THE RELATIONSHIP BETWEEN MORAL VALUES AND SELF – CONCEPT OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

Now we are living in the modern world. There are so many changes occurring day-to-day. But all people are not good. Some people are horrible, not concerned about others. They have become terrorists, lawbreakers, rapists, corrupt, etc. This is because of the lack of Moral Values and ethics in various fields. It is essential to know the causes of Moral Values declination and the solutions to it. It is necessary to respect the primary needs and traditions of all people in the world. The sample for the present study was Secondary School Students of in the *Bijapur, Chhattisgarh* state who follow the *Chhattisgarh* state syllabus. The questionnaire used for data collection was Moral values scale developed by Dr**.** *Alpha Sen Gupta and Dr.Arun Kumar Singh,* Self - Concept scale was constructed by Dr.S.P.Ahluwalia and Dr.hari shanker Singh was used. The present study was carried out on a representative sample of 1000 Secondary School Students studying in standard IX students selected from various areas in *Bijapur, Chhattisgarh* state. The sample was selected using a random sampling technique. The investigator considered the following strata while sampling viz., Gender, Type of school management, Locality, Caste, Birth order, Number of members in the family, Mother's education, Father's education, Mother occupation, Father's occupation, Religion, were chosen for the present study. Results of the study revealed that there is significant strong relationship between Moral Values and Self – Concept of Secondary School Students.

Keywords: Moral values, Self Concept, Secondary School Students.

Introduction

We know today's children are tomorrow's, citizens. It is necessary to take care of present-generation students. If we teach Moral Values to the students, the future generation will live happily. So it is necessary to give more importance to Moral Education. Moral education involves social education but extends it in so far as it covers how the individual deals with his powers and potentialities and how he behaves in his relationships with other people and the community at large. It is as concerned with striving for personal wholeness as with generating a responsible attitude towards others and understanding right and wrong behavior. The most constructive factor in moral education is a happy, purposeful, stimulating home life that encourages the child to explore his powers while offering living guidance and setting appropriate limits to behavior.

Indian culture is rooted deeply in her spiritual values. Unless these values find their way into the life of students, education will lose its significance and will not fulfill its function of endowing the students with a vision to live by and with ideals to work for. Therefore, in difference to the cherished goals of democracy, socialism, humanism, and secularism, our education system must evolve a new positive morality that could effectively be built into the school curriculum. According to Peters J. "The growth of morality and value is a complex psycho-social phenomenon." Morality is not something to be taken lightly. It is a form of thought and action parallel to other conditions, such as science, history, and literature study.

Many psychologists believe that how an individual conceives of himself is the most critical factor in his personality structure. The degree of self-concept he possesses goes far in determining how he will behave under various circumstances, what his level of aspiration will be, and what happiness and contentment will enjoy in the course of his

life. We have seen that the child's concept of himself is an emergence of the process of experience and involves both physical and environmental factors. Some of these factors are inherited and presumably outside the possibility of manipulation.

On the other hand, many of the environmental factors are capable of being changed to some degree. A child's concept of himself is a function of this total experience, not just which of his experience in school, and beyond the limits of the school is sitting, there is much that no teacher can control. A pupil's self-image determines not only the goals he sees as suitable for him to strive for but also the level of his aspirations.

Self-concept is the cognition we have of ourselves based on our personal experiences, body image, and thoughts. Our decisions regarding facing or not facing a challenge depend significantly on our self-concept. The self-concept one has about oneself also decides the outcome of the challenge. The students in their adolescence must have a positive and high self-concept to bloom as capable citizens of the country. Moral values are principles individuals set to assess their right and wrong situations. Moral values are guiding principles that shape our world outlook, attitudes, and conduct. Moral values, however, are either innate or acquired. A strong focus on morals and values is essential to the educational model. The problem is that neglecting teaching moral values in schools is hurting our students and causing societal problems.

The researcher thought that if the students should have moral values, they will be frame good self concept in their mind and life's; these two different variables may cause his/her academic achievement. So there is need to present study Moral Values   Self-Concept in relation to Academic achievement of Secondary school students.

Review of related literature

Binu & Sudharma (2016) had done a study on "the Effect of Peer Tutoring Model on Self-concept of learners in Mathematics class at the secondary level". The purpose of the study was to find out the effect of Peer Tutoring Model on the selfconcept of secondary school students in Mathematics class. It was found that the self-concept of pupils taught by Peer Tutoring Model (PTM) was significantly higher than that of pupils taught in the prevailing method.

Jaiswal and Choudhury (2017) undertook a study to "investigate the academic self-concept and academic achievement of students of senior secondary school level and to explore the difference in their self concept and achievement with respect to gender of the students". The investigation revealed positive and significant relationship between academic self concept and academic achievement of students. It was also found that girls possessed more scores on academic self concept and academic achievement as compared to their counterparts.

Tucson and Lutzen (2017) investigated a study on "Moral Sensitivity and the influence of demographic variables". Like gender, age, parental status, and academic year among 299 Swedish nursing students. The study's findings revealed that the nursing students possessed a moderate level of Moral Sensitivity. Demographic variables, namely gender, age, and parental status, were of significance to nursing student's Moral Sensitivity which highlighted the significance of considering these variables while designing a curriculum for ethics education for nursing students.

Paul and Upadhyaya (2017) studied the relationship between values and Moral judgment among high school students in the Jabalpur district. The study revealed that the mean scores of values and Moral judgment of Girls were slightly higher than that of boys.

Javed, Kausar, and Khan (2018) studied "the effect of gender and the school system on moral values" among 100 schoolchildren in Pakistan. The results showed that children from private schools showed higher moral values than students from public schools. Also, girls showed less immorality and were afraid of punishment compared to boys.

Eremie and Grace (2018) investigated a study on "the influence of moral instruction on the academic achievement of secondary school students". Results revealed that female and male students were differentially influenced by moral

motivation and moral judgment on academic achievement. In contrast, moral sensitivity does not indicate any influence on male and female students' academic achievement.

Javed, Kausar, and Khan (2018) studied "the effect of gender and the school system on moral values among 100 schoolchildren in Pakistan". The results showed that children from private schools showed higher moral values than students from public schools. Also, girls showed less immorality and were afraid of punishment compared to boys.

Karma (2018) aimed at investigating "the contribution of school climate, achievement motivation and self-concept to science learning achievement in the seventh grade students". The research used the ex post facto design. The results of the research showed that there is a positive and significant contribution of school climate to the students 'learning science achievement and there is a positive and significant contribution of achievement motivation to students 'learning science achievement as well as a positive and significant contribution of self-concept to students' learning science achievement. Simultaneously there is a positive and significant contribution of school climate, achievement motivation and self-concept to students 'science learning achievement.

M.Ganaie (2018) conducted a study of "Social Intelligence & Academic Achievement of College Students of District Srinagar, J&K and India". The study indicates that social science college students have better social intelligence than science college students. However, it was found that Science students have better academic achievement than their Counterparts.

Praveen Lata (2019) investigated "A study of academic cheating among adolescents in relation to locus of control academic achievement academic stress and ego strength". Findings revealed that there is no relationship between Academic cheating and External Locus of Control. Academic cheating and Academic Achievement are positively correlated. Academic cheating and Academic Stress are not related with each other. Academic cheating is positively correlated with Ego Strength.

Research Methodology
Objectives of the study
1. To find out the level of Moral Values of the secondary school students and to classify them.
2. To find out the level of Moral Values   with respect to the following components.
    1. Lying
    2. Dishonesty
    3. Stealing
    4. Cheating
3. To find out the influence of the following variables on the Moral Values   of secondary school students.

   a. Gender   : Boys / Girls
   b. Locality   : Rural / Urban
   c. Type of Management   : Government / Private
   d. Cast   : SC / ST / BC / OC
   e. Birth order   : One/Two/Three
   f. The number of members in the family   : is below 3 /above 3 of the total members.
   g. Fathers' Education   : Illiterate / School level / College level.
   h. Mothers Education   : Illiterate / School level / College level.
   i. Fathers Occupation   : Government Employee / Private Employee / Agriculture /Cooley.
   j. Mother Occupation   : Government Employee / Private Employee / Agriculture /Cooley.
   k. Religion   : Hindu/Christian / Muslim.

4. To find out the level of Self-Concept of the secondary school students and classify to them.

5. To find out the level of Self-Concept with respect to the following components.
   a. behavior
   b. Intellectual and school status
   c. Physical appearance and attributes
   d. Anxiety
   e. Popularity
   f. Happiness and satisfaction

6. To find out the influence of the following variables on the Self-Concept of secondary school students.
   a. Gender   : Boys / Girls
   b. Locality   : Rural / Urban
   c. Type of Management   : Government / Private
   d. Cast   : SC / ST / BC / OC
   e. Birth order   : One/Two/Three
   f. The number of members
      in the family   : is below 3 /above 3 of the total members.
   g. Fathers' Education   : Illiterate / School level / College level.
   h. Mothers Education   : Illiterate / School level / College level.
   i. Fathers Occupation   : Government Employee / Private Employee / Agriculture /Cooley.
   j. Mother Occupation   : Government Employee / Private Employee / Agriculture /Cooley.
   k. Religion   : Hindu/Christian / Muslim.

7. To find out the relationship between Moral Values and Self-Concept of secondary school students.

The hypothesis of the Study

Hypothesis 1) There would be no significant difference between boys' and girls' of the secondary school students in their Moral Values and self concept.

Hypothesis 2: There would be no significant difference between rural and urban of the secondary school students in their Moral Values and self concept.

Hypothesis 3: There would be no significant difference between government and private of the secondary school students in their Moral Values and self concept.

Hypothesis 4: There would be no significant difference between SC/ST/BC/OC cast of the secondary school students in their Moral Values and self concept.

Hypothesis 5) There would be no significant difference between One/Two/Three birth order of the secondary school students in their Moral Values and self concept.

Hypothesis 6) There would be no significant difference between Hindu/Muslim/Christian of the secondary school students in their Moral Values and self concept.

Hypothesis 7) There would be no significant difference between Illiterate/ School/ College of father education of the secondary school students in their Moral Values and self concept.

Hypothesis 8) There would be no significant difference between Illiterate/ School/ College of Mother education of the secondary school students in their Moral Values and self concept.

Hypothesis 9) There would be no significant difference between Govt/ Private/agriculture of the Father occupation of secondary school students in their Moral Values and self concept.

Hypothesis 10) There would be no significant difference Govt/ Private/agriculture of the Mother occupation of secondary school students in their Moral Values and self concept.

Hypothesis 11) there would be no significant difference between below 3/above 3 of the number of the member in the family of the secondary school students in their Moral Values and self concept.

Method of the study

Entire research involves the elements of observation, planning, the procedure to be followed, and its description and analysis of what happens under certain circumstances. For the present study, the investigator selected the normative survey method.

Sample Selected for the Study

The sample for the present study was Secondary School Students of in the *Bijapur*, *Chhattisgarh* state who follow the *Chhattisgarh* state syllabus. The present study was carried out on a representative sample of 1000 Secondary School Students studying in standard IX students selected from various areas in *Bijapur*, *Chhattisgarh* state. The sample was selected using a random sampling technique. The investigator considered the following strata while sampling viz., Gender, Type of school management, Locality, Caste, Birth order, Number of members in the family, Mother's education, Father's education, Mother occupation, Father's occupation, Religion, were chosen for the present study.

Population for the study

The present study's sample is 9th standard secondary school students studying in government and private schools in rural and urban areas in the *Bijapur*, *Chhattisgarh* state. The total population consisted approximately 40000 people around secondary schools. Only 1000 (2.5%) samples were selected for the present study.

Analysis and Discussion of Results

Objective wise analysis in Moral Values

Objective-1: To find out the Moral Values of the secondary school students and to classify them.

Table 4.1

Whole sample of Moral Values

Whole	Mean	SD	% of mean
1000	46.25	13.62	64.23

Interpretation

From the above table (4.1), the following aspects have been observed: The total number of secondary school students is 1000. The mean value is 46.25, and the percentage of the mean value is 64.23. The standard deviation value is13.62; the level of Moral Values is above average.

Finding

As per table (4.1), the result indicates that the whole sample of secondary school students fall under above-average in their Moral Values**.**

Analysis of Classification in Moral values

On the scores referring to Moral values of Secondary School Students, the mean and standard deviation for the entire group were computed. The overall sample's mean and standard deviation are 64.23 and 13.62, respectively. The complete sample was divided into three categories of Interest in mathematics, high (above M+1SD), intermediate (between M-1SD and M + 1SD), and low (below M-1SD).The frequencies of students in the various levels of the sample were also calculated and the percentages of students in the various levels were listed in table 4.2.

Table 4.2

Classification of moral values in secondary school students

S.No	Level of awareness	No. of Students	Percentage
1	Low	230	23%
2	Moderate	550	55%
3	High	220	22%

Interpretation

From the above table (4.02), the following aspects have been observed. In the classification table, 23% of pupils fall under low level, 55% are under moderate level, and 22% are under high level. The level of awareness is more elevated in moderate, than in low and high levels.

Finding

The above table (4.02), the result indicates that most of the students are moderate level in their moral values.

Whole sample Analysis in Self - Concept

Objective-4: To find out the Self - Concept of secondary school students and to classify them.

Table - 4.3

Whole sample analysis of Self - Concept

Whole	Mean	SD	% of mean
1000	55.67	5.93	69.58

Interpretation

From the above table (4.3), the following aspects have been observed: The total number of secondary school students is 1000. The mean value is 55.67, and the percentage of the mean value is 69.58. The standard deviation value is 5.93; the level of Self – Concept is above average.

Finding

As per table (4.3), the result indicates that the whole sample of secondary school students fall under above-average in their Self – Concept.

Analysis of Classification in Self - Concept

On the scores referring to self - Concept of Secondary School Students, the mean and standard deviation for the entire group were computed. The overall sample's mean and standard deviation are 69.58 and 5.93, respectively. The complete sample was divided into three categories of Interest in mathematics, high (above M+1SD), intermediate (between M-1SD and M + 1SD), and low (below M-1SD).The frequencies of students in the various levels of the sample were also calculated and the percentages of students in the various levels were listed in table 4.2.

Table 4.4

Classification in Self – Concept of secondary school students

S.No	Level of awareness	No. of Students	Percentage
1	Low	255	25.5%
2	Moderate	521	52.1%
3	High	224	22.4%

Interpretation

From the above table (4.4), the following aspects have been observed. In the classification table, 25.5% of pupils fall under low level, 52.1% are under moderate level, and 22.4% are under high level. The level of awareness is more elevated in moderate, than in low and high levels.

Finding

The above table (4.4), the result indicates that most of the sample students are moderate level in their Self - Concept

Hypothesis 11) There would be no significant relationship between Moral Values and Self-Concept of secondary school students.

Table 4.42

Correlation between Moral Values and Self Concept

Variable	N	df	'r'
Moral Values	1000	998	0.48*
Self Concept	1000		

Significant at 0.05 level

Interpretation:

From the above table (4.42), the following aspects have been made. The total number of pupils is 2000. The pupil from Moral Values is 1000, and the pupil from Self Concept is 1000. The ''DF '' value is 998, and the ''r'' value is 0.48, significant both Moral Values and Self Concept of secondary school students.

Finding:

From the above table (4.32), it is found that the "r" value is 0.48 the calculated ''r-value is greater than the table value of ''r'' at a 0.05 level of significance. Thus, hypothesis - 34 is rejected. Hence, it is concluded that there is a positive correlation between Moral Values and Self Concept of secondary school students. From the above table, it is also clear that Moral Values and Self Concept are positively correlated.

Findings of results

1. The whole sample of Moral Values the results indicate that, the percentage of the mean value and SD value is 64.23, 13.62. The whole sample **of** Moral Values, the sample **secondary school students fall under above-average in their** Moral Values**.**
2. In the classification table from the moral values, 23% of pupils fall under low level, 55% are under moderate level, and 22% are under high level. The level of awareness is more elevated in moderate, than in low and high levels. the result indicates that most of the students are moderate level in their moral values.
3. **The result indicates from the whole sample, the sample secondary school student's fall under above-average in their** Self – Concept**.**
4. The result indicates that most of the sample students are moderate level in their Self – Concept.

5. The finding from the correlation between Moral Values and Self Concept, the "r" value is 0.48, significant at the 0.05 level. Hence the hypothesis - 18 is rejected. Hence, it is concluded that there is a positive correlation between Moral Values and Self Concept of secondary school students.

Conclusion

In the present study the Self-Concept of Secondary school students, the investigator found that all the sample secondary school students are above average in their Self-Concept. According to the results, the role of a parent and teacher in the changing social scenario is becoming very challenging. Earlier, the teacher was the only source of information and commanded respect on this count. Today, we have multiple information centers like books, coaching centers, audio visual aids such as audio cassettes, video tapes, microfilms, and internet services that provide information

to those who need it. Society is becoming more materialistic, and values are pushed into the background. So the parent and teacher role is crucial in developing their child's values. To make your children responsible society members, teach them moral values like honesty, loyalty, respect, self-reliance, self-discipline, patience, kindness, gratitude, forgiveness, personal responsibility, and courtesy. These values help develop a strong personality for your child, which minimizes the possibility of having them go astray. . It is said that from the age of 5-6, children start differentiating between right and wrong, and the first lesson comes from their parents. They see their parents as role models and try to follow in their footsteps.

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