

# Attitude of Teachers towards the Development of Moral Values among College Going Students



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## Abstract

Our present system of education lacks value education. There is a great deal of moral degradation in the present day society. One should grow as a respectful citizen of the society and must learn to respect his own members of family or other people in his neighborhood.

A complete neglect of moral values might further acceleration social degradation Education is the foundation on which the good society will build itself. The teacher is thus expected to be very sensitive and responsible in providing the right opportunities that can enhance the moral development of the child. The present study is thus an attempt to understand the attitude of Teacher in the development of moral values among college students. The study was done on one twenty Teacher selected from both the government and private college district Bharatpur Rajasthan.

No child is born moral or immoral. His continuing experiences with people and things in his environment help him acquire whatever moral sensitivity he gradually acquires. Right living is reached only through value education which only stands against cardinal sins as Mahatma Gandhi has cautioned us; " Pleasure without conscience; Politics without principals: Prayer without devotion; Education without character; Wealth without work; Science without humanity; and commerce without morality."

Education is the foundation on which the good society will build itself.

**Keywords:** Attitude, Teachers, Development, Moral Values

## Introduction

Social background of a person would be able to reflect his family culture and social climate in the school and college. Such families which make effort to educate their children on social and moral norms and follow these practices among members of the family give sufficient opportunity to acquire these social skills and enrich his experience. This is constructive approach of the family in preparing the child as healthy and useful citizens of the society having certain social and moral norms.

Lessons of morality will help in developing certain values. The child learns to be respectful to his elders, seniors and teachers. The child should always wish his teachers whenever he meets him. Thus the educational institutions, in the present times play an effective role in preparing the children as efficient and useful citizen of the society.

The teacher is thus expected to be very sensitive and responsible in providing the right opportunities that can enhance the moral development of the child. It is only the idea teacher, a source of love and an exemplary role model who can shape an impressive and acceptable moral behavior in the formative years of the child. Moral character development in adolescents is a continuation of what has already begun in infancy or childhood. Moral development in adolescents is characterized by moral reasoning and the formation of moral identity. As children move through adolescence, their criteria for judging between right and wrong shifts from self-oriented concerns and develops a self-constructed sense of self. At this stage of adolescence more is expected from the teacher in preparing the student as a moral agent. The teacher should be able to markedly influence the child's self-concept on values, moral reasoning maturity knowledge on morality, pro-social behavior, moral judgment competence and so on.

**Need For Value-Oriented Education**

1. Moral development
2. co-operative living
3. sublimation of instincts
4. cultural development
5. resolving conflicts
6. developing wider attitude
7. Basis of humanitarianism
8. Developing democratic qualities
9. Maintaining harmony
10. Decoration of soul

There is a great deal of moral degradation in the present day society. Due to liberalization, industrialization and Globalization rapid changes are occurring. The so called philosophical foundations of India are declining day to day with the country in a state of social turbulence.

To undo the evil prevailing in the society and to solve problems bothering mankind, the only solution is education. It is only through education that we can connect to every human being in the right way and teach the values of the culture and society and continue the traditions of the society. Through education of values to children, we can enable them to distinguish between right and wrong and form a conscience among youngsters to make meaningful the practices and beliefs.]

The present study is thus an attempt to understand the attitude of Teacher in the development of moral values among college students.

**Reiew of Literature**

This apparent image is leading to some distortion in the perception of new generation about the role of values for principled living by individual and social groups.

James S. Leming (2015) "Research on the curriculum effectiveness of moral/values education approaches was reviewed. Two approaches (values clarification and moral development) were identified as having sufficient completed research to warrant examination. A total of 59 studies were reviewed, 33 focusing on values clarification and 26 with moral development as the focus. The research on values clarification indicated that little or no confidence is warranted regarding its potential curricular effectiveness. On the other hand, the research base for the moral development approach indicated that cautious optimism is appropriate. Finally, suggestions were offered for future research on these two approaches."

Eric M. Uslaner (2015) "Trust is a multifaceted concept. Mostly it is conceived as a "rational" response to trustworthy behavior by others. I offer an argument and evidence that there is another and more important variant of trust, moralistic (generalized) trust. I show that moralistic trust is faith in people we don't know and that it does not depend upon our life experiences. It is this type of trust that binds us to others. Trusting people are more likely to volunteer their time, to give to charity, to be tolerant of others, and to support policies that both promote economic growth (open markets) and that provide support for the less fortunate. Countries with more trustees have better functioning government, more

redistributive policies, more open markets, and less corruption. What distinguishes countries that are trusting from those that are not is the level of economic."

Pernille Kaltoft (2014) "The paper presents and discusses the empirical results of an investigation into views of nature, practices and knowledge in Danish organic farming. The study is primarily conducted as a case study of six Danish organic farms examining the explicit as well as the implicit views of nature, ethical stands, learning processes, knowledge sources and identity of the farmers expressed. These findings are related to actual manuring strategies, crops and product diversity and ways of treating cattle. The empirical study provides evidence for the thesis that views of nature influence practice, and that organic farming comprises a variety of practices and views of nature. Four paradigms of knowledge related to organic farming have furthermore been identified and analyzed with regard to concepts of nature and philosophy of science."

Dr. Goyal, B.R. (2006) made a study on "A methodology for developing value education programme"

Mani Jacob (2005) "Made a study on Ego ideas and values of student" The study aimed at finding out as to how many of our young men and women are tired up with the old values and ego ideals.

Roosevelt-1995 "To educate a man in mind not in moral education in school" his objective was to study the extent of utilization of moral education.

V.saran-1990 study showing relationship between intelligence and achievement: A study of personality traits of nursery school children against the back ground of their home environment.

**Objectives of the Study**

1. To find out the distribution of opinions of Teachers towards the development of moral values among college student.
2. TO find out of the influences of the following variables on the attitude of the Teacher towards the development of moral values among college students.
  - A. Gender
  - B. Experience
  - C. Management

**Hypotheses**

1. Gender does not influence the attitude of Teacher the development of moral values among high school students.
2. Teaching experience does not influence the attitude Teacher towards the development of moral values among college students.

**Sample**

Out of 40 college going students of Bharatpur district in Rajasthan 10 colleges selected by random sampling procedure. For the purpose of the study 120 Teacher were selected list of colleges. The table below shows the distribution of the sample based on the variable taken into consideration for the study.

**Table1- Sample Distribution**

Variable		Number of Teachers	Percentage (%)
Gender	male	76	63.3
	female	44	36.7
Teaching Experience	Below 8 years	68	56.6
	Above 8 years	52	43.4
Management	Government	67	55.8
	Private	53	44.2

**Tool**

The present study is aimed to know the attitude of Teacher towards the development of moral values among students. The tool (opinionative) was self-constructed with items placed under five different areas namely syllabus, co-curricular activities, religion, culture and class room .A self-constructed tool of forty five items was initially framed and the tool was tested for content and face validity by way of subject expert analysis.

The reliability of the tool tested by spearman-Brown split half method was 0.82. The final tool then has 30 items. The sample was supposed to give their opinion on a 3 point scale. The marks allotted were 3,2,1 for the three options, agree, undecided, disagree respectively. Thus, the maximum obtainable score is 90 and the minimum score 1.

**Table-3 Variable Wise Statistical Analysis**

S.No.	Variable		N	AM	SD	t Value
1	Gender	Male	76	75.38	5.314	1.436
		female	44	75.98	4.579	NS
2	Teaching Experience	Below 8 Years	68	75.76	5.11	0.918 NS
		Above 8 years	52	75.39	5.04	
3	Management	Government	67	75.5	4.45	0.485 NS
		Private	53	75.69	5.57	

There is no significant difference between the male and female Teacher in their attitude towards the development of moral values among students. Null hypothesis is accepted as the obtained 't' values is not significant at any level.

There is no significant difference between the Teachers with less than 8 years and above 8 years of experience in their attitude towards the development of moral values among students. Null hypothesis is accepted as the obtained 't' value is not significant at any level.

There is no significant difference between the Teachers working in government and private management colleges in their attitude towards the development of moral values among students. Null hypothesis is accepted as the obtained value is not significant at any level.

**Findings**

1. Male & Female Teachers do not differ in their attitude towards the development of moral values among students.
2. Teacher below 8 years and above 8 years of teaching experience do not differ in their attitude towards the development of moral values among students.
3. Teacher working in Government and Private management colleges do not differ in their

**Data Analysis and Interpretation**

For the present study, Statistical analysis of the data was done by calculating mean, standard deviation and 't' value.

Table 2 presents information about the total number of Teacher (also expressed in %) who were in agreement/disagreement with respect to their attitude towards the development of moral values among high school students. The values are distributed variable wise.

**Table-2 Variable Wise Teachers Response**

S.No.	Variable	Agree	Disagree
1.	Male	65 85%	9 12%
	Female	33 80.8%	5 10.8%
2.	Below 8 years	55 81.06%	9 12.5%
	Above 8 Years	45 85.75%	6 12.25%
3.	Government	79 84.75%	11 13.25%

From table 2 it is evident that as majority of Teachers agreement, the Teacher do possess a favorable attitude towards the development of moral values.

Table 3 presents information about the obtained mean, Standard Deviation and 't' values with respect to gender, teaching experience, and management.

attitude towards the development of moral values among students.

**Conclusion**

The teacher should be an impressive role model, with her responsibility not limited to the imparting of academic knowledge alone, but should also expose students to work of art, beauty in nature, and in human relationships and actions of moral worth, and develop their moral sensibilities. The teachers should help in creating an atmosphere of love, trust cooperation and security in the college conducive to the development of high ideals and values Development of moral values is an important aspect of education affecting he students and society as a whole.

Education is not merely a cognitive knowledge on academic subjects alone but to educate one self and emerge as a complete human being college is surely a place where one learns and makes deliberate efforts to excel in academics, but a college includes much more than that. it is a place where both the teacher and the taught explore the outer world, their inner self, their own thinking their own behavior and journey forward towards excellence. college is the place where a teacher shapes the destinies of the societies The societies, the world over, at the threshold pf the 21<sup>th</sup> century are

witnessing deep distress and anguish, environmental degradation , civil strife and armed conflict, political turmoil and total value deterioration .In teaching and inculcating values, the teachers have a great role to play. As values are caught more than taught, the student need to grow up in atmosphere of well being.

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