

## THE EFFICACY OF ETHICAL AND MORAL VALUES EDUCATION IN THE DISSEMINATION OF NATIONALIST FEELINGS AMONG SECONDARY LEVEL STUDENTS

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**Abstract:** The present study reveals that the ethical and moral value education programme has its positive effect in promoting nationalist 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. The self-developed Value Education Programme (VEP) and Nationalist Feeling Scale are 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 nationalist feeling.

**Keywords:** Moral Education Programme, Nationalist Feeling, Ethical, Secondary school students

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### 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. In the past, character building and nation building through education were the prime objective of curriculum. The main focus was on and to develop the nationalist feelings like: to make a good human beings, develops moral character, feeling of brotherhood, to develop peace and integrity, feeling of home land, loyalty regarding culture, social Consciousness, social equity, social awareness, foster national attitude, to inculcate the feeling of world as family and home, positive attitude toward non-violence, scientific outlook etc. should be develop through curriculum which is the emerging need of the present and modern era.

### 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

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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.

The development of nation, social transformation and economic rejuvenation can be brought through a good education. Good education depends upon good teachers. The teachers are makers of the destiny of nation. In the process of developing the future citizens, who are to be productive, who believe in social justice and national integration, who possess values benefiting to a democratic, socialistic and secular citizen. 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.

Values play an important role in the life of the man. Different types of values like theoretical, social, political, aesthetic, economic etc. act as a motivating force in the behaviors of an individual. According to **Morris Charles** the concept of values cannot be defined specifically. Now, values are considered to be different attitude and belief.

**Dr. Radha Krishnan** has well stated the importance of values in imparting the education. He says, “Education is not limited to the imparting of information. On the training in skills, it has to give the educator a proper sense of values.” An important objective of education is to shape the personality of its students and teachers play an important role and develop desirable values in them. For developing desirable value in students it is necessary first to know the value patterns of teachers.

### **Concept of Nationalism:**

In the words of **Sri Aurobindo** (1907) “Nationalism is much deeper and more powerful than mere patriotism. Nationalism refers to, the feeling of oneness among the people. It is the cementing force, which binds the citizens of a country into one. It is process development, feeling of unity, solidarity and cohesion in hearts of the people, a sense of common citizenship and a feeling of loyalty to the nation.

In the present study, **Nationalism** means one’s feeling, love and regards to one’s motherland. It is the feeling of proudness towards our glorious history, loyalty to the national heritage, national resources, customs, traditions, symbols, monuments and religions. Further, it is the feeling of welfare of society at large, respect for all the people belonging to different languages, religions, states, castes and socio-economic classes.

**The activities to develop Nationalist Feeling among School Students:**

School as an Institution is responsible to develop nationalist feeling (with its rules, regulations, customs, traditions, rituals and hidden curriculum, etc.).

- ❖ House System/Students Self-Government election, oath taking, School Parliament, Prefectural Board, etc.
- ❖ Inter-House cultural activities and competitions, School assembly, Clubs/Associations/Societies, Celebration of National Days, festivals and other important days and occasions, Organizing functions, School/Annual Day, Sports Day, Investiture Ceremony/Farewell Day, School magazine/News Bulletin, Annual exhibitions etc.

**School as an agent of Community Development/Outward Bound School activities:**

1. Organizing Community Service activities literacy, remedial programmes in studies.
2. Organizing campaigns on sanitation, cleanliness, health and nutrition, anti-alcoholism, literacy, population, environment, care of animals, conducting surveys and street plays to generate awareness on issues of prime concern related to health and wellness, substance abuse, infanticide and other gender issues etc.
3. Participation in campaigns organized by other agencies and interacting with them.
4. Participation in community development activities, construction works (roads, buildings, wells, tanks) and other social forestry.
5. Service to the old, blind, sick and other needy people.
6. Carrying out relief activities during natural disasters, accidents, riots, etc.
7. Organizing/ helping in blood donation camps, eye camps, etc.
8. Active participation in enriching recreational activities, cultural programmes, etc.
9. Educational tours and excursions, Educational camps etc.
10. Trekking, mountaineering and other adventure sports activities
11. Placement with an industry or other institution for a short duration to carry out a project/ study work, etc.
12. Any activity from among the above that is taken up by the school should have the participation of students from planning level to the feedback stage. To get the desired result in values build up, each stage and process should be properly planned and executed.

**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. Person and parties in power have exploited often these discordant elements in the society.

Social evils like corruption, indiscipline, lack of will for hard work and dishonesty are spreading in all most all sections of the society.

But it is the matter of the great sorrow that today secondary school teachers working at secondary levels which is a link between primary and higher education, have proved themselves worthless to great intent. They are seen irresponsible towards their job. Majority of them do not have job satisfaction. Their way of living, teaching, dealing etc. have defamed them as well as to the educational sense. They have not their educational growth, standard, educational outlook, ecology and other aspects of their personality are embracing to the society. Therefore, what is the measure of their value pattern, their effect in the world of education, how can they be modify etc. are before the investigation to have selected this topic for detailed study and research work.

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.

The work undertaken by the institutions and organization in the area has been primarily related to the development, training and extension aspects of values education. Limited research and innovation have been made in this area. 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 Nationalist Feeling 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 nationalist feeling with reference to its dimension-1 'Matribhumi' among secondary level students.
  - b. To study the significant difference on the efficacy of ethical and moral values education programme in the Dissemination of nationalist feeling with reference to its dimension-2 'Sanskrit Nishta' among secondary level students.
  - c. To study the significant difference on the efficacy of ethical and moral values education programme in the Dissemination of nationalist feeling with reference to its dimension-3 'Samajik Chetna' among secondary level students.

- d. To study the significant difference on the efficacy of ethical and moral values education programme in the Dissemination of nationalist feeling with reference to its dimension-4 'Samajik Samanta' among secondary level students.
- e. To study the significant difference on the efficacy of ethical and moral values education programme in the Dissemination of nationalist feeling with reference to its dimension-5 'Rashtriyata Ki Abhivriti' 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 Nationalist Feeling 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 nationalist feeling with reference to its dimension-1 'Matribhumi' among secondary level students.
  - b. There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of nationalist feeling with reference to its dimension-2 'Sanskrit Nishta' among secondary level students.
  - c. There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of nationalist feeling with reference to its dimension-3 'Samajik Chetna' among secondary level students.
  - d. There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of nationalist feeling with reference to its dimension-4 'Samajik Samanta' among secondary level students.
  - e. There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of nationalist feeling with reference to its dimension-5 'Rashtriyata Ki Abhivriti' 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:**

Group	Post-test
Experimental Group (R)	Level of dependent variable introduced after treatment (Ya)
Control Group (R)	Level of dependent variable without treatment (Ya)

**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:**

Group	Number of students		Total
	Rural, Low & High Educated	Urban Low & High Educated	
Control group	30	30	60
Experimental group	30	30	60
<b>Total</b>	<b>60</b>	<b>60</b>	<b>120</b>

**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. Nationalism Scale for Secondary School Students (developed and standardized by the investigator himself).
2. Value Education Programme (VEP) (developed and standardized by the investigator himself).

#### Phases of Data Collection:

The data collected in two Phases as followed:

1. Firstly socio-Economic-status scale employed for selection and equalization of the subjects or groups.
2. Secondly the post-test scores obtained by administering the Nationalism scale, after execution of the treatment (Value Education Programme).

#### 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:

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.

The analysis and interpretation is related to the data regarding Nationalist Feeling Scale along with its five dimensions like; Matribhumi Bhakti, Sanskriti Nishtha, Samajik Chetna, Samajik Smrasata and Rashtriyata ki Abhivriti.

**Table No. 3: Significant Difference between the post-test mean scores of control group and experimental group on the Dissemination of Nationalist Feeling on its all dimensions among Secondary Level Students**

Group	N	Mean	SD	t-Ratio	Level of Significance
Control	30	100.73	9.86	5.22	0.05
Experimental	30	117.03	13.99		

The table 3 shows that the 't' ratio came out from both the group is 5.22 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 nationalist feeling among secondary school students.

**Table No. 4: Significant Difference between the post-test mean scores on the Dissemination of Nationalist Feeling with reference to its five dimensions among Secondary Level Students**

Dimensions	Group	N	Mean	SD	t-Ratio	Level of Significance
Matribhumi	Control	30	17.56	2.71	4.58	0.05
	Experimental	30	21.23	3.49		
Sanskrit Nishta	Control	30	20.16	3.68	3.26	0.05
	Experimental	30	23.23	3.67		
Samajik Chetna	Control	30	22.46	4.09	3.45	0.05
	Experimental	30	26.33	4.67		
Samajik Samanta	Control	30	19.2	3.61	4.5	0.05
	Experimental	30	23.07	3.13		
Rashtriyata Ki Abhivriti	Control	30	21.33	3.44	1.84	NS
	Experimental	30	23.17	3.13		

The table 4 shows that the 't' ratio came out from both the group is 4.58 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 nationalist feeling with reference to its first dimension 'Matribhumi' among secondary level students.

Again table 4 in dimension-2, show that the 't' ratio came out from both the group is 3.26 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 nationalist feeling with reference to 'Sanskrit Nishta' among the secondary level students.

Again table 4 in dimension-3, show that the 't' ratio came out from both the group is 3.45 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 nationalist feeling with reference to 'Samajik Chetna' among secondary level students.

Again table 4 in dimension-4, show that the 't' ratio came out from both the group is 4.5 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 nationalist feeling with reference to 'Samajik Samanta' among the secondary level students.

Again table 4 in dimension-5, show that the 't' ratio came out from both the group is 1.84 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 nationalist feeling with reference to 'Rashtriyata Ki Abhivriti' among the secondary level students.

#### **FINDINGS AND EDUCATIONAL IMPLICATIONS OF THE STUDY:**

The findings of the study are given as following.

#### **Major Findings based on Efficacy of Ethical and Moral Value Education in the Dissemination of Nationalist Feeling among the Secondary Level Students**

1. It is revealed that the efficacy of ethical and moral value education programme has its very positive effect in promoting nationalist feeling among secondary level students. Therefore, the null hypothesis (Ho-4) "There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of Nationalist Feeling 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 nationalist feeling with reference to 'Matribhumi' among secondary level students. Therefore, the null hypothesis (Ho-4. a) "There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of nationalist feeling with reference to its dimension-1 'Matribhumi' among secondary level students", is rejected.
  - b. It is revealed that the ethical and moral value education programme having positive effect in promoting nationalist feeling with reference to 'Sanskrit Nishta' among the secondary level students. Therefore, the null hypothesis (Ho-4.b) "There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of nationalist feeling with reference to its dimension-2 'Sanskrit Nishta' among secondary level students", is rejected.
  - c. It is revealed that the ethical and moral value education programme having positive effect in promoting nationalist feeling with reference to 'Samajik Chetna' among secondary level students. Therefore, the null hypothesis (Ho-4. c) "There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of nationalist feeling with reference to its dimension-3 'Samajik Chetna' among secondary level students", is rejected.
  - d. It is revealed that the ethical and moral value education programme having positive effect in promoting nationalist feeling with reference to 'Samajik Samanta' among the secondary level

students. Therefore, the null hypothesis (Ho-4. d) “There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of nationalist feeling with reference to its dimension-4 ‘Samajik Samanta’ among secondary level students”, is rejected.

- e. It is revealed that the ethical and moral value education programme not having positive effect in promoting nationalist feeling with reference to ‘Rashtriyata Ki Abhivriti’ among the secondary level students. Therefore, the null hypothesis (Ho-4. e) “There is no significant difference on the efficacy of ethical and moral values education programme in the Dissemination of nationalist feeling with reference to its dimension-5 ‘Rashtriyata Ki Abhivriti’ among secondary level students,” is accepted.

### **Educational Implications:**

From the observing and analytical point of view the goals of peace, secularism, social justice and democracy to which humankind has declared its ideological commitment have come under severe strain. Forces of social and national integration have become active, putting our democratic social order of its severest test. The population increase had seriously affected the quality of life of the masses and has caused social tensions and unrest. Prejudices and complexes transmitted through the social environment and the accident of birth are hindering the promotion of equality. Our physical environment rivers, mountains, forests, plant and animal life is getting increasingly polluted and depleting its resources.

Narrow cast based feelings and discriminations, communalist, linguistic and regionalist outlooks are dividing the people coming in the way of developing a unifying patriotism and national outlook. All these problems can be solved and be helpful to be solved by the present study; has the important implication. Unless education help the students to develop not only a personal identity but also social and national identity (which essentially means a set of value perspectives and world views, linked to one cultural tradition) education cannot be said to have fulfilled its essential role.

The first important task to be done is to remove certain misconception about nationalism. It is necessary to impress upon the students that development of nationalist feeling are not only for secondary school level students but for everyone concerned while teaching learning process which fulfils the aim of present study. Education without vision is waste; education without value is crime; education without mission is boredom. “A nation with atomic power is not a strong nation; but a nation without power strong character is indeed a strong nation. If nation is to be strong, then the character of the people of that nation needs to be elevated. 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.

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