



A STUDY ON THE ROLE OF THE TEACHERS IN DEVELOPING THE MORAL VALUES AMONG HIGH SCHOOL CHILDREN

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ABSTRACT

The present study focused on the role of the teachers in developing the moral values among high school children. The findings of this study will have implication value in designing curriculum. The type of the present research work is 'Applied Research' and uses the 'Survey Method' of research. 'Simple Random Sampling Method' adopted for sampling. The researchers developed a questionnaire for collecting the data and standardized. There is no significant difference in the opinion of male and female teachers towards the developing moral values in schools, the importance of education in relation to the development of Moral Value, Govt, teachers and private Teachers towards the measure for the effective implementations of Education in Moral values. There is a significant difference in the opinions of male and female teachers towards the need for education in moral values, the opinions of below 5 years of experience and above 5 years of experience teachers towards developing the moral values in schools. Teachers need to prepare curriculum to develop moral values among students.

Keywords: moral values, curriculum, high school students.

INTRODUCTION

Values identify a person, giving him a name, fame and a character. The most important and the central problem of modern philosophy is the theory of values. They are important because every human action is the reflection of and individual value and every human institution the outgrowth of social values.

Most development of a child, according to some, results automatically from the social life of the school. The child as a member of the group imbibes the attitudes, values and general behavior of the group and continually norm. Such adjustment to life constitutes his moral development.

CLASSIFICATION OF MORAL VALUES:

Values identify a person, giving him a name, fame and a character. Without values, one floats like a piece of

driftwood in the swirling waters of the Ganga and Yamuna.

Values are the lifeblood of a civilized human society. They are the saving grace of an educated man or woman. Hence education as the only means of inculcating right values in the heart and soul of the youth.

- i) Obedience
- ii) Truthfulness
- iii) Justice
- iv) Grace
- v) Compassion
- vi) Brotherhood
- vii) Cooperation
- viii) Social service
- ix) Honesty
- x) Good character

DEVELOPMENT OF MORAL VALUES:

The moral degeneration in the present-day life is so obvious that it does not require any clarification. Of course, the social life in outside world. Education should aim for the development of moral values in the students. Morality is the base on which character is formed and character –formation has been considered as the aim of education from times immemorial. Character is one of the chief aspects of integrated personality. Personality devoid of character may be considered to be null and void. Character is always formed on the anvil of action.

THE STATEMENT OF THE PROBLEM:

The researchers stated the problem as “A study on the role of the teachers in developing the moral values among high school children.”

NEED OF THE STUDY:

The education, which has the development of 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 values and learned to deceive. He deprived 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 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.

In the present day education system where the whole country in particular and the world in general are looking for a new world order there is certainly a need for

moral value education. In previous we have seen the importance of moral values in life and the need for value education. As rightly restated by the Kothari commission, National policy on Education 1986, and national curriculum framework for school education 2000. There is a need for inculcating values right from school age.

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

Hence this study was taken up to study the opinions of school Teachers of Sangareddy Dist. How to developing moral values among children.

OBJECTIVES OF THE STUDY:

1. To identify the distribution of preference to Moral values among high school teachers
2. To know the existing moral values in high school teachers
3. To know the influence of the moral values of the teachers on the students.
4. To develop the ways to inculcate Moral values in students.
5. To create fellow feeling and brotherhood among themselves.
6. To identify whether following variables are associated with the Developing the Moral Values among the students.
 - i) Sex
 - ii) Experience
 - iii) Management

HYPOTHESES OF THE STUDY:

1. There is no significant difference in the opinion of male and female teachers towards the developing moral values in schools.
2. There is a significant difference in the opinions of male and female teachers Towards the importance of education in relation to the development of Moral Value
3. There is a significant difference in the opinions of male and female teachers towards the need for education in moral values.
4. There is no significant difference in the opinions of Govt, teachers and private Teachers towards the measure for the effective implementations of Education in Moral values.

- There is a significant difference in the opinions of below 5 years of experience and above 5 years of experience teachers towards developing the moral values in schools.

THE VARIABLES

The following dependent and independent Variables have been identified for the investigation.

Table: 1

SI NO	INDIPENDENT VARIABLE	DEPENDENT VARIABLE
1.	GENDER a) Male b) Female	1. Curricular
2.	EXPERIENCE a) Below 5 Years b) Above 5 Years	2. Co-Curricular
3.	MANAGEMENT a) Government b) Private	3. Religion
		4. Class Room
		5. Culture.

THE OPERATIONAL DEFINITIONS:

VALUE: “Valuing is the tendency of a person to show preference”. A value stands for ideas men live for, values are part and parcel of the philosophy of a nation and that of its educational system. They are guiding principles of which are conducive to all round development of an individual as well as a nation.

MORAL EDUCATION: Teacher to developing the Moral Values among the children with reference to the personality guidance in studies in taking rescissions about carrier and studies in maintaining good health and in cultivation good habits and values.

CUSTOMS AND TRADITIONS: Customs are standardized habits and standardized customs are traditions. The base for Values is found in customs that human beings follow.

CLASS ROOM: -The place where Teaching Learning process have been taken place between the students and the teacher

REVIEW OF RELATED LITERATURE:

The researcher reviewed foreign and Indian studies related to the present study. The researcher reviewed Foreign Studies like Fritz K. Oser University of Fribourg, Switzerland; Indian studies like Rizvo, S.A.H, Ph.D., Psy., AMU, 1986 R.P. VARMA. Ph. D in Agra (1972) Sarangi (1994). Dr. B.R. Goyl (.1999). The present study is the Role of teacher developing the moral values among the Children is a logical extension and application of the procedures, aims and scope of previous investigations in the areas of different values. But it is and unique attempt to Present how to develop the moral values among the children. It can be seen that values have occupied a very primary interest of several researches. Most of the findings have yielded positive results endorsing the Beneficial and developmental role played by values in education by teachers at different Levels of education, informally and scientific domains.

THE RESEARCH ROCEDURES

THE SAMPLE AND SAMPLE TECHNIQUES:

Out of 45 Schools in Sangareddy 15 Schools were selected by adopting Simple Random Sampling Procedure for the purpose of the study, High School Teachers are selected. 150 Teachers working in the above mentioned 15 schools only. Out of 400 Teachers 100 Teachers (70 from Govt. schools 30 from Private Schools) Selected for the purpose of the study.

THE DEVELOPMENT OF THE RESEARCH TOOL:

The present investigation is aimed to know the Opinions of Teachers about the development of Moral Values among the children; the tool taken (opinionnaire) is divided in to five parts namely A, B, C, D, and E. Some Fifty items were collected and after analysis by experts in the field some ten items were eliminated due to repetition of ideas and vagueness in questioning. Under each dependent Variable a set of questionnaires were constructed and the teachers were asked to put Right mark against each statement for Agree or Disagree. The responses of teachers were assessed with respect to their level of opinions in favor of the statements. The answer was given two marks for Agree and one mark for Disagree. Taking in to account the Maximum score of each item as 2. The total obtainable maximum score for the five areas were calculated.

THE STATISTICAL TECHNIQUES:

1. Mean scores calculated Variable wise for all the areas.
2. Standard deviation Calculated Variable wise for all five areas.
3. Critical Ratio to know the Significance of the difference of Mean scores of opinions for the different variables in all five areas are calculated.
4. Graphical Representation.

THE LEVEL OF SIGNIFICANCE:

In research it is conventional to set the levels of significance at 0.05 levels or at 0.01 levels to reject or accept a null hypothesis. The 0.05 level of significance is satisfactory for most tests in education and Psychology. The Researcher has taken 0.05 level of significance as a standard to reject or accept a null hypothesis since it is an investigation in to the behavioral realities.

FINDINGS:

1. 98 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through curriculum. Remaining 2 percent of teachers expressed unfavorable answers curriculum has no impact on Teachers.
2. 96 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through curriculum. Remaining 4 percent of teachers expressed unfavorable answers curriculum has no impact on Teachers.
3. 98 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through curriculum. Remaining 2 percent of teachers expressed unfavorable answers curriculum has no impact on Teachers.
4. 95 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through curriculum. Remaining 5 percent of teachers expressed unfavorable answers curriculum has no impact on Teachers.
5. 92 Percentage of teachers expressed favorable answer regarding Developing Moral Values

- among the children through curriculum. Remaining 8 percent of teachers expressed unfavorable answers curriculum has no impact on Teachers.
6. 91 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through curriculum. Remaining 9 percent of teachers expressed unfavorable answers curriculum has no impact on Teachers.
7. 96 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through curriculum. Remaining 4 percent of teachers expressed unfavorable answers curriculum has no impact on Teachers.
8. 98 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through curriculum. Remaining 2 percent of teachers expressed unfavorable answers curriculum has no impact on Teachers.
9. 94 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through Co- curricular activities. Remaining 6 percent of teachers expressed unfavorable answers Co-curium has no impact on students.
10. 95 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through Co-curricular activities. Remaining 5 percent of teachers expressed unfavorable answers Co curriculum has no impact on Teachers.
11. 95 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through Co-curricular activities. Remaining 5 percent of teachers expressed unfavorable answers Co- curriculum has no impact on Teachers.
12. 95 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through Co- curricular

- activities. Remaining 5 percent of teachers expressed unfavorable answers Co-curriculum has no impact on Teachers.
13. 90 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through Co – curricular activities. Remaining 10 percent of teachers expressed unfavorable answers Co-curriculum has no impact on Teachers.
 14. 17 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through Co- curricular activities. Remaining 83 percent of teachers expressed unfavorable answers Co-curriculum has no impact on Teachers.
 15. 7 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through Co-curricular activities. Remaining 93 percent of teachers expressed unfavorable answers Co-curriculum has no impact on Teachers.
 16. 74 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through Co-curricular activities. Remaining 36 percent of teachers expressed unfavorable answers Co-curriculum has no impact on Teachers.
 17. 90 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through Co-curricular activities. Remaining 10 percent of teachers expressed unfavorable answers curriculum has no impact on Teachers.
 18. 94 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through Religion. Remaining 6 percent of teachers expressed unfavorable answers. Religion has no impact on Teachers.
 19. 24 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through Religion. Remaining 76 percent of teachers expressed unfavorable answers. Religion has no impact on Teachers.
 20. 36 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through Religion. Remaining 64 percent of teachers expressed unfavorable answers. Religion has no impact on Teachers.
 21. 23 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through Religion. Remaining 77 percent of teachers expressed unfavorable answers. Religion has no impact on Teachers.
 22. 91 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through Religion. Remaining 9 percent of teachers expressed unfavorable answers. Religion has no impact on Teachers.
 23. 100 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through Religion.
 24. 94 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through Religion. Remaining 6 percent of teachers expressed unfavorable answers. Religion has no impact on Teachers.
 25. 98 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through classroom. Remaining 2 percent of teachers expressed unfavorable answers. Classroom has no impact on Teachers.
 26. 97 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through classroom. Remaining 3 percent of teachers expressed unfavorable answers. Classroom has no impact on Teachers.
 27. 97 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through classroom. Remaining 3 percent of teachers expressed unfavorable answers. Classroom has no impact on Teachers.
 28. 91 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through classroom. Remaining 9 percent of teachers expressed unfavorable answers. Classroom has no impact on Teachers.

29. 99 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through classroom. Remaining 1 percent of teachers expressed unfavorable answers. Classroom has no impact on Teachers.
30. 98 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through classroom. Remaining 2 percent of teachers expressed unfavorable answers. Classroom has no impact on Teachers.
31. 90 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through classroom. Remaining 10 percent of teachers expressed unfavorable answers. Classroom has no impact on Teachers.
32. 93 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through classroom. Remaining 7 percent of teachers expressed unfavorable answers. Classroom has no impact on Teachers.
33. 98 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through culture. Remaining 2 percent of teachers expressed unfavorable answers. Culture has no impact on Teachers.
34. 85 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through culture. Remaining 15 percent of teachers expressed unfavorable answers. Culture has no impact on Teachers.
35. 91 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through culture. Remaining 9 percent of teachers expressed unfavorable answers. Culture has no impact on Teachers.
36. 85 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through culture. Remaining 15 percent of teachers expressed unfavorable answers. Culture has no impact on Teachers.
37. 88 Percentage of teachers expressed favorable answer regarding Developing Moral Values

among the children through culture. Remaining 12 percent of teachers expressed unfavorable answers. Culture has no impact on Teachers.

38. 36 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through culture. Remaining 64 percent of teachers expressed unfavorable answers. Culture has no impact on Teachers
39. 80 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through culture. Remaining 20 percent of teachers expressed unfavorable answers. Culture has no impact on Teachers
40. 95 Percentage of teachers expressed favorable answer regarding Developing Moral Values among the children through culture. Remaining 5 percent of teachers expressed unfavorable answers. Culture has no impact on Teachers.

CONCLUSIONS AND DISCUSSION:

The study concludes that, there is no significant difference in the opinion of male and female teachers towards the developing moral values in schools, the importance of education in relation to the development of Moral Value, Govt, teachers and private Teachers towards the measure for the effective implementations of Education in Moral values. There is a significant difference in the opinions of male and female teachers towards the need for education in moral values, the opinions of below 5 years of experience and above 5 years of experience teachers towards developing the moral values in schools.

The present study gives the conclusions end at the a few suggestions are also presented. While presenting the conclusions, the areas in to which the problem was divided were taken as the basis for reference. The conclusions are arrived at on the basis of percentage of responses under various categories of variables.

Any recommendation, as to the application of the findings the investigator wishes to make, can find a place in this. Recommendations or suggestions for further study in the field are also found useful and are usually included.

To derive verified and verifiable conclusions an educational research worker has to exercise all care and caution in formulating conclusions and arriving at any

generalizations on the basis of the data. The interpretation of results and the formulation of conclusions and generalizations demand keen observation, wide out-look and power of logical thinking.

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