

Assessment of the Moral Value of Students in the Context of the Classroom

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Abstract:

The descriptive survey method is used in a systematic study to assess the moral value of college students. A self-prepared questionnaire is used to gather data from a sample of 150 BA 1st, 3rd, and 5th semester students. The study found that female students have higher moral values than male undergraduate students, although the difference is not statistically significant. Despite the fact that the difference is not statistically significant, it is found that residential undergraduate students have a higher moral value than non-residential undergraduate students. BA 5th semester students have higher moral values than students in the 3rd and 1st semesters, although there is no statistical difference.

Keywords: Moral Value, college, undergraduate etc.

1. Introduction:

The term 'value' originates from the Latin word 'valere,' which means to be valuable or powerful. The dictionary definition of value means relative value, exemplary value, anything fundamentally significant. Value is defined as the worth, usefulness or importance of someone or something that is genuinely appropriate and reliable. It reflects one's personal perceptions, assumptions, choices and interactions, aspirations and sense of direction. Thus, values provide a person's identity purpose and strength by having a key role in his life. Values include standards, rules, criteria, attitudes, guidelines, desirable beliefs and things that play a crucial role in shaping people's lives.

Moral values are principles that govern us in assessing what is true or false and contribute to shaping individual character and personality. These are values which convey excellent living ideals. Moral values relate to a personality and characteristics of the person that are true and altruistic. It reveals the self-control of a person. Moral values are the moral practices, objectives and habits validated by the society wherein we belong. They are generally empirical in nature and might not even vary greatly in various regions of the globe. Moral qualities such as integrity, loyalty, courage, faith, and honesty are universally appreciated, regardless of culture, religion, or geography.

1.1 Significance of the Study:

Values are determining factors which shape our perspective, attitudes and behaviour. Values offer a moral basis for good life and value learning are crucial in understanding the universality of human desires. We now live in a global world, and the fact that we are gradually losing our values has become a source of great concern. The news of immoral and illegal activities is flooded with newspapers, magazines and other news sources that create important threats to the healthy survival of humanity. The public debate on loss of values is nearly open now. As a result, it is critical for all members of society to understand the nature of values and the factors that can affect their development and progression. There is a common perception that the primary goal of our current educational system is to promote specialized skills, resources and competencies to achieve material progress rather than to develop a character and value. The system is not very efficient in imparting the appropriate values in the young generation. It becomes highly materialistic and traditions of worth are being progressively ignored. The students are primarily motivated by a desire to gratify their materialistic aspirations. Modern students, with every potential, are focused entirely on academic topics and the curriculum is full of information about technical facts, statistics, ideas and regulations that pose a challenge to all those concerned about the total development of children via education. Therefore, the investigators considered the issue to be chosen as the basis in consideration of these and the needs of society.

1.2 Statement of the Problem:

The main purpose of this research is to evaluate the moral value of students who are still pursuing a Bachelor of Arts degree. This current research topic of the study is considered "Assessment of the Moral Value of Students in the Context of the Classroom".

1.3 Objectives of the Present Study:

The objectives of this study are as following.

1. To study the moral value of the undergraduate level male & female students.
2. To study the moral value of the undergraduate level residential & non - residential students.
3. To study the moral value of the 1st semester, 3rd semester & 5th semester undergraduate students.

1.4 Hypotheses:

The following hypotheses form a basis for the ongoing study and are based on the objectives stated above.

H₀₁ –There is no significant difference in the moral value of undergraduate student between male & female.

H₀₂ –There is no significant difference in the moral value between residential & non - residential undergraduate students.

H₀₃ –There is no significant difference in the moral value between 1st semester, 3rd semester & 5th semester undergraduate students.

1.5 Delimitation of the Study:

The limitations of this study include students, geographical location, study duration and procedural issues. The study is delimited to students who are studying at 1st semester, 3rd & 5th semester of undergraduate course in the session 2020-21 during the COVID-19 crisis. The study is exclusive to the district of Assam at Lakhimpur and includes provincialised general degree colleges. The sample size and the research scale for this study are procedural constraints and limits.

2. Review of related literature:

K. Bidyalakshmi (2016) conducted a research on the Moral Values of Secondary School Students in Imphal East and West Districts of Manipur and concluded that the majority of secondary school students had higher moral values and the boys have significantly higher moral values than the girls.

The study was conducted in 2017 by S. K. Yadav and A. K. Shukla, to make comparisons between moral values of children from age 10-12 years, who belonged to Lucknow's nuclear and joint families, and found that the mean score of lying and stealing dimension as moral values were not significantly different for the children of nuclear and joint families. But there was a major difference among nuclear and joint family children between the mean score of dishonesty and cheating dimension of moral value.

R. K. Bhalla (2019), who studied moral values in primary school children from Jalalabad (Western) in a sample of 100 students, revealed a significant positive attitude to moral values in elementary school. At the primary level there was no significant difference between gender and age in moral values while the moral values of rural and urban students differed significantly.

In samples of 120 students of 5th and 7th standard, A. Panchal and T. Desai (2020) studied Moral value among Ahmadabad primary school children. The results showed no significant difference in the mean moral value of boys and girls, the 5th standard group had more moral values than the 7th standard group and there was no significant difference.

The moral value of government and private school children at primary level was investigated by F. Ahmad (2020) in Darbhanga city and the finding revealed that the highest students had high moral value followed by very high; medium and low moral values. Students at Govt. schools have more moral value than students in private.

S. Basumatary (2020) studied moral values among high school students and reported a significant difference in mean moral values scores between government and private high school students, as well as between male and female students.

3.1 Method of the Present Study:

The descriptive research strategy has been used in this study. The "Survey Study" method was used in this research paper as a descriptive research approach.

3.2 Study Area:

The research was carried out in the Lakhimpur District, Provincialized General Degree Colleges in Assam.

3.3 Population of the Study:

The population of this study comprises students from all provincialised general degree colleges in the district of Lakhimpur in Assam during the period 2020-21.

3.4 Sample and Sampling Design:

The researcher has selected 150 students via stratified random sample (BA 1st semester, 3rd & 5th semester). Table 3.01 shows the details of the sampling.

Table 3.01
Sample profile

Serial No	Category		Students	
			Number	Total
1	Gender	Male	75	150
		Female	75	
2	Residential status of students	Residential	75	150
		Non - residential	75	
3	Standard of students	BA 1 st semester	50	150
		BA 3 rd semester	50	
		BA 5 th semester	50	

3.5 Variables:

The variables of the present study are given in the table-3.02.

Table 3.02
Variables of the Present Study

Serial No	Name of variables	Nature of variable	Number of levels	Name of level
1	Moral value	Dependent variable	1	Moral value
2	Gender of student	Independent variable	2	Male & Female
3	Standard	Independent variable	3	BA 1 st semester, 3 rd semester & 5 th semester
4	Residential status of student	Independent variable	2	Residential & Non-residential

3.6 Tools used for Data Collection:

The investigator in this study used a self-prepared moral value questionnaire with "closed-ended" questions to determine the moral values of the students who were chosen as study samples. The present study used a self-prepared moral value questionnaire with a total of 20 items (excluding general information) concentrating mostly on moral values. The questionnaire is fairly simple to score. The number of "Yes" replies must be counted. One point is awarded for each 'Yes' response. The total number of 'Yes' scores thus equals the individual's overall score in the category. As a result, the highest and lowest possible scores will be 20 and 0 respectively. In relation to the students' moral values, the response 'Yes' is used to highlight the students' shortcomings.

3.7 Statistical Method Applied for Analysis of Data:

In the current study, the obtained data is subjected to a variety of statistical analysis. All data are analyzed using SPSS on a computer (Statistical Package for the Social Sciences). The data are analyzed and interpreted using a simple percentage, average, standard deviation, ANOVA and t-tests.

4. Analysis of Data and Interpretation:

The objective wise Percentage, Mean, Standard Deviation, 't' test, and ANOVA are calculated to analyze and assess the moral value of undergraduate students. The mean differences between various groups are analyzed based on variables such as student's gender (male & female), residential status (Residential & Non-Residential), and student standard (BA 1st semester, 3rd & 5th semester).

To analyze the first objective, the collected data is tabulated and the Mean, Standard Deviation, and 't' value are calculated. Table-4.01 shows the Gender wise Mean, Standard Deviation of Moral Value Score and 't' value of the students. Here, the null hypothesis, H_{01} –There is no significant difference in the moral value of undergraduate student between male & female.

Table- 4.01

Gender wise Mean, Standard Deviation of Moral Value Score and 't' Value of the Students

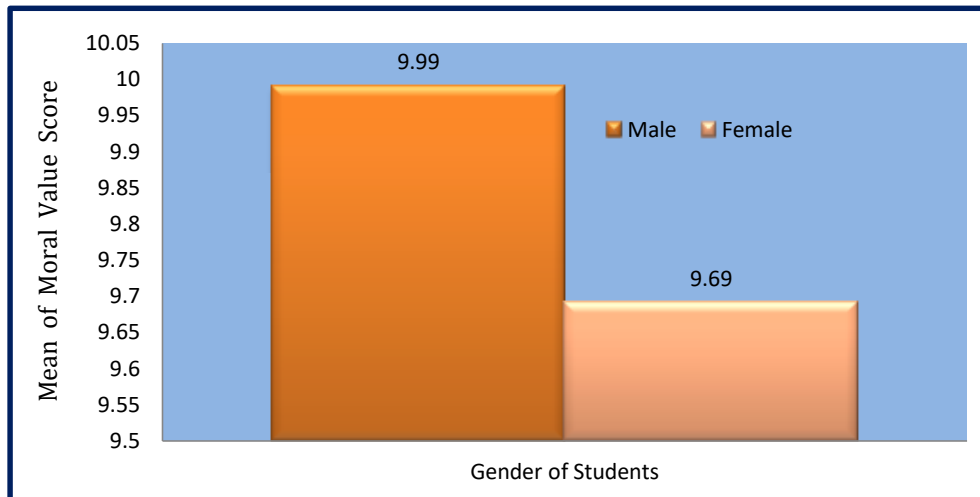
Gender of student	Mean	Standard Deviation	't' value	Level of Significance
Male	9.99	3.10	0.57	Not significant
Female	9.69	3.20		

Table-4.01 shows that the mean moral value score of male students (9.99) is greater than that of female students (9.69). The computed 't' value for the mean moral value score of male and female students is 0.57 at df 1 and 148, which is lower than the critical 't' value reported at 0.01 and 0.05 levels. There is no significant difference in moral value score between male and female undergraduate students. As a result, at both the 0.01 and 0.05 levels, the null hypothesis H_{01} is accepted. It is reasonable to conclude that female undergraduate students have a higher moral value than their male counterparts, although the difference is not statistically significant.

The mean moral value score of male and female of student is presented with the help of bar diagram (Figure 4.01).

Figure-4.01

Gender wise Mean Moral Value Score of Undergraduate Students



Again, the collected data is tabulated and the Mean, Standard Deviation, and 't' value are calculated to analyze the second objective,. Table-4.02 shows the Residential status wise Mean, Standard Deviation of Moral Value Score and 't' value of the students. Here, the null hypothesis, H_{02} –There is no significant difference in the moral value between residential & non - residential undergraduate students.

Table- 4.02

Residential status wise Mean, Standard Deviation of Moral Value Score and ‘t’ Value of the Students

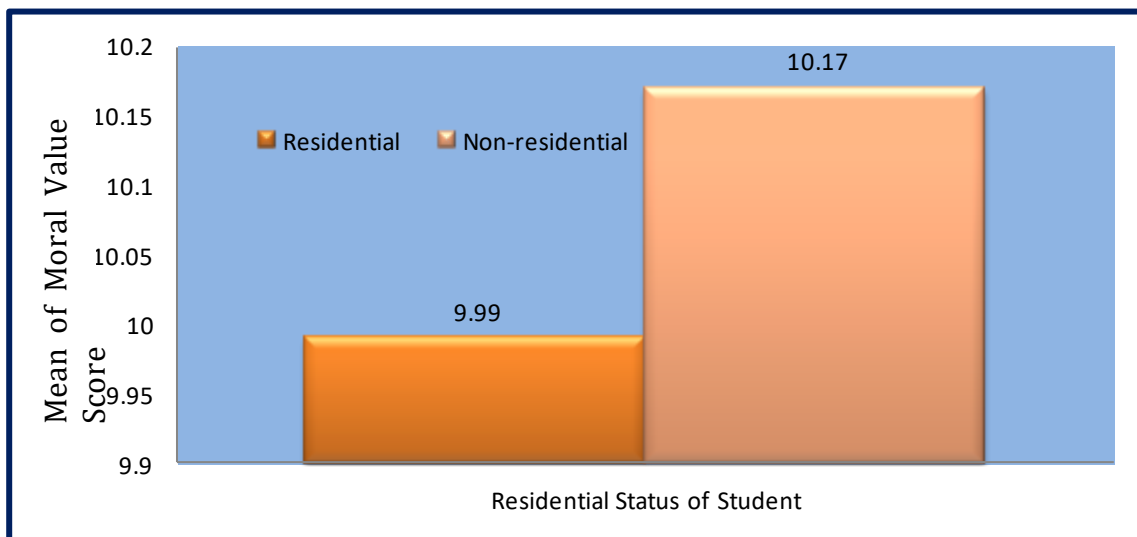
Residential status of student	Mean	Standard Deviation	‘t’ value	Level of Significance
Residential	9.99	3.22	0.49	Not significant
Non - residential	10.17	3.39		

Table-4.02 indicates that non-residential students' mean moral value score (10.17) is higher than that of residential students (9.99). At df 1 and 148, the computed ‘t’ value for the mean moral value score of residential and non-residential students is 0.49, which is lower than the critical t value reported at 0.01 and 0.05 levels. There is no significant different in moral value score between residential and non-residential students. As a conclusion, the null hypothesis H_{02} is accepted at both the 0.01 and 0.05 levels. Although the difference is not statistically significant, it is reasonable to conclude that residential undergraduate students have higher moral value than non - residential students.

The mean moral value score of residential and non- residential undergraduate student is presented with the help of bar diagram (Figure 4.02).

Figure- 4.02

Residential Status wise Mean Moral Value Score of Undergraduate students



The standard wise mean and standard deviation of the undergraduate student's moral value score are calculated to assess the third objective of this study. Table-4.03 displays the standard wise mean and standard deviation of undergraduate students' moral value scores.

Table-4.03

Standard wise Mean and Standard Deviation of Moral Value Score of the Undergraduate Students

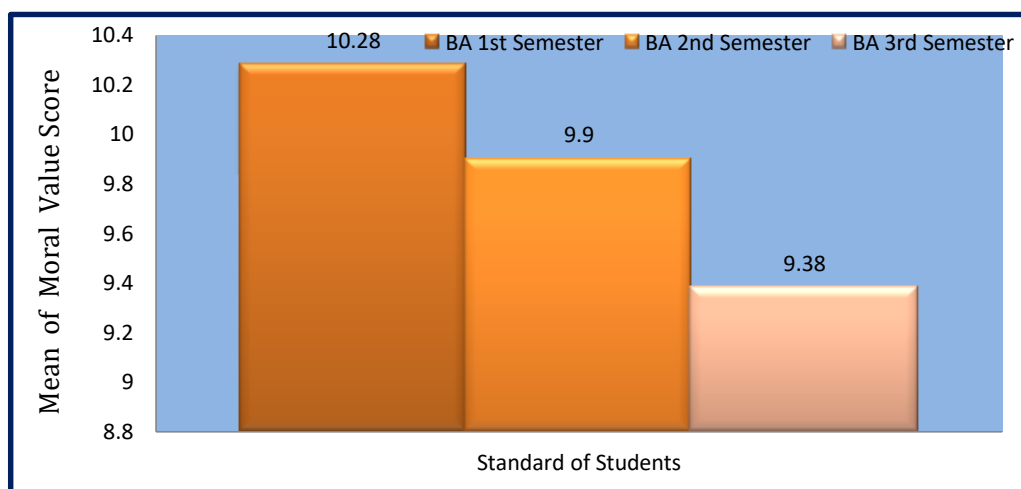
Standard of Students	Student	
	Mean	Standard Deviation
BA 1 st semester	10.28	3.28
BA 3 rd semester	9.90	3.06
BA 5 th semester	9.38	3.09

According to the Table-4.03, the mean moral value score of BA 1st semester students is higher (10.28), followed by BA 2nd semester students (9.90), and BA 3rd semester students (9.38). As an outcome, it is possible to conclude that BA 3rd semester students have a higher moral value than BA 2nd semester and BA 1st semester students.

The standard wise mean moral value score of the undergraduate students is presented in with the help of bar diagram (Figure-4.03).

Figure- 4.03

Standard Wise Mean Moral Value Score of the Undergraduate Students



The Analysis of Variance (ANOVA) test has been used to see if there are any differences in the mean moral value score of BA 1st semester, 3rd semester, and 5th semester students. Here, the null hypothesis H03- There is no significant difference in the moral value between 1st semester, 3rd semester & 5th semester undergraduate students.

Table-4.03

Analysis of Variance for the Standard wise Mean of Moral Value Score of the Undergraduate Students

Source of Variation	SS	df	MS	F	F criti	Level of significant
Between Groups	20.41	2	10.20	1.02	3.06(0.005) 4.75(0.001)	Not Significant
Within Groups	1458.36	147	9.92			
Total	1478.77	149				

It is observed from the Table-4.04 that the calculated value of F is 1.02 at df 2 which is smaller than the tabulated value of F at 0.01 and 0.05 level. Therefore it is not significant at 0.01 & 0.05 level in the mean of self moral value score of the BA 1st semester, 3rd semester, and 5th semester students. Hence, the null hypothesis H03 is accepted at both 0.01 & 0.05 level. It could be concluded that there is no significant difference in the moral value between 1st semester, 3rd semester & 5th semester undergraduate students.

5. Findings of the study:

As specified in the objectives, the key findings of the study are mentioned below.

5.1 Although the difference is not statistically significant, the female undergraduate students have higher moral values than their male counterparts.

5.2 It is found that the residential undergraduate students have a higher moral value than non-residential undergraduate students, despite the fact that the difference is not statistically significant.

5.3 BA 5th semester students have higher moral values than 3rd and 1st semester students, but there is no statistical difference.

6. Conclusion:

Values are often seen as desirable and significant guiding principles that have a decisive role in determining the pattern of someone's life and serve as a moral basis for leading a fulfilling life. . It is impossible to exist and enjoy life in the world in a peaceful manner without human values. Education already has a significant influence in the instillation of values in students. A value-based educational system is an essential component of human intellectual development. A significant challenge for the

current educational system is how to make value education successful and interesting to younger generations. Teachers may play a critical role in inculcation of values in student.

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