



“A Study Of Morals And Ethics Among 9th Standard Students At Jangoan District”

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Introduction:

“To succeed in your mission you must have single minded devotion to your goal”

-Dr. A.P.J.Abdul Kalam

Carl Rogers says that “values are the tendency of any living beings to show preference, in their beings to show preference, in their actions for one kind of object or object rather than another (the infant) prefers something and experiences, and rejects others we can infer from studying his behaviour that he prefers those experiences which maintain, enhance or actualize his organism and rejects those which do not serve this end” (Freedom to learn, Carl Rogers).

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

NCERT Scheme for Strengthening Education in moral Values:

Values provide direction to human behavior 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 form commitment to democracy and non-violent conflict resolution.

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.

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.

Education is knowledge based but not value implemented now a day. 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."

Now the present responsibility lies mostly with the school, society, parents, teachers and students regarding the implementation of moral value of education.

Hence, the investigator would like to take up a systematic study on the above mentioned aspects of the research. The present study is intended to give inside into the morals and ethics among 9th standard pupils. .

Dr. Memoona Saeed Lodhi (2014) studied that the **Attitude of Students towards Ethical and Moral Values in Karachi, Pakistan** they main findings Majority of the respondents are positive on greater part of the items of Ethical Identity Scale.

Objectives of the study:

1. To find out morals and ethics among 9th standard pupils.
2. To find out the morals and ethics among 9th standard pupils with respect to the following areas.
 - a) Honesty
 - b). Truth
 - c) Non violence
 - d). Brother Hood
2. To find out the influence of the following variables on the morals and ethics among 9th standard pupils.
 - a) Gender : boy/ girl
 - b) Locality : Rural/ Urban
 - c) Type of Institute : Govt. / Private .

Hypotheses of the study:

1. There will be no significant difference between boy and girls morals and ethics of education.
2. There will be no significant difference between rural and urban school students on their morals and ethics of education..
3. There will be no significant difference between private and government school students on their morals and ethics of education.

Method of the study:

The present study is used normative survey method.

Scope of the study:

The scope of the study is 9th standard pupils in Jangoan district. The scope of the present study is the influence of Gender, Residence, Type of institute, medium of instructions. Also the scope of the study covers the Honesty, truth, Non-violence and brotherhood.

De-limitation of the Study:

This study is limited to 200 9th standard pupils in Jangoan District only.

Sample and Sampling:

A random sample of 200 9th standard pupils were selected from different schools in Jangoan district.

Tool of the Study:

A 30 statements are prepared by the investigator with the help of books, journals and articles.

Scoring Criteria:

The researcher has chosen three point scale consisting of 3 alternatives mainly Agree /Undecided/ Disagree. The scoring of the chosen alternative response of the questions was done in the following manners.

For	Agree - 2 marks
	Undecided - 1 marks
	Disagree - 0 mark

Reliability:

Reliability was calculated by using Cronbach's formula Psychometrica, Vol 65, No.3, (P no. 271-280) which has internal consistency.

The reliability was found to be 0.64 which indicates the questionnaire was reliable.

Statistical Techniques to be used

S.D., Mean and % of mean and 't' value are calculated.

Data analysis and interpretation:

Objective: To find out morals and ethics among 9th standard pupils.

Table -1 showing the Mean, S.D., Percentage of Mean, 1/5th of mean of whole sample

Total	Mean	S.D	% of mean	1/5 th of mean
200	36.64	4.73	61.06	7.328

Interpretation:

It is interpreted that the SD is focused to be 4.73 which is less than 1/5 of mean value is 7.328. It shows that the sample of 9th standard pupils is homogeneous in their morals and ethics. 9th standard pupil opinion on morals and ethics is above average i.e. nearly 61.06%.

Objective2:- To find out the morals and ethics among 9th standard pupils with respect to the following areas.

a) Honesty b). Truth, c) Non-violence, d). Brotherhood

Table 2. Table shows mean, SD, % of mean of each area

Area	Mean	SD	% of mean	Order of merit
Honesty	10.76	1.47	59.77	I
Truth	6.28	0.34	59.25	IV
Non-Violence	8.35	1.35	52.18	III
Brotherhood	5.32	0.36	53.12	II

Finding:

The area of honesty of 9th standard pupils t's morals and ethics is above average. The next area brotherhood is average i.e. 53%, and the area non-violence is also average i.e. 52.18% and lastly truth is low i.e. 59.25% respectively.

Hypothesis-1: .There will be no significant difference between boy and girls morals and ethics of education.

Table -3, Mean, SD, 't' value of boys and girls

Variable	N	Mean	% of mean	SD	't' value
Boys	100	34.40	76.33	4.02	1.13NS
Girls	60	35.13	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 morals and ethics of education

Table -4, Mean, SD, 't' value of Rural and urban students

Variable	N	Mean	% of mean	SD	't' value
Rural	100	35.64	75.91	4.56	2.42*
Urban	64	33.64	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 9th standard pupils on their morals and ethics. Hence the hypothesis is rejected.

Hypothesis -3 there will be no significant difference between private and government school students on their morals and ethics of education.

Table -5, Mean, SD, 't' value of Govt. and private school students

Variable	N	Mean	% of mean	SD	't' value
Govt.	100	35.64	75.91	4.87	1.01NS
Private	100	34.67	75.92	5.14	

NS= not significant at 0.05 level

Interpretation:

The calculated t-value 1.01 is less than the table value 1.97 at 0.05 level of significance. There is no significant difference between the government and private school students on their moral values. Hence the hypothesis is accepted

Major Findings:

- 9th standard pupils opinion on morals and ethics is above average i.e. nearly 61.06%.
- The area of honesty of 9th standard pupil's morals and ethics is above average. The next area brotherhood is average i.e. 53%, and the area non-violence is also average i.e. 52.18% and lastly truth is average i.e. 59.25% respectively.
- The variable gender has no significant influence on the morals and ethics of 9th standard pupils.

- The variable locality has significant influence on the morals and ethics of 9th standard pupils.
- The variable Type of institute has no influence on the morals and ethics of 9th standard pupils.

Educational Implications of the Study:

- This study helps to know the role of teacher in developing moral values among the pupils.
- This study helps to the pupils to develop moral values from their teacher.
- This study, helps to discriminate good and bad in the society by the pupil.
- This study helps to reduce violent things in the society.
- This study helps the authority to build up a good educational system.

Conclusion:

This is a unique study which aimed at finding out the extent of development of morals and ethics among 9th standard pupils. The investigator felt that the prevailing violence, terrorism, extremism and increasing rate of crime is all due to lack of moral training at school stage. Many educationalists suggested that the aims of education is developing body mind and spirit but in practice the investigation felt very little attention is paid to moral education to developing moral values and ethics.

The investigator found that there is no significant difference between boys and girls and private and Govt. Schools students on their morals and ethics. The researcher also found that there is significant difference between rural and urban secondary school students on their morals and ethics.

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