



MORAL VALUES OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER AND BACKGROUND

DR. SHILPI GUPTA

Assistant Professor

School of Education

Phonics University, Roorkee

Abstract

The present study investigates the moral values of higher secondary school students with respect to their gender (male and female) and background (urban and rural). The sample consisted of 100 students (50 males and 50 females) selected randomly from different schools of the Haridwar district. The Moral Value inventory developed by Dr. L. N. Dubey was used to collect data. The study aimed to find whether there is any significant difference in the moral values of students based on gender and background. Research result shows that rural and urban students of higher secondary schools do not differ in moral values. But there exists a significant difference in moral values of male and female students of higher secondary schools.

Keywords: Moral values, Gender, Background, Secondary Students.

INTRODUCTION

Moral values are fundamental principles that guide human behaviour and help individuals distinguish between right and wrong. These values shape a person's character, attitudes, and actions, and play a vital role in maintaining harmony and balance in society. Moral values such as honesty, integrity, truthfulness, empathy, respect, responsibility, cooperation, and hard work are essential for personal development as well as for social well-being. In the present era of rapid social change, the importance of nurturing moral values among students has become increasingly significant. Education plays a crucial role in the development of moral and ethical values. Beyond academic instruction, schools serve as key institutions for the overall development of students. They provide opportunities for learners to acquire not only knowledge and skills but also values that influence their behaviour and decision-making. During adolescence, students are in a critical stage of personality development. Hence, it becomes essential to study their moral values and how these vary according to different demographic variables such as gender and background.

SIGNIFICANCE OF THE STUDY

Moral values are important guidelines that help individuals understand the difference between right and wrong. These values play a vital role in shaping a person's character and personality. Moral values include positive qualities such as honesty, integrity, truthfulness, kindness, respect, love, and hard work. Students represent the future of



India, and the progress of the nation largely depends on the values instilled in them during their school years. Therefore, it is essential that moral education is effectively imparted to students in schools. In view of this, the present study was undertaken to evaluate the level of moral values among higher school students.

REVIEW OF LITERATURE

Basumatary, S. (2020) conducted research on the moral values of secondary school students. For this study, 120 students studying in government and private schools in the district were selected. A standardized tool developed by Alpana Sengupta and Arun Kumar was used for data collection. The study concluded that there was a significant difference in the moral values of students studying in government and private schools.

Priya, R. (2018) studied the impact of moral values on the creativity of student teachers in B.Ed. colleges. In this research study, 200 student teachers studying in B.Ed. colleges in Muzaffarpur district were selected using a random sampling method. A significant difference was found in the creativity of student teachers with excellent and average moral values. A significant difference was also found in the creativity of student teachers with excellent and low moral values. A significant difference was also found in the creativity of student teachers with average and low moral values.

Kaur, L. (2016) conducted a study on "The Moral Values of School-Going Students in Relation to their Gender." The main objective of this research was to obtain information regarding the moral values of male and female students. For this purpose, 100 students were selected from various private schools in Muktsar district of Punjab state, comprising 50 boys and 50 girls. The Moral Value Scale developed by A.S. Gupta and A.K. Singh (2010) was used to collect the data. The analysis of the data revealed a significant lack of moral values among both male and female students.

Lodhi, et al. (2014) conducted their research on the topic "Students' Attitudes towards Ethics and Moral Values in Karachi, Pakistan." For this study, students studying in private institutions in the Karachi region were selected. The Ethical Goodness Scale developed by Narve et al. (2008) was used to collect the data. The results obtained from the data analysis indicate that school-going students are aware of their own well-being. Some students do not pay attention to their teachers and family members; the decisions of such students are heavily influenced by the external environment. Most students have an uncontrolled attitude, while some are involved in unethical activities. Approximately half of the students have not even learned about ethics in school. The results conclude that moral education should be provided to all school-going students to develop their moral values.

Following are the objectives of the present study-

- To compare moral values of higher secondary school students in relation to their gender.



- To compare moral values of higher secondary school students in relation to their background (rural and urban).

HYPOTHESIS OF THE STUDY

Following are the hypotheses of the present study-

- There exists no significant difference in moral values of higher secondary school students in relation to their gender.
- There exists no significant difference in moral values of higher secondary school students in relation to their background (rural and urban).

DELIMITATIONS

- The present study delimited to the higher secondary school students.
- This present study is confined to Haridwar District of Uttarakhand.
- The present study is confined to 100 higher secondary school students.

METHODOLOGY

The most appropriate method for the present study is descriptive. So, researcher used the survey method for the present study. This study is based on moral values of higher secondary school students in relation to their gender, background.

POPULATION

In this study, the population consists of those students who are studying in higher secondary schools of Haridwar District.

SAMPLE AND SAMPLING TECHNIQUE

For sample the present study, researcher selected 7 higher secondary schools from the Haridwar District, by using the lottery method of random sampling technique. From selected 07 schools, 14-16 students were selected from each school. therefore, total no of 100 students consists as a sample of present study. Out of 100, 50 students were taken from the urban and 50 from rural background. Out of 100 students.

TOOL USED

Tool used in the present study

For measuring the moral value of higher secondary students, the researcher used the moral value inventory which has been standardized by L. N. Dubey

STATISTICAL TECHNIQUE USED

In the present study following Statistical Techniques were used

- Mean
- Standard Deviation (SD)
- t-test

RESULT AND INTERPRETATION

Comparison Based on Gender



H01- There exists no significant difference in moral values of higher secondary school students in relation to their gender.

Table – 1 Showing the Mean, SD and ‘t’ score of moral values of male and female students of higher secondary school

Groups	N	Mean	SD	df	t	Level of sig.
Male	50	43.00	5.51	98	2.35	Sign. at 0.05
Female	50	45.44	4.84			

The table no-1 showing that the mean score of the male student is 43.00 and mean score of female students is 45.44, and the SD score of male students is 5.51, and the SD score of female students is 4.84. Our calculated value of the ‘t’ ratio was found 2.35. Our calculated t’ value is greater than to given table value. It can be interpreted that there exists a significant difference between the moral values of male and female higher secondary school students. Hence, our null hypothesis ‘there exists no significant difference in moral values of higher secondary school students in relation to gender’ is rejected, and the result shows that male and female students of higher secondary schools differ in moral values.

Comparison Based on Background

H02: There exists no significance difference in moral values of higher secondary school students in relation to their background.

Table-2 Showing the Mean, SD and ‘t’ score of moral values of rural and urban students of higher secondary school

Groups	N	Mean	SD	df	t	Level of sig.
Rural	50	42.90	5.86	98	1.79	Not Sign.
Urban	50	44.88	5.18			

The table no-2 showing that the mean score of rural students is 42.90 and mean score of urban students is 44.88, and the SD score of rural students is 5.86, and the SD score of urban students is 5.18. Our calculated value of the ‘t’ ratio was found 1.79. Our calculated t’ value is less than to given table value. It can be interpreted that there exists no significant difference between the moral values of rural and urban higher secondary school students. Hence, our null hypothesis ‘there exists no significant difference in moral values of higher secondary school students in relation to their background’ is accepted, and the result shows that rural and urban students of higher secondary schools do not differ in moral values.

FINDINGS OF STUDY

Our null hypothesis ‘there exists no significant difference in moral values of higher secondary school students in relation to their gender’ is rejected.



Our null hypothesis 'there exists no significant difference in moral values of higher secondary school students in relation to their background' is accepted

CONCLUSION

Moral values play an important role in human society and the development of human beings. Values is considered as the basis of a person to lead a good life. Therefore it is necessary to assess the moral values of students and analysis critically. This paper represents the values of two different area's students. Research result shows that rural and urban students of higher secondary schools do not differ in moral values. But there exists a significant difference in moral values of male and female students of higher secondary schools.

EDUCATION IMPLICATIONS

Values effect students' behaviour. It helps the student to become more and more liable and senseful. Value provides the right direction to understand life. The researchers analysed that for the development of values in the students, teachers should express their personality in front of the students in such a way that they become role models for them.

- Schools should integrate value education into the curriculum to strengthen moral values among all students.
- Teachers should adopt gender-inclusive moral instruction focusing on empathy, responsibility, and honesty.
- Schools should be provided with better exposure to moral development programs and activities.
- Co-curricular activities such as debates, community service, and moral story sessions should be encouraged to foster moral values.
- Instead of traditional and rote learning, value-based education should be given to the students
- Values provide us guidelines to do any work properly.
- Teachers should come forward to make people aware about the values and their future impact on the whole life.

SUGGESTION FOR FURTHER STUDY

- The present study was conducted only in the Haridwar district of Uttarakhand State. Similarly study may be conducted in other states and other parts of the country.
- The present research was conducted only on senior secondary school students. it may be extended to another educational level like primary, secondary, and college-level. It may also conduct in teachers groups.
- Due to various factors time, money and another factor the present study was conducted on a small sample for a reliable result study conducted on large sample size.

- The present study was conducted on normal students. It may be conducted on physically challenged students.

References

- 1. Basumatary S. (2020), 'A study of moral values among high school students. International Journal of Creative Research Thoughts, Vol-8, Issue-5, ISSN: 2320-2882
- 2. Dubey, S. N. (2009) Moral value inventory, Vidhya Bhartiya Prakashan
- 3. Kaur, L. (2016) Moral value among school going students in relation to their gender. International Journal of research in humanities art and literature, 6(1)127-132
- 4. Lohdi, et al. (2014). Attitude of students towards ethical and moral value in Karachi, Journal of research and method in education, 4(2)
- 5. NCERT (2020). National Curriculum Framework for School Education: Value Education Chapter. New Delhi: NCERT.
- 6. Pandey, S. (2019). Moral development and value education among adolescents. Journal of Educational Research and Extension, 57(1), 1-8.
- 7. Sharma, N. (2018). A study of moral values among secondary school students in relation to gender and background. International Journal of Education and Psychology, 6(2), 45-52.