



Moral Values of Government and Non Granted Primary School's Students in Relation to Particular Variables

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Abstract:

Most philosophers since Plato have' held that the highest ethical good is the same for' everyone; insofar as one approaches moral perfection, one resembles other morally perfect individuals. The 19th-century Danish philosopher Soren Kierkegaard, who was the first writer to call himself existential, reacted against this tradition by insisting that the highest good for the individual is to find his or her own unique vocation. As he wrote in his journal, "I must find a truth that is true for me... the idea for which I can live or die." Other existentialist writers have echoed Kierkegaard's belief that one must choose one's own way without the aid of universal, objective standards. Against the traditional view that moral choice involves an objective judgment of right and wrong, existentialists have argued that no objective, rational basis can be found for moral decisions. The 19th-century German philosopher Friedrich Nietzsche further contended that the individual must decide which situations are to count as moral situations!

*In the 20th century the novels of the Austrian Jewish writer Franz Kafka, such as *The Trial* (1925; trans. 1937) and *The Castle* (1926; trans. 1930), present isolated men confronting vast, elusive, menacing bureaucracies; Kafka's themes of anxiety, guilt, and solitude reflect the influence of Kierkegaard, Dostoyevsky, and Nietzsche. The influence of Nietzsche is also discernible in the novels of the French writers Andre Malraux and in the plays of Sartre. The work of the French writer Albert Camus is usually associated with existentialism because of the prominence in it of such themes as the apparent absurdity and futility of life the indifference of the universe, and the necessity of engagement in a just cause. Existentialist themes are also reflected in the theater of the absurd, notably in the plays of Samuel Beckett and Eugene Ionesco. In the United States, the influence of existentialism on literature has been more indirect and diffuse, but traces of Kierkegaard's thought can be found in the novels of Walker Percy and John Updike, and various existentialist themes are apparent in the work of such diverse writers as Norman Mailer, John Barth, and Arthur Miller.*

Keywords: Moral, Moral values, Primary school, Values

2. Definition of Terms

2.1 Moral

Relative to issues of right and wrong and to how individuals should behave.

2.2 Values

The accepted principles standards of an individual.

2.3 Primary School

In India a school in which first seven grades are taught.

a. Lower Primary School

In India a school in which first four grades are taught.

b. Upper Primary School

In India a school in which five seven grades are taught.

2.4 Government Primary School

The management of control of state government for primary school such as a Heduva Primary School.

2.5 Non Granted Primary School

Financial help provided to a primary school by private management and permitted by the state government.

3. Objectives of the Study

1. A study of Moral Values of Government and Non Granted Primary School's Students.
2. A study of Moral Values of Government and Non Granted Primary School's Students in relation to Sex.
3. A study of Moral Values of Government and Non Granted Primary School's Students in relation to Area
4. A study of Moral Values of Government and Non Granted Primary School's Students in relation to Standard.

4. The Variables

- (A) Institute: (A1) Government primary schools, (A2) Non granted primary schools
(B) Sex: (B1) Boys; (B2) Girls
(C) Area: (C1) Rural; (C2) Urban
(D) Stage: (D1) Lower Primary Schools; (D2) Upper Primary Schools
(E) Moral Values

5. Null Hypotheses

- Ho₁** There is no significance difference between the mean of the moral values of the students of government and non granted schools.
- Ho₂** There is no significant difference between the mean of the moral values of the students of Boy of government and non granted schools.
- Ho₃** There is no significance difference between the mean of the moral values of the students of Girl of government and non granted schools.
- Ho₄** There is no significance difference between the mean of the moral values of the students of Rural of government and non granted schools.
- Ho₅** There is no significance difference between the mean of the moral values of the students of Urban of government and non granted schools.
- Ho₆** There is no significance difference between the mean of the moral values of the students of Standard 4 of government and non granted schools.
- Ho₇** There is no significance difference between the mean of the moral values of the students of Standard 7 of government and non granted schools.

6. Tools Used

For the collection of data of study, the following tools were adapted by the investigators. The Moral Values Scale made by Dr. A. Sen Gupta & Pro. A. K. Sing and translated by Pro. B. A. Modi in Gujarati. [National Psychological Co., Agra]

7. Limitations of the Study

The limitations of the present study are as follow.
The present study is limited to Mehsana Taluka.

8. Sample

For the collection of data of study, the following samples were adapted by the investigators.

Table 1 Sample of the study

Variables	Sub variables	No.	Total	Sub Total
1.	Institute(A)	(A1) Government Primary Schools (A2) Non Granted primary schools	120 120	240
2.	Sex(B)	(B1) Boys: Non Granted[60] Gov. [60] (B2)Girls: Non Granted[60] Gov. [60]	120 120	240
3.	Area (C)	(C1) Rural: Non Granted[60] Gov. [60] (C2) Urban : Non Granted[60]Gov. [60]	120 120	240
4.	Stage (D)	(D1)Lower primary Schools: Non Granted [60] Gov.[60] (D2) Upper primary Schools Non Granted [60] Gov.[60]	120 120	240

9. Statistical Method and Technique

The investigators have selected statistical method and technique like Mean = M, S.D. =Standard deviation and t- Value.

Table 2.Values of central tendency, dispersion and variables such as [A]Grant [B] Sex [C] Area and [D] Stage

Scale	Gov.	N.G.	Boy Gov	Boys N.G.	Girl Gov	Girl N.G.	Rural Gov.	Rural N.G.	Urb. Gov.	Urban N.G.	Std.4 Gov.	Std. 4 N.G.	Std. 7 Gov.	Std. 7 N.G.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
N	120	120	60	60	60	60	60	60	60	60	60	60	60	60
M	31.48	31.43	31.7	31.63	31.27	31.23	32.42	32.43	30.55	30.43	31.08	31.35	31.88	31.52
Std	2.55	2.77	2.22	2.70	2.85	2.84	2.40	2.68	2.36	2.50	2.69	3.05	2.36	2.47
Std Err	0.23	0.25	0.29	0.35	0.37	0.37	0.31	0.35	0.31	0.32	0.35	0.40	0.30	0.32
Sk Err	0.22	0.22	0.31	0.31	0.31	0.31	0.31	0.31	0.31	0.31	0.31	0.31	0.31	0.31
Ku Err	0.44	0.44	0.61	0.62	0.62	0.62	0.62	0.62	0.62	0.62	0.62	0.62	0.62	0.62

From above table it's concluded that:

1. A Column [2&3] indicates that the mean of Student's Moral Value of Government and Non Granted are 31.48 and 31.43. Also it indicates the value of Standard is 2.55 and 2.77. So that, it can be said that the mean of Government's Students is high.
2. A Column [4&5] indicates that the mean of Boys of Moral Value of Government and Non Granted are 31.7 and 31.63. Also it indicates the value of Standard is 2.22 and 2.70. So that it can be said that the mean of Government's Boy is high.
3. A column [6&7] also indicates that the mean of Girls of Moral Value of Government and Non Granted are 31.27 and 31.23. Also it indicates the value of Standard is 2.85 and 2.84. So that, it can he said that the mean of Government's Girl is high.
4. A column [8&9] also indicates that the mean of Moral Value of Government and Non Granted of Urban Area are 32.42 and 32.43. Also it indicates the value of Standard is 2.40 and 2.68. So that, it can be said that the mean of Non Granted Urban Students is high.
5. A column [10&11] also indicates that the mean of Moral Value of Government and Non Granted of Rural are 33.55 and 30.43. Also it indicates the value of Standard is 2.36 and 2.50. So that, it can be said that the mean of Government's Rural Students is high.
6. A column [12& 13] also indicates that the mean of Moral Value of Students of Government and Non Granted of Standard-4 are 31.08 and 31.35. Also it indicates the value of Standard is 2.69 and 3.05. So that, it can be said that the mean of Non Granted Standard 4 is high.

7. A column [14&15] also indicates that the mean of Moral Value of Government and Non Granted are 31.88 and 31.52. Also it indicates the value of Standard is 2.36 and 2.47. So that, it can be said that the mean of Government Standard 7 is high.

10. Significance level of the Hypotheses

After testing the hypotheses the result found as mentioned in following table.

Table 3't'- Value and Significance level of the Hypotheses

Sr. No.	Hypotheses	df	Value 't'	Value 'p'	Hypo. at 0.01 & 0.05
1.	There is no significant difference between the mean of the moral values of the students of government and non granted schools.	119	0.15	0.88	Yes
2.	There is no significant difference between the mean of the moral values of the students of Boy of government and non granted schools.	59	0.15	0.88	Yes
3.	There is no significant difference between the mean of the moral values of the students of Girl of government and non granted schools.	59	0.06	0.95	Yes
4.	There is no significant difference between the mean of the moral values of the students of Rural of government and non granted schools.	59	0.04	0.96	Yes
5.	There is no significant difference between the mean of the moral values of the students of Urban of government and non granted schools.	59	0.26	0.80	Yes
6.	There is no significant difference between the mean of the moral values of the students of Standard- 4 of government and non granted schools.	59	0.59	0.56	No
7.	There is no significant difference between the mean of the moral values of the students of Standard- 7 of government and non granted schools.	59	0.87	0.39	No

11. Summary

- There is no significant difference between the mean of the moral values of the students of government and non granted schools. So that no effect to be seen.
- There is no significant difference between the mean of the moral values of the students of Boy of government and non granted schools. So that no effect to be seen.
- There is no significant difference between the mean of the moral values of the students of Girl of government and non granted schools. So that no effect to be seen.
- There is no significant difference between the mean of the moral values of the students of government and non granted schools of Rural. So that no effect to be seen.
- There is no significant difference between the mean of the moral values of the students of government and non granted schools of Urban. So that no effect to be seen.

- There is significant difference between the mean of the moral values of Standard- 4 students of Urban of government and non granted schools. So that the effect to be seen.
- There is significant difference between the mean of the moral values of Standard 7 students of government and non granted schools. So that the effect to be seen.
- At last it can be said that the effect of Moral Value to be seen in Standard (between 4 & 7) but the effect of Moral Value not to be seen in area and sex also in Government & Granted' students.

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