CHAPTER III

PLAN & PROCEDURE

3.1 INTRODUCTION

A research cannot be completed unless it is mapped and after mapping it has to be worked out totally by the researcher. Before undertaking research work a researcher has to make a plan of his study which facilitate researcher to save time and resource.

Modus operandi is to examine what procedure is to edification or in other common sagacity what reason is to attitude. For the size of guaranteed behavioral character a range of instruments has been suggested in the present days.

There are several techniques and way for studying the attitude for morality traits in investigation, by applying different types of statistical techniques the investigator is trying to accumulate truthful data through which information can be judged. One or more than one methods is used by the investigator in his/her effort just to come across the details of the work.

Design of research is the blue print of the actions that enable the investigator to check hypothesis by attaining applicable conclusions regarding the relationship between dependent and independent variables. It is a sketch arrangement and approach of the study equipped to get hold of the answers to explore questions and to have power over variances.

Unadulterated research is also recognized as original or fundamental research. This category of research is conducted from a hypothesis or a body of philosophy connecting to a meticulous occurrence. The theory that is evolved beneath the research is unspecified to grasp high-quality all the times and give out the society in the elongated sprint in a common approach.

Functional research is also known as realistic or scrupulous research which is conducted to discover the resolution of a dilemma instantaneously faced by
the culture. The consequences of this type of research are not commonly relevant.

This kind of researches has an open extent to choose a dilemma of researchers own preference and activate all the meaning of his/her research in a liberated method to turn up at a reasonable conclusion. Researches accomplished to acquire a doctorate Degree in an illustration of conclusive research.

It refers to a research in which a researcher is required to do research over a problem to comply with the needs of a decision maker. Operations research is an example of decisive research. In this research researcher is free to use different ways of data collection and in formations.

3.2 Blueprint of Study

Ahead of the range of studies on the current hypothesis the researcher has preset the theme and region for the reason that it provides the complete sketch of the system of the research preparatory form inscription of the hypothesis their equipped implications to the concluding investigation of the data. The structural of the research is more specific as it provides the outline, the scheme the paradigm of the operation of the variables.

It presents a sequence of channel posts to facilitate the researcher to develop in the accurate direction. It provides a draw round of the configuration and procedure of the research curriculum and without any such an arrangement of the study no systematic study is probable.

Research blueprint is an approach that is supplementary precise than sketch which involves procedures to be followed in accumulating and data analyses. Therefore it states that how the investigation objectives will be reached and how the tribulations encountered in the investigation will be handled.

It is on the whole equipped prototype of the mission that stipulates what in formations are to be unruffled, what are the sources and by which dealings. If it is a high-quality blueprint it will guarantee that the in formations collected
are applicable to the investigation questions and that it would investigate by intention and reasonable measures.

As a result the investigator has geared up a blueprint of her study.

3.3 JUSTIFICATION OF THE STUDY

Altering requirement of the culture has distorted the responsibility of parents, teachers and role models of an individual from merely being parents as house makers, teachers as qualifying students just money makes and role models simply inspiring to be successful. They all are affecting each other and giving out all the responsibilities within and outside the home, in the society and worldwide. Everybody has become so materialistic that as a result, time spent by them with children has decreased. Sharing caring supervision has taken a little rear place. This has manipulated the individuality of children to a enormous coverage.

The investigator herself has observed the dissimilar phenomena established in the culture about the attitude of the children of secondary school students.

The investigator herself is principal in a secondary school, so she has realized the pangs of the life of a child whose moral values are declining in the present day life. so she thought of this predicament and took a decision to demeanor this study at this level. More over quite a few studies have been completed in the area of individuality related to the features which help in the development of moral values. The investigator could not locate much work in this region. The investigator could not find even a single study directly related to this topic. Even in Rajasthan, Jhunjhunu district no work of such type has been done.

3.4 Research meaning:

"An organized and systematic way of finding answers to question is called Research”

SYSTEMATIC because there is a specific set of measures and steps which will be followed. There are assured equipment in the research procedure which are constantly completed in order to get the most perfect fallout.
ORGANIZED means that there is an arrangement or technique in going as regards doing investigation. It is a designed process, not an unstructured solitary. It is focused and restricted to a definite range.

FINDING ANSWERS is the conclusion of all the research. Whether it is the answer to a hypothesis or even a straightforward question, research is booming when a the researcher finds answers. Occasionally the answer is refusal, but it is still an answer.

QUESTIONS are innermost to a study. If no question there is, then the answer in refusal is useless. Research has a focal point on applicable, functional, and imperative queries. Without a query, research has no focal point, force, or intention.

3.5 SIGNIFICANCE OF RESEARCH

The word research refers to an concentrated search for knowledge. In the contemporary term it may be defined as the methodical method of arriving at the explanation of a problem taken up with some motive. A research has two important aspects:-

Methodical techniques of solution in an investigation work differs from problem to problem but the technique widespread to all the cases will comprise the following

1. Methodical compilation of applicable information and data.

2. Methodical footage of the data composed.

3. Methodical dispensation and categorization of the data.

4. Methodical understanding of the data.

5. Methodical treatment upon a variety of characteristic of the dilemma.
Motivation in Research:

In research, a problem is taken up with some intention. The unusual intentions through which the investigator takes up the problem region as under

1. Intent to face a confront by resolving a difficulty that leftovers unsettled so far.

2. Intent to get enjoyment by doing an imaginative effort

3. Intent to serve the culture at outsized.

4. Intent to get a doctorate grade from a university and to receive uprightness and pecuniary by this means.

On the origin of above motives; the environment, excellence, strength and duration of the investigation will be strong-minded.

3.6 Types of Research

1. Pure or Unadulterated Research

2. Applied or Practical Research

3. Conclusive or Convincing research

4. Decisive or Significant research

5. Action research

On a wider perception, all the researches can be classified into following two groups:

1.) Qualitative Research

2.) Quantitative Research

Qualitative Research: is a type of research dealing with occurrence that are difficult or not possible to enumerate scientifically, such as attitude,
connotation, characteristic and cryptogram. These researchers try to get together an in-depth thoughtful of human actions and the cause that rule such a behavior. This process examine the why and how of verdict making, not only what, where, when.

**Benefits:**

- It facilitates extra intricate facet of a person’s occurrence to be examined.
- Smaller quantity constraint or postulations are located on the data to be collected.
- Not the whole thing can be enumerated or quantified without difficulty, individuals can be studied in additional deepness.
- Good for investigation research and hypothesis production.
- The members are capable to give data in their own terminology and way.

**Drawbacks:**

- It is very thorny to decide the soundness and dependability of linguistic data.
- There is added partisanship mixed up in scrutinizing the data.
- “Surplus data” – open-ended questions can occasionally generate tons of data, which may take a long time to be analyzed.
- Time uncontrollable.

**Quantitative Research:**

It refers to the methodical experiential examination of any incident via statistical, arithmetic or computational method. The purpose of quantitative study is to increase and utilize mathematical replica, theories or hypothesis pertaining to phenomena. Quantitative research is commonly made by means of technical methods, which can comprise: The generation of replica, theories and hypotheses. The progress of tools and technique for measurement.

**Benefits:**

- This research permits the investigator to calculate and analyze data.
- The examiner is more objective about the conclusion of the investigation.
- This can be used to check hypothesis in experimentation due to its capability to compute data by statistics.

**Drawbacks:**

- The main drawback of this research is the context of the research is unnoticed.
- This study does not find things in a normal setting or converse the meaning of things which different people have.
- A bulky sample of the populace must be calculated for more correct fallout.

3.7 **Research Method**

It is not uncommon to find the conditions 'method' and procedure used interchangeably in research literature. It is so for the reason that both the terms commonly used to comprehend the tools and techniques, adopted in research study.

Research studies are distinguished on the basis of their different purpose and approaches and that is why it may theoretically be called difference in methods.

Research studies adopted in different methods, however do not fluctuate considerably in their measures. Selection, formulation and description of the predicament survey of connected literature collection, analysis and
understanding of new data and reporting of the steps of modus operandi common to all types of technique of research.

Hence it can be held that stepladder of modus operandi in educational research are elements and common to all enlightening analysis, while methods of research in education are Broad distinctive features of dissimilar researches.

To complete successfully any research work the technique selected should always be suitable to the quandary under investigation, feasible preplanned and will unstated, it also depends upon the type of data required to be discovered.

After careful reading and examination of the problem under research and surveillance of related literature the researcher has inwards to the termination the evocative survey method is correct because the problem is related most to the survey method.

**Historical method**

This method provides a technique of survey to determine, illustrate and construe what exist in the past. This type of investigate illustrates what was the procedure that engross footage examination, analysis and explanation of the event of the past in order to make simplification, these oversimplification are helpful to comprehend the past, construction a viewpoint about present to a limited extent understanding the prospect.

The main principle of historical research is to reach your destination at accurate description of the past this investigate help us incompletely to manage opportunity.

**Descriptive method**

Descriptive method is one of the significant technique in edification for the reason that it describes the contemporary arrangement of the current research. The terms assessment propose the get-together of confirmation connecting to current circumstances. The term descriptive investigation is
normally used for category of investigation which proposes to determine what is the normal or distinctive situation or practice at the current time.

Descriptive survey method is one of the most common methods in research work. It is a method of collecting and analysis data obtained from large number of respondents representing specific population collected through highly structured and detailed questionnaire or interviews.

It follows studying local, as well as state classification, evaluation and generalization all directed towards a proper understanding and solution of significant educational problems.

Three types of information which are collected by this method are:-

1. Information of what exists by studying and analyzing important aspects of present situation.

2. Information of what we want by descriptive Goals and objectives possible through a study of the conduction existing.

3. Information of how to get these through discovering the possible means of accomplishing the goals on the basis of the thoughtfulness of other opinion of the experts.

The investigator in her present study has attempted to study the attitude of secondary school children of government and private school.

3.8 MAJOR STAGES OF RESEARCH METHODOLOGY

Research methodology is a vital term in which a research is conducted through various stages beginning with the planning and ending with the writing of the final report. Following are the different stages of research methodology:-

1. Decide on the study predicament.

2. Requirement of the resource of in sequence

3. Determination of the survey technique.
4. Conniving the research scheme.

5. Census and sample exploration.

6. Compilation of data.

7. Investigation of data and technique of investigation.

8. Arriving at the simplification.


**3.9 Sources of Data**

Data are the quantitative or qualitative standards of a variable. Plural of datum is data which accurately means to offer or something specified. The lowest unit of information is Data from which other dimensions and investigation can be completed. Data can be figures, images, vocabulary, numbers, specifics or ideas. In itself data can’t be understood and to get information from the data one ought to construe data into significant information. There are a variety of methods for interpreting data. Data are the most vital and vital feature of any research study. Research carried out in different grounds of study can be dissimilar in methodology but each research is data supported and data are analyzed and take to mean to get information. Data resources are broadly classified into primary and secondary data. Both primary and secondary data are used for the research purpose.

(a) **Primary Data**

Primary data means inventive data that has been composed particularly for the reason in mind. It also means somebody unruffled the data from the original resource first hand. Data composed in this manner is called primary data. Primary data have not been in print so far and is further consistent, genuine and objective. Primary data have not been distorted or changed by any person. Primary data are information unruffled by an examiner particularly to do research mission. Primary data are the data which the investigator
collects through various methods like interviews, surveys, questionnaires etc. Types of primary data collections are as follows:

- Survey
- Interview
- Observation
- Schedule
- Questionnaire

**Rewards of primary data are as follows:**

- Data analysis is enhanced.
- Beleaguered subjects are addressed.
- Competent expenditure for information.
- Decorum of data.
- Addresses precise investigation subjects.
- Superior Control.
- Proprietary concerns.

**Drawback of primary Data are as follows**

- Soaring price
- Time overriding
- Incorrect Feed – back.
- Extra quantity of sources are requisite.

(b) **Secondary Data**

Secondary data are the data collected by a party not related to the research study but collected these data for some other purpose and at different time in the past. If the researcher uses these data then these become secondary data for the current users. These may be available in written, typed or in electronic forms.

- Published printed sources
- Books
- Journals
- Magazines
Published electronic sources
Weblogs
General Websites

For compilation of primary data for this research work survey method has been used. Experimental and observation method are not found appropriate for this research because the topic is a Theoretical matter and there is no need to have experiments. Observation is a intricate research technique because it often necessitates the researcher to participate in a number of function and to use or add up to methods counting the five senses of the investigator, to collect data. The spectator puts own self in the authentic circumstances and watch cautiously. The consequences of surveillance completely depend on the aptitude of the investigator

3.10 Research Methodology:

Descriptive Research involving survey method will be used to collect data.

Survey Method

Survey is used to gather quantitative data concerning stuff in a populace both in public and private zone. A survey may be carried out in the ground by the investigator. The respondents are made contact with by the investigator in person, through telephonically or by mail. This technique takes too much time, labor and capital but the data composed are of high accurateness, existing and applicable to the topic. When the queries are controlled by an investigator, the survey is called a structured interview or a researcher-administered survey.

When the questions are governed by the respondent, the survey is referred to as a questionnaire or a self-administered survey. It is a resourceful way of gathering information from a large number of respondents. Extremely great samples are probable. Statistical performance can be used to decide soundness, consistency, and arithmetical meaning. Surveys are elastic in the sense that a extensive range of information can be composed. They can be used to examine attitude, standards, viewpoint, and past behaviors. Because
they are identical, they are comparatively free from a number of errors. There is a saving in data compilation due to the focal point given by standardized queries. Only questions of attention to the investigator are inquired, recorded, codified, and scrutinized.

**Chart 1**
3.11 Variable in Research

Variable is the provision or characteristics that are pragmatic, operated and controlled by the investigator.

A variable is a assessable characteristic that vary. It may alter from grouping to grouping, individual to individual or even within one person eventually.

**Independent variables** :- The variable which is forerunner to the dependent variable is expressed as an independent variable i.e. . . . When individual variable does not dependent upon the other variable it is known as independent variable.

The independent variables are the circumstances or characteristics that the experimenter operates or pedals in her effort to determine their connection to experiential phenomena.

Hence, an independent variable is one whose principles are selected by the investigator.

In other words the value of these variables are self-determining of the participant's topic performance.

**Dependent variable** :- If one variable depends on the other variable, it is expressed as dependent variables.

Dependent variables are the conditions or a attribute that materialize, evaporates or change as the investigator introduce, eliminates or changes independent variables,

The variable whose values the researcher scrutinizes and records in experimental blueprint is called dependent variable.

In other words, the dependent variable value depends on the Behavior of the participants, moderately than being set by the investigator.

The dependent variables are the calculated changes in pupil presentation attributable to the pressure of the independent variable.
In present research study the variables used are

**Dependent Variables:** Sex, area and school type (Government and Private)

**Independent variables** Analysis of attitude of secondary students

3.12 **Tool:** Perception tool – A standard questionnaire test of Moral value scale by Alpana Sen Gupta and Arun Kumar Singh will be used to collect data from the school students.

For collection of the Data for the research of any problem the investigator may use different categories of apparatus, Which in technical language are known as tools.

The improvement of humankind depends upon well-conducted investigation programs. A well-conducted investigation program put forward adequate, reliable and suitable facts. Such details are obtained through a methodical method, which involves a variety of devices.

A Great selection of investigation tools are of many kinds and occupy distinguishing ways to explain and qualify the data. Each tool is predominantly suitable for confident sources of data squashy information of the kind and in the form that would be most successfully used.

A number of these devices simply recognize the occurrence or deficiency of certain features of a condition. Some of the devices collect Qualitative description which may involve judgment or disagreement between elements present in the condition other devices yield Quantitative procedures. The measurement of what is acknowledged adds an important measurement on not only what, but how much it exposed.

A lot of research tools have been designed to yield quantitative procedures. Other yield explanation that may be sophisticated by count of frequency of manifestation. This prerequisite of data is an indispensable part of research.

While some decisions cannot be articulated in occurrence counts, proportion or achieves most data are made more meaningful by quantification.
In addition to frequency counts and percentage or factional comparison, data may be refined by numerical ratings, rank order placement, paired comparison, social distance scales, Equal appearing intervals, Summated ratings and standardized score value.

In the present study the investigator took pains in selecting the tool for anthology of data. She kept in view the dependability, soundness, sufficiency, confidence and friendliness of the apparatus she needed in respect of the attitude of secondary school students.

**Questionnaire Types**

1. **Structured Questionnaire**

2. **Unstructured Questionnaire**

   **Structured questionnaire**
   a) Have specific and actual questions.
   b) Is equipped well in progress.
   c) Begin a recognized query.
   d) Supplement and check the data, formerly collected.
   e) Used in the study of the economics and the social troubles, studies of the administrative strategy and alteration etc.

   **Unstructured questionnaire**
   a) Used at the instance of the interview.
   b) Works as the guide for the interviewer.
   c) Is very stretchy in functioning.
   d) Used in the study associated to the group of family or those involving in the personal practice, viewpoint etc.

Depending on the nature of the questions within a questionnaire can also be alienated as the follows:

1. **Open ended questionnaire**
   a) Respondent is without charge to articulate his vision and the thoughts.
   b) Used in creating concentrated studies of the limited number of the
cases.
c) Simply a subject is raised by this type of a questionnaire.
d) Do not make available any arrangement for the respondent’s answer.
e) The inquiries and their orders are predestined by nature.

2. Close ended questionnaire
a) response is limited to the declared substitutes.
b) One of the alternatives is basically YES or NO.
c) Respondent cannot utter individual judgment.

3. Mixed questionnaire
a) Questions are both close and open ended.
b) Used in field of public investigation.

4. Pictorial questionnaire
a) Used very seldom.
b) Pictures are used to uphold the attention in replying the queries.
c) Used in study associated to the social approach and the injustice in the children.

Moral Values Scale By Alpana Sen Gupta and Arun Kumar Singh

3.13 Description of the Test

The psychologists thought of moral behavior is very much like the layman’s and psychoanalysts thought of principles or moral character (Do nelson, 1973) The word “Moral” is derived from the Latin word “mos” that means tradition practical or rule, a method of achieving things. Morality is incidental from a person’s essentially aggravated confrontation to enticement and from his fault feelings that follow acts of wrongdoing when he understand and also accept prevailing standards of morality of the specific society (Kohlberg , 1963 , 1964 ). By Morality we mean internalization of a set of ideas, values, virtues, sanctioned by society that become an integral part of the individual self through the process of development. it is sum total of an individual’s way of behaving that is judged through person’s ethical rightness or wrongness( Sinha and verma, 1992). Piaget (1928, 1932). Was the first
psychologist who interpreted the child’s concept of moral rules or values. Moral values play an important role in shaping personality development of the children. Freud (1933) considered super–ego as the moral commander of the personality and emphasized its observing, judging and punishing aspects. Super–ego is the ethical arm of personality that consists of conscience and ego ideal. He also explored the effective dimensions of morality and also threw light on the dark corners of personality out of which morality grows. Kohlberg (1968) also described general structure and forms of moral thought. Generally, we consider the word “moral” as good and right conduct of the children or person

**Reliability:**

Reliability is one of the significant features of any examination. It refers to the accuracy of the dimension or score. A well–made instrument should yield precise results both at current as well as eventually. That is such implement should give unswerving fallout. Reliability refers to this steadiness of scores of dimension which reflected in the reproducibility of the scores.

There are 3 common techniques of estimation the reliability coefficient or test scores.

**Test – Retest Reliability.**

**Split – Half method of Reliability**  **Alternate form Reliability.**

**Test- Retest reliability** In this method the solitary form of the test is administered two times on sample with a rational time space. Therefore two administration of the same test yield the two independent sets of scores. The two sets, when connected give the values of the reliability coefficient designate that the examiner who acquires to score low on the second administration tends to score high on the second administration.

**Split – Half method of Reliability** In split half technique, two scores are obtained for every one by separating the test into equivalent halves. To find
split-half reliability a process that is sufficient for most test reason is to find the scores on the odd and even items of the test.

**TABLE 1**

Reliability coefficients of Moral Value Scale

<table>
<thead>
<tr>
<th>Age Group</th>
<th>N</th>
<th>Test –retest reliability</th>
<th>Spit-half reliability After correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 to 8 years</td>
<td>50</td>
<td>.67</td>
<td>.72</td>
</tr>
<tr>
<td>9 to 10 years</td>
<td>50</td>
<td>.72</td>
<td>.74</td>
</tr>
<tr>
<td>11 to 12 Years</td>
<td>50</td>
<td>.78</td>
<td>.85</td>
</tr>
<tr>
<td>13 to 14 Years</td>
<td>50</td>
<td>.86</td>
<td>.87</td>
</tr>
</tbody>
</table>

All reliability coefficients are significant.

**Validity**

Validity is another significant distinguished of a technical implement. The term validity means reality or loyalty.

Thus validity refers to the amount to which a test measures what it claims to calculate.

Validity is not the self –correlation of the test rather it is association with some exterior independent criterion which are observed by experts as the best measure of the attribute or ability being measured by the test.
Definition "The validity of a test concerns what the test measures and how well it does so"

"As the accuracy with which it measures that which is intended to measure or as the degree to which it approaches infallibility in measuring what it purpose to measure"

The above two definitions spots the fact that for determining the validity of a test, the test should be evaluated with some ideal independent measures or condition.

The correlation coefficient computed between the test and the ideal measures or "independent criteria" refers to some compute of the mannerism or the group of behavior that it itself claims to compute.

Validity is concerned with generalizability when a test is a applicable one it means its finish can be widespread in relation to the general populace.

When the autonomous criterion has been set and when both the test and the criterion are dependable the correlation flanked by the test and the criterion can securely be taken as confirmation of validity of the test. Cross validation was carried on a sample of 200 individuals. Moral Value Scale Was validated against Moral Judgment Test Developed by Sinha and verma (1992).

Moral Judgment Test measures moral judgments which involve the cognitive capacity and insight to see the relationship between the abstract principles and concrete cases and to judge the situations as right or wrong. Keeping in the view the knowledge of moral standards. Both Moral Value Scale and Moral Judgment Test were administered on an unselected sample of 200, representing 50 from each of the four age groups – 6 to 7 yrs, 10to 11 yrs and 12 to 14 yrs. Subsequently, the concurrent validity for each four age group were estimated separately.
TABLE 2

Concurrent validity coefficient Of Moral Value Scale

<table>
<thead>
<tr>
<th>Age group</th>
<th>N</th>
<th>Correlation</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 to 8 yrs.</td>
<td>50</td>
<td>.55</td>
<td>.01</td>
</tr>
<tr>
<td>9 to 10 yrs</td>
<td>50</td>
<td>.58</td>
<td>.01</td>
</tr>
<tr>
<td>11 to 12 yrs</td>
<td>50</td>
<td>.62</td>
<td>.01</td>
</tr>
<tr>
<td>13 to 14 yrs</td>
<td>50</td>
<td>.28</td>
<td>.05</td>
</tr>
</tbody>
</table>

Thus Moral Value Scale on the whole. Yielded satisfactory validity coefficients.

3.14 Administration of tools

Correct administration and accurate scoring of psychological tool is basic to something program tool administered sloppily or in such a manner as either to give individuals.

The Moral Value Scale is self administering. General instructions and direction explaining how to give the answer are given on the title page of the booklet.

The intent catalog may be administered in a collection or independently.

It is significant that each associate of the group is well provoked to give his sincere appearance of choice. Members ought to be guaranteed of not to be disclosed nature.
It must be duly highlighted that all items have to be answered either in the positive or negative in ‘yes’ or ‘no’ and no declaration must be bounced. There is no fixed limit. Generally, an individual takes. Around 10-15 minutes.

Moral value scale measurement test has some reliability. The reliability was determined, by test – retest reliability and split half method.

In this test 36 items of YES or NO type are given. In this both positive and negative type questions are included. There is no fixed time limit for this test. 30 minutes is generally enough which was given to the students and data was collected from 1000 students of private and government schools. The test was administered keeping in view the instruction given in manual of the test. Proper instructions work was also done. The difficulties of the student during the course of the test were removed.

3.15 Scoring of tools

The psychologists thought of moral behavior is very much like the layman’s and psychoanalysts thought of principles or moral character (Do nelson, 1973) The word “Moral” is derived from the Latin word “mos” that means tradition practical or rule, a method of achieving things. Morality is incidental from a person’s essentially aggravated confrontation to enticement and from his fault feelings that follow acts of wrongdoing when he understand and also accept prevailing standards of morality of the specific society (Kohlberg , 1963 , 1964 ). By Morality we mean internalization of a set of ideas, values, virtues, sanctioned by society that become an integral part of the individual self through the process of development. It is sum total of an individual’s way of behaving that is judged through person’s ethical rightness or wrongness( Sinha and verma, 1992). Piaget (1928, 1932) Was the first psychologist who interpreted the child’s concept of moral rules or values. Moral values play an important role in shaping personality development of the children. Freud (1933) Considered super –ego as the moral commander of the personality and emphasized its observing, judging and punishing aspects. Super – ego is the ethical arm of personality that consists of conscience and ego ideal. He also explored the effective dimensions of morality and also
threw light on the dark corners of personality out of which morality grows. Kohlberg (1968) also described general structure and forms of moral thought. Generally, we consider the word “moral” as good and right conduct of the children or person. Scale for assessing moral values has been specially developed for school children in age range of 7 to 14 years. The test has been divided into four dimensions, like (a) Lying (b) Dishonesty (c) Stealing (d) Cheating. Each dimension contained 12 items. After carrying out item analysis based upon Kelley’s method, only 9 items (4 x 9 = 36). The scales has been administered on a sample of 370 pupils including boys and girls having mean age of 9.5 years. The top 27% and bottom 27% pupils were selected. In selecting the items first preference was given to those items which had high positive discrimination index (Singh, 1997). Finally after the procedure of item analysis, altogether 12 items were rejected as they were not able to meet the criterion and the final scale consisted of 36 items only.

The maximum possible score for the present scale is 36. Children are asked to read the questions carefully and ask to place tick mark (√) on either “Yes” or “No”. Each correct answer is given a score of 1 and incorrect answering a score of Zero. This scale consists of two types of items, positive and negative. All the positive items that are endorsed by the children or subject as “yes” and all the negative items that are endorsed by the subject as “no” are given a score of +1. A score of zero is awarded to all other answers. Thus high score on this scale indicates high moral values and low score indicates low moral values on the part of the subjects. Table below shows the correct answer that is to be given a score of +1.

Following are the important steps that will be necessary for administering the test:

(a) Children are cordially asked to take their seat and rapport should be established with a general talk.

(b) Instructions (printed on the top of the scale) should be read loudly by the investigator. The children or pupils will be asked to follow to follow it silently.
if there is any confusion regarding the instructions, students must ask by raising their hands.

(c) There is no fixed time—limit for the scale. But generally 10 to 15 minutes time is sufficient for completion of the test.

(d) There is nothing right or wrong in the answer.

(e) In order to get sincere cooperation from the children, they should not consult their friends while answering the questions, he or she is free to ask the investigator or researcher, if they have any confusion.

(f) As soon as the children complete their task, test materials must be collected from them immediately with thanks.

**TABLE 3**

Qualitative description of the obtained percentile rank

<table>
<thead>
<tr>
<th>PR</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>( P_{90} ) and above</td>
<td>Very high</td>
</tr>
<tr>
<td>( P_{70} ) to 89</td>
<td>High</td>
</tr>
<tr>
<td>( P_{50} ) to 69</td>
<td>Medium</td>
</tr>
<tr>
<td>( P_{30} ) to 49</td>
<td>Low</td>
</tr>
<tr>
<td>( P_{29} ) and below</td>
<td>Very low</td>
</tr>
</tbody>
</table>

\[ A = \text{Laying} \quad B = \text{Dishonesty} \quad C = \text{Stealing} \quad D = \text{Cheating} \]
<table>
<thead>
<tr>
<th>Table 4</th>
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<td>D</td>
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</tbody>
</table>
# TABLE 5

Percentile norms

<table>
<thead>
<tr>
<th>Percentile rank</th>
<th>7 to 8 yrs. N=200 Integral score</th>
<th>9 to 10 yrs N=200 Integral Score</th>
<th>11 to 12 yrs. N=200 Integral score</th>
<th>13 to 14 yrs. N=200 Integral Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>95</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>90</td>
<td>30</td>
<td>32</td>
<td>32</td>
<td>33</td>
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<td>80</td>
<td>25</td>
<td>28</td>
<td>26</td>
<td>29</td>
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<td>70</td>
<td>20</td>
<td>24</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>60</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>50</td>
<td>15</td>
<td>15</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>40</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>30</td>
<td>7</td>
<td>10</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>20</td>
<td>5</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

For Qualitative Description a separate Table 4 is provided as under:
Thus the present scale is a valid and reliable tool for measuring moral values of the children of 6 to 14 yrs age. Keeping in view its various psychometric properties, this scale is very useful for future researcher, as there is scarcity of such scale in the field.

**Data Analysis:** Through Tables and graph.

**Area of research:** Rural and urban area of Jhunjhunu, Rajasthan

### 3.16 POPULATION AND SAMPLE

When carrying out a research, one should often apply a sample of the populace as contrasting to using the complete populace. Before going further into the explanation why, first let it be discussed what is the difference between a populace and a sample.

A populace can be defined as any set of people or subjects with a general observable feature. For instance, all persons who exist in the United States build up a populace, all expectant women construct up a populace. The uniqueness of a populace are called parameters. A statistic can be cleared as any division of the populace. The uniqueness of a sample is called a statistic.

**Why need of sample?**

A question occurs that why sample is required. Why should population be not used as the hub of inspection. Following are the chief reasons for selecting a sample:

1.) It is generally too expensive to test the complete populace.

2.) The second cause to sample is that it may be unfeasible to test the entire population. For example, if a person wanted to test the 5-HIAA (a serotonergic metabolite) levels in the cerebrospinal liquid of the unhappy persons. There may be several persons who do not create it into the cerebral health structure may be even identified as miserable.
3.) Cause to sample is that analysis of the whole populace often generate blunder. Therefore, sampling may be more correct.

4.) The ultimate cause to sample is that analysis may be unhelpful. It makes no logic to cut the cross hypothalamus of all the rats to decide if it has a result on food ingestion. One can get that information from operating on a small sample of rats.

**Category of Sampling Procedures**

As confirmed above, a sample is a subset of the populace. Any member of the distinct populace can be incorporated in a sample. A speculative list of persons or elements that make up a populace is called a sampling outline.

a.) Probability Sampling  

b.) Non probability Sampling

**Types of Probability Sampling:**

**Simple Random Sampling:** In this type of research each and every article has an identical possibility of selection.

**Stratified Random Sampling:** It is the procedure of separating the populace into faction and opt for by systematic sampling process from each stratum.

**Systematic Random Sampling:** By means of this technique, items are selected from the populace according to a unchanging decree.

**Cluster or Multistage Sampling:** In this type of sampling the population is divided into group like family and then simple random sampling is used

**Types of Non probability Sampling:**

**Convenience, or opportunity Sampling:** The progression of counting whoever happens to be obtainable at the occasion. It is also known as accidental or haphazard sampling.
**Purposive or judgmental sampling**: In this sample type, where the investigator opts for a sample based upon understanding or acquaintance of the cluster to be sampled. This is also known as purposive sampling.

**Quota Sampling**: The procedure whereby an examiner collects data from persons who possess recognized distinctiveness and quotas.

**Snowball sampling**: This is a sampling procedure in which the first respondents are selected by probability or non-probability technique, and then supplementary respondents are achieved by information provided by the first respondents.

Steps in sampling process:

- Describe the target populace
- Recognize the sampling structure
- Indicating the sampling element
- Selection of the sampling process
- Sample size to be determined
- Identifying the sample
- In the end, Selection of the sample

1) In the present study, all the secondary school students in Jhunjhunu will be constituted the population

2) 40 secondary schools from the district are selected by using simple random sampling technique.

3) Initially, from each school, researcher has taken 25 students randomly and in total 1000 students will be listed from 40 schools.
3.17 Details of School for data collection

Chart 2
3.18 Details of students for data collection

Total Students 1000

Boys 500

Girls 500

Government School 250

Private School 250

Government School 250

Private School 250

Rural 125

Urban 125

Rural 125

Urban 125

Rural 125

Urban 125

Chart 3
3.19 DELIMITATION OF THE PROBLEM

Meaning of the limitation

The investigators compel the constraint and restriction on the study. It is a declaration of the restrictions or scope of the analysis. The statement will make available information regarding who what where and how many are occupied in the study. It will establish the limitations of the task in hand.

While defining a predicament researcher will undertake to draw up the boundaries of the problem keeping in vision the reason, goals, time, power accessible to chase the research. Acknowledgment of the control of the research helps to spotlight awareness on applicable objectives. It helps to reduce the hazard of more simplification.

Delimitation will tell the geographical restrictions of the research- i.e. whether the research will be casing a particular city a district, an area a state or a nation.

It will identify the time restrictions of the research- i.e., whether the research will extend over a few days, a few months, a year or a number of years.

It will specify the kind of organization to be enclosed- i.e., the countryside or urban schools, the middle or high schools, public or private schools, boys or girls schools or coeducational schools.

The subject type of the research will be stated – i.e., the institutions heads, the subject teachers, the parents, the youngsters or the sportsmen.

The other things to be specified are age, ranking, aptitude, accomplishment level, etc

Delimitation of the study

Doing any work in the field of research scholars face many difficulties. This research will have the following delimitations:

1) The study will be confined to the secondary level of education in
Jhunjhunu of Rajasthan.

2) The study will be delimited to the Ninth and Tenth class students only.

3) Further, the study will be restricted to the students from concerned schools only.

4) The study will be intended to cover only 40 secondary schools and 1000 students.

5) The study is confined to the male and female students.

6) The study will be delimited to 36 questions to check students attitude towards moral values.

3.20 Steps For testing a Hypothesis:

- Set up a Hypothesis
- Set up a suitable level of significance
- Decide a test Criterion
- Calculation of test Static
- Making a Decision

3.21 Statistical Techniques:

Statistics is that science in which facts are collected in the form of figure with a certain aim in view. Then these facts or data are so classified that an event may be pursued correctly. It categorizes and assembles the data and tries to give details so that the event may be followed properly. It pigeonhole and arranges the data and tries to clarify the events by arranging them in a systematic mode.

W.A. Sutcliffe has defined status in the following words “Statistics comprise the collection tabulation, presentation an analysis of aggregate facts collected in a methodical manner without bias and related to pre-determined purpose”.
In the present study the investigator has used the following statistical techniques:

**Mean**

**Standard deviation**

**Correlation Coefficient**

**Critical Ratio**

**Percent calculation**

**Mean:**

It is most popular and widely used compute for representing the complete data by one value is what the majority laymen call an average and what the statisticians call the arithmetic mean. Its value can be obtained by adding mutually all the items and by dividing this sum with the number of items.

\[ \text{Mean (M)} = \text{AM} + \frac{\sum x_i}{N} \]

Where

M= Mean

AM = Assumed mean

N= Number of personality attributes under study.

\( \sum f\cdot x \) = Sum total of deviation from assumed mean

l= difference of the group

**Advantages of Mean**

1. It is strictly defined.

2. It is effortless to appreciate and easy to compute.

3. It is based upon all values of the given data.
4. It is competent of advance arithmetical treatment.

5. It is not much pretentious by sampling fluctuations.

**Disadvantages of Mean**

1. It cannot be calculated if any explanation is absent.

2. It cannot be calculated for the data with unlock end classes.

3. It is pretentious by excessive values.

4. It cannot be situated graphically.

5. It may be digit which is absent in the data.

6. It can be calculated for the data representing qualitative feature.

**Standard Deviation** the standard deviation concept was introduced by Karl person in 1823. It is a special form of average deviation from the mean standard deviation is the square root of the sum of the squares of the individual deviation from the mean .Divided by the number of items. In other words, the standard deviation is the root- mean square of the deviations from the arithmetic mean.

The standard deviation measures the complete dispersion the greater the standard deviation, for the greater will be the magnitude of the deviations of the values from their mean.

A small standard deviation means a high degree of consistency of the examination as well as homogeneity of a series a large standard deviation means just the opposite.

Standard deviation of any circulation states the dispersal of the speckled scores in that circulation along with mean , Here in the present research the standard deviation was calculated by using the following data.
\[
\sqrt{\frac{\sum D^2}{N}}
\]

Where,

S.D. = Standard deviation

\(\sum\) = Sum of all (total)

D = Deviation of particular observation from mean

\(D^2\) = Square of deviations.

N = Total no of observation in a table

Advantages:

- The uniqueness that a perfect measure of dispersal be supposed to have standard deviation acquires most of them. They are,

  ✓ It is strictly definite and values of standard Deviation are constantly specific.

  ✓ Based of standard deviation is upon every surveillance of the data.

  ✓ Standard Deviation is agreeable to statistical behavior and acquires numerous arithmetical assets. I and on account each of these properties that it is used in numerous sophisticated studies.

  ✓ Standard Deviation is less influenced by the variations of samples than the majority other procedures of dispersal.
The square making of divergence constructs them constructive and the complexity about signs of algebra which was knowledgeable in case of mean variation are absent here.

**Disadvantages**

- It is difficult to compute standard deviation. It is also not easy to understood standard deviation. In every case it is additional awkward in its computation than either deviation of quartile or mean.

- Standard deviation provides extra power to tremendous substance plus fewer to those that are close to the mean, for the reason that the squares of the deviation, that are large in dimension, would be proportionately superior rather than the square of those deviations that are reasonably tiny. Therefore, deviation 3 and 9 are in the ratio of 1:3 but their square i.e, 9 and 81 would be in the ratio of 1 : 9.

**Uses:**

In spite of the disadvantage stated above the standard deviation is the most excellent compute of dispersal and must be used anywhere probable. Likely leaving some incomparable case as mean is the most excellent calculate of central tendency, except a few cases where mean deviation or quartile deviation may give enhanced outcome standard deviation is the most excellent compute of dispersion.

though it provides superior power to great substance, standard deviation does not locate a great deal of good turn with economists plus businessmen who are further concerned in the fallout of the replica group.

**Critical Ratio:**

\[
C.R. = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}
\]
\( M_1 = \text{Mean of the first Variable} \quad M_2 = \text{Mean of the second variable} \)

\( \sigma_1^2 \) - Square of standard deviation of the first sample

\( \sigma_n^2 \) - Square of standard deviation of the first sample

N1 = Size of the first sample \quad N2 = \text{Size of the second sample}

**Percentage calculation** The explanations are obtainable as percentage of whole number of clarification. The percentage technique make possible in decision making and testing of hypothesis under research as it demonstrate the inclination of behavior attributes of children of government and private schools and their rural and urban children also. This method is a grand instrument to turn up at the explanation and conclusion of the problem under research. The formula for computation of percentage is :-

**Observations of a particular object**

Total No. of observations i.e. N

**CONCLUSION**

This plan and procedure to obtain the moral values score of secondary students from rural and urban school had given straight away objectives and the study of the predicament. After a careful study the procedure to obtain percentages to smooth the progress of decision making and children of Government and private school and their male and female students also. The hypothesis will prove that there is no significant difference between government and private school students and also no difference regarding their school area rural or urban.