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## An Analytical Study Of Moral Values Of Senior Secondary School Students Of Jhunjhunu District

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### Abstract:

*Education is the conscious and deliberate process in which one personality acts upon another in order to modify the development of the other by the communication and manipulation of knowledge. Our system of education leads to the development of the mind, body and soul. Value education is an important part of education. By value education we refer to planned educational action aimed at the development of proper attitudes, values, emotions and character in the learners. On the other hand, value education is a process of helping the individuals to think freely and critically and act responsibly and with courage and conviction. The present study investigates moral values of senior secondary school students in relation to background variables i.e. gender and area. Random sampling procedure was used to select the sample. Eighty students studying in senior secondary schools (Academic and Vocational groups) of Jhunjhunu district of Rajasthan formed the sample. There were 40 boys and 40 girls varying in age from 16-18 years. The questionnaire relating to moral values was administered to the sample. Data were analysed by using product moment coefficient of correlation and t-test of significance for mean. The findings revealed that no significant difference of level of moral values found in urban boys and urban girls. Significant mean difference of moral values was found in boys and girls. Girls, in the present sample, possessed greater moral values as compared to boys.*

### KEYWORD:

Moral Values, Text Books, School Students.

### INTRODUCTION

Education plays a very significant role in this age of science and technology where the process of progress is faster than it was before. We are shifting from past to present. Value is an intrinsic truth. It is an essential norm and governs the moral universe of man. In academic as well as in traditional philosophy we come across widely accepted concept of values as truth, beauty and goodness that is Satyam, Shivam and Sundaram. Educational aims could be determined by education values. As are the values, so are the aims of education. Value education encompasses both its conceptual and operational dimensions and would be in keeping with our philosophical, sociological and psychological understanding of value education and value development.

A more comprehensive understanding of value education would involve critical consideration of several aspects – the general relationship between education, society and values. The objectives and scope of a programme of value education in schools and training institutions the substance and content of value education, the sources, methods and strategies of value development and the role of the teacher as a value educator. The national policy on education 1986 and the national curriculum framework for elementary and secondary education have referred to these as the 'core' elements of the national systems of education. Accordingly major core values/value themes are chosen for detailed discussions and critical analyses. These are 'our cultural heritage', 'the democratic way of life', 'social equality', 'scientific temper',

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'secularism', 'our environment', 'gender equality' social cohesion and national unity, work and population and quality of life. The purpose of the intellectual analysis of these values is to raise the consciousness of the readers in respect of the different values and sensitizing these to their full educational and social implications.

### **SIGNIFICANCE OF THE STUDY**

Education is the conscious and deliberate process in which one personality acts upon another in order to modify the development of the other by the communication and manipulation of knowledge. Our system of education leads to the development of the mind, body and soul. The ordinary system cared only for the mind. It is in this context that National Policy of Education (1986) has expressed a deep concern over the erosion of human values. This may be due to non-functioning of the existing values together with the need for commensurate new values in this time of rapid changes in the society. The modern era is an era of moral degradation. There is a lot of frustration, social and racial injustice and scarcity of educational opportunities in this country. The social and moral norms which used to be cherished in the past are now gradually fading away. The youth of today lack moral value and drifting away from spiritual ideals. The rapidly growing modern technology causes deterioration of values. This is an impediment in all-round development of a child.

The need of the present era is to inculcate moral values in students through different mediums and teacher should play a very significant role in this context. The national policy of education has felt to readjust the school curriculum for value education. There can be various activities in schools which help in developing moral values among young people but first of all the teacher himself who is a living example to his students in nurturing values by projecting himself in matters of behaviour as well as in other activities wherein he reflects his unbiased and objective attitude towards the students. The age group of 11th & 12th student in between 16-18 is the formative period of life. At this time their mind is quite mature to comprehend what is right and what is wrong. The need of the era is to inculcate moral values in students at this period. Degradation of moral values in modern society is due to lack of proper moral education and due to rise of money minded tendency in this materialistic age, it has become prime need of education to nurture values in the minds of the students. This is an impediment in all-round development of a child. The modern students are fully influenced by westernization and neglecting their own traditional values. The deterioration in all fields of life has been so eminent that we have accepted it without any resistance. Our works are limited only for the words. We are engulfed by such evils as dishonesty, corruption, insolence and irresponsibility. At the same time scholars are expected to do research in this field and accordingly. Thus, this situation inspired the researcher to work in this field.

### **FUNCTIONS OF VALUE EDUCATION**

- 1.Moral education will do physical intellectual and aesthetic development of personality.
- 2.It will inculcate a scientific temper, and democratic, moral and spiritual values.
- 3.It will develop self-confidence to innovate and face unfamiliar situations.
- 4.It may create awareness of physical, social, technological, economic and cultural environment.
- 5.It is able to foster healthy attitude to dignity of labour and hard work.
- 6.It develops a commitment to principles of secularism and social justice.
- 7.It has developed a dedication to uphold the integrity and honour, and foster the development of the country.
- 8.It is able to promote international understanding.

### **MODES OF PROMOTING VALUES**

Generally there are following modes of imparting value education. These methods explained below:

#### **Direct method of imparting value education-**

It primarily includes teacher's personality in action. The teachers themselves are the living models before their students for the values they symbolize and live. The indirect method also includes direct conveyance of values by the teacher through lectures, story-telling, value clarification, dialogue, display of good books and other education material and social service etc.

#### **Indirect method of imparting value education-**

It includes analysis of stories and situations, use of mass media, launching of project, acquainting and associating the students with the National Social Service Programme. Use of inspiring stories, use of audio visual aids, other activities like songs, extract from classics and biographies are also included in this method.

#### **The role of teacher in fostering values -**

The teacher is mainly concerned with teaching. Though there are various modes of nourishing values but the most easiest, effective and economic method of fostering values is through the text books.

#### **Text books -**

In the absence of any other instructional material the text book becomes a potent tool in the hands of the teacher to teach. Text books can fulfill various purposes like imparting knowledge, develop understanding, promoting skills, fostering attitudes and above all it also serves the purpose of discovering values enshrined in the contents of each lesson.

#### **STATEMENT OF PROBLEM**

As a whole the society is suffering ill today mainly because of crisis of values. Our present system of education lacks value education. There is erosion of social, moral, cultural, economic and political values at all levels. Value education is the need of the hour. Therefore the researcher has decided to do his research on the topic "An Analytical Study of Moral Values of Senior Secondary School Students of Jhunjhunu District".

#### **OBJECTIVES OF THE STUDY**

The investigator set forth the following objectives for the study:

- 1.To find out the level of moral values of total students of senior secondary schools.
- 2.To find out the level of moral values of total students relating to area wise.
- 3.To compare the moral values of urban boys and girls of senior secondary schools.
- 4.To compare the moral values of rural boys and girls of senior secondary schools.
- 5.To find out the level of different aspects of moral values of boys and girls.
- 6.To compare the different aspects of moral values of urban boys and girls.
- 7.To compare the different aspects of moral values of rural boys and girls.

#### **HYPOTHESES**

The following hypotheses were tested in the study:

1. There is no significance difference in moral values of boys and girls of senior secondary schools.
2. There is no significance difference in moral values of urban boys and urban girls of senior secondary schools.
3. There is no relevant difference in moral values of rural boys and rural girls of senior secondary schools.
4. There is no significant difference in different aspects of moral values of boys and girls.
5. There is no relevant difference in different dimensions of moral values of urban boys and urban girls.
6. There is no significant difference in different dimensions of moral values of rural boys and girls.

#### **TECHNICAL WORDS USED IN THE STUDY**

Analytical – A detailed examination of the structure or elements of a subject.

Study – A study is an endeavour to search and inquire into the given problem so as to acquire knowledge about the genesis, causal factors and related matters. Here, the study is a socio-ethical investigation into the moral values of 12th class students.

Moral – Here the word moral stands for the values which influence the conduct of students. Moral values as a compound word denote the mores ethics and other axiological concepts which influence human beings.

Values – “Anything that is able to satisfy our desire is termed as value or values are the beliefs or norms which a society or its members hold”.

Senior secondary students – The research is applied on those students who are studying in XII standard.

#### **METHOD, TOOLS AND TECHNIQUES**

Survey method was used in this study by the investigator. The present sample has been randomly selected from all the students, who are studying in senior secondary schools in Jhunjunu district has been constituted the population for the study. The researcher applied his survey work on 80 students of XI and XII standard who were studying in different schools. Researcher was used self made tool and formed a questionnaire containing 50 questions and collected data according to survey. It is very important to analyze the data of test for true result. Investigator arranged the table for getting maximum results. So that the moral values in boys and girls students of urban and rural area can be compared. The investigator also compared different dimensions of moral values according to the marks obtained by boys and girls.

#### **SAMPLE AND DELIMITATION OF THE STUDY**

The research is confined to following areas :

- 1.This survey in conducted on 80 students of XI and XII standard. Boys as well as girls are also included in this survey.
- 2.Area of research is English medium CBSE Schools where different students from different areas do their study.
- 3.The researcher has conducted his research on students from urban and rural area.
- 4.This research is limited for certain area and very short time and short resources.

#### **MAJOR FINDINGS**

These findings pave the way for undertaking further researches. Moreover, these findings serve as guidelines in different fields of knowledge. The findings of such studies bear much educational significance. The main findings of this research are as follows –

1. There is significant difference of moral values in boys and girls. Girls have more moral values than boys.
2. There is significant difference of moral values of boys and girls who belong to urban and rural area. The students of rural area have more moral values than students of urban area. The rural students acquired more marks in moral value survey than urban students.
3. There is no significant difference of level of moral values of rural boys and rural girls. But rural girls are leading than rural boys in marks.
4. There is no significant difference of level of moral values of urban boys and urban girls. But urban girls acquired more marks in this test than urban boys.
5. In field of patriotism boys are leading than girls and acquired higher percentage and in field of spirituality girls are at top most level.
6. By overall survey we can say that boys got very low marks in aspect of spirituality and girls are devoid of purity.
7. Urban girls acquired good marks in aspect of justice and urban boys are leading in field of charity.
8. Patriotism aspect is more in rural boys whereas rural girls are leading in spiritual aspects.

#### **SUGGESTIONS**

Some programmes of value education should be geared to the realization of the vision of the just society and the good life for the individual taking into account the ground realities of the Indian education system in contributing towards the realization of the envisioned social order. In the light of the analysis of the social context of the Indian school system, everyone should take a realistic view of the school as a training group for values. The development of values is influenced by a complex network of environmental factors-home, peer group, community, the media and the general ethos prevailing in the society. A teacher's role is very significant in this context as he is a sole person who can infuse moral values in students through different means. Teacher's personality is also very important for inculcating values in students and teacher should play a very significant role in this context. The teacher can enhance awareness of moral values and sensitivity to moral aspects of major issues and concerns of modern like poverty, illiteracy, human rights

and peace etc. Therefore the teacher should provide appropriate opportunities for students to practice and live by these values. The role of the school should be as an agent of value education range from a total skepticism to highly optimistic views reposing great confidence in teachers and education institutions as value developers.

### CONCLUSION

Value education involved working on the total personality of the individual keeping in view all aspects of personality development, intellectual, social and emotional, will and character. Inculcation of basic human values of love, truth, non-violence, co-existence, co-operation critical thinking and scientific temper should be emphasized as revealed in the new National Policy of Education (1986). The need is to awaken the students and nurture these values in their life. This is researcher's pioneering and creative work which lays emphasis on relevance of moral values in present context. The present era is of modern technology where everyone is running to follow westernization and neglecting his/her traditional values. In keeping all the reasons of degradation of moral values the research will be helpful in creating awareness in students. It is a humble endeavour of the researcher carried within limited time and resources.

### DIMENSIONS FOR FURTHER RESEARCHES

There are some suggestions for further researches in this field of survey of moral values. These suggestions are very helpful for those scholars who are interested in doing their research on this topic.

1. Analytical study of level of moral values of students of government and private schools.
2. Developing the programme for teaching values to senior secondary school through different subjects.
3. Constructing a programme of social activities performed at college level.
4. Determining the level of values such as courtesy, etiquette, goodness practicable in the behaviour of primary school students.
5. Launching a programme for augmenting moral values in students' behaviour at college level.
6. Designing an annual programme rewarding the students showing leadership in manifestation of values.

It is just rough indication of the dimensions of further researches. Inquisitive and diligent researchers are urged to proceed in the further broad domains of work pertaining of values.

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