



# Attitude Of 8<sup>th</sup> Class Students Towards Ethics And Moral Values.

Dr. K.Udaya Kiran Rani

Associate Professor, A.L. College of Education, Guntur , Cell:9908076420

## Abstract:

Education is the most important factor, which trains students towards social practices and moral ethics. Values are rules from which we make our personal decisions about what is right and what is wrong, good or bad. Values help direct us to what is more important and past what is less important. This helps guide us when making decisions. The moral nature of children is based on imitation. They are good observers and follow others. Many external and internal factors may also affect children personality. Personality traits and many other psychological factors deeply influence their moral reasoning skills. In the presence of morality, their decisions will be in a proper flow, which can help in maintaining healthy relations with society and adjust them parallel to societal changes. The research aims to find the attitude of school going students towards ethical goodness. Survey methodology is chosen to conduct a research. The population for the study consists of all the students studying at 8<sup>th</sup> class pupils in Guntur district. The sample size of 200 is selected through random sampling. The full paper present the need, objectives, hypotheses, findings and educational implications.

Key points: Education, moral, ethical, values

## INTRODUCTION:

Education is to make child knowledgeable but knowledge alone cannot make him a whole person to live a purposeful and effective life and to contribute for the social good. While imparting education schools and colleges naturally take into the consideration the way the student react to the stimulus provided. This reaction, receptiveness and readiness to learn are the innate qualities of the person. Not only this he is not even keen to achieve any Ideal or value, but as he grows older, he is influenced by the informal and formal agencies of education. In this way, he develops his physical, mental and emotional, self and social feelings, which develop in him gradually. By and by, he is able to develop a sense of responsibilities like his elders and solve the problems of life successfully.

John Dewey quotes, "Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities".

According to Kothari Commission (1964-66), "Education is powerful instrument of social, economic and cultural transformation".

### **Values:**

Value is a word that takes a prominent place among the few words that express intense human meaning such as life, love and work. The term value is a borrowed word from Latin "VALLERE" via old French.

### **Types of values:**

- Personal values
- Family values
- Social-cultural values
- Material values
- Spiritual value:
- Moral values

### **NCERT Scheme for Strengthening Education in moral Values:**

Values provide direction to human behaviour in all walks of life. Values are inherent in the goals of education. Education policy documents all along emphasized the role of education in promoting values.

**Education Commission (1966)** stressed upon making provision for education in social, moral and spiritual values in the school curricula.

**National Policy of Education (1986)** and its programmed of action (1992) emphasized the role of education in values in removing fanaticism, violence superstition and promoting social, cultural scientific values to make India secular, democratic and scientific nation grounded in its cultural heritage.

**The Chavan Committee Report (1999)** submitted to the Indian parliament emphasized the needed to nurture core universal values like truth, peace, love, righteous conduct, and nonviolence in students.

### **The National Curriculum Framework for School Education (2000)**

Echoed the sentiments expressed in the earlier regarding erosion of social, moral and spiritual values and suggested the integration of values in the curriculum.

**The National Curriculum Frame Work (2005)** stress that goals of education encompasses respect for human rights, justice, tolerance co-operation social responsibility and the respect for the cultural diversity in addition to a firm commitment to democracy and non violent conflict resolution.

### **MORAL AND ETHICAL VALUES:**

Moral or ethical values include values related to code of conduct honesty, integrity, discipline, duty, non-injury attention to means, self control, self-reliance, inquiry into the good, bad and ugly aspects of human behaviour.

**Uses in ethics:**

- If ethical theories are to be useful in practice, they need to affect the way human beings behave.
- Some philosophers think that ethics does do this. They argue that if a person realises that it would be morally good to do something then it would be irrational for that person not to do it.
- But human beings often behave irrationally - they follow their 'gut instinct' even when their head suggests a different course of action.
- However, ethics does provide good tools for thinking about moral issues.

**Why Study Ethics in High School?**

Given the diversity of what is defined as just or unjust in a society, teaching ethics to high school students is often based on how to determine if situations violate ethical standards and what to do when a violation occurs, rather than swaying student opinions as to what is right or wrong.

Students develop many skills as a result of studying ethics in high school. This study gives students the opportunity to explore and evaluate different opinions and compare them to their own. It promotes critical thought, which is beneficial to practice before making any decision. Critically thinking about situations also can prevent students from blindly following others without considering alternative options.

Teaching ethics provides a way for students to engage in intellectual discussions, improve moral reasoning, and explore the answers to meaningful questions about life. Sharing personal thoughts or opinions about ethical issues can build confidence in students and teaches them that their beliefs about problems in society are important.

**Need and Significance of the study:**

The education, which has the development of values, values are moralities as the main aim is called value education. The present existing society needs the value education because the value crisis had arisen. Man became mechanical lost good relations with the fellow man. He became selfish and corrupted. He lost his moral value and learned to deceive. He deceiving Devine qualities like love, kind, sympathy, morality, tenderness, truthfulness, cooperation and developed devilish qualities like cheating , deceiving, robbing, murdering and corrupting. So the need existed for the Moral Value Education.

Education is knowledge based but not value implemented now a days. So education should fulfill aims and at the same time inculcate values. Even highly educated person is not recognizing the requirements of the society (values) at the lowest level. Because he is not exposed deliberately and systematically. Students are influenced by peer groups, parents, teachers and they learn certain values in an informal way. But the single largest influence on the student is the educational curriculum. Therefore the curricular requirements of the school should aim at not only imparting knowledge and language information but also a judicious combination of values that have a bearing on the future life of the students.

Ethics and morals are often associated with religion, but schools can also provide important lessons in ethical thinking and action. There's a big fear out there that somehow teaching ethics in school will seep into students a particular religious viewpoint. "But ethics must be taught and are being taught in school. It's impossible not to teach ethics in a school."

**Syarif Moeis (2014)** studied on Development of students socio-cultural values through Wayans golek as a learning source in social studies. **Dr. Neena Aneja (2013)** studied that the Importance of Value Education in the Present Education System & Role of Teacher. **Akanksha Srivastava (2013)** studied on value education ; past and present.

### Statement of the problem:

In order to find out Attitude of 8<sup>th</sup> class students towards ethical and moral values and also to find out the influence of that variables such as gender of pupils, place of residence, and type of school, in the development of moral values among pupils.

### Objectives of the study:

- 1.To find out Attitude of 8<sup>th</sup> class students towards ethical and moral values.
2. To find out the influence of the following variables on the Attitude of 9<sup>th</sup> class students towards ethical and moral values.

- a) Gender : boy/ girl  
b) Locality : Rural/ Urban

### Hypotheses of the study:

1. There will be no significant difference between boy and girls ethical and moral values..
2. There will be no significant difference between rural and urban school students on their ethical and moral values.

### Method of the study:

The present study falls under normative survey method.

### Scope and De-limitation of the Study:

1. This study is limited to Guntur District only.
2. The study is limited to 200 8<sup>th</sup> class students only.

### Sample and Sampling:

A random sample of 200 8<sup>th</sup> class students were selected from different schools in Guntur district .

### Tool of the Study:

The tool used in this study is a 5statements on The morals and ethics among secondary school students” constructed by researcher.

**Table different areas and question number**

S.No	Type of questions	Question numbers	Number of question
1	Honesty	1-9	9
2	Truth	10 to 17	8
3.	Non violence	18 to 25	8
4.	Brotherhood	26to 30	5

### Scoring Criteria:

The researcher has chosen three point scale consisting of 3 alternatives mainly agree /undecided/ Disagree.

**Reliability:**

Reliability was calculated by using Cronbach's formula Psychometrica, Vol 65, No.3, (P no. 271-280) which has internal consistency. Which has got internal coefficient contending. The reliability was found to be 0.61 which indicates the questionnaire was reliable and validity.

**Statistical Techniques to be used :**

- Mean, SD, % of mean 't' values were calculated.

**Objective:** To find out Attitude of 8<sup>th</sup> class students towards ethical and moral values

**Table 1** showing the Mean, S.D., Percentage of Mean, 1/5<sup>th</sup> of mean of whole sample

Total	Mean	S.D	% of mean	1/5 <sup>th</sup> of mean
200	34.64	4.73	61.06	6.928

**Interpretation:**

It is interpreted that the SD is focused to be 4.73 which is less than 1/5 of mean value is 6.928. It shows that the sample of 8<sup>th</sup> class students is homogeneous in their morals and ethics. 8<sup>th</sup> class students attitude on ethical and moral values is above average i.e. nearly 61.06%.

Hypothesis-1: There will be no significant difference between boy and girls ethical and moral values.

**Table -2 Mean, SD, 't' value of boys and girls**

Variable	N	Mean	% of mean	SD	't' value
Boys	100	32.40	76.33	4.02	1.13NS
Girls	100	33.13	75.62	5.16	

NS = Not significant at 0.05 level

**Interpretation:**

The calculated t-value 1.13 is less than the table value 1.97 at 0.05 level of significance. There is no significant difference between the boys and girls morals and ethics. Hence the hypothesis is accepted.

**Hypothesis -2.** There will be no significant difference between rural and urban school students on their ethical and moral values.

**Table -3 Mean, SD, 't' value of Rural and urban students**

Variable	N	Mean	% of mean	SD	't' value
Rural	100	33.64	75.91	4.56	2.42*
Urban	100	31.64	75.91	5.02	

\*= Significant at 0.05 level

**Interpretation:**

The calculated t-value 2.42 is more than the table value 1.97 at 0.05 level of significance. There is significant difference between the rural and urban 8<sup>th</sup> standard pupils on their morals and ethics. Hence the hypothesis is rejected.

**Findings:**

- 61.06% of 8<sup>th</sup> class students attitude on ethical and moral values.
- The variable gender has no significant influence on the attitude of ethical and moral values of 8<sup>th</sup> class students.
- The variable locality has significant influence on the attitude of ethical and moral values of 8<sup>th</sup> class students..

**Educational Implications of the Study :**

- This study helps to know the role of teacher in developing moral values among the pupils.
- It should be pupils to develop moral values from their teacher.
- It should be discriminate good and bad in the society by the pupil.

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