THE EFFICACY OF ETHICAL AND MORAL VALUES EDUCATION PROGRAMME IN THE DISSEMINATION OF PATRIOTIC SPIRIT AMONG SECONDARY LEVEL STUDENTS

Pawan Kumar (Research Scholar)

Guide Name H.R Gharpankar
University (Dakshin Bharat Hindi Prachar Sabha)

Abstract: The present study reveals that the ethical and moral value education programme has its positive effect in promoting patriotic feeling among the secondary level students. The 60 Secondary School Students (IX & X) studying in Assandh educational block in Karnal District of Haryana state constituted the population for the study which is randomly selected by using lottery method. A self-developed Value Education Programme (VEP) used for the experimentation on the Experimental group up to five weeks. The present study based on the primary data measurement related to value education programme and patriotic spirit.

Keywords: Moral Education Programme, Patriotic Feeling, Ethical, Secondary school students

1. Introduction:

Past and present system of education projects diametrically opposite facts and figures. In the past, the entire system of education was based on good virtues of ethical and moral values. Today it is fall on vices and evil practices.

The recent education must also inculcate the patriotic spirit in the youths like to give strengthen the spirit of unity, peace of harmony, reduction of ethnic polarization, gap reduction at work places and living places, to develop national feelings, celebrate national and international days, festivals and moors with full spirit, help to each-others, fly the flag of nation, appreciate the contributions, works and deeds done by our legends freedom fighters or leaders, to develop strongly a feeling of neighborhood etc.

Concept of Ethical and Moral Value Education:

Value literally means something that has a ‘price’, ‘something precious’, ‘dear and worthwhile’, hence something is ready to suffer and sacrifice for, and in other words values are ‘a set of principles’ or ‘standards of behaviour’. Different thinkers perceive values in various perspectives according to their own thinking. Values make man’s live meaningful and give them a sense of direction. According to Rig-
Veda “to achieve the unity of thought and unity of purpose, there should be a strong feeling of equality and brotherhood the basis of values to be fostered.” Allport (1969) has defined value ‘a belief upon which a man acts by preferences.

India is a developing country and in a developing country changes are must. As a developing country, India is passing through great political and socio-economic changes and education as an effective instrument, brings about these changes in the nation. Good education depends upon good teachers. The teachers are makers of the destiny of nation. A teacher should also possess certain capacities, capabilities, competencies and value endeavors to modify and shapes the behaviors of the pupils in certain specific direction.

There is great tendency towards materialistic conceptions physical values are higher values, which are rooted, in the relational and material nature of the individual in thinking, feeling and willing. These physical values are further classified as Intellectual value, Esthetic value and Aesthetic value i.e. Truth, Goodness and Beauty respectively. Truth is the logical idea, the absolute reality human life and destiny is governed by certain values which are abiding, the suspense among them being truth. The ethical value or goodness is the next supreme value.

Goodness is the intrinsic reality, education as a medium of value however tends to facilitate the significance of truth, goodness end beauty. Aesthetic value or beauty is the third form of physical values. In the task of value formation of students, are two distinct steps that have to be taken by an educational institution.

Education Commission (1966) recommended introduction of social, moral and spiritual values in the school curricula. The National Policy of Education (1986) also highlighted the need of education for values in removing intolerance, violence, superstition and upholding social, cultural and scientific principles to make India a secular, democratic and progressive nation taking pride in its cultural heritage. The National Curriculum Framework for School Education (2000) brought to focus the erosion of ethical, social and spiritual values and suggested the integration of values in the curriculum.

The National Curriculum Framework (NCF), 2005 strongly advocates values like cooperation, respect for human rights, tolerance, justice, responsible citizenship, diversity, reverence towards democracy and peaceful conflict resolution. It also delineates education for peace as a significant national and global issue. Education for values will further equip students to make sensible choices on situations based on values of equality, integrity, democracy, freedom, and human rights.
Concept of Patriotism and Education:

Patriotism is an emotional attachment to a nation which an individual recognizes as their homeland. This attachment, also known as patriotic feeling or national pride, can be viewed in terms of different features relating to one’s own nation, including ethnic, cultural, political or historical aspects. It encompasses a set of concepts closely related to those of nationalism. An excess of patriotism in the defense of a nation is called ‘chauvinism’; another related term is ‘jingoism’.

The English term ‘patriot’ is first attested in the Elizabethan era, via Middle French from Late Latin (6th century) ‘patriota’, meaning ‘countryman’, ultimately from Greek ‘Patriotes’, meaning ‘from the same country’, from patris, meaning ‘fatherland’. The abstract noun ‘patriotism’ appears in the early 18th century.

The term Patriotism means mutual understanding, goodwill, faith and respect among different countries (nations) of the world. It also implies respect for human rights and dignity of individual, a sense of solidarity of mankind to live in peace and harmony.

In the present study, Patriotism means the feeling that the whole world is our family, an attitude for common good, respect for all, a spirit of looking at things objectively and rationally, tolerance and understanding of the equal for all religion.

It is the unadjusted, the disloyal, the bigoted and the prejudiced that can neither uphold their responsibilities towards their own nation nor can they appreciated limitations and achievements of other nations. Patriotism today doesn’t mean narrow, tribal, communal or national loyalty but love if man and earth as home of man. Charity may begin at home but should not end there. It must be for the whole world. The slogans of love and charity will have to be raised and shouted allowed to reach the ears of all on every corner of the globe. Let these slogans be woven into the fabric of our educational thought and practice. Only then will mean learn to live together, will respect one another, will share one another joys and sorrows and help one another over the hurdles, which have all most been crossed. Having zeal for one’s own country and culture is good but having equal zeal for another country and culture is better. One should uphold glory, greatness and happiness of one’s own.

Justification of the Study:

India is witnessing revolutionary changes in the field of efficacy of ethical and moral values due to factors as the influence of the western culture, industrialization, modernization, urbanization and
other international transactions. The country has suffered severe damage on account of commercial riots. Inter religious hatred, regionalism, linguistic quarrels and caste and sub caste tensions. Social evils like corruption, indiscipline, lack of will for hard work and dishonesty are spreading in all most all sections of the society.

Instead of developing intellectual, social and moral values in the learner the present system of education caters mainly to the intellectual needs of the pupil. There is a crisis of moral values in society “Where men are spiritually dead in the midst of unparalleled material progress.” Value crisis are not only a problem at national level but it is also felt globally. When we talk about global community and universal brotherhood it is felt that there is also need of moral value inculcation among the younger generation at global level.

Hence desirable moral values need to be introduced to children from early years through moral value oriented educational programmes, which can build their character and outlook. Various commissions and committees on education have also advocated the need for value oriented education and have suggested number of ways. It has repeatedly been said and felt that education should aim at multifaceted development of a human being, his intellectual physical, spiritual and ethical development.

Moral values are inborn qualities on the child. Praise and punishment plays an important role in the childhood stage. But in the present adolescence stage they take their decision by themselves. In this age they also discuss with their friends, parents and teachers about their career that after secondary school with line to choose so it is the most crucial period where we can develop their sensitivity towards the moral values that they can think about their nation, patriotic and the humanity.In keeping with the views mentioned above, the present study has been planned.

**Objectives of the study:**

The objectives of the proposed study are as following:

1. To study the significant difference on the efficacy of ethical and moral values education programme in the Dissemination of Patriotic Spirit on its all dimensions among secondary level students.
   a. To study the significant difference on the efficacy of ethical and moral values education programme in the Dissemination of Patriotic Spirit with reference to its dimension-1 ‘peace and harmony’ among secondary level students.
b. To study the significant difference on the efficacy of ethical and moral values education programme in the Dissemination of Patriotic Spirit with reference to its dimension-2 ‘Strengthen the Spirit of Unity’ among secondary level students.

c. To study the significant difference on the efficacy of ethical and moral values education programme in the Dissemination of Patriotic Spirit with reference to its dimension-3 ‘respect and tolerate the culture of others’ among secondary level students.

d. To study the significant difference on the efficacy of ethical and moral values education programme in the Dissemination of Patriotic Spirit with reference to its dimension-4 ‘National Development and Brotherhood Spirit’ among secondary level students.

e. To study the significant difference on the efficacy of ethical and moral values education programme in the Dissemination of Patriotic Spirit with reference to its dimension-5 ‘Celebrate together National Days and Festivals of others’ among secondary level students.

Hypotheses of the study:

The hypotheses of the proposed study are as following:

1. There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of Patriotic Spirit on its all dimensions among secondary level students.

   a. There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of Patriotic Spirit with reference to its dimension-1 ‘peace and harmony’ among secondary level students.

   b. There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of Patriotic Spirit with reference to its dimension-2 ‘Strengthen the Spirit of Unity’ among secondary level students.

   c. There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of Patriotic Spirit with reference to its dimension-3 ‘respect and tolerate the culture of others’ among secondary level students.

   d. There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of Patriotic Spirit with reference to its dimension-4 ‘National Development and Brotherhood Spirit’ among secondary level students.
e. There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of Patriotic Spirit with reference to its dimension-5 ‘Celebrate together National Days and Festivals of others’ among secondary level students.

RESEARCH DESIGN OF THE STUDY:

Research Method Used:

The experimental method is used for the effective and practical investigation of the existing phenomena.

Table 1: Two groups post-test Experimental Design of Treatment effect:

<table>
<thead>
<tr>
<th>Group</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group (R)</td>
<td>Level of dependent variable introduced after treatment (Ya)</td>
</tr>
<tr>
<td>Control Group (R)</td>
<td>Level of dependent variable without treatment (Ya)</td>
</tr>
</tbody>
</table>

Population and Sample:

The Secondary School Students (IX & X) studying in various schools of Assandh educational block in Karnal District of Haryana state constituted the population for the study which is randomly selected by using lottery method. Only English medium students are selected for the study. In this way for selection of the subjects SES scale (Singh 2006) employed upon all the IX and X class students. The scale employed to equalize the groups and to avoid the effect of extraneous variables on the performance of the students.

Table 2: Distribution of Student according to Group and on some demographic variables:

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of students Rural, Low &amp; High Educated</th>
<th>Number of students Urban Low &amp; High Educated</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control group</td>
<td>30</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>Experimental group</td>
<td>30</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>60</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

Treatment Employed:

A self-developed treatment named as Value Education Programme (VEP) used for the experimentation. The designed value Education Programme (VEP) implemented on the Experimental group up to five weeks. All the activities planned and conducted by the investigator himself.

Instrument Used:

For data collection, a variety of devices were used keeping in view the suitability of the study, the investigator selected following tools for the present study:
1. Patriotic Spirit Scale for Secondary School Students (developed and standardized by the investigator himself).

2. Value Education Programme (VEP) (developed and standardized by the investigator himself).

**Statistical Techniques Used:**

The Measures of central tendency such as Mean, Median, SD and t-test employed to know the significant the difference between the mean gain scores.

**Analysis and Interpretation of Data:**

The purpose of analyzing the data is to bring out information useful for decision making. Analysis involves working with data, organizing them, breaking them in to manageable units, synthesizing them, searching for the pattern and discovering what is important.

To realize the objectives of the study, the data is analyzed with the help of ‘t- test’. The significance of ‘t-test’ is judged at 0.05 level of significance. This chapter is mainly divided into two sections.

**Table No. 3: Significant Difference between the post-test mean scores on the dissemination of Patriotic Spirit on its all dimensions among Secondary Level Students**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-Ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>30</td>
<td>93.53</td>
<td>6.19</td>
<td>4.10</td>
<td>0.05</td>
</tr>
<tr>
<td>Experimental</td>
<td>30</td>
<td>101.53</td>
<td>8.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table 3 exhibits that the ‘t’ ratio came out from both the group is 4.10 which is significant at 0.05 level of confidence. It means that there is significant difference between the control and experimental group on the dissemination of patriotic spirit among secondary school students. It is revealed that the experimental group obtained more mean scores than the control group; it means the ethical and moral value education programme has its positive effect in promoting the patriotic feeling among the secondary level students.
Table No. 4: Significant Difference between the post-test mean scores on the dissemination of Patriotic Spirit with reference to its all dimensions among Secondary Level Students

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-Ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peace and Harmony</td>
<td>Control</td>
<td>30</td>
<td>26.2</td>
<td>2.99</td>
<td>2.53</td>
<td>0.05</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>30</td>
<td>28.73</td>
<td>4.64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strengthen the Spirit of Unity</td>
<td>Control</td>
<td>30</td>
<td>19.6</td>
<td>2.01</td>
<td>1.33</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>30</td>
<td>20.73</td>
<td>4.26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect &amp; Tolerate the culture of others</td>
<td>Control</td>
<td>30</td>
<td>17.97</td>
<td>1.71</td>
<td>0.22</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>30</td>
<td>18.1</td>
<td>2.82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Development &amp; Brotherhood Spirit</td>
<td>Control</td>
<td>30</td>
<td>21.27</td>
<td>3.21</td>
<td>3.00</td>
<td>0.05</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>30</td>
<td>24.43</td>
<td>4.82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Celebrate National Days &amp; Festivals Together</td>
<td>Control</td>
<td>30</td>
<td>8.5</td>
<td>1.48</td>
<td>2.78</td>
<td>0.05</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>30</td>
<td>9.53</td>
<td>1.47</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table 4 shows that the ‘t’ ratio came out from both the group is 2.53 which is significant at 0.05 level of confidence. It is revealed that the ethical and moral value education programme has its positive effect in promoting patriotic feeling with reference to ‘peace and harmony’ among the secondary level students.

Again the table 4 shows that the ‘t’ ratio came out from both the group is 1.33 which is not significant at 0.05 level of confidence. It is revealed that the ethical and moral value education programme not having positive effect in promoting patriotic feeling with reference to ‘Strengthen the Spirit of Unity’ among the secondary level students.

Again the table 4 shows that the ‘t’ ratio came out from both the group is 0.22 which is not significant at 0.05 level of confidence. It is revealed that the ethical and moral value education programme not having positive effect in promoting patriotic feeling with reference to ‘respect and tolerate the culture of others’ among the secondary level students.

Again the table 4 exhibits that the ‘t’ ratio came out from both the group is 3.00 which is significant at 0.05 level of confidence. It is revealed that the ethical and moral value education programme...
programme having positive effect in promoting patriotic feeling with reference to ‘National Development and Brotherhood Spirit’ among the secondary level students.

Again the table 4 reveals that the ‘t’ ratio came out from both the group is 2.78 which is significant at 0.05 level of confidence. It is revealed that the ethical and moral value education programme having positive effect in promoting patriotic feeling with reference to ‘Celebrate together National Days and Festivals of others’ among the secondary level students.

FINDINGS, EDUCATIONAL IMPLICATIONS OF THE STUDY:

The findings of the study are given in two main sections.

1. It is revealed that the ethical and moral value education programme has its positive effect in promoting patriotic feeling among the secondary level students. Therefore, the null hypothesis (Ho-1) “There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of Patriotic Spirit on its all dimensions among secondary level students”, is rejected.

a. It is revealed that the ethical and moral value education programme has its positive effect in promoting patriotic feeling with reference to ‘peace and harmony’ among the secondary level students. Therefore, the null hypothesis (Ho-1.a) “There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of Patriotic Spirit with reference to its dimension-1 ‘peace and harmony’ among secondary level students”, is rejected.

b. It is revealed that the ethical and moral value education programme not having positive effect in promoting patriotic feeling with reference to ‘Strengthen the Spirit of Unity’ among the secondary level students. Therefore, the null hypothesis (Ho-1.b) “There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of Patriotic Spirit with reference to its dimension-2 ‘Strengthen the Spirit of Unity’ among secondary level students”, is accepted.

c. It is revealed that the ethical and moral value education programme not having positive effect in promoting patriotic feeling with reference to ‘respect and tolerate the culture of others’ among the secondary level students. Therefore, the null hypothesis (Ho-1.c) “There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of Patriotic Spirit with reference to its dimension-3 ‘respect and tolerate the culture of others’ among secondary level students”, is accepted.
d. It is revealed that the ethical and moral value education programme having positive effect in promoting patriotic feeling with reference to ‘National Development and Brotherhood Spirit’ among the secondary level students. Therefore, the null hypothesis (Ho-1. d) “There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of Patriotic Spirit with reference to its dimension-4 ‘National Development and Brotherhood Spirit’ among secondary level students”, is rejected.

e. It is revealed that the ethical and moral value education programme having positive effect in promoting patriotic feeling with reference to ‘Celebrate together National Days and Festivals of others’ among the secondary level students. Therefore, the null hypothesis (Ho-1. e) “There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of Patriotic Spirit with reference to its dimension-5 ‘Celebrate together National Days and Festivals of others’ among secondary level students,” is rejected.

2 Educational Implications:

Values could be integrated properly with different subject areas and educational programmes. Through physical education emphasis on health, strength, agility, grace and beauty can be laid. Through sports, the qualities of courage, energetic action, initiative, steadiness of will, rapid decision and action, the perception of what is to be done in an emergency, sportsmanship, leadership etc. can be developed. Besides, one would also develop right attitudes, friendliness, self-control, accept ace of victory or defeat, supremacy of judge or referee, discipline, obedience, order, team spirit and working for common goal.

Likewise, work experience which now constitutes one of the areas of core-curriculum will help in perfecting skills, utilizing materials, tools and processes of works and will promote spirit of ‘love of work’ and dignity of labour, more so, in a social setting. In fact, with the help of all educational programmes and subjects of study, values can be included with ease and in a nature setting. This is the great educational implication of the present study.

References:


