

Moral values Promotes Personality in Students life

KusumLata Kumari¹ & Deependra Kumar Sinha²

¹ Mahabodhi Mahavidyalaya B.Ed, Nalanda, Bihar

² St. Xavier's College, Ranchi

Abstract

Education works to moulds and shapes an individual by producing and generating the peculiar and well balanced, suitable and appropriate personalities, refined culture, stable emotions, sound ethics, mental alertness, upright morals, strong physiques, upright spirituality and socially, self esteemed, liberal internationally and self – sufficient vocationally, personality development represents the gradual and steady development of characteristics, emotional responses and temperament, a recognizable life style, personal roles and behaviour, a set of values, aim, ambition and goals, scintillating patterns of adjustment, characteristics interpersonal relations and sexual relationship, traits and a relatively fixed self images. On the other hand it is the developmental result of organized pattern of behaviour and attitudes, that directly makes an individual distinctive. Values play its pivotal and significant role to be guiding forces to determine life's direction and to choose desirable behaviour in the society. So, it's much more needful and necessary to inculcate the beautiful value among the students with a view to develop the nation.

In this study, the investigator has tried to find out relationship between personality development and moral values of secondary school students. For this study, the investigator was taken 600 secondary students as a sample and descriptive survey method was applied.

The result revealed that there is inter correlation between personality development and moral values and there is also inter correlation between moral values and environmental awareness of secondary school students.

Keyword: Personality Development and Moral Value

Date of Submission: 09-10-2020

Date of Acceptance: 24-10-2020

I. INTRODUCTION

The education is meaningless when it is proved to be failure in forming and developing the good sacrament and ordination. Students become doctor, engineer, scientist and teacher etc by acquiring education. But the education and life career is found without sacrament, it is considered to be failure in achievement of the purpose of education. If the education is unable to develop the quality of humanity in the students who are getting their employment in different fields mentioned above. Then the education is not proved to be meaningful.

The study of the human personality is perhaps one of the most exciting and challenging parts of the field of psychology. This is the area from which our ideas and studies about motivation, aggression, mental disorders, interpersonal attraction patterns, personal styles, individual differences, and other domains of study emerge. Attempts at explaining and defining 'Personality' have been made from very early times. Various people have defined personality by using various approaches.

The value of education undoubtedly enhances moral deed, spiritual value, expectation of the nation and its cultural heritage, which is being infected from generation to generation for obtaining the virtues like preservation, purification and sublimation in order to acquire higher achievement. Teachers and parents having special values and positions in the Indian context, because whatever the learning found in the children that is the consequences of the labour and guideline of them. If some children are intelligent in bookish knowledge but they do not respect their teachers and parents in this context, the education does not carry its positive meaning.

ROLE OF MORAL VALUE IN PERSONALITY DEVELOPMENT

Deformation of social values affects the processes of personality formation. In social practice a number of alarming facts are emerging: crime among young is on the increase; a greater part of graduate from schools and universities is not prepared to participate in real life; skepticism is on the raise among young people, along with estrangement from the ideas of society and the pursuit of social activities outside social life. All these bespeak serious perturbation in personal value system and show that political stability is not a criterion for personal morality.

The decline in personal and individual values is often concerned with tenderness in the moral value attitude with the generation of mercenary or other virtues. The human trait possess such adverse virtues such as jealousy, retaliation, hypocrisy, dictatorship carelessness from ones duties and responsibility slow but regular changes bring in existence and are revealed in both in the activities and behaviour of an individual in a very adverse condition.

Person value can specifically regulate behaviour only when they are woven into the inner motivation which influences the formation of the human character. Ontogenesis requires change, both in content and inner structure. The most prominent of all expressions of structural development in the sphere of motivation and needs is the building of a hierarchy of motivations. The hierarchical structure of motives is formed not according to the scale of their proximity to biological needs, but according to their functional significance in a particular activity.

The formation of the moral purposeful of behaviour is an important step in the moral development of the person. At the same time, for a complete moral formation, it is necessary to take yet another step to take yet another step towards stability in moral behaviour. In all most time person is found in a critical situation where he or she must found to take a self judgment administered by social-moral requirements and needs to satisfy the internal purpose and destination.

Thus, moral behaviour involves building of a strong, variable and super – situational system, which makes possible decisions in specific situations that correspond to moral social requirements but, nevertheless, are not immediate and one sided determined. Such value factors are present in the decision as a genetic source of its moral charge. These characteristics of morality suggest that the process of moral formation is above all the creation of an approach to the solution of moral problems in concrete situations and is not reduced to the adoption of ready- made formulas for behaviour.

Moral value is related with human personality of responsibility. It just can be real in action wholly if it became responsibility of the involved person. All value needs to make it real. Because it has persuasive power, it should be practical. To make moral value to be real, it can be appealed from pure heart. One of special characteristics of moral values is this value will effect voice of pure heart to accuse us if oppose moral value and praise us if make moral value. Education is the organized development and equipment of all the powers of a human beings, moral intellectual, and physical, by and for their individual and social uses, directed towards the union of these activities with their creator as their final end.

SIGNIFICANCE OF THE STUDY:

The real education must impart the leading spiritual life. Its main goal is to bring the spirituality of a man on the threshold which lies static and inactive in an individual. Actually the inner education and reality encourage the quality of spiritual enlightenment. The main destination of life is self analysis, self assessment and self realization. The diving qualities of individual promotes the will power and forces the people for selfless, vest interest less service for the sake of the unity and integrity of the nation and extend love and affection for the mankind. In any kind of development education plays a very important role.

Moral values are the worthy ideas or principles that one follows to distinguish the right from the wrong. These ideas or virtues are considered worthy in building up the character of an individual. Moral value refers to the good virtues such as honesty, integrity, truthfulness, compassion, helpfulness, love, respectfulness, hard-work, etc. Education is the only way to make the best mind develop in the students. Personality means the totality of everything about individual, his emotional ethical, mental & physical, social and spiritual make up. Personality influences the behaviour of a person in a certain way. Education is also a means to bring about an all round development of the human personality so that he can be powerful instrument of the social change. It is true that knowledge about moral values and personality development help to provide quality education but most important task of education is to provide enlighten to the citizen.

The investigator through this paper wants to know that, there is any significant relationship between moral values and personality development of secondary school students.

OBJECTIVES:

1. To find out if there is any significant difference in the moral value of secondary school students with reference to gender.
2. To find out if there is any significant difference in the moral value of secondary school students with reference to the types of school.
3. To find out if there is any significant difference in the personality development of secondary school students with reference to gender.
4. To find out if there is any significant difference in the personality development of secondary school students with reference to the types of school.
5. To find out if there is any significant relationship between moral value personality development and moral value of secondary school students.

NULL HYPOTHESIS:

1. There is no significant difference between the mean scores of secondary school students in their moral value with reference to gender.
2. There is no significant difference between the mean scores of secondary school students in their moral value with reference to types of school.
3. There is no significant difference between the mean scores of secondary school students in their personality development with reference to gender.
4. There is no significant difference between the mean scores of secondary school students in their personality development with reference to types of school.
5. There is no significant relationship between personality development and moral value of secondary school students.

II. METHODOLOGY

In the present study the researcher has adopted a descriptive field survey type of method. This includes a differential and correlation survey research.

POPULATION

The population of the study comprised of all the secondary school students of Nalanda District of Bihar in class IX and X.

SAMPLE AND SAMPLING PROCEDURE

The sample of the present study comprised to 600 secondary school students (Class IX and Class X) of Nalanda District. For selecting the sample the researcher used random sampling.

STATISTICAL TECHNIQUES USED

The following statistical techniques are used for data analysis:

Percentage analysis, Mean, t-test, ANOVA, Pearson’s Product Moment Coefficient of Correlation.

TOOLS USED FOR THE DATA COLLECTION

The following tools are used for the data collection:

For the collection of relevant data three questionnaires were used,

- i) Moral Value Scale questionnaire constructed and standardized by A. Sen Gupta and Arun Kumar Singh.
- ii) Adapted Personality Inventory (M.P.I.) constructed and standardized by Ku. Manju Agrawal i.e., Multidimensional.

TESTING OF NULL HYPOTHESIS

NULL HYPOTHESIS :1

There is no significant difference between the mean scores of secondary school students in their moral value with reference to gender.

**Table :1
MEAN DIFFERENCE BETWEEN MALE AND FEMALE SECONDARY
SCHOOLSTUDENTS IN THEIR MORAL VALUE**

Gender	N	Mean	SD	df	t-ratio	Level of Significance
Male	300	28.49	3.19	598	4.79	S
Female	300	29.69	2.93			

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that the calculated t-ratio between boys and girls is 4.79 which is more than the table value of t-ratio 1.96 at 5% level of significance. Therefore, the null hypothesis is rejected. Hence, there is significant difference between the mean scores of secondary school students in their moral value with reference to gender.

NULL HYPOTHESIS : 2

There is no significant difference between the mean scores of secondary school students in their moral value with reference to types of school.

Table :2
MEAN DIFFERENCE BETWEEN TYPES OF SCHOOL OF SECONDARY SCHOOL STUDENTS IN THEIR MORAL VALUES

Types of School	N	Mean	SD	df	t-ratio	Level of Significance
Government School	284	29.81	2.75	598	5.99	S
Missionary School	73	27.47	3.03			

(At 5% level of significance, the 't' value is 1.97)

It is inferred from the table-2, t-ratio between government and missionary school students is 5.99, which is greater than the tabled value. Hence, the null hypothesis is rejected. Therefore, there is significant difference between the mean scores of secondary school students in their moral value with reference to types of school i.e., government school and missionary school.

NULL HYPOTHESIS : 3

There is no significant difference between the mean scores of secondary school students in their personality development with reference to gender.

TABLE 3: MEAN DIFFERENCE BETWEEN MALE AND FEMALE SECONDARY SCHOOLSTUDENTSIN PERSONALITY DEVELOPMENT

Gender	N	Mean	SD	df	t-ratio	Level of Significance
Male	300	54.04	9.7	598	0.85	N.S
Female	300	54.70	9.3			

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that the calculated t-ratio between male and female is 0.85 which is less than the table value of t-ratio 1.96 at 5% level of significance. Therefore, the null hypothesis is accepted. Hence, there is no significant difference between the mean scores of secondary school students in their personality development with reference to gender.

NULL HYPOTHESIS :4

There is no significant difference between the mean scores of secondary school students in their personality development with reference to types of school.

Table :4 MEAN DIFFERENCE BETWEEN TYPES OF SCHOOL OF SECONDARY SCHOOL STUDENTS IN THEIR PERSONALITY DEVELOPMENT

Types of School	N	Mean	SD	Df	t-ratio	Level of Significance
Government School	284	54.60	10.19	598	2.14	S
Missionary School	73	56.56	7.39			

(At 5% level of significance, the 't' value is 1.96)

It is inferred from the table- 4, t-ratio between government and missionary school students is 2.14, which is greater than the tabled value. Hence, there is significant difference between the mean scores of secondary school students in their moral value with reference to types of school i.e., government school and missionary school.

NULL HYPOTHESIS : 5

There is no significant relationship between moral value and personality development of secondary school students.

Table: 5 RELATIONSHIP BETWEEN MORAL VALUE AND PERSONALITY DEVELOPMENT OF SECONDARY SCHOOL STUDENTS

M.V. of Students		P.D. of Students			No. of Students	r	Level of Significance
ΣX	ΣX^2	ΣY	ΣY^2	ΣXY			
17454	513560	82625	1828451	2110627	600	0.145	S

(At 5% level of significance, the table value of 'r' is 0.083)

It is inferred from the above table that the calculated value of correlation is 0.145, which exceeds from the table value of correlation 0.108 at 1% level of significance. Therefore, the null hypothesis is rejected. Hence, there is significant relationship between personality development and moral value of secondary school students.

III. FINDING

From the above table it is found that:

1. There is significant difference between the mean score of secondary school students in their moral value with reference to gender.
2. There is significant difference between the mean scores of secondary school students in their moral value with reference to types of school i.e., government school and missionary school.
3. There is no significant difference between the mean scores of secondary school students in their personality development with reference to their habitat.
4. There is significant difference between the mean scores of secondary school students in their personality development with reference to types of school i.e., government school and missionary school.
5. There is significant relationship between moral value and personality development of secondary school students.

IV. CONCLUSION

This study of sample size 600 students of different middle schools of Nalanda region includes rural area state government secondary schools students and missionary secondary school students. We find that students related to missionary secondary school students have high moral value than rural area government secondary school students. This is because the teachers and staffs of missionary secondary schools are more careful about their students learning. Family support and student friend circle is also a very important factor in moral value development in students. In case of missionary school students both of the family support and friends circles are more active with comparison to rural government middle school family support and friends circles.

The percentage analysis shows that missionary secondary school students have high personality development than private secondary school students and government secondary school students. This may be because, in missionary school study take proper care, discipline and co-curricular activities are circulating for the students much better than private and government school. Westernization seems to be present in the premises of missionary schools. Westernization is directly connected with the personality management and materialistic world, while Indian study tradition is influenced from the field of spiritualization.

There is significant difference in personality development and moral value among the secondary school students of government, missionary and private schools. In that missionary school students are better than that of the government school students, which may be because of lack of good and appropriate infrastructure like laboratory, library facilities etc, devotion of teachers towards their duties, good quality teachers, appropriate teaching method, extracurricular activities like debate, essay competition, workshop, seminar etc. A private and missionary school provides all those facilities which help the students in their personality development and values but a government school lacks in their respects.

REFERENCE

- [1]. **Allport, G. W. (1937).** A Personality : A Psychological Interpretation, N.Y. , Henry Holt, New York.
- [2]. **Bansal. G., Bansal. M. (2014).** Value Crises in Society: An Overview with Solutions. *Teacher's Pride*, Vol. 1, No. 5.
- [3]. **Baviskar, S. G. (2009).** Role of Educational Environment for Personality Development. *International Research Journal*, Vol. 1(12), Sep. 2010.
- [4]. **Bharathi, T. (2007).** *Personality Development: Hyderabad*, Neelkamal Publication, Pvt. Ltd.
- [5]. **Mangal, S. K. (1990).** *Educational Psychology* , Ludhiana Prakash Brothers Educational Publishers.
- [6]. **Mani, J. (2002).** *Resource book for Value Education Institution of Value Education*, p1,8.
- [7]. **Seshadri C. (1992).** *Education in Values a Source Book*, National Council of Educational Research and Training.
- [8]. **Mangal, S. K. (2010),** *Advanced Educational Psychology*, PHI Learning, Private Limited, New Delhi

KusumLata Kumari, et. al. "Moral values Promotes Personality in Students life." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 25(10), 2020, pp. 16-21.