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Lakhveer Kaur
Assistant Professor in Physical
Education, Panjab University
Constituent College, Sikhwala,
Dist:-Sri Muktsar Sahib, (PB,
India).

Moral values among school going students in relation to their gender

Lakhveer Kaur

Abstract

The present study was conducted to know the moral values among the one hundred (50 boys and 50 girls) students from different private schools of Dist; Sri Muktsar Sahib, Punjab (India). The data was collected from their personal/private tuition centers through purposive sampling. The student's age ranged between 9 to 10 years old. Moral Value Scale (MVS; Gupta and Singh, 2010) was used. Moral Value Scale is standardized. The question were explained and asked from the student. To get maximum good answer, a friendly behaviour was created with them. Results indicated that girls had high moral values than their counter parts. But in overall results, it was found that both boys and girls had very low moral values.

Keywords: Moral Values, Behaviour

Introduction

Moral values can be considered as some principles set by an individual to assess their right and wrong situation, personality, behaviour, to choose their direction as per their targeted goal. Moral values give bravery, enthusiasm, kind hearted, honesty, loyalty, love and affection etc. to an individual. Morality is derived from the Latin word 'mores' which means "manners" or "morals". The family which is the base structure of every children's future before their school/teacher. Everyone (parents and family) wants their children or student will grow with good academic record with a quality of education, good health status, and with good moral values so that they can achieve their target. It is very important for youths to hold on to moral values taught them in their childhood. Family and teacher play an important role in the children's life. They may become their role model. Parents are vital in the moral development of the child because they are the first moral teachers and role models. Teachers teach children to respect the right of others. Teachers are responsible for the teaching of the importance of honesty, dedication and right behaviour. All teachers are good role models to students as all teachers teach good morals. To teach moral education in today's schools is no easy task.

Moral education is a programme of study which teaches the pupil about behaving in accordance with what is good while rejecting the bad. Parents are choosing the schools which are advertising for better academic achievement of their student, neglecting the other aspects of education. Teachers are putting more and more emphasis on marks obtained by students rather than evaluating them as a whole whether they are ready to face ups and downs of life or not. A strong focus on morals and values was an extremely important component of the educational model. The problem is that the neglect of teaching moral values in schools is hurting our students and causing problems in society. The primary goals of education should be enabling students to gain knowledge and moral values. In many families there is only one parent and no other role models for kids to follow. Every day student is exposed to violence, dishonesty, and other social problems in the media and the real world. Moral values must be taught and should be an indispensable part of our education system. Rahim and Rahiem (2012) [1] explained that there are few teachers who use stories as moral education in kindergarten. Second, teachers play an important role in helping children understand the story and capture the message of the story. Present study was conducted to now the moral values of school going children.

Correspondence
Lakhveer Kaur
Assistant Professor in Physical
Education, Panjab University
Constituent College, Sikhwala,
Dist:-Sri Muktsar Sahib, (PB,
India).

Objective

- To ascertain the moral values of boys and girls.

Hypothesis

- There will be high moral values in both boys and girls.

Material and Method

Sample: - Random sampling was used for data collection. One hundred (N=100) students (50 boys and 50 girls) from the different tuition centres of Dist. Muktsar Sahib (Punjab, India) were selected for the purpose of the study. Total 130 questionnaires were distributed and 119 questionnaires were returned by the subjects. From 119 questionnaires, 19 were excluded due to incorrect, blankness, double responses. Student's age range was between 9 to 10 years old.

Tool used

Moral Value Scale (MVS) developed by A. S. Gupta and A. K. Singh in 2010 was used for the data collection. This scale consist 36 items to check dishonesty, lying, stealing and cheating. Scale has reliability, validity and norms for different age groups. Result is based on percentile. For each age group there was percentile rank described the moral values of subjects as marks obtained by a subject. Description of rank based on as follows; a) very high, b) high, c) medium, d) low, e) very low. Answer were given in two options i: e 'yes' or 'no'. Children/ subjects were asked to tick on 'yes' in case of positive response and 'no' for negative response. For each correct answer was given weightage by giving marks '1'. There were 36 marks as the maximum possible score and minimum was zero. High score indicates the high moral value and low score indicates the low moral values.

Procedure

The questionnaire was explained to each student. The answers were filled by the subjects in front of researcher. To get honest answer from the students; a friendly behaviour was created with them. No wrong or double tick marking was considered by the researcher. The students had given their answer as per their regular behaviour. After filling the questionnaire, try to get all the filled questionnaires by the investigator.

Results

The descriptive statistics is found most popular and used it to find the mean, standard deviation, standard error mean and degree of freedom.

Table 1: Descriptive statistics of Moral values between both boys and girls

| Descriptive statistics of Moral Values | | | | |
|--|----|-------|------|-------|
| | N | Mean | S. D | S.E.M |
| Boys | 50 | 12.22 | 2.26 | .319 |
| Girls | 50 | 18.72 | 1.01 | .142 |

Results found that girls had higher mean score (18.72) than boys (12.22). It indicates that girls had high moral values than boys. But in overall score both boys and girls had found less moral values. Thus the hypothesis is rejected that boys and girls had high moral values.

Discussion

These results may be due to their area's background because they live in rural areas. Students were found low score in sub domains of moral values scale i:e cheating, lying, dishonesty, stealing. As per scale norms low score mean less moral values.

Girls have less freedom in the society as compared to boys. Boys are usually used to stay out from the house for more hours than girls. Girls spend more time with their parents is also may be the reason to have more moral values than boys. Hosseinzadeh (2012) ^[4] also conclude the very less moral values in students. T. Krettenauer *et al.* (2010) ^[8] found that emotional expectancies from adolescence effect their moral decision. They also stated that moral emotions follow actual behaviour of adolescence. Thus the results favours with the finding of Carlo *et al.* (2010) ^[9] that moral emotions and reasoning were interrelated and both were predictor of prosocial behaviour and aggression. Study also favours the findings of Manhas and Kousar (2012) ^[10] that moral values were found moderate to low among majority of adolescents. It may be due to that parents taught the more values to the girls that how they have to manage their-self in the house as well as outside the house or in society. Parents today are afraid that if they are tough on their kids, their kids will hate them, run away, not respects them may also be one reason for the less moral values in boys. So there may a need to create the environment in which moral values among coming generation can be increased.

Conclusion

Moral values can be considered as some principles set by an individual to certain good behaviour. The present study was conducted to find out the moral values among the one hundred (50 boys and 50 girls) students. Moral values among boys and girls were found very low. They both found very less score in sub domains i:e cheating, lying, dishonesty, stealing. Now-a-days, there may be an additional requirement to teach the moral values to the children.

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