



Study of Moral Values of Elementary School Students in Relation to Home Environment

KEYWORDS

Home Environment, Moral Values, Elementary School Students

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ABSTRACT *The importance of scholastic of moral values has raised some important questions for educational researchers. What factors promote values in students? How far do the different factors contribute towards moral values? Many factors have been hypothesized and researched upon, researcher have come with varied results at times complementing each other, but at times contradicting other. A comprehensive picture of moral values still seems to eluding researchers. It has been accepted that environment which the child grow has a great influence on his moral values of students. It is a time of lively approval of educational development in India when many changes were being witnessed in organization curricula and teaching techniques, it is pertinent to seek systematic and up to data information on the significant correlate of moral values. The present study was designed to find out the impact of home environment on the moral values of 8th class students.*

Introduction:

In the history of social thought as well as in Personal Reflection the relation of education to ethics was one of the themes most constants analyzed. Either the individual was permitted autonomy in choosing a moral path or this was assigned to society. The element common to the different approaches was the recognition of the need for guiding formative action. Therefore, education as a consciously structured activity to promote goals, development and formation seems to be essential in building a moral personality. This action toward morality can be either reflexive that is aimed toward one's personal self-education or transitive, having as a direct object education in a broad sense it has been established that the crucial role in Moral development belongs to reflexive education.

Moral values development is a process of the natural growth of moral characteristics. Morality grows, along with thinking or language, passing through different stages. Moral evolution is a process of intentional development, conducted by persons themselves, society or both acting one through the other. The process leads to a higher level of morality, and finally to spirituality. Thus, if moral development can take place in the absence of a consciously organized educational influence, moral evolution is not separate from this influence nor apart from person's own adhesion to it.

Further, it can be inferred that no discussion about moral renewal can take place without recognizing its basis in reflexive education and individual will. Every epoch seems to have periods of moral values and also periods of increasing awareness of the aspects of moral evolution. The signs of anxiety appear or make themselves visible in culture, especially in literature and philosophy. The time of its penetration into any individual's mind and heart might be longer or shorter, but inevitably a generalized phase of this anxiety arrives in which every person begins to wish for something else. The revolutionary year of 1989 made explicit this something at the level of individuals and groups, consequently giving birth to the necessary energy for change. But in the same way in which action came after a period of waiting and meditation, again, in the few years after the revolution meditation took the place of action.

Operational Definitions of the Terms Used:

Home Environment

Home Environment is defined as the climate prevailing in one's home, which varies from culture to culture, society to society and from family to family depending upon various

factors.

Moral Values

Moral values is defined in terms of honesty, truthfulness, good character, kindness, self-discipline, God-fearing personality and simple living and high thinking.

The moral values include – aesthetic, theoretical, religious, social, economic, hedonistic & political.

Objectives of the study:

1. To study the Home Environment of Elementary School Students.
2. To study the Moral Values of Elementary School Students.
3. To find relationship between Home environment and Moral Values of Elementary School Students.
4. To find relationship between Home environment and Moral Values of Boys of Elementary School.
5. To find relationship between Home Environment and Moral Values of Girls of Elementary School.
6. To find the significant difference between Home Environment of Boys & Girls Students.
7. To find the significant difference between Moral Values of Boys & Girls Students.

Hypotheses of the Study:

1. There is no significant difference in the Home Environment of Boys & Girls Students.
2. There is no significant difference in the Moral Values of Boys & Girls Students.

Methodology:

a) Research Method Used

Descriptive survey method

b) Sample

The sample of the study will consist of 200 students (100 boys & 100 girls). They have been selected randomly from 8th class of four schools of Sonapat City.

c) Tools

Home Environment Inventory Developed by Dr. Kruna Shankar Misra

A new test for study of Moral Values developed by Km. Shashi Gilani.

d) Statistical Techniques used

Mean, SD & 't' are used

Analysis and Interpretation:

1. Regarding objective :

The mean value (219.89) of Home Environment of all the students is above the average score, it means good home Environment is prevailed by the students at their homes.

2.Regarding objective :

The mean value (278.80) of score on scale of moral values is above the average which can be termed as good, it means students bears good moral values.

3. Regarding objective :

Regarding relationship between Home Environment & Moral Values of students of Elementary standard, it is found that value of 'r' is 0.13 which implies that Home Environment & Moral Values of students are related but not so effective.

4.Regarding objective :

Relationship between Home Environment & Moral Values of boys is 0.12, which implies that moral values of boys is effective by Home Environment which prevail at their homes.

5. Regarding objective :

Relationship between Home Environment & Moral Values of girls is 0.07, which is not of consideration level, it implies that these both are not related in case of girls.

6. Regarding objective :

TABLE 1 Comparison of Home Environment

Dimension	N	Means	SD (σ)	t-value	Level of significance at 0.01 & 0.05
Boys	100	220	28.7	0.20	Not significant
Girls	100	219	40.76		

The table show the mean, S.D. & 't' value is 0.20 which is less than the table value of level of significance at 0.01 & 0.05. So null Hypothesis is accepted. Hence there is no significant difference in the home environment of boys and girls Elementary school students.

TABLE 2 Comparison of Moral Values

Dimension	N	Means	SD (σ)	t-value	Level of significance at 0.01 & 0.05
Boys	100	268	5.18	27.57	Significant
Girls	100	289	3.17		

This table show the mean value of Moral values in case of girls is 289 is higher than in case of boys i.e. 268. The 't' values is 27.57, which is higher than the table value at both levels of significance. Hence null Hypothesis is accepted. This implies that there is a significant difference in the Moral values of boys & girls of Elementary school students.

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