



TOPIC: MORAL VALUES AMONG SECONDARY SCHOOL STUDENTS

Dr. Asia

M.A., M.Ed., Ph.D., Principal, K.S.R & K.R.K College of Education Tenali.

Paper Received On: 20 MAR 2025

Peer Reviewed On: 24 APRIL 2025

Published On: 01 MAY 2025

Abstract

Moral Values are the worthy ideals or principles that one follows to distinguish the right from the wrong. These ideals or virtues are considered worthy in building up the character of an individual. Moral Value refers to the good virtues such as honesty, integrity, truthfulness, compassion, helpfulness, love, respectfulness, hard-work, etc.

The present paper attempts to study the need and requirement of Moral Values of the Secondary School students who are the future of our Nation. Normative survey method was used as the methodology of this study, 200 secondary school students were selected through stratified random sampling technique. The researcher has chosen a standardized tool bar prepared by Dr. A Sen Gupta and Prof A.K.Singh (Patna) (1971), National Psychological Corporation, Agra, India to measure the Moral values of the secondary school students. For the analysis and interpretation, Mean Percentage was used as the statistical technique. From the study, it came to know that majority of the secondary schools students have average level of moral values. The study reveals that there is no significant difference between gender, locality, type of institute and medium of instruction. The difference in the level of moral values may be due to the different way of inculcation of moral values by the parents and teachers at home and school as well as keen involvement with their peers.

The full paper presents the objectives, findings and suggestions.

Key words: Moral Values, Secondary School Students

Introduction

“Education without morals is like a ship without a compass, merely wandering nowhere” - Martin Luther King.

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. Children have an immense power of observation and their feelings are deep rooted. They always observe their parents at home and their teachers in school. The

method of teaching moral values to students is Universal. It is the most important duty to the teachers. If a child misbehaves or tells lies, people blame the parents and teachers.

Children resort to lie for their personal gains. They are really clever and try to get what they want by any means. They will steal and say that they have not. To teach them that stealing or telling lie is bad will be lost labor. It is an unrealistic approach.

Thus examples of honesty and truthfulness in school and colleges are more effective than precepts or moral preaching. Students are very sensitive. They fast copy their teachers. The teachers should always behave properly and set an example. The students look at them as their ideal.

Even some students of cultured and refined families lose moral values if the school environment is not proper.

If a child observes his teachers to be truthful and honest, he shall imbibe some of their virtues, if not all. In schools the text books ought to be based on symbolic stories. Mere platform lecture by teachers on the values of truth and honesty would bear no fruit.

These days the government plans the texts of the children on these principles. In History, characters of great heroes, social reformers and prophets of truth are painted through colourful stories. These directly influence the personality of a child. They readily condemn the evil doers and the liars. They follow such allegories or parables as facts and believe them readily. Like a tender seedling that grows if it finds good soil, the minds of student get a solid base.

From the social perspective, Values based education promotes effective learning and underpins the continuous improvement of personal, social, moral and economic wellbeing. It is an investment in individual capability and self-responsibility and its product, therefore, promises significant value to society.

Need of the study

In our society, social justice is now seen as the centre of morality – “the well – being of human beings is the basis of moral action. Society and schools share a basic morality that values like responsibility, respect, trust worthiness, fairness, caring and civic virtue need to be fostered. The basic social morality includes justice, honesty and concern for others and that schools have a responsibility to develop students to fit into social and cultural life. Schools are justified in defending society’s social morals, providing this is done in an educationally sound way. All teaching involves values and that in identifying the values to

promote; schools should take into account their underlying responsibility to provide social morality students with equal access to educational opportunity while ensuring that students acquire the knowledge and skills to be productive citizens.

School is the place and the teacher is the right person to give this type of education. Hence to overcome the wrong values of life that leads to harmful to the society, as well as the individual, value education is needed. The present study is a step in this direction of understanding those factors which affects the moral values of the student. All this made the investigator to take up this study.

Title of the study

‘Moral Values among Secondary School Students’

Operational definitions of the key terms

Moral value: are the worthy ideals or principles that one follows to distinguish the right from the wrong. These ideals or virtues are considered worthy in building up the character of an individual.

Secondary School Students: They are the pupils studying between 8th class and 10th class.

Objectives of the study:

1. To assess the level of Moral values of secondary school students
2. To study the Moral values of secondary school Boys and Girls
3. To study the moral values of Rural and Urban secondary school students
4. To study the moral values of Government and Private secondary school students
5. To study the moral values of Telugu Medium and English Medium secondary school students

Hypotheses of the study:

1. There is no significant difference between the moral values of secondary school boys and girls students.
2. There is no significant difference between the moral values of rural and urban secondary school students.
3. There is no significant difference between the moral values of government and private secondary school students.
4. There is no significant difference between the moral values of Telugu and English medium secondary school students.

Method

The present study falls under normative survey method.

Scope and delimitation of the study

The study is limited to 200 secondary school students in Tenali Municipality only.

Sample of the study

A random sample of the present study is 200 secondary school students in Tenali Municipality only.

Tool of the study

In the present study the researcher have choose a standardized tool bar is prepared by Dr. A Sen Gupta and Prof A.K.Singh (Patna) (1971), National Psychological Corporation, Agra, India to measure the Moral Values of Secondary School Students.

Questionnaire

Scale for assessing Moral Values (MVS) has been specially developed for the school children in age range of 6 to 13 years. The test has been divided into four dimensions like (a) lying (b) Dishonesty 9c) Stealing (d) Cheating.

Ach dimension contained 12 items. After carrying out item analysis based upon Kelley's method. Only 36 items were finally retained. i.e., each four dimension now consisted of only 9 items. The reliability is 0.86 by test-retest method. The validity of MVS is 0.05.

The researcher has chosen 36 questions. It includes positive and negative statements. For each item two alternatives were given. They are YES, No.

Data Analysis and Interpretation**Objective-1**

To assess the level of Moral values of secondary school students

To test the validity of objective-1 the mean value of the whole sample is calculated.

Moral values of secondary school students

Sample	Sample size	Mean	Standard Deviation
Whole	200	25.36	4.48

The objective states that there are no high level moral values in secondary school students.

Moral values on gender:**Hypothesis – 1:**

There is no significance difference in between the moral values of boys and girls of secondary school students

Moral values of boys and girl students

Gender	Sample size	Mean	SD	Difference between Mean	σ SD	Critical Ratio
Boy	100	27.02	4.37	3.32	0.58	0.74
Girl	100	23.70	3.94			

As per the scores obtained in the table the mean values of boys is 27.02, girls is 23.70. Boys are having a little bit more moral values than girls. The critical ratio of boys and girls is 0.74, which is not significant t 0.05 level.

Hence the hypothesis -1 that there is no significant difference between the moral values of secondary school boys and girls can be *accepted*.

Moral values on locality**Hypothesis – 2:**

There is no significance difference in between the moral values of rural and urban secondary school students.

Moral values of rural and urban secondary school students

Localit y	Sample size	Mea n	SD	Difference between Mean	σ SD	Critical Ratio
Rural	100	24.48	4.53	4.06	0.61	0.44
Urban	100	28.54	4.26			

As per the scores obtained in the table the mean values of rural students is 24.48 and the urban students is 28.54. Urban students have more level of moral values then rural students. The critical ratio of rural and urban students is 0.44 which is not significant at 0.05 level.

Hence the hypothesis -3 that there is no significant difference between the moral values of rural and urban secondary school students can be *accepted*.

Moral values and management of the schools**Hypothesis – 3:**

There is no significance difference in between the moral values of government and private secondary school students.

Moral values of government and private secondary school students

Type of institute	Sample size	Mean	SD	Difference between Mean	σ SD	Critical Ratio
Government	100	25.16	4.62	0.18	0.62	0.45
Private	100	25.34	4.34			

As per the scores obtained in the table the mean values of government school students is 25.16 and the private school students is 25.34. Private school students have more level of moral values than government school students. The critical ratio of rural and urban students is 0.45 which is not significant at 0.05 level.

Hence the hypothesis-3 that there is no significant difference between the moral values of government and private secondary school students can be *accepted*.

Moral values and medium of instruction:**Hypothesis – 4:**

There is no significance difference in between the moral values of Telugu and English medium secondary school students.

Moral values of Telugu and English medium school student

Medium of instruction	Sample size	Mean	SD	Difference between Mean	σ SD	Critical Ratio
Telugu	100	25.73	4.42	0.82	0.62	0.16
English	100	24.91	4.52			

As per the scores obtained in the table the mean values of Telugu medium students is 25.73 and the English medium students is 24.91. Telugu medium students have more level of moral values than English medium students. The critical ratio of Telugu and English medium students is 0.16, which is not significant at 0.05 level.

Hence the hypothesis-4 that there is no significant difference between the moral values of Telugu and English medium secondary school students can be *accepted*.

Findings:

- The secondary school students are holding medium level of moral values.
- The secondary school boys and girls are having medium level or moral values without any significant difference between them and they are holding same level of moral values.

- Both rural and urban secondary school students are having medium level of moral values. There is no significant difference in the level of moral values of rural and urban secondary school students.
- The Government and private secondary school students are having medium level of moral values without any significant difference between them. Private secondary school students are with a little bit of more level of moral values than government secondary school students
- The Telugu and English medium secondary school students have medium level of moral values without any significant difference them.

Suggestions

- Teachers should observe the nature of the child at first and also his family background to educate him property.
- Teacher should be the model to development values.
- Teacher should use good teaching strategies to develop the child.
- Teacher should create good environment in the school to cultivate good relations and develop values.

Bibliography

Bull N.J. (1969) Moral Education, Routledge & Kegan Paul Ltd. Broad way House,68-74

Babu Raj (1997) A Study of Moral Judgement & some of its correlate of VII, standard students of Mysore city. Unpublished M.Ed., Dissertation, RIE, Mysore.

Clifford T., Morgan,Richard A.King, John R. Weisz,John schopler. (1986). Introduction to Psychology 7th Edition. New York.

David Krech, Richard S.Crutch field, Norman Livson, William A.Wilson, Jr.Allen Paraducci, (1982) Elements of Psychology 4th Edition Alfred A.Knopf Inc. p.665