CHAPTER V

TESTING OF THE HYPOTHESES, CONCLUSIONS AND SUGGESTIONS

5.1 Testing of the Hypotheses

5.1.1 Testing of the first Hypothesis:

The first hypothesis was stated on the assumption that there always is a difference between the students behaviour at the school and out of school.

The results of the analysis of the relevant data brings out the conclusion that the statement was not true as no significant difference has been found in the school and out of school behaviour of the students means this hypothesis stands rejected. But it also shows:

(1) As rated by the students themselves their behaviour in the school has been found significantly different and comparatively better than their out of school behaviour.

(2) As rated by the teachers in the school and as rated by the parents out of school, the out of school behaviour of the students has been found significantly different and comparatively better than the school behaviour.

5.1.2 Testing of the second Hypothesis

The second hypothesis was stated on the assumption that the students who are given formal moral education at the
school do not behave differently from those who are not given formal moral education.

The results of the analysis of the relevant data leads to the conclusion that the statement was not true as a significant difference has been found in the overall behaviour of the students getting formal moral education and overall behaviour of the students not getting formal moral education as judged by the students, their parents and their teachers. This means the hypothesis stands rejected. But it also shows:

(1) As rated by the students getting formal moral education their behaviour has been found significantly different and comparatively better than the behaviour of the students not getting formal moral education.

(2) As rated by the teachers, school behaviour of the students getting formal moral education has been found significantly different, from the students not getting formal moral education.

(3) As rated by the parents out of school behaviour of the students getting formal moral education has not been found significantly different from the students not getting formal moral education.

Testing of the third Hypothesis:

Third hypothesis was stated on the assumption that the school behaviour of the students from the schools giving formal moral education tends towards more conformity with their out of school behaviour.
The results of the analysis of the relevant data show that the statement was true as no significant difference has been found in the school behaviour and out of school behaviour of the students getting formal moral education. This hypothesis stands approved.

5.1.4 Testing of the fourth hypothesis:

Fourth hypothesis was stated on the assumption that the school behaviour of the students from the schools not giving any formal moral education is never in uniformity with their out of school behaviour.

The results of the analysis of the relevant data show that the statement was true as a significant difference has been found in the school behaviour and out of school behaviour of the students not getting formal moral education. This means that this hypothesis stands approved.

5.1.5 Testing of the Fifth Hypothesis:

Fifth hypothesis was stated on the assumption that the students, the teachers and the parents want the present day school curriculum to be changed so that a proper behaviour may be developed in the students and that they are willing to offer suggestions.

The results of the analysis of the relevant data proves the statement to be true as:
The students, the teachers, and the parents all have agreed that the present day school curriculum should be changed.

The students, the teachers and the parents have accepted the meaning of moral education. No significant difference has been found in the rating of the students, the parents and the teachers on meaning of moral education.

The students, the teachers and the parents have accepted the importance of moral education. No significant difference has been found in the rating of the students, the parents and the teachers on the importance of moral education.

The students, the teachers and the parents have agreed that moral education should be taught to the students in the school. A significant difference has been found in the rating of the students, the parents and the teachers on the teaching of moral education.

5.2 Conclusions

1. Overall behaviour of the students, whether in the school or out of school has been found good, but comparing the school and out of school behaviour of the students no significant difference has been found.

2. Significant differences have been found in the ratings of the students, the parents and the teachers on the behaviour of the students.
3. Overall behaviour of the students getting formal moral education has been found significantly different and comparatively better than the behaviour of the students not getting formal moral education.

4. The school behaviour of the students getting formal moral education has not been found significantly different and comparatively better from the behaviour of the students not getting formal moral education but out of school. The school behaviour of the students getting formal moral education has not been found significantly different from the behaviour of the students not getting formal moral education.

5. The school behaviour of the students getting formal moral education has not been found significantly different from their out of school behaviour but the school behaviour of the students getting formal moral education has been found significantly different from their out of school behaviour.

6. 77 per cent of parents, 67 percent of teachers and 83 per cent of students have agreed to change the present school curriculum with a suggestion that teaching of moral education must be a required course.

7. The parents, the teachers and the students have accepted the one common meaning of moral education. They have also accepted the importance of moral education. Keeping in view the given meaning and importance of moral education, it is agreed that moral education should be
taught in the schools.

The parents, the teachers and the students have enlisted the same type of shortcomings found in the behaviour of the students. These shortcomings have been grouped together and presented in table 5.1.

**Table 5.1**

Common shortcomings in the behaviour of the students as pointed out by the students, the teachers and the parents.

<table>
<thead>
<tr>
<th>Categories of Behaviours</th>
<th>Personality</th>
<th>Attitude</th>
<th>Discipline</th>
<th>Expression</th>
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<tbody>
<tr>
<td>Students are</td>
<td>Students are</td>
<td>Students are</td>
<td>Students are</td>
<td>Students use harsh and rude</td>
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<tr>
<td>proud, arrogant,</td>
<td>jealous, rude,</td>
<td>ill-, mannered,</td>
<td>tell lies,</td>
<td>tell lies, abuse and speak ill</td>
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<tr>
<td>aggressive,</td>
<td>short-tempered,</td>
<td>mischievous,</td>
<td>cheaters and</td>
<td>speak ill</td>
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<tr>
<td>quarrelsome and</td>
<td>careless, un-</td>
<td>cheated and</td>
<td>not punctual.</td>
<td>non-sense,</td>
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<tr>
<td>authoritative.</td>
<td>grateful, dis-</td>
<td>not punctual.</td>
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<td>talk more</td>
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<td></td>
<td>honest, un-</td>
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<td>and work less</td>
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<td>faithful, selfish,</td>
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<td></td>
<td>studies.</td>
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</table>

5.3 **Suggestions**

5.3.1 **Regarding the curriculum the parents, the teachers and the students have mentioned the following suggestions**

There is a need to change the present school curriculum as it is lengthy, rigid, more theoretical and examination
Curriculum should be flexible so that it can be changed according to the changing situations. It should be student centred and aim at improving the behaviour of the students. Different types of curriculum should be prepared for different classes according to the mental level of the students. Curriculum should be planned in such a way that it can develop among the students the feelings of truth, kindness, sympathy, obedience, respect for elders and fellow feeling.

In the syllabus number of subjects should be less. Moral education should be introduced as a separate subject. Interdisciplinary approach should be adopted. Brief biographies of saints and other persons who spent their lives for mankind, teachings from good books like Granth Sahib, Gita, Bible, Ramayana and Mahabhatra should be included in the curriculum.

Co-curricular activities should also be included in the curriculum to make it practical and related to life.

5.3.2 Suggestions of the Parents, the Teachers and the students on the type of teachings to be implemented in order to improve the behaviour of the students

Teaching should be less theoretical and more practical. Actual situation should be provided to make the students understand what and why some thing is good or bad, right or wrong. Moral and religious education should be given to the students. While teaching, teachers should draw examples
from all religious and lives of great men, and keep teach them the values of love and affection for the fellowmen irrespective of caste, colour and creed. Good manners and good behaviour should also be developed. Importance of moral values in life, principles of simple living and high thinking, rules of good conduct, rights and duties of good citizens, dignity of work, should also be taught to the students.

The parents, the teachers and the students have suggested the same steps to be taken by the school in order to improve the behaviour of the students. Their common suggestions have been grouped together and presented in Table 5.2.
5.3.5 Suggestions coming out of the research

1. Moral education should be given an independent place in the school syllabi. Examples should be drawn from studies on religion and lives of the great men.

2. Teachers' own example should be a good method of making students of desirable integrity.

3. Parents should provide proper environment at home to develop the students' morale and to improve their behaviour.

4. Society too should realize responsibility for improving the behaviour of the students.

5. Books should be made available to the students for moral education.

6. Education should be so planned that it develops the realization to lead a disciplined life among the students.

7. Specific studies should be conducted on the moral values of different societies so that school curriculum may be based upon these values. State governments should take initiative in this direction.

8. Moral Behaviour of the students may be improved if the schools adopt the following measures:

   (a) Specific time should be allotted at least once a week for moral education.
(b) Co-curricular activities may be constituted of dramas, songs, paintings, discussions, debates, and seminars on moral values.

(c) Moral Education lectures from holy men or religious leaders may be arranged.

5.2.6. Suggestions for further research:

Present study confines itself to the survey of the behaviour of the students. The study was conducted in the two district headquarters of Punjab only. The study, therefore, cannot claim to have comprehensiveness. This is, however, a beginning and the results hold a promise for a more comprehensive investigation into the behaviour of the students. Studies must be undertaken to find out:

1. The factors responsible for students misbehaviour and to find remedies to improve their behaviour.
2. The relationship in the students behaviour and their parents behaviour.
3. The effect of teachers' behaviour on the students behaviour.
4. Factors which may be helpful in changing the concept of indisciplined students for the better.
5. Emerging moral pattern of the new society and its effects on students behaviour.
6. Causes and remedies of students indiscipline.
7. Major defects in the existing school curriculum and suggestions to improve it.
8. Early identification of deviant youthful behaviour with a view to introduce corrective measures.
SUMMARY

Behaviour of Students in and out of School as Related to their Moral Education: A Study for Curriculum Change.

The present study was undertaken to answer the criticism of the current system of education as being wasteful and unrealistic in the sense that it does not help to develop in students the pattern of behaviour they should develop. To make a concerted effort to impart or not to impart moral education in schools is a big issue. So the present investigator decided to investigate into the behaviour of students as related to their moral education, to find out the effect of the formal moral education on the behaviour of the students and to get suggestions from the parents, the teachers and the students so that a desirable curriculum may be constructed according to the integrated values of society and proper education may be given to the students.

Objectives of the Study

1. To study the behaviour of the students when they are in the school and also when they are out of the school after the school hours.

2. To find out if the school behaviour of the students differs from their behaviour out of school.

3. To compare the behaviour of those students who are getting formal moral education with those who are
not getting it and to establish a relationship of the behaviour with the type of education received.

4. To get suggestions from the students, the teachers and the parents for the improvement of the student behaviour and to study and present those to the curriculum planners.

Procedure

The study was conducted on descriptive survey method.

Sample

Sample of the study was selected at five stages. At the first stage two district headquarters of Punjab, Amritsar and Ludhiana were selected through random sampling technique. At the second stage twenty schools were selected randomly from the schools of Ludhiana and Amritsar. Ten schools were such schools where formal moral education was given and ten schools were such schools where no formal moral education was given. At the third, fourth and fifth stage of selection the students, the teachers and the parents were selected. Student sample was selected through random sampling method. It included two groups of one hundred students each. Group one constituted of one hundred students getting formal moral education and group two constituted of one hundred students not getting
formal moral education, thus making a total of two hundred students.

Teachers sample was also selected through purposive sampling method. Sixty teachers teaching to the students getting formal moral education and sixty teachers teaching to the students not getting formal moral education, making the total of one hundred and twenty teachers constituted the teacher sample. Six teachers from each school teaching to the students constituted the student sample, were selected. Each student was to be rated by three teachers so there were three groups of teachers mentioned as group first, group second and group third.

Parents sample was selected through purposive sampling method. One hundred parents of the selected student sample getting formal moral education and one hundred parents of the selected student sample not getting moral education were included making the total of two hundred parents. Only one of the parents of each student available at home were selected. If both the parents were available then only father was selected.

The Tools

The tools used for this investigation were the questionnaire and the opinionnaire. Questionnaire was
devided into two parts - Part A and Part B. Items in Part A concerned with the behaviour of the students and items in Part B concerned with the moral education. After consulting the related literature and relevant experts a tentative questionnaire containing ninety seven items, first fifty four items in Part A and next forty three items in Part B was compiled. To validate it, it was administered to one hundred experts in the field of education, psychology, philosophy, sociology, religion and morality. Their responses were given item analysis. On the basis of the item analysis the questionnaire was reduced to forty five items, twenty four items in Part A and twenty one items in Part B. The actual version of the questionnaire Part A, consisting of twenty four items was prepared in different forms befitting the students, parents and teachers. Part B of the questionnaire consisting of twenty one items was on the moral truths. The first three items and the tenth item dealt with the meaning of moral education, fourth to ninth item dealt with the importance of moral education and the eleventh to twenty first items were related to the teaching of moral education.

Test retest reliability of the questionnaire Part A is .91 and for Part B it is .72.
An opinionnaire was also constructed for the purpose of getting suggestions from the parents, the teachers and the students in order to change the present school curriculum.

The questionnaire and opinionnaire were forwarded to the sample of the students, the teachers and the parents. The data was collected personally by the investigator. The data was collected from two hundred students. Out of these one hundred students were from such schools where formal moral education was given and one hundred from such schools where no formal moral education was given. Each student was to mark one questionnaire and opinionnaire in the school and one questionnaire Part A out of the school. One hundred and twenty teachers who were teaching the same students were also given the questionnaire and opinionnaire. Each teacher was to rate five students' behaviour. Two hundred parents of the same students were also requested to mark the questionnaire and opinionnaire. Thus each student was to be rated in the school by himself and three teachers teaching to him and out of school ratings were done by himself and one of his parents.

After the complete data collection, it was organised into tables. Each item in the questionnaire (Part A and Part B) had three alternatives - yes, undecided, No. Values ranging from zero to two were assigned to each item. For the positive statements it ranged from two to zero and for
negative statement scoring order was reversed. Total scores were worked out for Part A of the questionnaire. Items of Part B of the questionnaire were divided into three groups for calculating the total scores, items numbering one through three and tenth constituted part one which related to different meanings of moral education and items numbering fourth through ninth constituted part two which referred to importance of moral education and items numbering eleventh to twenty first constituted part three which were in connection with teaching of moral education.

Statistical techniques used in the present piece of research were means, medians, standard deviations, measures of skewness and Kurtosis, significance of means, difference between means and analysis of variance. Frequency polygons and smoothed frequency polygons were also drawn for all the groups and variables.

Testing of the Hypotheses

The first hypothesis was stated on the assumption that there always is a difference between the students behaviour at the school and out of school.

The results of the analysis of the relevant data show the conclusion that the statement was not true as no significant difference has been found in the school and out of school behaviour of the students means this hypothesis stands rejected. But it also shows:
(1) As rated by the students themselves their behaviour in the school has been found significantly different and comparatively better than their out of school behaviour.

(2) As rated by the teachers in the school and as rated by the parents out of school, the out of school behaviour of the students has been found significantly different and comparatively better than the school behaviour.

The second hypothesis was stated on the assumption that the students who are given formal moral education at the school do not behave differently from those who are not given formal moral education.

The results of the analysis of the relevant data leads to the conclusion that the statement was not true as a significant difference has been found in the overall behaviour of the students getting formal moral education and overall behaviour of the students not getting formal moral education as judged by the students, their parents and their teachers. This means the hypothesis stands rejected. But it also shows:

(1) As rated by the students getting formal moral education their behaviour has been found significantly different and comparatively better than the behaviour of the students not getting formal moral education.
(2) As rated by the teachers, school behaviour of the students getting formal moral education has been found significantly different, from the students not getting formal moral education.

(3) As rated by the parents out of school behaviour of the students getting formal moral education has not been found significantly different from the students not getting formal moral education.

Third hypothesis was stated on the assumption that the school behaviour of the students from the schools giving formal moral education tends towards more conformity with their out of school behaviour.

The results of the analysis of the relevant data show that the statement was true as no significant difference has been found in the school behaviour and out of school behaviour of the students getting formal moral education. This hypothesis stands approved.

Fourth hypothesis was stated on the assumption that the school behaviour of the students from the schools not giving any formal moral education is never in uniformity with their out of school behaviour.

The results of the analysis of the relevant data show that the statement was true as a significant difference has been found in the school behaviour and out of school
behaviour of the students not getting formal moral education. This means that this hypothesis stands approved.

Fifth hypothesis was stated on the assumption that the students, the teachers and the parents want the present day school curriculum to be changed so that a proper behaviour may be developed in the students and that they are willing to offer suggestions.

The results of the analysis of the relevant data proves the statement to be true as:

(a) The students, the teachers, and the parents all have agreed that the present day school curriculum should be changed.

(b) The students, the teachers and the parents have accepted the meaning of moral education. No significant difference has been found in the rating of the students, the parents and the teachers on meaning of moral education.

(c) The students, the teachers and the parents have accepted the importance of moral education. No significant difference has been found in the rating of the students, the parents and the teachers on the importance of moral education.

(d) The students, the teachers and the parents have agreed that moral education should be taught to the students in the school. A significant difference has been found in the rating of the students, the parents and the teachers on the teaching of moral education.
Conclusions

1. Overall behaviour of the students, whether in the school or out of school has been found good, but comparing the school and out of school behaviour of the students no significant difference has been found.

2. Significant differences have been found in the ratings of the students, the parents and the teachers on the behaviour of the students.

3. Overall behaviour of the students getting formal moral education has been found significantly different and comparatively better than the behaviour of the students not getting formal moral education.

4. The school behaviour of the students getting formal moral education has not been found significantly different and comparatively better from the behaviour of the students not getting formal moral education but out of school of the students getting formal moral education has not been found significantly different from the behaviour of the students not getting formal moral education.

5. The school behaviour of the students getting formal moral education has not been found significantly different from their out of school behaviour but the school behaviour of the students getting formal moral education has been found significantly different from their out of school behaviour.
6. 77 per cent of parents, 67 per cent of teachers and 83 per cent of students have agreed to change the present curriculum with a suggestion that teaching of moral education must be a required course.

7. The parents, the teachers and the students have accepted the one common meaning of moral education. They have also accepted the importance of moral education. Keeping in view the given meaning and importance of moral education, it is agreed that moral education should be taught in the schools.

Suggestions:

1. Moral education should be given an independent place in the school syllabi. Examples should be drawn from studies on religion and lives of the great men.

2. Teachers' own example should be a good method of making students of desirable integrity.

3. Parents should provide proper environment at home to develop the students' morale and to improve their behaviour.

4. Society too should realize responsibility for improving the behaviour of the students.

5. Books should be made available to the students for moral education.

6. Education should be so planned that it develops the realization to lead a disciplined life among the students.
7. Specific studies should be conducted on the moral values of different societies so that school curriculum may be based upon these values. State governments should take initiative in this direction.

8. Moral Behaviour of the students may be improved if the schools adopt the following measures:

(a) Specific time should be allotted at least once a week for moral education.

(b) Co-curricular activities may be constituted of dramas, songs, paintings, discussions, debates and seminars on moral values.

(c) Moral Education lectures from holy men or religious leaders may be arranged.