MORAL VALUES: A REFLECTIVE ANALYSIS AMONG SECONDARY SCHOOL STUDENTS

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Abstract – *The curriculum has designed for wholesome development of students.But education system facing problems with regard to moral values.The current yound generation following task like lying, stealing,dishonesty etc. The present study focus on 'moral values' of secondary students. Result:1.The study reveals that the kannada and english secondary school students does not differ significantly with respect to moral values and its dimensions (t=.956, p>0.05) at 0.05% level of significance. Hence, the null hypothesis is accepted. It means that, the Kannada and English secondary school students have similar moral value scores.2.It is observed that as per above table the kannada and English secondary school students does not differ significantly with respect to honesty value scores (t=1.723, p>0.05), at 0.05 % level of significance 3.The study reveals that the secondary school students differ in truthfullness' value (t=2.532, p<0.05), at 0.05% level of significance. Hence, the null hypothesis is rejected . It means that, the kannada and english secondary schools students shown different opinion about truthfulness. The English medium students shown better performance in telling truth to their elders as compare to kannada medium students. The study concluded with the moral values need to be catered at grass root level means at primary level only.The parents and teachers held responsible for any circumstances with regard to moral and immoral activities.*

Key words: Awareness,Express,Honesty, Kindness, Respectfull, Truthfull,

1.INTRODUCTION

In modern world students have mastering academics with innovative learning methods. Even teachers applying new method in their class to clear concept.The students learn many moral values from their teachers, parents and community But they may fail in applying those values. There may be mismatch in teacher performing moral values or parent performing moral values that they may give valued truthful statement or advice but in front of students may fail to perform. So this always creates dilemma among student which is right or wrong.the present study focus on the concept 'moral values- how secondary students apply in day to day life.

2.REVIEWS

1.The topic 'A Study Of Moral Values Among High School Students'studied by Sangrila Basumatary Research Scholar, Department Of Education, Gauhati University2020 IJCRT | Volume 8, Issue 5 May 2020 | ISSN: 2320-28820.ABSTARCT: The future of any country depends on the overall development of its students. Moral development is one such aspect of this development. Holistic development of an individual is incomplete if moral values are neglected. Moral values play an important role in shaping personality of child. The present study was conducted to assess the moral values among high school students. Total 120 high school students are selected randomly by applying simple random sampling technique from two government and two private high schools located in Kokrajhar town area for this survey study. For assessment of moral values among high school students Moral Value Scale (MVS) developed by Dr. Alpana Sen Gupta and Prf. Arun Kumar Singh was used. Results of the study revealed that there is significant difference between moral values of government and private school students and in relation to their gender.

2. The study undertaken by Vaishnavi. R. Kanzal1 *, Subikshalakshmi. G2 , Lopamudra Goswami3.1 Associate Counsellor at Cytecare Cancer Hospitals, Bangalore, India 2 Ex – student of Montfort College, Bangalore, India 3 Assistant Professor, Montfort College, Karnataka, India. on'Moral Education: Current Values in Students and Teachers' Effectiveness in Inculcating Moral Values in Students' The International Journal of Indian Psychology ISSN 2348-5396 (e) | ISSN: 2349-3429 (p) Volume 4, Issue 1, No. 81, DIP: 18.01.138/20160401 ISBN: 978-1-365-59365-9

http://www.ijip.in | October-December, 2016 © 2016. The objective of this study was about the formation in moral values at the mid-superior level (11- 18 years old). The study was based on a documental analysis and the opinions provided by few international organizations in the field of education. The result emphasized on the inclusion of formation in moral values by the transversal axis and the integrated curriculum. (Martinez, B., Jose, J., Arganis, L., Maritza, J., 2013).

3.OBJECTIVES

1.To study the secondary students life style with regard to moral values.

2.To study the kannada and english secondary students life style with regard to value of honesty.

3.To study the kannada and english medium secondary students life style with regard to value of truthfulness.

4.To study the kannada and english medium secondary students life style with regard to value of respecting others.

5.To study the kannada and english medium secondary students life style with regard to value of kindness.

4.HYPOTHESES

1.There is no significant difference between kannada and English medium with regard to their whole moral values among secondary school students

2.There is no There is no significant difference between kannada and english medium with respect to honesty value among secondary school students

3. There is no There is no significant difference between kannada and english medium with respect to truthfulness value among secondary school students

4.There is no There is no significant difference between kannada and english medium with regard to respectful value among secondary school students

5. There is no There is no significant difference between kannada and english medium with regard to kindness value among secondary school students.

5.METHODOLOGY

A. Data collection:

a.Research Tool: The research tool on'Moral Value Scale' constructed under five level standardization process.this process followed in kannada and english language.The whole items were constructed on application of mode of moral values in their current day to day life. At first level 600 items were prepared and verified with experts and second level only four hundred items given to academicians and heads.The third level experts in subject and mastered in

moral value classes were given one hundred and fifty items.These one hundred and fifty items verified only seventy items finalized.At fifth level these items verified by subject experts of group of five.only fourty items.The fourty items(40)finalized with four indicators.The MVS followed by likert five point scale. The internal consistency checked.The reliability checked with Chronbatch alfa methos0.8.

b. Sampling and statistics: Among all students population only 8th and 9th standard students studying at secondary schools of kalburgi, koppal, Belagavi,Vijayapura districts,Karnataka,India are acted as samples. The study comprised only four hundred students who were studying in kannada and English medium schools.From each district hundred samples were considered for study. The stastical calculations Mean SD and t-test applied to compute data.

c. Data Collection: The researcher visited to secondary schools with prior permission of authorities. At kannada medium secondary schools kannada MVS has given. The students were given clear instructions about responding procedure. The freedom of student was respected that only interested students considered for study. The assurance given that these data used only research purpose. To respond to forty items students were taken one hour time.The data was collected in english medium schools also.The English medium MVS has given to students.The class teachers of each schools were cooperated to collect data.the researcher visited at koppal one cbse English medium fifty samples and one kannada medium fifty samples collected. The students shown positive gesture toward research work and hundred samples were collected.At belagavi also one english and one kannada medium schools visited by researcher. The kannada medium students were distributed MVS.The kannada medium fifty samples and English medium fifty sample were collected. At vijayapur also one kannada andone English medium schools were visited by researcher and fifty kannada medium and fifty English medium total hundred samples were collected.At Gulbarga also fity from kannada medium school and fifty from English medium school data was collected by researchers.

B. Data analysis:

Table No.1. Results of t-test between Kannada and English

Medium secondary school students with respect to their

Moral values and its dimensions.

Variables	Medium	Mean	SD	t-value	p-value	Signi
Moral Values	Kannada	69.7262	9.02588	.956	.329	NS
	English	70.5524	9.84728			
Honesty	Kannada	175.7460	27.21317	1.723	.085	NS
	English	179.9879	27.52334			
Truthfullness	Kannada	164.9683	10.26225	2.530	.012	S
	English	166.9960	7.31617			
Respectful	Kannada	56.4087	18.29254	.520	.983	NS
	English	56.3790	15.17968			
Kindness	Kannada	46.8690	7.03398	.552	.673	NS
	English	47.2056	6.33176			

1.The study reveals that the kannada and english secondary school students does not differ significantly with respect to moral values and its dimensions (t=.956, p>0.05) at 0.05% level of significance. Hence, the null hypothesis is accepted. It means that, the Kannada and English secondary school students have similar moral value scores.

2.It is observed that as per above table the kannada and English secondary school students does not differ significantly with respect to honesty value scores (t=1.723, p>0.05), at 0.05 % level of significance

3.The study reveals that the secondary school students differ in truthfullness' value (t=2.532, p<0.05), at 0.05% level of significance. Hence, the null hypothesis is rejected . It means that, the kannada and english secondary schools students shown different opinion about truthfulness. The English medium students shown better performance in

telling truth to their elders as compare to kannada medium students.

4. It is observed that respectful (t=520 p>0.05) , at 0.05 level of significance. Hence the null hypothesis is accepted. The alternative hypothesis is rejected. It means that kannada and engligh medium students does not differ on the area 'respectful' value. Both medium students respect elders.

5.The study says that Kindness value (t=552,p<0.05), at 0.05 level of significance. Hence the null hypothesis is accepted. The alternative hypothesis is rejected. It means that kannada and engligh medium students does not differ on the area 'kindness'.Both kannada and English medium students were kind towards their friends and poor people.

6.DISCUSSION AND INTEPRETATION

1.The study reveals that the kannada and english secondary school students does not differ significantly with respect to moral values and its dimensions (t=.956, p>0.05) at 0.05% level of significance. Hence, the null hypothesis is accepted. It means that, the Kannada and English secondary school students have similar moral value scores.the honesty and truthfulness scores are same among kannada and english medium schools students.On the score of 'respectful 'and 'kindness' also they follow in day to day life on need base. Both medium students expressed same opinion.

2.It is observed that as per above table the kannada and English secondary school students does not differ significantly with respect to honesty value scores (t=1.723, p>0.05), at 0.05 % level of significance.The kannada medium and English medium students responded well. The same answers received.But still there is an urgent need of spreading awareness about honesty value. Many time parents andteachers fail to perform honestly infront of their children.

3.The study reveals that the secondary school students differ in truthfullness' value (t=2.532, p<0.05), at 0.05% level of significance. Hence, the null hypothesis is rejected . It means that, the kannada and english secondary schools students shown different opinion about truthfulness. The English

medium students shown better performance in telling truth to their elders as compare to kannada medium students. This is supported by the study of Vaishnavi. R. Kanzal1 *, Subikshalakshmi(2016) ."When values are taught at a tender age, they remain with then forever. Classroom is only used for discussion, but the values we teach are in fact experimented outside class. The bottomline is that apart from academics, children need values." says Mayank, founder of Val-Ed.Schools are currently encouraging val-ed (value education) classes, to the students where students discuss the unique positive qualities of mythological characters. From Mahabharata to current day scenario, the students discuss various issues related to life. Val-Ed is a social enterprise, which aims at teaching values to schoolchildren. It was launched in August 2013 by Mayank Solanki and has collaborated with several colleges and schools in Bengaluru and Belagavi. The classes include story telling, watching videos and discussions to help students develop elocution skills, confidence and interactive skills.This method of teaching values has also helped children deal with matters at home and some parents have pointed at positive behavioural changes in their children. (Rao S, 2016).

4. It is observed that respectful (t=520 p>0.05) , at 0.05 level of significance. Hence the null hypothesis is accepted. The alternative hypothesis is rejected. It means that kannada and engligh medium students does not differ on the area 'respectful' value. Both medium students respect elders.They expressed the respectfull value is live vice-versa if somebody respect them in return they respect.But this view morally decline the cultural value so that teacher and parents should be role model infront of children.The elderly and old people must be always respected even through they yell at people.But attitude of secondary school students was different.Its high time to change this attitude with strong respectfull attitude.

5.The study says that Kindness value (t=552,p<0.05), at 0.05 level of significance. Hence the null hypothesis is accepted. The alternative hypothesis is rejected. It means

that kannada and engligh medium students does not differ on the area 'kindness'. Both kannada and English medium students were kind towards their friends and poor people.Both the medium shown same opinion with regard to kindness. They said to item' Are you showing kindness to your friend and poor people' they agreed and expressed the view that if teacher parents performed infront of them then only they follow moral values. They opined that if teachers and parents were morally good then only they should have guts to ask us other wise,the parents and teachers and elders does not have right to ask for any mistakes of them.

7.RECOMMANDATIONS

1.The present study comprised only 8th and 9th students and only kannad and English medium also only four districts of Karnataka. India. The same study can be conducted at primary and higher level and different sectors.

2. In global educational curriculum should be designed with moral values.The teachers, parents and stakeholders and academicians ,experts, educationist must be role model to students with regard to application moral values in day to day life because students always imitates elders.

3.The moral stories, moral dramas, moral examples should be added in normal day to day teaching learning process. and can be applied honestly whatever elder say they must preech. Every time parents and teachers giving advice with regard to moral value but they were not following. If elders follow moral values, definitely students follow with belief.

8.CONCLUSION

The moral values need to be catered at grass root level means at primary level only.The parents and teachers held responsible for any circumstances with regard to moral and immoral activities. The dishonourable activities are performing by young students need to be controlled at immediate level. Apart from syllabus,academic class, the moral education, moral classes need to be engaged by teachers or all educational institutions and government and ngo's need to be sensitize about morality.   Not only

academics but also life leading skills with moral values need

to be taught to our youths.

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