

# **STUDY OF ATTITUDE TOWARDS MORAL VALUES AMONG ELEMENTARY SCHOOL STUDENTS OF DELHI**

**Mr. Harish Dahiya\***

## **Abstract**

*Society is not formed of individuals who live for themselves only but of those who care about the society, who live for the society. Such individuals can be raised by imparting moral education. The present study was an effort to examine the standards of moral values among elementary school students of Delhi. The present study consists of a sample of 200 elementary school students which were taken from various Govt. & Private schools of Delhi. Randomly selected students were examined by using 'Moral Values Scale' by Dr. A. Sen Gupta and Prof. A. K Singh (2011). Their attitude towards four dimensions of moral values (i.e lying, dishonesty, stealing and cheating) of elementary students was studied. The data was collected and subjected to statistical analyses by the use of SPSS software. The major finding of the study was that Private elementary school students of class VI of Delhi have shown more positive attitude towards moral values as compared to Govt. elementary school students of class VI of Delhi, so it may be inferred that private school students have more positive outlook towards life as compared to students of Govt. schools.*

## **Introduction**

Education plays very important role in the development of the society. The actual purpose of education is to develop new generation's intellectual abilities and along with that to make them good human beings which can be done by imparting knowledge of moral values. They can become a good & responsible citizen only when they acquire both the qualities. But now-a-days because of cut throat competition everyone is focusing on improving intellectual abilities and importance of moral education is getting reduced. Children are gaining knowledge but they are not trained to be morally sound.

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\*Assistant Professor, Oxford Girls College of Education Uklana Mandi Hissar.

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## **Moral values**

The Psychologist's concept of moral behaviour is much like the Layman's and psychoanalyst's concept of conscience or moral character (Donelson 1973). The word moral is derived from the Latin word "mos" that means custom, practice or rule, a way of accomplishing things.

**Piaget (1928)** was the first psychologist who interpreted the children's concept of moral rules or values. Amoral value plays an important role in shaping personality of the children.

**Kohlberg (1963)** inferred morality from a person's intrinsically motivated resistance to temptation and from his guilt feelings that follow an act of transgression when he understands and also accepts prevailing standards of morality of the specific society.

Sinha and Verma (1992) say "by morality we mean internalization of a set of ideas, values, virtues sanctioned by society that become an integral part of the individual self through the process of development. It is the sum total of an individual's way of behaving that is judged through person's ethical rightness or wrongness".

## **Objectives**

1. To find out difference in attitude towards lying (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi.
2. To find out difference in attitude towards dishonesty (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi.
3. To find out difference in attitude towards stealing (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi.
4. To find out difference in attitude towards cheating (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi.
5. To find out difference in attitude towards moral value (total) among class VI students of Private & Government elementary schools of Delhi.

## **Hypothesis**

1. There is no significant difference in attitude towards lying (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi.
2. There is no significant difference in attitude towards dishonesty (dimension of moral value) among class VI students of Private & Government elementary schools of

Delhi.

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3. There is no significant difference in attitude towards stealing (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi.
  4. There is no significant difference in attitude towards cheating (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi.
  5. There is no significant difference in attitude towards moral value (total) among class VI students of Private & Government elementary schools of Delhi.

### **Operational Definition of the terms used**

**Attitude** - State of mind and the scores obtained by students on moral value scale designed by Dr. A. Sen Gupta and Prof. A.K Singh.

**Moral Value** - relating to principles of right or wrong in behaviour which is described by four dimensions i.e Lying, Dishonesty, Stealing and Cheating.

### **Delimitations of the study**

Every research work is delimited. This is because it is very difficult for a researcher to touch all the areas for his/her study in short disposal. So, the delimitations for the present study can be enumerated as:

- **Age group of students** - Elementary school students of 10 - 11 years age group.
- **No. of school included** - 2 (1 government school and 1 private school)
- **No. of students included** - 200 (100 students of government school & 100 students of private school)
- **Area covered** - Vikas Puri (Delhi).

### **Tools**

A standardized test '**Moral Values Scale**' (2011) by **Dr. A. Sen Gupta and Prof. A. K Singh**. The questionnaire comprises of 36 items which measures attitude of adolescents towards four dimensions of moral values (i.e lying, dishonesty, stealing and cheating).

### **Data Collection**

The data was collected personally by the investigator from the students of Govt. and Private elementary Schools of Delhi using random sampling. Aggregate scores in the four

dimensions of moral values (i.e lying, dishonesty, stealing and cheating) were scored separately as directed by the manual. The analyses of the obtained scores were done by using descriptive and inferential statistics. The statistical software SPSS was used to perform the statistical analysis.

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### Descriptive Statistics

1. The computed value of Mean, Median, S.D, Skewness and Kurtosis of scores of attitude towards lying (dimension of moral value) of class VI students (N = 100) of Government Elementary schools of Delhi is given table 1.

**Table 1**

Mean	Median	SD	Skewness	Kurtosis
6.31	7	1.625	- 0.949	1.650

2. The computed value of Mean, Median, S.D, Skewness and Kurtosis of scores of attitude towards lying (dimension of moral value) of class VI students (N = 100) of Private Elementary schools of Delhi is given in table 2.

**Table 2**

Mean	Median	SD	Skewness	Kurtosis
7.09	7	1.016	- 0.596	0.653

3. The computed value of Mean, Median, S.D, Skewness and Kurtosis of scores of attitude towards dishonesty (dimension of moral value) of class VI students (N = 100) of Govt. Elementary schools of Delhi is given table 3.

**Table 3**

Mean	Median	SD	Skewness	Kurtosis
7.46	8	1.500	- 1.066	1.099

4. The computed value of Mean, Median, S.D, Skewness and Kurtosis of scores of attitude towards dishonesty (dimension of moral value) of class VI students (N = 100) of Private Elementary schools of Delhi is given in table 4.

**Table 4**

Mean	Median	SD	Skewness	Kurtosis
8.46	9	0.688	- 0.899	- 0.396

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5. The computed value of Mean, Median, S.D, Skewness and Kurtosis of scores of attitude towards stealing (dimension of moral value) of class VI students (N = 100) of Govt. Elementary schools of Delhi is given in table 5.

**Table 5**

<b>Mean</b>	<b>Median</b>	<b>SD</b>	<b>Skewness</b>	<b>Kurtosis</b>
7.33	8	1.435	- 0.915	0.440

6. The computed value of Mean, Median, S.D, Skewness and Kurtosis of scores of attitude towards stealing (dimension of moral value) of class VI students (N = 100) of Private Elementary schools of Delhi is given in table 6.

**Table 6**

<b>Mean</b>	<b>Median</b>	<b>SD</b>	<b>Skewness</b>	<b>Kurtosis</b>
8.36	9	0.98	- 2.162	6.323

7. The computed value of Mean, Median, S.D, Skewness and Kurtosis of scores of attitude towards cheating (dimension of moral value) of class VI students (N = 100) of Govt. Elementary schools of Delhi is given in table 7.

**Table 7**

<b>Mean</b>	<b>Median</b>	<b>SD</b>	<b>Skewness</b>	<b>Kurtosis</b>
6.44	7	1.725	- 1.023	0.484

8. The computed value of Mean, Median, S.D, Skewness and Kurtosis of scores of attitude towards cheating (dimension of moral value) of class VI students (N = 100) of Private Elementary schools of Delhi is given in table 8.

**Table 8**

<b>Mean</b>	<b>Median</b>	<b>SD</b>	<b>Skewness</b>	<b>Kurtosis</b>
7.55	8	0.88	- 1.152	2.163

9. The computed value of Mean, Median, S.D, Skewness and Kurtosis of scores of attitude towards moral value (total) of class VI students (N = 100) of Govt. Elementary schools of Delhi is given in table 9.

**Table 9**

Mean	Median	SD	Skewness	Kurtosis
27.54	29	4.825	- 1.024	0.875

10. The computed value of Mean, Median, S.D, Skewness and Kurtosis of scores of attitude towards moral value (total) of class VI students (N = 100) of Private Elementary schools of Delhi is given in table 10.

**Table 10**

Mean	Median	SD	Skewness	Kurtosis
31.44	32	2.289	- 1.311	2.388

## INFERENTIAL STATISTICS

**Hypothesis I :** t-value to find significant difference between mean scores of attitude towards lying (dimension of moralvalue) among students ofclass VI students of Private & Government Elementary schools of Delhi.

**Table 11**

Sr . No.	Group	N	M	S.D	df	t - value
1	Private	100	7.09	1.016	198	4.070
2	Govt.	100	6.31	1.624		

Table 11 revealed that t-value between mean scores of attitude towards lying (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi is 4.070 which is significant at 0.01 level. This means there is a significant difference between mean scores of attitude towards lying (dimension of moral value) among class VI students of Private & Government Elementary schools of Delhi.

Therefore the null hypothesis 1 stating that "there is no significant difference in attitude towards lying (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi" is not accepted.



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**Hypothesis II :** t-value to find significant difference between mean scores of attitude towards dishonesty (dimension of moral value) among students of class VI students of Private & Government elementary schools of Delhi.

**Table 12**

Sr. No.	Group	N	M	S.D	df	t - value
1	Private	100	8.46	0.688	198	6.059
2	Govt.	100	7.46	1.500		

Table 12 revealed that the t-value between mean scores of attitude towards dishonesty (dimension of moral value) among class VI students of Private & Government Elementary schools of Delhi is

which is significant at 0.01 level. This means there is a significant difference between mean scores of attitude towards dishonesty (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi.

Therefore the null hypothesis 2 stating that "there is no significant difference in attitude towards dishonesty (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi" is not accepted.

**Hypothesis III :** t-value to find significant difference between mean scores of attitude towards stealing (dimension of moral value) among students of class VI students of Private & Government elementary schools of Delhi.

**Table 13**

Sr. No.	Group	N	M	S.D	df	t - value
1	Private	100	8.36	0.979	198	5.925
2	Govt.	100	7.33	1.435		

Table 13 revealed that the t-value between mean scores of attitude towards stealing (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi is 5.925 which is significant at 0.01 level. This means there is a significant difference between mean scores of attitude towards stealing (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi.

Therefore the null hypothesis 3 stating that "there is no significant difference in attitude towards stealing (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi" is not accepted.

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**Hypothesis IV :** t-value to find significant difference between mean scores of attitude towards cheating (dimension of moral value) among students of class VI students of Private & Government Elementary schools of Delhi.

**Table 14**

Sr . No.	Group	N	M	S.D	df	t - value
1	Private	100	7.55	0.884	198	5.731
2	Govt.	100	6.44	1.725		

Table 14 revealed that the t-value between mean scores of attitude towards cheating (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi is 5.731 which is significant at 0.01 level. This means there is a significant difference between mean scores of attitude towards cheating (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi.

Therefore the null hypothesis 4 stating that "there is no significant difference in attitude towards cheating (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi" is not accepted.

**Hypothesis V :** t-value to find significant difference between mean scores of attitude towards moral value (Total) among students of class VI students of Private & Government Elementary schools of Delhi.

**Table 15**

Sr . No.	Group	N	M	S.D	df	t - value
1	Private	100	31.44	2.288	198	7.303
2	Govt.	100	27.54	4.825		

Table 15 revealed that the t-value between mean scores of attitude towards Moral value (total) among class VI students of Private & Government elementary schools of Delhi is 7.303 which is significant at 0.01 level. This means there is a significant difference between mean scores of attitude towards Moral Value (total) among class VI students of Private & Government elementary schools of Delhi.

Therefore the null hypothesis 5 stating that "there is no significant difference in attitude towards Moral value (Total) among class VI students of Private & Government elementary schools of Delhi" is not accepted.

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## RESULTS AND CONCLUSION

The following conclusions have been drawn:

1. There is significant difference in attitude towards lying (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi.
2. There is significant difference in attitude towards dishonesty (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi.
3. There is significant difference in attitude towards stealing (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi.
4. There is significant difference in attitude towards cheating (dimension of moral value) among class VI students of Private & Government elementary schools of Delhi.
5. There is significant difference in attitude towards moral value (Total) among class VI students of Private & Government elementary schools of Delhi.

**So it is concluded that there exists significant difference in attitude towards moral value (Total) among class VI students of Private & Government elementary schools of Delhi.**

It can be concluded on basis of descriptive and Inferential statistics that Private elementary school students of Class VI have shown more positive attitude towards Moral Values (*i.e lying, dishonesty, stealing and cheating*) as compared to Govt. Elementary school students of class VI, so it may be considered that they have more positive outlook towards life. This result shows that there is more conducive environment and all-round better development of child in Private elementary schools of Delhi as compared to Govt. ones.

## REFERENCES

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