Abstract

The society should exactly evaluate the moral actuality of college students, objectively treat the moral deviations, and really embody the responsibility consciousness and function of the society for the college students' moral education, which is the key to enhance college students' moral level and the important approach to help them go out from the moral confusion. In Indian context from ancient to present so many books are written to live the people in truth side life. When the slogan “educating the children means preparing the moral society” is followed by the teachers then we are converted into the centre point of world. In the present study a small sample from Vijayanagaram district degree college students have been taken. Self-prepared tool was used to drag the opinions of students with three distracters. Statistics like mean, standard deviation and t-test are used.

1 Introduction

Piaget studied many aspects of moral judgment, but most of his findings fit into a two-stage theory. Children younger than 10 or 11 years think about moral dilemmas one way; older children consider them differently. Behavioral psychologists, most famously B. F. Skinner (1904–1990), offer a starkly contrasting view of the origins and development of morality regarding the mind of the newborn as a so-called blank slate, devoid of any inherent moral emotions or inclinations whatsoever. Direct experiences and the consequences they beget are the sole sources of all learning, moral and otherwise. In short, moral values are essentially synonymous with cultural mores. Morality has no biological or
evolutionary basis, nor is it motivated by emotions, conscience, or judgment; it is simply those behaviors reinforced as good or bad, driven by the rewards they beget or the punishments they offset. Religious education and training are the exclusive responsibility of home, college. At the same time it should be clear that an aid to the teaching of moral and spiritual values would be inadequate and incomplete unless it gave due emphasis to the role of religious ideals in influencing moral concepts and behavior.

2 Objectives

I. To study the moral values among male and female degree college students.
II. To study the moral values among rural and urban degree college students.
III. To study the moral values among government and private degree college students.
IV. To study the moral values among 1st, 2nd and 3rd year degree college students.

3 Hypothesis

I. The moral values changes due to their gender.
II. The moral values changes due to their locality.
III. The moral values changes due to their college management.
IV. The moral values changes due to their year of study.

4 Sample And Tool

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>120</td>
<td>50</td>
</tr>
</tbody>
</table>

A self-prepared tool was administered and standardized with three point rating scale containing answers yes, no and undecided.

5 Analysis And Interpretation

Research hypothesis 1:
Moral values of male and female degree college students are significant.

Null hypothesis 1:
There is no significant difference between male and female students towards the moral values in Vijayanagaram district.

Table 1: showing comparison between male and female students in their opinion on moral values

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Std. dev.</th>
<th>t-value</th>
<th>Df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>120</td>
<td>122.00</td>
<td>9.24</td>
<td>1.18*</td>
<td>170</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>123.60</td>
<td>3.95</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at 0.05 level

As seen from the above table 1 the mean opinion scores of female students (123.60) was slightly higher than mean scores of male students (122) . The t-value is found to be 1.18 which is not significant at 0.05 levels. This shows that there is no significant difference between both the samples. Hence the null hypothesis is that ‘there is no significant difference between male and female degree college students towards the moral values in Vijayanagaram district’ is accepted.
Research hypothesis 2:
Moral values of rural and urban degree college students are significant.

Null hypothesis 1:
There is no significant difference between rural and urban students towards the moral values in Vijayanagaram district.

Table 2: showing comparison between urban and rural students in their opinion on moral values

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>T-Value</th>
<th>Df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>74</td>
<td>123.11</td>
<td>8.40</td>
<td>0.90*</td>
<td>170</td>
</tr>
<tr>
<td>Rural</td>
<td>96</td>
<td>121.98</td>
<td>7.81</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at 0.05 level
The null hypothesis is accepted.

Research hypothesis 3:
Moral values of government and private degree college students are significant.

Null hypothesis 1:
There is no significant difference between government and private degree college students towards the moral values in Vijayanagaram district.

Table 3: showing comparison between government and private students in their opinion on moral values

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>T-Value</th>
<th>Df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>148</td>
<td>122.55</td>
<td>8.37</td>
<td>.35*</td>
<td>170</td>
</tr>
<tr>
<td>Private</td>
<td>22</td>
<td>121.91</td>
<td>5.76</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at 0.05 level
The null hypothesis is accepted.

Research hypothesis 4:
Moral values of 1st and 2nd year degree college students are significant.

Null hypothesis 1:
There is no significant difference between 1st and 2nd year degree college students towards the moral values in Vijayanagaram district.

Table 4: showing comparison between 1st and 2nd year students in their opinion on moral values

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>t- value</th>
<th>Df</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>74</td>
<td>122.03</td>
<td>8.16</td>
<td>2.63**</td>
<td>132</td>
</tr>
<tr>
<td>2nd year</td>
<td>60</td>
<td>125.47</td>
<td>6.63</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at 0.01 level
The null hypothesis is rejected.
Research hypothesis 5:
Moral values of 2nd and 3rd year degree college students are significant.

Null hypothesis I:
There is no significant difference between 2nd and 3rd year degree college students towards the moral values in Vijayanagaram district.

Table 5: showing comparison between 2nd and 3rd year students in their opinion on moral values

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>T-Value</th>
<th>Df</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Year</td>
<td>60</td>
<td>125.47</td>
<td>6.63</td>
<td>4.61**</td>
<td>94</td>
</tr>
<tr>
<td>3rd Year</td>
<td>36</td>
<td>118.39</td>
<td>8.28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at 0.01 level
The null hypothesis is rejected.

Research hypothesis 6:
Moral values of 1st and 3rd year degree college students are significant.

Null hypothesis I:
There is no significant difference between 1st and 3rd year degree college students towards the moral values in Vijayanagaram district.

Table 6: showing comparison between 1st and 3rd year students in their opinion on moral values

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>T-Value</th>
<th>Df</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>74</td>
<td>122.03</td>
<td>8.16</td>
<td>2.18**</td>
<td>108</td>
</tr>
<tr>
<td>3rd Year</td>
<td>36</td>
<td>118.39</td>
<td>8.28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at 0.01 level
The null hypothesis is rejected.

Table 7: Analysis Of Variance (Anova) Student Different Class Wise

<table>
<thead>
<tr>
<th>Class</th>
<th>Sum of squares</th>
<th>Df</th>
<th>Mean squares</th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1152.92</td>
<td>3</td>
<td>576.4591</td>
<td>9.77</td>
<td>0.01</td>
</tr>
<tr>
<td>with in groups</td>
<td>9851.43</td>
<td>167</td>
<td>58.990</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11004.35</td>
<td>170</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6 Findings From The Present Study

I. There is no significant difference between moral values of male and female degree college students in Vijayanagaram district.

II. There is no significant difference between moral values of rural and urban degree college students in Vijayanagaram district.

III. There is no significant difference between moral values of government and private degree college students in Vijayanagaram district.

IV. There is a significant difference between moral values of 1st and 2nd year degree college students in Vijayanagaram district.

V. There is a significant difference between moral values of 2nd and 3rd year degree college students in Vijayanagaram district.

VI. There is a significant difference between moral values of 1st and 3rd year degree college students in Vijayanagaram district.

7 Conclusions

I. Moral values of degree college students studying in Vijayanagaram district are not changes due their gender. i.e.) male and female students having same opinions on most of moral concepts.

II. Moral values of degree college students studying in Vijayanagaram district are not changes due their locality. i.e.) urban and rural students having same opinions on most of moral concepts.

III. Moral values of degree college students studying in Vijayanagaram district are not changes due their college management. i.e.) government and private college students having same opinions on most of moral concepts.

IV. Moral values of degree college students studying in Vijayanagaram district are changes due their year of study. i.e.) 2nd year students having high mean value hen compare to 1st and 2nd year students. In expression of moral values 2nd year students are best one.

8 Suggestions

I. Moral education in college should be made as compulsory subject of study.

II. The curriculum part of moral education is to be re-formed so that it touches all aspects of culture and values of the country.

III. Moral values are to be inculcated right from the early childhood.

References


