CHAPTER VI

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS
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SUMMARY, FINDINGS, CONCLUSIONS,
RECOMMENDATIONS AND SUGGESTIONS

This chapter deals with the Summary, Major findings, Conclusions, Recommendations and Suggestions for further research.

6.1 Summary

Value is "something which pervades everything. It determines the meaning of the world as a whole, as well as the meaning of every person, every event, and every action. It can be said of every thing that is either good or bad; it can be said whether it must not be, or that it ought not to exist, that its existence is right or wrong" (Lossky and Marshall, 1935).

Values are the desirable ends, goals or modes of action which makes human behaviour selective. Value not only orients but also determines human behaviour.

The epics, the Ramayana and the Mahabharata contain many morals, from which we can learn how to live and conduct ourselves in various situations. The epics are meant for the laymen, people who are serious about their religious duties and salvation, but not enough to make it the single most important thing in their lives and pursue it steadfastly. Since they are in narrative form, their messages, morals and lessons are easy to understand and remember. For the last several centuries, both the epics served people well by inculcating in them a deep sense of reverence, devotion, commitment to the path of righteousness and belief and interest in the life beyond.
Moral education is becoming an increasingly popular topic in the fields of psychology and education. Media reports of increased violent juvenile crime, teenage pregnancy, and suicide have caused many to declare a moral crisis in our nation. While not all of these social concerns are moral in nature, and most have complex origins, there is a growing trend towards linking the solutions to these and related social problems to the teaching of moral and social values in our schools and colleges.

6.1.1 Introduction

Moral values are the standards of good and evil, which govern an individual’s behavior and choices. Individual’s morals may derive from society and government, religion, or self. When moral values derive from society and government they, of necessity, may change as the laws and morals of the society change. An example of the impact of changing laws on moral values may be seen in the case of marriage vs. living together.

Moral values also derive from within one’s own self. This is clearly demonstrated in the behavior of older infants and young toddlers. If a child has been forbidden to touch or take a certain object early on, they know enough to slowly look over their shoulder to see if they are being observed before touching said object. There is no need for this behavior to be taught; it is instinctive. Once, however, any form of discipline is applied to modify the child’s behavior, the child now gains the capacity within himself to distinguish his right behavior from his wrong behavior. Now, the child can make correct choices based on his own knowledge. The choices that are made by an individual from childhood to adulthood are between forbidden and acceptable, kind or cruel, generous or selfish. A person may, under any given set of circumstances, decide to do what is
forbidden. If this individual possesses moral values, going against them usually produces guilt.

6.1.2 Statement of the Problem

The present study is concerned with the Attitude of Intermediate Students towards Moral Values in relation with certain variables. It examines the differences in the attitudes of intermediate students towards moral values residing in the rural and urban areas, private, aided and government colleges. The study is designed to make an in depth study of Moral Values in relation with certain Socio-Demographic variables, Study Habits, Self-concepts and Personality factors of Intermediate Students.

6.1.3 Title of the Problem

The title of the present study is stated as “Attitude of Intermediate Students towards Moral Values in relation with certain Psycho-Sociological Variables”.

6.1.4 Need for the Study

Modern mass society presents a sharp contrast, as the young grow up. They are faced with confusions, delays and discontinuities. Adolescents in particular are uncertain about themselves. Some are in conflict with themselves, bewildered and insecure. In one-way or another, many children are not of step with the life. In short, society is less well coordinated today than at earlier time to advance children into adult.

It follows from what has been said that schools in many complexes industrially developing nations are faced with difficult tasks. They are asked to educate the young, not only in such skills as the three R’s but also in many social aspects of culture; they are asked to acculturate young people.
Schools are expected to teach the moral values of society when the values themselves are in conflict. Moreover in the modern world, it is not enough to shape learners in the image of their elders. The aim is to transform young human beings, to teach them to be different-better, more successful and so on-than their parents. This effort to change, to improve, is the most striking feature of present schooling as compared to traditional, tribalistic education.

The problem of values is a more general one, common to all fields of human activity, but often education is looked upon as the instrument for inculcating values.

Our present system of education lacks value education. Value education is the need of the hour. One should grow as respectful citizen of the society and must learn to respect his own members of family. He should behave in a manner, which provides an impression of him having a good social background.

Values are usually influenced by the changing philosophical ideologies, cultural and religious perspectives, social, political and geographical conditions. In modern emerging Indian society, there has been a revolutionary change in the field of values due to many factors in addition to the influence of westernized culture, industrialization, modernisation, urbanization, globalization and multinationals. Therefore, it is necessary to make a synthesis of the traditional and modern social values. Now it is very essential to concentrate on holistic approach of education so that all types of values may inculcate in the learner group for their all round, harmonious development. It is very amazing that in the modern materialistic society, the individual has totally concentrated on the
economic value and by all means, he bothers to earn money and it seems that this is the only prime aim of one's life now.

It is therefore essential to explore and identify concrete devices for the incorporation of values in education. Education should be a strong instrument to attain our national goals. Value education is at the root of this process, as values incorporate, digested in the system will enable people to achieve these goals.

6.1.5 Purpose of the Study

Through value education, we may promote a balanced development of physical, mental, social, cultural, emotional, moral and spiritual aspects of the learners so that we may produce balanced and adjusted citizens who strive to promote social progress and welfare.

In the context of social change, the main objective of education is not only to impart information. But to inculcate the values of humanism, democracy, socialism, secularism, altruism and integration.

The present study aims at investigating the pattern of the Moral Values of the Intermediate students related to certain variables. The purpose of the study is an attempt to answer the following aspects:

1. What is the position of values in the present scenario?
2. Whether there is any relationship between personality factors and moral values of the students?
3. Whether there is any relationship between study habits and moral values of the students?
4. Whether there is any relationship between self-concept and moral values of the students?

5. Whether the socio-demographic variables have any impact on Moral Values of the students?

6.1.6 Scope of the Study

The main intention of the study is to make a survey of Moral Values of Intermediate students in Rural and Urban areas; Government, Aided and Private Colleges; Residential and Non-residential; Boys and Girls; Group Subjects and Medium of Study.

The study attempted to identify the type of relation between the dependent variable (Moral Values) and independent variables viz., Personality Factors, Study Habits, Self-concepts, Socio-Demographic variables.

6.1.7 Objectives of the Study

The study is designed with the following specific objectives:

1. To study the attitude of Intermediate students towards Moral Values.

2. To study the influence of Personality Factors on the attitude of students towards Moral Values.

3. To study the impact of Study Habits on the attitude of students towards Moral Values.

4. To study the influence of Self-concepts on the Moral Values of Intermediate Students.

5. To know the influence of Socio-Demographic variables on the attitude of students towards Moral Values.
6.1.8 Hypotheses

Based on the above objectives, the following hypotheses were formulated for the purpose of the study.

1. In general there would not be good Moral Values among Intermediate students.

2. There would be no significant influence of the main effects namely sex and college on the Moral Values.

3. There would be no significant interaction effect of sex x college on Moral Values.

4. There would be no significant influence of the main effects of community and caste on Moral Values.

5. There would be no significant interaction effect of community x caste on the Moral Values.

6. There is no significant influence of Personality Factors on the attitude of students towards Moral Values.

7. There is no significant impact of Self-concepts on the attitude of students towards Moral Values.

8. There wouldn't be significant influence of Study Habits on the attitude of students towards Moral Values.

9. There is no significant influence of Socio-Demographic variables on the attitude of students towards Moral Values.

10. Socio-Demographic variables, Personality Factors, Self-concepts and Study Habits would not turnout to be the significant predictors of Moral Values.

11. No independent variable out of 55 turnouts to be significant predictor of Moral Values.
6.1.9 Variables Included in the Study

The review of literature in the field of Moral Values reveals the fact that the Moral Values of the students have been influenced by a number of psycho-sociological variables collectively. Hence the following psycho-sociological variables are included in the study. Out of total variables 55 are independent variables and one is dependent variable. 22 were Socio-Economic Factors and Socio-Demographic variables for which information was gathered through a personal data sheet.

A. Independent Variables

1. Socio-Demographic Variables.

1. College
2. Age
3. Family Annual Income
4. Educational Qualification of Father
5. Educational Qualification of Mother
6. Father Occupation
7. Mother Occupation
8. Birth Order
9. Total Members in the Family
10. Residence
11. Sex
12. Community
13. Caste
14. Native Place
15. Economic Position
16. Medium of the Study
17. Religious Festivals
18. Religious Discourses
19. Visiting Temple
20. When you go wrong who corrects you,
21. Type of Family
22. Group Subjects

2. **Psychological Variables.**

a) Personality Factors of HSPQ.

1. Factor A (Reserved vs. Outgoing)
2. Factor B (Less Intelligent vs. More Intelligent)
3. Factor C (Emotionally less stable vs. More Intelligent)
4. Factor D (Phlegmatic vs. Excitable)
5. Factor E (Obedient vs. Assertive)
6. Factor F (Sober vs. Happy go lucky)
7. Factor G (Moral Standards vs. Super ego strength)
8. Factor H (Shy vs. Venturesome)
9. Factor I (Though minded vs. Tense minded)
10. Factor J (Vigorous vs. Doubting)
11. Factor O (Placid vs. Apprehensive)
12. Factor Q₂ (Group Dependent vs. Controlled)
13. Factor Q₃ (Undisciplined vs. Controlled)

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14. Factor Q₄ (Relaxed vs. Tense)

b) Self-concepts

1) Health and Sex Appropriateness
2) Abilities
3) Self-confidence
4) Self-acceptance
5) Worthiness
6) Present, Past and Future
7) Beliefs and Convictions
8) Feeling of Shame and Guilt
9) Sociability
10) Emotional Maturity
11) Self-concepts Total Score

c) Study Habits

1. Home environment and planning of work
2. Reading and note-taking
3. Planning of subject
4. Habits of concentration
5. Preparation for examinations
6. General habits and attitudes
7. School environment
8. Study Habits Total Score

B. Dependent Variable:

Attitude scores of Intermediate Students towards Moral Values are taken as the dependent variable.

6.1.10 Research Tools:

The tools used for present study are:

1) Attitude Scale of Moral Values (MV).
2) High School Personality Questionnaire (HSPQ)
3) Study Habits Inventory
4) Self-concepts Scale
5) Socio-Demographic Scale

6.1.11 Sample:

The sample of the investigation consisted of 1200 Senior Intermediate College Students. The stratified random sampling was applied. There are three types of managements Aided, Private and Government in intermediate education system both in rural and urban areas. 16 colleges were selected in the above mentioned areas of management and locality by covering all the revenue divisions in the Chittoor District of Andhra Pradesh State. In total 600 girls and 600 boys were included in the above study. The sample frame is 3x3x2 factorial design with three types of managements situated in three types of locality namely 1) City/municipal town, 2) Small Town and 3) Village with two divisions in gender.
6.1.12 Collection of Data:

The investigator obtained the list of colleges in the district along with strength particulars of the students from the district authorities concerned. Colleges were selected using stratified random sampling technique. The Principals of the colleges were requested to permit the researcher for collection of data in their institutions. The programme and the time schedule were communicated to all the heads of the colleges well in advance and obtained permission from them.

In each college, the required number of senior intermediate students had been selected using random sampling method. The students were well motivated before attempting the tests.

The booklets and answer sheets were distributed among the selected students. The instructions were read out and the purpose of investigation was explained to motivate them to give answers in a proper manner. Sufficient time was provided for the students to give answers to the questionnaires. The investigator took care to ensure that all the questions were answered by the students following the instructions.

Moral Values Inventory and HSPQ were distributed in the morning one after the other with a break of 10 minutes. After the completion of sufficient time the investigator had collected the booklets and answer sheets.

In the afternoon the Socio-Demographic Scale, Self-concept Scale and Study Habits Inventory were distributed one after another to the same group of students with a break of 10 minutes between each test. Students were instructed on how to answer each questionnaire. They were assured that the information given by them would be kept
confidential. The investigator requested the students to respond to the questions genuinely to help him to find solutions to the research problems. The investigator helped the students wherever they raise doubts in understanding the questions.

After successful completion of the test, the investigator collected the booklets and answer sheets thanking the students for their good cooperation.

6.1.13 Scoring and Analysis:

The Moral Values Inventory and Self-concepts were scored on a 5 point scale by giving weightages 5, 4, 3, 2 and 1 for positive items and 1, 2, 3, 4 and 5 for negative items to the five alternatives—strongly agree, agree, doubtful, disagree and strongly disagree. The study habits inventory was scored in similar manner to the five alternatives—always, often, sometimes, seldom and never. The scoring keys prepared by the concerned authors for HSPQ questionnaire and Socio-demographic scale were employed. The information furnished by the students on socio-demographic variables was also numerically coded in order to suit the data for the computer analysis.

The analysis was carried out on the basis of objectives of the study and hypotheses formulated by employing appropriate statistical techniques. 14 personality factors (HSPQ) were divided into sub-groups on the basis of sten values. Each factor was divided into three groups. Other continuous variables (study habits and self-concepts) were divided into sub-groups on the basis of quartile values.
6.1.14 **Statistical Techniques Employed**

Frequency distribution tables were prepared for Moral Values for all the groups. Mean, median, mode, range, Quartile Deviation, Standard Deviation, Skewness, Kurtosis, Coefficient of Variation and Standard Error of Mean were calculated wherever necessary. The significance tests like ‘t’ test and ‘F’ test were employed. Multiple ‘R’ was calculated by carrying out step-wise regression analysis to predict the Moral Values scores of the pupils. Tables were prepared wherever necessary to present the data. The obtained numerical results were adumbrated by graphical representations.

The significant levels employed with respective symbols are given below.

** Indicates significant at 0.01 level.

* Indicates significant at 0.05 level.

@ Indicates not significant at 0.05 level.

6.2 **MAJOR FINDINGS OF THE STUDY**

The statistical treatment of the data reveals the following major findings of the study.

A. **Distribution Characteristics of Moral Value Scores**

1. The mean Moral Value score of the Intermediate Students is 339.68 out of maximum score of 395. The median is 341.622 and mode is 35. The gap among the Mean, Median and Mode is negligible. Hence, the distribution is very nearer to normal distribution.
2. The values of skewness and kurtosis for the Moral Value Scores are -0.63 and 0.958. Hence, the distribution of total Moral Value Scores for the whole group is slightly negative and lepto-kurtic.

3. It is found that the mean total Moral Value Scores for female students is significantly higher (344.83) than the male students (334.53). Therefore female students have better Moral Values than male students. The skewness of male and female students are -0.401 and -0.957 respectively and kurtosis of male and female students are -0.022 and 2.40. skewness is slightly negative for both male and female students. Kurtosis for male and female students is less than 3.00. Hence, these two distributions are lepto-kurtic.

4. The mean Moral Value score for the Christian students is 331.11, less than the Muslim (345.78) and the Hindu (339.89) students. It is found that the Muslim students have significantly better Moral Values than other two communities’ viz., the Hindu and the Christian. Skewness is slightly negative for all the three communities and kurtosis is less than 3.00. Hence, these three distributions are lepto-kurtic.

5. It is found that the mean Moral Value Scores for BC (342.39) students is significantly better than SC/ST (337.22) and OC (341.4) students. It is concluded that BC students have better Moral Values than SC/ST and OC students. Skewness is slightly negative for all the three castes and kurtosis is less than 3.00. Hence, these three distributions are lepto-kurtic.
B. Factorial Designs

1. There is significant influence of sex at 0.01 level on Moral Values of the Intermediate Students ($F=49.199$). It is in favour of female students.

2. There is significant influence of college at 0.01 level on Moral Values of Intermediate Students ($F=17.173$). It is in favour of Government Colleges.

3. There is no significant interaction effect of college X sex on Moral Values of Intermediate Students ($F=0.405$).

4. There is significant influence of community at 0.05 level on Moral Values of Intermediate Students ($F=4.037$). It is in favour of Muslim community students.

5. There is significant influence of caste at 0.05 level on Moral Values of Intermediate Students ($F=4.355$). It is in favour of Backward Caste students.

6. There is no significant interaction effect of community X caste on Moral Values of Intermediate Students ($0.841$).

C. Influence of Socio-Demographic Variables on Moral Values

1. Residence has significant influence on Moral Values of Intermediate Students than hostlers. Day scholars have significantly better Moral Values than the hostlers.

2. Medium of Study has no significant influence on Moral Values of Intermediate Students.
3. Religious festivals have no significant influence on Moral Values of Intermediate Students.

4. Religious Discourses have no significant influence on Moral Values of Intermediate Students.

5. Type of family has no significant influence on Moral Values of Intermediate Students.

6. Age has significant influence at 0.01 level on Moral Values ($F = 4.776$). The mean value of Moral Value Scores of students whose age is 16 years (344.1612) have better Moral Values than the other two age groups viz., 17 years (338.8300) and 18 and above years (337.0987).

7. Family Annual Income has significant influence at 0.01 level on Moral Values ($F = 5.180$). The students whose family annual income is Rs. 25,001-50,000 (M=345.5455) have better Moral Values than the other three groups viz., upto Rs. 25,000 (M=339.8915), Rs. 50,001- 1 lakh (M=313.8333) and Rs. above 1 lakh (M=339.6858).

8. Educational Qualifications of Mother has no significant influence on Moral Values of Intermediate Students.

9. Educational Qualifications of Father has no significant influence on Moral Values of Intermediate Students ($F=1.480$).

10. Father occupation has no significant influence on Moral Value of Intermediate Students ($F=0.400$).
11. Mother occupation has no significant influence on Moral Value of Intermediate Students (F=2.650).

12. Birth order of the students has no significant influence on Moral Values of Intermediate Students (F=1.975).

13. Total members in the family have no significant influence on Moral Values of Intermediate Students (0.298).

14. Native Place has no significant influence on Moral Values of Intermediate Students (0.643).

15. Family Economic Position has significant influence on Moral Values of Intermediate Students (F=4.555). The mean value of Moral Values scores of students whose Economic position is medium (M=341.2261) have significantly better Moral Values than the other two groups viz., rich (M=325.0000) and poor (M=336.7675).

16. Visiting Temple has significant influence at 0.05 level on Moral Values of Intermediate Students (F=3.268). The students who are visiting temple occasionally (M=340.6489) have significantly better Moral Values than the other two groups viz., students never visiting temple (M=335.0417) and students visiting temple regularly (M=336.1026).

17. When you go wrong who corrects you has not significant influence on Moral Values of Intermediate Students (F=2.306).
18. Group Subjects has significant influence on Moral Values of Intermediate Students \(F=23.059\). M.P.C. group students \(M=347.1071\) have significantly better Moral Values than the other three groups viz., H.E.C. \(M=333.1240\), C.E.C. \(M=344.4811\) and Bi.P.C. \(M=333.3274\).

D. Influence of Psychological Variables

1) The Personality Factors viz., C, I, O, Q₂, Q₃ and Q₄ have significant influence at 0.01 level; Personality Factors-B and E have significant influence at 0.05 level and the Personality Factors-A, D, F, G and H have no significant influence on Moral Values of Intermediate Students.

It is observed from the mean values that the students with personality characteristics (1) High Intelligence; (2) Emotionally Stable, Mature, Faces Reality, Calm; (3) Obedient, Mild, Easily Led, Docile, Accommodating; (4) Tough-minded, Rejects Illusions; (5) Self-assured, Placid, Secure, Complacent, Serene; (6) Sociably Group Dependent, A Joiner and Sound Follower; (7) Uncontrolled, Lax, Follows Own Urges, Careless of Social Rules; (8) Relaxed, Tranquil, Torpid, Unfrustrated, Composed have significantly better Moral Values than the students with personality characteristics (1) Low Intelligence; (2) Affected by feelings, Emotionally Less Stable, Easily upset, Changeable; (3) Assertive, Aggressive, Competitive, Stubborn; (4) Tender-minded, Sensitive, Dependent, Overprotected; (5) Apprehensive, Self-reproaching, Insecure, Worrying, Troubled; (6) Self-sufficient, Resourceful, Prefers Own Decisions; (7) Controlled, Exacting Will Power, Socially Precise, Compulsive, Following Self-image; and (8) Tense, Frustrated, Driven, Overwrought, Fretful.
The 'F' values of remaining personality factors viz., A (Reserved Vs Outgoing), D (Phlegmatic Vs Excitable), F (Sober Vs Happy go lucky), G (Moral Standards Vs Super ego strength) and H (Shy Vs Venturesome) are not significant at 0.05 level. It is concluded that the personality factors A, D, F, G and H don't have significant influence on Moral Values of the Intermediate Students.

2) It is observed that the students who scored better on four areas of self-concepts viz., (i) Abilities, (ii) Self Acceptance, (iii) Worthiness, (iv) Present, Past and Future and on total self-concepts have significantly better Moral Values than others.

It is observed that the students who scored Q3 and above in the self-concepts areas (1) Abilities, (2) Self-acceptance, (3) Worthiness, (4) Present, Past and Future, and (5) Self-concepts total score have significantly better Moral Values than the students who scored upto Q1. It indicates that better self-concepts leads to better Moral Values.

3) It is observed that the students who scored better on all the seven areas of Study Habits Inventory (SHI) viz., (i) Home environment and Planning of work (SH1), (ii) Reading and Note taking (SH2), (iii) Planning of Subject (SH3), (iv) Habits of concentration (SH4), (v) Preparation for Examination (SH5), (vi) General Habits & Attitudes (SH6) and (vii) School Environment (SH7) and Total Study Habits score (SHT) have significantly better Moral Values at 0.01 level. It shows that better study habits leads to better Moral Values.
E. Step-wise Multiple Regression Analysis

It is found that the best multiple regression equations for predicting Moral Values of Intermediate Students are:

1. With the help of 22 socio-demographic variables.
   \[ MVS = 358.355 + 9.638S - 9.825C - 6.617K - 4.074A + 2.271Ca \]
   The variance explained with the help of the above 5 variables is 9.3%.

2. With the help of HSPQ (14 personality factors).
   \[ MVS = 358.476 - 3.965Q4 - 3.887Q3 - 2.798O + 2.258G \]
   The variance explained with the help of the above 4 variables is 5.2%.

3. With the help of self-concepts (10 areas + Total self-concepts)
   \[ MVS = 321.351 + 6.093SC2 + 3.304SC3 - 2.725SC5 + 2.634SC4 \]
   The variance explained with the help of the above 4 variables is 6.1%.

4. With the help of study habits (7 areas + Total study habits)
   \[ MVS = 322.239 + 5.813SHT + 3.090SH3 \]
   The variance explained with the help of the above 2 variables is 4.3%.

5. With the help of 55 independent variables (All the independent variables in the study)
MVS = 351.500 + 3.797 (SC2) + 8.736 (S) - 7.649 (C) - 8.037 (R) + 3.533 (SHT) - 3.658 (A) - 2.669 (HE) + 2.372 (SC4) - 2.010 (SC9).

The variance explained with the help of the above 9 variables is 13.6%.

6.3 CONCLUSIONS

In the light of the findings presented in the preceding pages, the following conclusions are drawn:

1. In general the Intermediate Students have better Moral Values.

2. The frequency distributions of Moral Values of Intermediate Students in sex, community and caste are very nearer to normal distribution.

3. All the Intermediate Students do not have same Moral Values.


5. Caste has its own influence on Moral Values of Intermediate Students.


7. Residence, Sex, Religious Festivals, Religious Discourses, Educational Qualifications of Mother, Educational Qualifications of Father, Father's Occupation, Mother's Occupation, Total Members in the Family, Native Place,
When you go wrong who corrects you have no significant influence on Moral Values of Intermediate Students.

8. There is no significant interaction effect of college X sex on Moral Values of Intermediate Students.

9. There is no significant interaction effect of community X caste on Moral Values of Intermediate Students.

10. HSPQ factors B, C, E, I, O, Q₂, Q₃ and Q₄ have their significant influence on Moral Values of Intermediate Students. The remaining facts A, D, F, G, H and J have no significant influence on Moral Values of Intermediate Students.

11. The Five areas of self-concepts viz., 'Abilities', 'Self Acceptance', 'Worthiness', 'Present, Past and Future', 'Sociability' and total score of self-concepts have significant influence on Moral Values of Intermediate Students. The areas 'Health and Sex Appropriateness', 'Self confidence', 'Beliefs and Convictions', 'Feeling of Shame and Guilt' and 'Emotional Maturity' have no significant influence on Moral Values of Intermediate Students.

12. All the 7 areas of study habits and total score of study habits have significant influence on Moral Values of Intermediate Students.

13. It is possible to predict the Moral Values of Intermediate Students with the help of different sets of independent variables.
14. It is possible to develop the regression equations for predicting the Moral Values of Intermediate Students with the help of all the independent variables in the study.

6.4 EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS

Values are the guiding principles decisive in day to day behaviours as also in critical life situations. In this age of rapid social change influenced by technology, there appears a value crisis in the society. Some values seem to perish, some submerge into others, some new have emerged and some new ones are gaining credibility.

A value is a relationship between a person and an environmental situation which evokes an appreciative response in the individual. Moral values are inseparably related to values in general. Frequently values are divided into types, such as bodily values, economic values, social values, aesthetic values, religious values etc., while there are values which are primarily economic, aesthetic and so on, any human values may also be a Moral Value. To the extent that any activity increases or diminishes the worth of human life, it takes on a moral significance. Values are thus both individual and social.

Durkheim has pointed out that the first element of morality is a spirit of discipline, the second element being, according to him, attachment to social groups. The former is concerned with the development of character of the individual and the latter with the relationship he must bear with others in the society. Both these depend upon the education and training that the individual receives during childhood and adolescence. Children brought up in a laissez-faire can hardly be expected to develop morality to any desired extent.
Educational institutions have to work in a way that the whole child is taken care of and it is possible when the goal before them is to work with the children as how to learn to live.

Teacher plays an important role in the field of education. Today's education is child-centred. The teacher is the maker of the future of the child. The children of today are the citizens and leaders of tomorrow. So, it is necessary to take care about children.

The quality of a nation depends upon the quality of its citizens; the quality of citizens depends upon the quality of their education; the quality of education depends upon the quality of teachers and the quality of teachers depends upon the quality of teacher education. We want value-oriented teacher education (Manchala, 2007).

The home and the school with the influence of parents and teachers have a role to meet and decide how to lead the child from darkness to light, from untruth to truth and from mortality to immortality.

In the family the child is a group member in a clan/family and in the school, the teacher mentors his association in groups. Curricular programmes in the areas of social studies, language and science could help inculcating moral qualities like righteousness, love, self control and truthfulness. Poetry could develop finer sensitivities. Mathematics can help in rationality and logistics.

Types of Activities Schools/Colleges could pursue for value mutation:

- School/College Assembly
- Special Assembly

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✓ Students Panchayat
✓ Classroom Activities
✓ Hobby clubs
✓ Cultural and Literary Activities
✓ Talks on Values
✓ Stories
✓ Celebration of Special Days
✓ Auxiliary Activities
✓ Classroom Projects

The above stated values and activities are not an end.

On the basis of the results of this investigation, the following recommendations are made.

1. Government College students have high Moral Values than Aided and Private College students. Aided and Private College should follow all the instructions given by the Government Colleges.

2. Lower age is positively related with Moral Values. Take necessary steps to minimize wastage and stagnation at lower classes.

3. Family Annual Income is positively related with Moral Values. Government should take special interest to increase annual income of the family by providing more job opportunities.
4. Caste and Community are positively related with Moral Values. Government should increase community development programmes with the help of NGOs.

5. Family Economic Position is positively related with Moral Values. Government should take necessary steps to increase the status of economic position of the family.

6. Visiting Temple is positively related with Moral Values. Encourage students to visit temple at least twice in a week.

7. Group Subjects is positively related with Moral Values. Teacher should take more care at the time of teaching. Special care may be taken with regard to arts group students. Inculcate more values whenever it is necessary.

8. Some of the Personality Characteristics are related to Moral Values and hence special care may be taken for developing such Personality Characteristics among students.

9. Self-concepts are related to Moral Values. Necessary self-concepts may be develop among students.

10. Study Habits are positively correlated with Moral Values. Better study habits may be developed among Intermediate Students.

11. Necessary infrastructure facilities and physical facilities may be created in Intermediate Colleges. Congenial atmosphere may be developed in Intermediate College. It inculcates sound health value.

12. Value-oriented teaching is necessary.
13. Special care may be taken for pre-primary, primary and upper primary students (the children have high grasping power below age 14 years).

14. Speeches of great persons (role models) may be provided at least once in a month.

15. Separate Moral Education subject may be introduced.

16. A common subject like Science & Civilization, Indian Heritage and Culture may be introduced to inculcate all types of social and human values.

17. Special classes may be provided for Telugu medium students to inculcate more values.

18. Highly qualified, committed and dedicated teachers may be recruited in the colleges.

19. The Intermediate Board should plan special training courses to the principals of Intermediate Colleges for making their administrative styles more acceptable, more effective, more dynamic and more humane.

20. Working with community has to be insisted upon. Appropriate areas have to be allocated. Surveys, interviews, observation, demonstration, exhibition etc. may be organized and reported back to the authorities. Credits and incentives should also be introduced.

21. Inter institute/District/State/Country visits may be arranged for exchange of ideas and sharing of experiences.
22. Special care/attention should be given to the educationally challenged personnel to inculcate values.

23. Stories, illustrations and events mainly from Indian nation and its literature from various religions that included in value oriented education leads to national integration.

24. The psychology of learning says that rewards motivate the students towards better learning and understanding, resulting greater achievement. It increases the confidence in the students. Teachers have to encourage the students to do a certain activity and praise them for their work.

6.5 **LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH**

The following limitations and suggestions are considered for further investigation.

1. The study is limited to the students of Senior Intermediate only. It is advised to extend it to Primary School, High School, DIET, Degree, B.Ed, Engineering, Medicine, P.G. students and Research Scholars.

2. The attitude of students is measured through the Moral Values Attitude Inventory constructed by the investigator. Use other scales of Moral Values.

3. Attitude of Moral Values of the students depend on Psychological, Sociological, Economic and Environmental factors. No factor can be studied in isolation.

4. Due to laborious calculations, only certain variables are studied in this investigation. It may be extend to other variables.
5. This is a presage study in the area of Moral Values. Studies of presage-process, presage-product, process-product and presage-process-product may be undertaken in the area of Moral Values.

6. The study is confined to 16 intermediate colleges in Chittoor District of Andhra Pradesh only. It may be extended to other districts of Andhra Pradesh and to the other states.

7. This study is confined to 1200 senior intermediate students. It is suggested that a more detailed study can be made covering more number of senior intermediate students.

8. Research studies may be conducted to see the relationship between students Moral Values and teacher behaviour in the class room.

9. Prediction of Moral Values in Intermediate Students may be attempted with some more independent variables like moral adjustment, social adjustment, interests, aptitudes etc., in order to get further insight into the problem.

10. This study has not included any institutional variables such as year of establishment, facilities available, results produced, titles and awards obtained etc. Institutional variables may help us to identify the variations between good and poor institutions. Studies in this direction may help us to improve the status of education.
Let there be an optimistic view on educational issues like these in the years to come.

"The cultivation of Human Values alone is Education".

"There is one religion; the religion of Love. There is one class; the class of Humanity.
There is one language; the language of the Heart".

"If there is righteousness in the heart,
There will be beauty in character.
If there is beauty in character,
There will be harmony in the home.
When there is harmony in the home,
There will be order in the nation.
When there is order in the nation,
There will be peace in the world".

So, be righteous; avoid all prejudices against others on the basis of caste, creed, colour, mode of worship, status or degree of affluence. Do not look down on any one; look upon all as Divine as you really are.

- Sri Sathya Sai Baba