



ATTITUDE TOWARDS MORAL VALUES AMONG B.ED., TRAINEES

Education

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ABSTRACT

An attempt was made in the present investigation **Aim:** Attitude towards moral values among B.Ed., Trainees. **Objective:** To assess the impact of gender, management and methodology on moral values among B.Ed., trainees. **Sample:** Sample of the present study consists of 1200 B.Ed., trainees in Warangal district of Telangana State. **Tool:** Moral values inventory developed by Venkat Rao and Soundararajan (2019) was administered. **Conclusion:** Results revealed significant impact of gender, management and methodology on moral values.

KEYWORDS

Gender, Management and Methodology, Moral values and B.Ed., Trainees.

INTRODUCTION

Education is regarded as the potential instrument of national development. A modern society cannot achieve its' aim of economic growth, technical development and cultural advancement without fully harnessing the talents of its citizens. Educationists thus strive to develop fully the intellectual potential of the students and make efforts to see that their potentialities are fully recognized and channelized for the benefit of the individual and that of the society. So, education is the process of bringing out the talents and potentialities of an individual and to unfold the natural abilities and interests before the society. It proceeds from birth to death and schools exert greater influence in educating the child and promoting academic achievement. Therefore, the level of academic achievement of a child at any stage depends on the extent to which its natural potentialities have developed.

Moral values are the principles and standard which determines whether an action is right or wrong. Moral values are based on a moral code. Moral Code is a system of morality according to a particular philosophy, religion or culture. The golden rule is a moral code which urges us to treat others as you would like others to treat you. These values are good and positive attributes and attitudes of honesty, tolerance, perseverance, kindness, generosity, charity and compassion. These are the responsibilities and principles held by the people.

Review of Literature

Chaya (1993) investigated that the moral judgement among students. The findings of the study were boys were significantly higher than girls in the 'non-violence' dimension of moral judgment. Wark and Krebs (1996) suggested the effects of gender, gender role, and type of moral dilemma on moral maturity and moral orientation of students. Females were more consistent than males in moral stage; males were consistent in moral orientation. Females made higher stage and more cue-based moral judgement than males made on personal real-life dilemmas. Dhull and Mahashweta (2005) concluded that the results indicated males scored significantly higher than the females on theoretical and political values. The females scored significantly higher than the males on aesthetic and religious values. Surinder (2012) studied moral values of students in relation to gender and area. The findings revealed that no significant difference of level of moral values found in urban boys and urban girls. Augusta Muthigani (2019) concluded the results the pedagogy in teacher education courses with a view of re-focusing on the practical aspects with regard to moral values development in teacher trainees. Sangrila Basumatary (2020) conducted a study on moral values among students. Results revealed that there is significant difference between government and private students on moral values.

OBJECTIVE

- To assess the impact of gender, management and methodology on Attitude towards moral values among B.Ed., Trainees.

Hypotheses

- There would be no significant influence of gender on moral values

among B.Ed., Trainees.

- There would be no significant influence of management on moral values among B.Ed., Trainees.
- There would be no significant influence of methodology on moral values among B.Ed., Trainees.

Sample

Sample for the present study consists of 1200 B.Ed trainees in Warangal district of Telangana State. The subjects were in the age group of 21-25 years selected and using stratified random sampling method.

Variables Studied

Independent Variables

- Gender
- Management
- Methodology

Dependent Variable

- Moral Values

Tool: Moral values inventory developed by Venkat Rao and Soundararajan (2019). It consists of 60 items. The reliability for the scale was found to be 0.93 using test-retest method.

Research Design

As there are two independent variables i.e., gender (male & female) and management (government & private) and methodology (pedagogy of teaching sciences, mathematics, social sciences and languages) each is divided in to two categories, a $2 \times 2 \times 4$ factorial design was employed in the present study.

STATISTICAL ANALYSIS

The obtained data were subjected to statistical analysis such as Means, SDs, and 'F' test were used.

RESULTS AND DISCUSSION

Table-I: Means and SDs for scores on moral values among B.Ed., trainees.

Methodology		Gender			
		Male		Female	
		Management	Private	Management	Private
Sciences	Mean	196.10	195.68	193.90	195.37
	SD	22.35	19.67	19.22	16.64
Mathematics	Mean	183.44	195.80	188.90	192.97
	SD	18.05	25.13	19.47	16.68
Social Sciences	Mean	194.69	194.57	194.21	199.00
	SD	24.90	21.98	15.30	17.03
Languages	Mean	192.38	195.09	194.89	193.77
	SD	19.34	22.95	16.64	16.38

Grand Means

Male = (M:193.46) Female = (M:194.13)	Government = (M:192.32) Private = (M:195.28)
Sciences=(M:195.26) Mathematics =(M:190.28) Social Sciences=(M:195.63) Languages=(M:194.03)	

A close observation of table-I shows that the female teacher trainees studying in private colleges of Pedagogy of teaching of Social Sciences have obtained a high score of 199.00 indicate that they have better moral values compared with other groups. Male teacher trainees studying in government colleges of Pedagogy of teaching of Mathematics have obtained a low score of 183.44 indicate that they have poor moral values compared with other groups.

In terms of gender, Female (M=194.13) have better moral values than the Male (M=193.46). In terms of management, Private teacher trainees (M=195.28) have better moral values than government teacher trainees (M=192.32). In terms methodology, Pedagogy of teaching of Social Sciences = (M: 195.63) have better moral values than Pedagogy of teaching of Mathematics = (M: 190.28).

Table-II: Summary of ANOVA for scores on moral values among B.Ed., trainees.

Source of Variance	Sum of Squares	df	Mean Square	F-Values
Gender (A)	884.083	1	884.083	8.16 **
Management (B)	810.163	1	810.163	7.48 **
Methodology (C)	981.913	3	327.304	3.02 @
A X B	931.966	1	931.966	8.60 **
A X C	878.617	3	292.872	2.70 @
B X C	213.159	3	71.053	0.65 @
A X B X C	1004.420	3	334.807	3.09 @
Error	459721.440	1184	108.278	--
Total	465425.800	1199	--	--

** - Significant at 0.01 level @ - Not significant

Hypothesis-1: There would be no significant influence of gender on moral values among B.Ed., Trainees.

As shown in table-II that the obtained 'F' value of 8.16 is significant at 0.01 level indicates that gender has significant impact on attitude towards moral values among B.Ed., Trainees. As the 'F' value is significant, the hypothesis-1, which stated that gender has significant impact on moral values among B.Ed., Trainees, is not accepted as unwarranted by the results. The results of the present study corroborate with the earlier findings of Chaya (1993), Wark and Krebs (1996) and Dhull & Mahashweta (2005) which reported that gender has significantly influenced to moral values. The results of the present study contradict the findings of the study conducted by Surinder (2012) which reported that gender has not significantly associated with the moral values.

Hypothesis2: There would be no significant influence of management on moral values among B.Ed., Trainees.

It is evident from table-II that the obtained 'F' value of 7.48 is significant at 0.01 level indicates that management has significant impact on attitude towards moral values among B.Ed., Trainees. As the 'F' value is significant, the hypothesis-2, which stated that management has significant impact on moral values among B.Ed., Trainees, is not accepted as unwarranted by the results. The results of the present study corroborate with the earlier findings of Sangrila Basumatary (2020) which reported that management has significantly influenced to moral values.

Hypothesis-3: There would be no significant influence of methodology on moral values among B.Ed., Trainees.

Table-XXV clearly indicates that the obtained 'F' value of 3.02 is not significant suggests that management has no significant impact on attitude towards moral values among B.Ed., Trainees. As the 'F' value is not significant, the hypothesis-3, which stated that management has significant impact on moral values among B.Ed., Trainees, is accepted as warranted by the results. The results of the present study corroborate with the earlier findings of Augusta Muthigani (2019) which reported that methodology has significantly influenced to moral values.

As shown in table-II that the 'F' values of 2.70 gender & methodology (AXC), 0.65 management & methodology (BXC) and 3.09 gender, management & methodology (AXBXC) of first order interaction are not significant. The 'F' value of 8.60 gender and management (AXB) is significant at 0.01 level implied that there is significant interaction

among gender and management is causing the effect on towards moral values.

CONCLUSIONS:

1. There is significant influence of gender on moral values among B.Ed., Trainees. Female have better moral values than the than Male.
2. There is significant influence of management on moral values among B.Ed., Trainees. Teacher trainees of private colleges have better moral values than teacher trainees of government colleges.
3. There would be no significant influence of methodology on moral values among B.Ed., Trainees.

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