the respective totals were calculated.

Variables included in the study

- a) **Gender of the individual:** Sex has greater influence on value formation and value implementation. Boys and girls vary in their values. The individual as well as the society also visualizes like that so gender is included as a variable in this study.

- b) **Locality:** Locality can be defined as an area or neighborhood, especially as regarded as a place occupied by certain people or as the scene of particular activities. The locality can be broadly distinguished between urban and rural areas. Thus, researcher takes locality as a variable in the present piece of research. Here locality refers to the family environment of a child's upbringing. Whether a child is growing in an urban area environment or a rural area environment. So locality of residence is considered as a variable in the present piece of research.

- c) **Moral Values:** In this study, the moral value of the adolescent student is considered as a dependent variable. Accordingly the moral value of the individual may differ. So this is included in the study.

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Findings of the Study

Table 1

Significance of difference between Means of the Sub-samples of secondary students in Respect with their Moral Values in relation with their Gender and Locality

S.No.	Variable/Sub-sample		N	Mean	S.D.	't' value	Significance at .05 and .01 level
1	Entire sample		100				
2	Gender	Female	50	66.7	2.231	1.203	Not significant
		Male	50	66.1	2.733		
3	Locality	Urban Boys	25	65.3	2.151	3.471	Significant
		Rural Boys	25	66.9	0.828		
		Urban Girls	25	65.7	1.718	2.929	Significant
		Rural Girls	25	66.9	1.116		

After the statistical treatment of the data on moral values of the student, the following are the findings arrived at

1. There is no statistically significant difference between male and female students. However when the mean scores are compared, female students have more moral values than the male students.

2. When the mean scores are observed, the students belonging to urban and rural locality, urban students have less moral values. In this analysis, significant differences are observed between rural and urban students. This shows that the variable locality of a family has partial influence on their moral values.

Conclusions

On the basis of the findings of the study, the following conclusions can be drawn.

1. The present study has shown that there is no significant difference in moral values of male and female students. Hence it can be concluded that gender has no influence on moral values of students. This appears to be a positive sign for the development of society. Our education is also overcoming the gender bias in schools through revamping its curriculum and its activities. The moral conduct in schools does not show any gender difference.
2. There is a significant difference between rural and urban students regarding their moral values. This indicates that the variable locality has an influence on moral values.

Educational Implications: Discussion

A number of psychologists like Piaget, Kohlberg, Loevinger, Freud, Durkheim and others have studied extensively the problem of moral values among children and hence the student's potential upholders are already available to the teachers. But what is to be done is that the teachers have to take up the responsibility of providing moral instructions to the children, so that they can sharpen their sense of discrimination.

The findings of the present research have raised some important questions related to the educational needs of the children with special reference to their moral development. Such as:

1. The children have certain moral stages namely good and bad, obedience

and punishment before entering school age. There seems to be an immediate need to develop other stages of Kohlberg moral development, through certain specific programs to inculcate them among the students.

2. There is a need to develop specific curriculum for inculcation of values for different grades of schooling, or within the school subjects, it should be placed.
3. At present the system of education, forgets its main task in fostering the development of a whole personality among students because of a sense of insecurity among the students. Hence in every school the guidance and counseling centres are opened to mould the student's personality within the current techniques so that they can have a stable mind.
4. Certain specific theme training programs were conducted to teachers at both levels (Elementary and Secondary). So that teachers can directly take-up responsibility in providing moral education to their students.

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