



Moral values of secondary school teachers

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Abstract

Values are considered as standards of code and conduct which are conditioned by ones cultural tenets, guided by conscience, according to which one is supposed to conduct himself/herself and shape his/her life pattern by integrating beliefs, ideas and attitudes with a view to realize the cherished ideals and aims. Our lives high values lead to objective, fair and correct decision and actions to ensure the welfare of all concerned. Whereas low values do exactly the opposite.

Objectives of the Study: To find out the moral values of secondary school teachers and classify them and to find out influence of Gender, Residence, Type of School and Teaching Experience variables on moral values of secondary school teachers.

Hypothesis: 1. Significant differences would occur between the Moral Values of Male and Female teachers. 2. There would be a significant difference between moral values of rural and urban teachers. 3. Moral values of teachers of Government, Private and Residential Schools would differ significantly. 4. Teaching Experience would certainly influence the moral values of secondary school teachers.

Tool: largest number of items pertaining to value system have collected from different sources and scrutinized by the expert teacher indicators. After thorough scrutiny of 40 important values which are very essential inculcations of school children through secondary schools. These 40 items have been arranged in questionnaire from the likerts 3-point scale model. Each item contains 3 responses i.e. Agree, Undecided and Disagree.

Sample: Stratified random samples of 60 teachers are being selected from the secondary schools of Mahabub Nagar District. The main strategies have been taken from 5 schools of the urban and rural. Each one of them is selected randomly. All the teachers teaching academic subjects such as Telugu, English, Hindi, Maths, Physical Science, Natural and Social Sciences are included in the sample.

Data Analysis: The following statistical techniques were employed in the analysis of data collected Mean, S.D., skewness, kurtosis, t-Test (**significant at 0.01 level, * 0.05 level & @not significant at 0.05 level.).

Findings: The present study is focused on moral values of secondary school teacher in Mahabub Nagar District most of the moral values of secondary school teachers are found to be high. There would be no significant difference between the moral values of rural and urban, male and female, type of school and teaching experience of secondary school teachers. The study will be useful to know the level of moral values of secondary school teachers. It opens the new avenues for further study.

Suggestions: Teacher should set a role model to inspire the students to develop their morality. There is always a room for the improvement of moral values in each individual. Hence, the teacher should be sensitive and pragmatic to improve moral values among students. The teacher must be approachable to the students and should maintain intimacy in order to develop interaction with the students.

Keywords: moral values, school teachers mean, standard deviation, t-Test, F – test, significant levels

Introduction

We are living in the world of vast technological advancement and changes that have brought widespread transformation in social and cultural conditions. The dislocation of values have occurred due the following in wake of such changes have eroded some cherished values of the past and have brought conflict and uncertainties in the people. These have generated feeling of apprehension and instability. This state of confusion has not left education alone but unscathed frequently the uncertainty and conflicts of the larger society are reflected in its educational institutions. It has been pointed out that this unprecedented turn of events have caught education on the horn of an embarrassing dilemma. While traditional wisdom claims that through education societies find ways of new level of attainment. There is a reason to believe that in times of

rapid change in the education is viewed as an agent of the established order called broke buffer and contain the thrust of change in the interest of continued stability.

Education is an instrumental part of life for all round development of child and education has always been linked with society. It has both a personal and social dimension and like the sides of the same coin. They are inseparable according to Gandhiji “*Real education did not consist in packing the brain with information, facts and figures or in passing examinations by reading prescribed number of books but by developing right character*”. National policy of Education (1986) says “*In a culturally plural society, education should foster Universal and eternal values oriented towards the utility and the integration of people*”. Such capital value education should help eliminate obscurantism, religious

fanaticism, violence, superstition and fatalism. Besides values, education has profound positive content based on our heritage, national goals and universal perception in order to achieve this education; children should learn certain values at the very initial stage of their learning process. Today, we are living in a world of paradox. On the one hand science and technology are advancing very fast, while on the other hand society is facing problems of alcohol and drug menace, mental illness, stress and crime etc. Therefore, values should be introduced at school level. If we want to develop values among our students first of all we have to develop values among teachers also.

Values

Values are those standards of code and conduct which are conditioned by ones cultural tenets, guided by conscience, according to which one is supposed to conduct himself/herself and shape his/her life pattern by integrating his/her beliefs, ideas and attitudes with a view to realize the cherished ideals and aims. Our life high values lead to objective, fair and correct decision and also actions to ensure the welfare of all concerned. Whereas low values do exactly the opposite.

Values are essential for the development of the whole person. Recognizing that, the individual is comprised of physical, intellectual, emotional and spiritual dimensions. The Kothari commission emphasized the role of teacher and the school in imparting values.

Theories of moral development

If the task of moral education is to help children to develop appropriate skills and judgment capacity to cope with variety of moral choices they have to face in their life, it goes without saying that everyone concerned with moral education must play a significant role in understanding how children develop morally. To plan any kind of moral education, whether it is formally or informally that requires a proper insight into the Child's level of moral development.

Attempts have been made by development psychologists over past few decades to explore the nature and content of moral development in children and adolescents. As result of continuous research the issue of moral development and judgment has received a new impetus in the field of developmental psychology. Many research studies have been generated covering a wide variety of issues and concepts on the moral development and judgment.

Moral development is a comprehensive process, where by individuals learn to consciously adopt the norms of moral conduct and behaviour. The true end of this development is to make the individual morally autonomous leading to a state, where the individual is able to act in accordance with Universal moral principles which he accepts in relation to the larger society. Kohlberg considered conscience or morality to be a set of cultural rules of social action, which have been internalized by the individual. Moral development has been conceived as increase in such Internalization by basic cultural rules.

The process of Internalization of moral values involves three essential components:

1. The behavior component
2. The emotional and learning component
3. Judgmental component

The behavioral criterion may be used to refer to resistance to temptation or the inhibiting behavior, which is regarded as wrong through perhaps pleasurable or profitable. The emotional aspect of Internalization refers to emotion of guilt. The third component is the ability to make moral judgment in terms of standards and justify maintaining the standards to one and others. The main basis of such judgment is the golden rule, that one should take full account of the rights of other people. These three components have been the basis for most of the research studies in the field of moral development.

Piaget's theory on stages of development

Piaget's (1932) development theory, the child first moves a moral stage to Durkheim's stage of respect for sacred rules, Piaget's believe that intellectual growth and experience of role taking in the peer group naturally transform perceptions of rules from external authoritarian commands to internal principles. In essence he views internal moral norms as logical principles of justice.

Justice

Piaget means a concern for reciprocity and equality between individuals.

Piaget evolved a system of two broad stages of moral development, which encompasses both respect for the rules and sense of justice. The earlier stage referred to variously as moral realism. Morality of constraint or heteronomous morality develops from four years to about eight years. The term, 'Heteronomous' means "subject to another law" i.e. Subject to the law of adult authority. In the heteronomous stage the child judges the rightness or wrongness of an act on the basis of the magnitude of its consequences. The extent to which it conforms exactly to established rules, and whether or not elicits punishments.

The child in the more advanced stages was called autonomous morality. It develops after eight years. The World autonomous means subject to one's own law. The autonomous child was more apt to revolve around conforming to peer expectations and considering their welfare, expressing gratitude for past affection and favors and above all, putting oneself in the place of others. From Piaget (1928) the progression from the child continuing effort to comprehend one system of his total moral experience. Moral development springs largely from the general development of child's conception of the World.

Kohlberg (1958) Theory

Kohlberg (1958) delineated six qualitatively different modes or stages of thinking about morality that extent beyond childhood, through adolescence and well into adulthood. They are:

1. Punishment, Obedience, Orientation.
2. Instrumental relativist Orientation.
3. Good boy. Good girl Orientation.
4. Law and Order Orientation.
5. Social Contractual Orientation.
6. Universal Ethical principle Orientation.

Both Piaget and Kohlberg view their stages as forming an invariant sequence, which an individual must pass through each preceding stage in the sequence in order to progress to the next stage.

Varying stages of moral judgment in the child and varying levels of judgment in the adult both reflect differences in the shaping of moral concepts. Their complexity as well as their variety, suggest the difference influences at work. These vary from one individual to another, and these variable factors must be taken into account, while seeking to trace the development. The key variables are relationships at home, the pattern of discipline in the home, the school environment, religious influence, intelligence and last but not least significant, sex. All such factors are involved in the moral development. No part of it can opt out of moral responsibility. Thus it could be seen that moral judgment is a blanket term covering a number of related factors.

Classification of values

- 1. Ultimate Values:** Mankind has certain Ultimate Values. Which are of four kinds. These are Happiness, Truth, Beauty and Goodness. Happiness is the supreme end of man although the concept differs from individual to individual. Truth, Goodness, Beauty are the higher values which are found rare in human level. These higher values or ultimate values were true yesterday, are true and today and will be true tomorrow.
- 2. Aesthetic Values:** Aesthetic Values are those which provide pleasure and happiness to the individual. We must accept that aesthetic experiences are vitally composed of feeling in heart and mind. All human beings have aesthetic impulses. These are reflected in their action and work. School programs therefore, occupy an important place to create these senses.
- 3. Social Values:** Individual constitutes society which has certain ideals, models and norms in general in respect of behaviors, conduct, duties and responsibilities towards one another. These social values are set by Society or community. These social values are loved to mankind, feeling of brotherhood, honesty, sincerity, punctuality, helping attitude to others. Work for general benefit, love to parents and co-operation etc. Now, it becomes very essential to develop social qualities because it will give the way for the feeling of "One World – One Family" leading to World Peace.
- 4. Moral Values:** Moral Values refers to behavior of man towards man in the home, in society, in economic field and in the life of outside world. Generally, man is not born moral. He has certain impulses which are regulated through the development of higher values of life, worthy, interest, lofty and noble ideas good values important for cultivation of moral values. Good manners will impose proper restraint on us and remove harshness in our words, refines our behavior.
- 5. Spiritual Values:** Man does not live by bread alone. He needs inner peace & happiness. Not material things that spiritual values can provide him real solace and perennial pleasure in life. Absence of spiritual values has caused damage to man beyond repair. Lack of spiritual values has resulted in confusion, disaster, destruction, exploitation, aggression, selfishness and hatred.
- 6. Democratic Values:** Democracy respects for the dignity of persons. Democracy allows freedom in every aspect of human life. Another democratic value is sharing in a

democratic society people belongs to various races, rational background, religious faith, political convictions and economic circumstances should live together forgetting all their differences. Tolerance is another important value of democratic living, democratic values develop love for work. Democracy needs good and able citizens. Leadership quality is another essential for every citizen, who can take the tomorrow's responsibilities.

Objectives of Study

1. To find out the moral values of secondary school teachers and classify them.
2. To find out influence Gender, Residence, Type of School and Teaching Experience variables on moral values of secondary school teachers.

Hypotheses of the Study

1. Significant differences would occur between the Moral Values of Male and Female teachers.
2. There would be a significant difference between moral values of rural and urban teachers.
3. Moral values of teachers of Government, Private and Residential Schools would differ significantly.
4. Teaching Experience would influence significantly the moral values of secondary school teachers.

Review of Literature

Jain B.A. (1982): Carried out the study of class room behavior pattern of teachers in their relation to their attitude towards profession moral and values. And he found that there was a significant positive relationship between the social values and the preparation of indirect behavior to direct behavior including content emphasis. And he also found sex was not significantly related to any dimension of the teachers moral. And he also found there was significant positive relationship between the age of the teacher and religious values.

Puranik. S. D (1985): carried out a study of the relationship of social maturity of pupils with organizational climate and teachers morale in the primary schools. And he found the social maturity level of female students was higher than that of male students. And the moral values of female teachers were higher than that of male teachers. And he found that in the development of social maturity autonomous climate. Private management and unaided schools, urban schools were found to most conducive factors.

Sampuran Singh (1985): A study of school climate leadership behavior and moral development of heads of elementary and secondary schools. He found that the elementary and secondary schools were found similar in teacher in a task oriented situations. Teacher's thinking with regard to their principals and principles efforts to more the organization. And he also found that elementary teachers were higher in aspirant and intimacy than secondary school teachers.

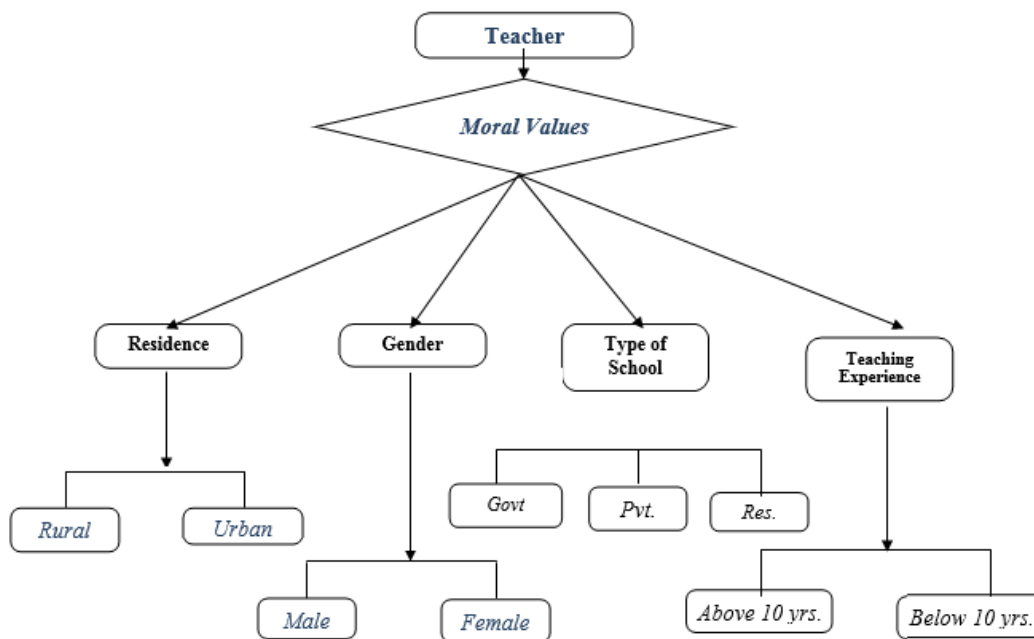
P.Ramesh: He investigated on a study inculcation of moral values in secondary school teachers in Prakasam District. He found that there is no significant difference between the opinions of the male and female teachers towards "inculcation of moral values", and there is no difference between graduate and post graduate teachers towards the inculcation of moral values, hence they do not differ in their opinions towards

moral values.

G. Ranga Swamy (2005): He carried out a study of moral judgment of high school pupils in relation to certain factors. He investigated that the boys and girls do not differ

significantly with regard to their moral judgment. And the residence rural and urban did not influence their moral judgment.

Conceptual Model



Methodology

Sample and Sampling Procedure

Stratified random samples of 60 teachers are being selected from the secondary schools of Mahabub Nagar District. The main strategies taken from the urban And rural were in 5 schools from each are selected randomly all the teachers teaching academic subjects such as Telugu, English, Hindi, Mathematics, Physical Science, Natural and Social, Sciences are included in the sample from the randomly selected schools.

Tool

Largest number of items pertaining to value system have collected from different sources and scrutinized by the expert teachers indicators. After scrutinizing the 40 important values which are very much essential inculcation of school children through secondary schools. These 40 items have been arranged in questionnaire from the likerts 3-point scale model. Each item contains 3 responses i.e. Agree, Undecided and Disagree.

Scoring Criteria

Each item of the scale possesses three alternative answers and the subject has to tick on any alternative out of three for each item. The alternatives are on a three point scale where in the score '3' is given to agree, 2 is given to undecided, 1 is given to disagree.

Data Collection Procedure

The investigator personally went to each school and took prior permission of the respective heads of the institutions. In

formal visits the values of inventory teachers was given. The teachers are requested to follow the instructions given on the first stage of the inventory. They are asked to read each statement and express the way they generally think and feel and tick the number in each scale that is true for them. Doubts are clarified and sufficient time is given to mark the tick to the statements. The answer sheets are collected in each school according to the scheduled of day and time. In some of the schools the answer sheets are collected immediately after the completion of answering. In some other schools one or two days time is given for answering and after that the answer sheets are collected. The investigator received full cooperation from the teachers as well as the heads of the institutions to the collect data.

Validity and Reliability

Validity and Reliability are qualities that are essential to the effectiveness of a data gathering procedure. Validity is that quality of data gathering instrument that enables to determine what is designed to determine. Reliability is that quality of consistency that the instrument or procedure demonstrated over a period of time.

Reliability

A list score is called reliable when we have reasons for believing the score to be stable and trustworthy. The correlation of the test with itself completed in 7 ways to be described is called reliability coefficient of the test. There are 4 procedures in common use for computing the reliability coefficient of the test. These are Test-Retest (Repetition), Alternative or Parallel Forms, Split-half

technique and Rational Equivalence.
The reliability coefficient of the test

$$r_{11} = \frac{n \cdot t - M(N-M)}{t^2 (n-1)}$$

Where

r_{11} = Reliability of the whole test, n = No of items in the test

t = S.D of the test scores

M = The Mean of the test scores

For the present study reliability coefficient $r_{11} = 0.89$.

Validity

The validity of the text or any measuring instrument depends upon the fidelity which it measures what it purpose to measure.

$$\text{Validity (v)} = r_{11}$$

Where r_{11} is the reliability

$$v = 0.89 = 0.9$$

Statistics Used in the Study

To analyze the objectives statistical techniques were employed in the analysis of data collected Mean, S.D., skewness, kurtosis, t-Test (**significant at 0.01 level, * 0.05 level & @not significant at 0.05 level.).

Objective 1

To find out moral values of secondary school teachers and classify them.

Table 1: Table showing N, mean % of mean, SD skewness and Kurtosis

N	Mean	% of mean	SD	SU	KU
60	108.08	90.66	8.4	-2.9	0.331

Interpretation

The % of mean is found to be 90.66 which is nearly 100%. So, moral values of Secondary School Teachers are found to be very high. SD is 8.4 which is found to be heterogeneous in Nature. Skewness is found to be - 2.9 which is showing negative skewness. Which means most of the teachers got below average scores. Kurtosis value is 0.331 which is found to be greater than 0.263. Therefore, the distribution is found to be Plato Kurtic.

Table 2: Table showing classification, category N, % of N and Order of merit of moral values of Teachers.

S. No	Classification	Category	N	% of N	Order of Merit
1	Low	40-66	0	0 %	3
2	Moderate	67-93	4	6.6 %	2
3	High	94-120	56	93.4 %	1

Interpretation

From the above the table it can be interpreted that out of 60 teachers (93.4 %) of secondary school teachers have higher level of moral values. Only (6.6 %) of teachers have moderate moral values. 0% of teachers have of low moral values. Almost all teachers have high level of moral values; very few teachers have moderate and low level of moral values.2. (93.4

%) of Secondary School Teachers at present have high level moral values which is an altering trend of Secondary Grade Teachers population.

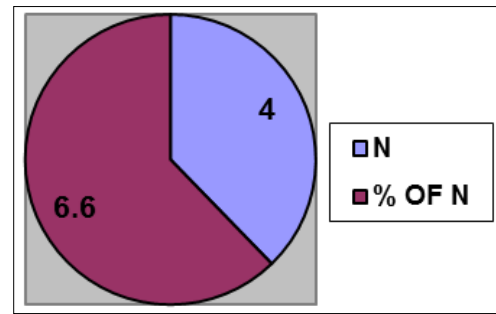


Fig 1: Pie Graph showing classification of moral values of teachers based on % of N.

Objective 2

To find out the influence of the following variables on moral values of Secondary School Teachers.

- a) Gender
- b) Residence
- c) Type of School
- d) Teaching Experience

(a): To find out the influence of Gender on moral vales of Secondary School Teachers.

Table 3: Table showing N, Mean, SD and t value of moral values of Male and Female teachers

S. No.	Category	N	Mean	SD	't' - value
1	Male	45	107.83	9.02	1.746 @
2	Female	15	110.69	4.32	

@ Not Significant at 0.01 level at 0.05 level

Interpretation

The mean scores of moral values of female teachers (110.69) is found to be more than that of male teachers (107.83). t-value 1.746 is less than 1.96 at 0.05 level. Hence, the value is found to be not significant. No significant difference is found between moral values of male and female of secondary school teachers. Gender does not influence on moral values of Secondary School Teachers. Although there is slight superiority of the moral values of female teachers than male teachers it is prone to chance.

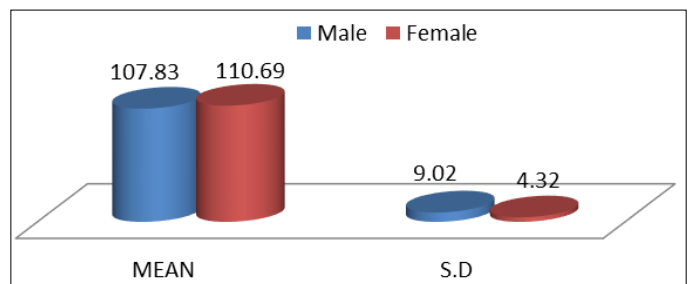


Fig 2: Bar graph showing mean values of Male and Female Teachers

(b): To find out the influence of Residence on moral values of Secondary School Teachers.

Table 4: Table showing N, Mean, SD and t-value of moral values of Rural and Urban teachers.

S. No.	Category	N	Mean	SD	't' - value
1	Rural	30	108.3	7.91	0.367@
2	Urban	30	109.09	8.72	

Interpretation

The mean score of moral values of rural teacher (108.3) is found to be less than that of Urban teachers (109.09). The t-value 0.367 is less than 1.96 at 0.05 level, hence the values are found to be not significant at 0.05 level. No significant difference is found between the moral values of teachers working in Rural and Urban areas. The variable residence does not influence the moral values of the teachers.

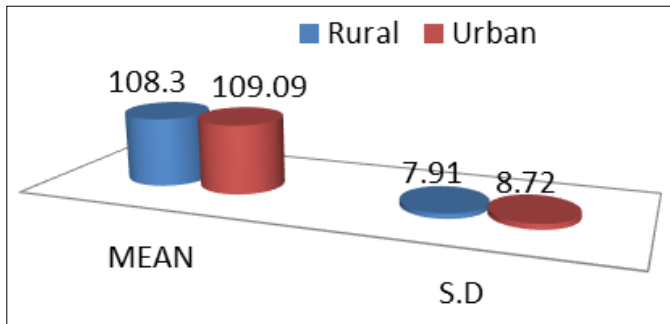


Fig 3: Showing N, Mean, SD and t-value of moral values of Rural and Urban teachers

(C): To find out the influence of type of school on moral values of Secondary School Teachers.

Table 5: Table showing N, Mean, SD, t-value of moral values of Government, Private and Residential school teachers

S. No.	Category	N	Mean	SD	't' - value	F value
1	Govt	27	109.16	8.37	0.068 (1, 2)	0.313@
2	Private	24	108.99	9.15	0.645 (2, 3)	
3	Residential	9	111.16	8.43	0.619 (3, 1)	

Interpretation

1. The mean scores of moral values of teachers working in government and private schools are 109.16 and 108.99. Hence, moral values of teachers working in government and private schools are similar and at the same level. No significant difference is found between the moral values of teachers working in government and private schools. The mean scores of moral values of teachers working in private and residential schools are 108.99 and 111.16. Hence, there is no significant difference. The mean scores of moral values of teachers working in government and residential schools are found to be 109.16 and 111.16. Hence, there is no significant difference. The variable type of school is not influencing the moral values of teachers working in govt. private and residential schools. The calculated F-value by analyzing the variance in terms of among the means and within the conditions is 0.313, which is not significant at 0.01 level and 0.05 levels. Hence there is no significant difference found in the moral values of teachers working at government, private and residential schools



Fig 4: Mean, SD, value of moral values of Government, Private and Residential school teachers

(d): To find out the influence of teaching experience on moral values of secondary school teachers.

Table 8: Table showing N, Mean, SD and t-values of moral values of above 10 years and below 10 years teaching experience

S. No	Category	N	Mean	SD	't' -value
1	Above 10 years	32	109.87	1.49	1.799
2	Below 10 years	28	107.35	7.29	

Interpretation

1. The mean scores of moral values of teachers having above 10 years and below 10 years experience is found to be equal.
2. The SD values show that there is no difference in moral values of above and below 10 years experienced teachers.
3. The t-value 1.799 is less than 1.96 at 0.05 level. Hence, the value is found to be not significant at 0.05 level.
4. The variable teaching experience did not influence significantly on moral values of secondary school teachers.

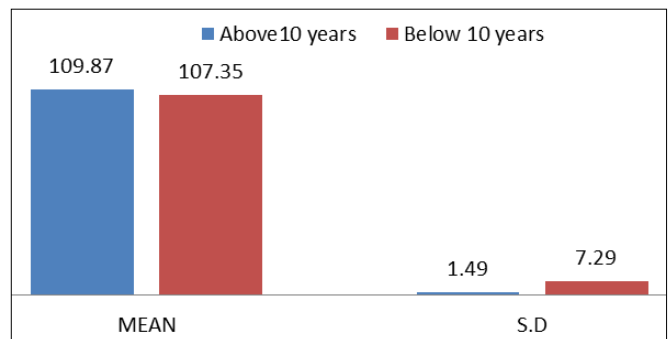


Fig 5: Mean, SD values of moral values of above 10 years and below 10 years teaching experience

Suggestions for the teachers and the parents

1. Teacher should set a role model to inspire the students to develop their morality.
2. There is always a room for the improvement of moral values in each individual. Hence, the teacher should be sensitive and practice oriented to improve moral values among students.
3. The teacher must be approachable to the students and should maintain intimacy in order to develop interaction with the students.
4. The importance of moral values should be emphasis in teaching learning process.
5. Proper Guidance must be given to the children regarding

moral values.

6. Parents should develop moral values right from the childhood by telling some great peoples ideals and their Ethics.
7. Moderate discipline should be provided both at school and home.
8. Developing good habits among children through their parents and teachers.
9. Nature of sociability must be encouraged among children.
10. Students should be encouraged to participate in co and extra curricular activities.
11. Promoting sense of appreciation by developing Aesthetic sense among the children in order to recognize the greatness of different cultures.

Conclusion

The present study is focused on moral values of secondary school teacher in Mahabub Nagar District most of the moral values of secondary school teachers are found to be high. There would be no significant difference between the moral values of rural and urban, male and female, type of school and teaching experience of secondary school teachers. The study will be useful to know the level of moral values of secondary school teachers. It opens the doors for further study.

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