Attitude of B.ed Students towards Ethical and Moral Values

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INTRODUCTION

The increase use of technology and cyberspace has become driving tool in shaping the behaviorand social wellbeing of people. Human are highly mesmerized by the technological revolutions, which has not only improved global interaction, but has also raised unethical practices. There are variousfactors which shape human conduct, which include social relations, friend circle, family environment, culture,etc (Vink, 2012,Triandis&Suh, 2002). In the view of sociologists, norms, values, customs and social interactions greatly influence human conduct (Blumer, 2004). One of the most important aspects of human personality, which persuade human action, is morality. Moral development has its philosophical basis dated back to the Greek philosophers. It studies about human nature in realizing social goodness (Blasi, 2004). Several theories are presented on moral development. Earlier, Kant gave theory based on actions and moral rules. His main focus was on the established rules which one need to follow. This theory was highly criticized and disregarded because of obligations imposed on individuals.Later, Piaget divided cognitive development based on moral development, where he categorized ages for morality. Each level is unique and significant; however, the final stage- operational is the highest level individual can attain.

He believed that moral development is a developmental process which is based on cognitive development (Pressley and McCormick, 2007).Kohlberg (1978)hypothesiswas based on the previous theories, which highlights moral reasoning through three levels: Pre-conventional level behaviors, which are directed by society and based on social acceptability, whereas individuals follow the directed instructions and perform tasks due to the fear of punishment. Conventional level is directed by society, where human are obliged to follow rules as per set by society, while Post-Conventional level include social contract. From these theories, it is confirmed that morality is gradually attained through the process of development. Many internal and external factors are involved in influencing moral act. The moral development of students begins from their family. When students socialize with their family members, they learn moral values and ethics (Reed, Turiel and Brown, 1996). They develop strong sense of fairness and take rational decision making and practice the same in their daily routinelives. The moral nature of students is based on imitation.

They are good observers and follow others. Many external and internal factors may also affect student'spersonality. Personality traits and many other psychological factors deeply influence their moral reasoning skills. In the presence of morality, their decisions will be in a proper flow, which can help in maintaining healthy relations with society and adjustthemparallel to societal changes.Failing to foster ethical and moral grooming may led to social detachment. The other factors which affect their ethical grooming include socio-economic condition, family issues, cognitive factors (Caravita, Giardino, Lenzi, Salvaterra and Antonietti, 2012; Puka, 1994). Kreps & Gonzales (2010) say that those students who are maltreated are not groomedmorally and often take wrong decisions in life. Sharma (2013) reported that there is a lack of moral grooming among student these days due to family issues and moral degradation. The role of parents in this regard is important (Berkowitz andGrych, 1998). Social institutions equally contribute for the moral development of student. One of the most important social institution, which is considered as the basis of moral grooming of student's personality is college. Its role is highlighted by several researchers (Weissbourdetal, 2013; Corbett, 2011). College is the place where students spend most of their time after home. The educational institutions are responsible to provide ethical training to the students. It makes evident that through social interaction in college, their moral development is highly influenced and directed. Weissbourd et al (2013) say that college environment in this regard is very important. The way teacher interact, the background of the classmates, the tactics teachers use to deal with students, the codes and rules, college connectedness, ethics, curriculum, all led in harmonizing moral development.

MORAL EDUCATION

The preceding study have dealt with the proper place of religion in particular courses. Moral education, however, is generally understood to cut across the curriculum and is appropriately integrated into all courses as well as into the extracurricular activities and ethos of college. So our focus shifts somewhat in this study.

There is not a lot of agreement about what moral education should be, and there is no "discipline" of moral education corresponding to the disciplines that define the courses we have discussed so far. We will argue that "moral education" is an umbrella term for two quite different tasks and approaches. The first, which might better be called moral "socialization" or "training," is the task of nurturing in children those virtues and values that make them good people. Of course, good people can make bad judgments; it's often not easy to know what is morally right. The second task of moral education is to provide students with the intellectual resources that enable them to make informed and responsible judgments about difficult matters of moral importance. Both are proper and important tasks of college— and both cut across the curriculum.

The inevitable question, of course, is, whose morality will be taught? We will offer our answer by way of a sketch of a theory of moral education. Given this theory—and the civic and educational frameworks we outlined in this study—we will draw out the implications for the role of religion in moral education. To put a little flesh on these theoretical bones, we will take sex education as a case study.

A Theory of Moral Education
We have space here to offer only the briefest sketch of a theory of moral education.For any society (or college) to exist, its members (students, teachers, and administrators) must share a number of moral virtues: they must be honest, responsible, and respectful of one another's well-being. We agree about this. Public college have a vital role to play in nurturing these consensus virtues and values, as the character education movement rightly emphasizes; indeed, a major purpose of collaging is to help develop good persons.

If we are to live together peacefully in a pluralistic society, we must also nurture those civic virtues and values that are part of our constitutional tradition: we must acknowledge responsibility for protecting one another's rights; we must debate our differences in a civil manner; we must keep informed. A major purpose of collaging is to nurture good citizenship.

But when we disagree about important moral and civic issues, including the nature of morality itself, then, for both the civic and educational reasons we discussed in this study, students must learn about the alternatives, and teachers and college should not take official positions on where the truth lies. The purpose of a liberal education should be to nurture an informed and reflective understanding of the conflicts.What shape moral education should take depends on the maturity of students. We might think of a K–12 continuum in which character education begins immediately with the socialization of children into those consensus values and virtues that sustain our communities. As children grow older and more mature they should gradually be initiated into a liberal education in which they are taught to think in informed and reflective ways about important, but controversial, moral issues.

Character education and liberal education cannot be isolated in single courses but should be integrated into the curriculum as a whole. We also believe, however, that the curriculum should include room for a moral capstone course that college seniors might take, in which they learn about the most important moral frameworks of thought—secular and religious, historical and contemporary—and how such frameworks might shape their thinking about the most urgent moral controversies they face.

Objectives of Study
➢ To develop the individual who willhave a broad background inhumanistic and scientific knowledge.
➢ To indent values relevant to thecontents process activities involved inthe suspect.
➢ To provide opportunities for studentsto think about and to clarify their ownvalues and compare them with thoseof others.
➢ To inculcate morals, Spirituals, psychological and cultural values inthe students.
➢ To explain the role of social, moralcultural and environmental values inour life.
➢ To increase awareness about ournational history and heritage, nationalintegration, community development and society.

Hypotheses of the study
The moral qualities of students who are studying at B.Ed level areaverage. There is a significant difference between different groups of demographic variables such as gender, locality of student, religion, parent income, job of the parents in moral qualities among students studying at higher secondary level.

Research method
The investigator has administered experimental method for identification of moral qualities among B.Ed students.

Locale of the study
The investigator has selected in samastipur districts in bihar for the locale of the study.

Sample for the study

The investigator has collected 50 (fifty) samples for the present investigation by applied simple random sampling technique.

NEED AND SIGNIFICANCE OF THE STUDY

The National Curriculum Framework for School Education also voices serious concern over erosion of values in our society and stresses the need for inculcating values not only among children, but also among adults because adults have to decide what kind of society they would like to make and what kind of values they would like to inculcate in children. It may sound unpleasant to say that erosion of values is not only in children but also in adults since children learn from adults and in most of the cases adults decide the decisions. Adults need to introspect seriously over the issue of erosion of values as erosion of values in adult is a fact. If this proposition is accepted as a fact that there has been erosion of values in our society, then urgent steps must be undertaken to inculcate values in adults and children. Families as well as teachers, who lay the foundation of future citizens, must undertake the task of inculcating values in children. Values inculcated at this stage of life, determine the personality of the child i.e. what kind of citizen he/she may become. Hence the society has a responsibility to ensure that values are inculcated in children and congenial environment be created to nurture those values. In this perspective the present investigation intend to measure moral values among higher secondary college students.

CONCLUSION

In the modern world students are more engaging technology world rather than traditional world. Technology world day by day decreases the moral values among the students community in the society. It also reflects the college atmosphere among the students community.It is suggested that authorities of college to concentrate moral qualities among students community in college and society. It will develop the socially adopted person in near future. Standards of moral life of people are gradually declining. The norm of family, society, politics, secularism, democracy are going down and continuing under strain. Wide spread disturbance, chaos, confusion and dislocation in life have become common phenomena. Deteriorating conditions of the system of values and ethics in our daily life are realized. Different Educational Commissions and committees in our country have expressed their deep concern over the declining values in human activities and emphasized on providing value oriented education. Families as well as teachers, who lay the foundation of future citizens, must undertake the task of inculcating values in students. So, the teacher to develop moral qualities among students community in college premises.

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