

Need And Importance Of Moral Values And Self Confidence Of Secondary School Students

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Abstract

India has been a land of ethics, spirituality, and tradition. Ethics and self-confidence both are very important at the stage of early adolescence. We live in a valueless society and bad influences more than good. Pupils study without value and have less confidence in their studies. Educational institutions give more priority and focus only on ranks; percentages. They don't give priority to student behaviour. Now a day's, society is getting attracted to negative values. We are observing much violence, terrorism, religious, and acid attacks. Recently, we have observed the "Nirbhaya incident." In the incident, the court punished a juvenile accused also. On the incident on May 18th, 2013, the president of India "Pranab Mukherjee" during his visit to Assam and Nagaland said that "There is a need to identify the cause of the moral decline in our society, and our universities, academics institutions must take the lead to meet the moral challenges of our time. The study has been done to find the Moral values and Self-confidence of secondary school students. A sample of 1000 secondary school students from different areas in the Guntur District of Andhra Pradesh. The sample was drawn by using random sampling technique. The major finding indicates that moral values and self-confidence are positively correlated. The moral values scale was standardized by Dr Alpha Sen Gupta and Dr Arun Kumar Singh (Patna, Bihar) and the self-confidence scale was constructed by Rekha Gupta(2013).

Keywords: moral values, sampling, self-confidence, influence, spirituality, technique.

REVIEWS OF RELATED LITERATURE

Upadhyaya (2015) studied sex differences in moral judgment among high school students. The sample was taken from Allahabad city; it consisted of 120 class IX students. Moral judgment questionnaire prepaid by S.K. Pal and K.S. Mishra has been used as a tool for the study. The study's findings revealed that female students had high moral judgment compared to their male counterparts.

Kanika (2016) the association between adolescent values and academic achievement was investigated. This study utilized random selection methodologies to focus on 400 secondary school pupils from various government and non-government operated schools in Himachal Pradesh, both in urban and rural locations. For the current investigation, a standardized tool created by R. K. Ojha was employed to gather data. The study's findings found a significant association between values and academic achievement at the 0.05 level.

Pittel, Stephen & Mendelsohn, Gerald (2016) A review and critique of a study on moral value measuring. Based on historical assessments of the literature to determine the strength of ethical ideals, it was determined that existing instruments had flaws that limit their utility for psychological study. Moral values, it is claimed, are best characterized as individual attitudes and subjective experiences whose measurement is most meaningfully attained without regard for traditional standards and ethical action.

Vanja and Geetha (2017) the study explored the confidence of 300 high academy scholars based on gender, type of academy, position, and medium of instruction. The study results showed that no significant difference was reported in confidence based on the below-mentioned variables. Furthermore, it can be concluded that manly scholars and those scholars who preferred the Tamil medium had advanced tone confidence compared to those who selected the English medium.

Shanmugam and Kathyayini (2017) explored the association between tone-regard and assertive gesture based on socio-demographic variables, i.e., age, gender,

religion, type of family, and academic position. For the selection of the sample, 60 scholars were named aimlessly. The study results showed a significant and positive relationship between the assertive geste and the tone-regard of the adolescents. The Chi-Square results showed that the only academic position was significantly associated with the solid and tone-regard scores among all these socio-demographic variables.

DESIGN OF THE STUDY

Statement of the problem

NEED AND IMPORTANCE OF MORAL VALUES AND SELF CONFIDENCE OF SECONDARY SCHOOL STUDENTS

Operational definitions of the key terms

Value (ethics):

The degree of importance, including the value that is independent of any individual's subjective valuations. Personal and cultural values are the principles, norms, or qualities that guide human behavior. In mathematics, the value of a variable is called value. Value (economics): The market value or expected market value of goods, services, or assets.

Moral value

Moral value is the behaviour of a person by which he/she is able to justify between good and evil, righteousness and wickedness. This is the base to inculcate manners, customs and folk ways which is directly related with social system. So such values which are accepted by the society are known as moral values.

Self-Confidence

Self-confidence is a positive attitude characterized by the conviction that people can control their lives and plans. It is a belief in one's own skills. "The state of certainty that a particular plan of action is the best effective given the circumstances is referred to as confidence." Self-confidence refers to a person's belief in their ability to behave effectively in a situation in order to overcome difficulties and get things back on track.

Secondary school students

Students studying in VIII standards are known as secondary school students.

OBJECTIVES OF THE STUDY

1. To find out the level of moral values of the secondary school pupils and classify them.
2. To find out the level of moral values with respect to the following components.
 1. Lying,
 2. Dishonesty,
 3. Stealing, and
 4. Cheating.
3. To find out the influence of the following variables on the moral values of secondary school pupils.
 - 3.1. Gender.
 - 3.2. Locality.
 - 3.3. Parental Educational qualification.
 - 3.4. Family annual income.
4. To find out the level of self-confidence of the secondary school pupils and classify them.
5. To find out the influence of the following variables on the self-confidence of secondary school pupils.
 - 5.1. Gender.
 - 5.2. Locality.
 - 5.3. Parental Educational qualification.
 - 5.4. Family annual income.
6. To find out the relationship between moral values and self-confidence of secondary school pupils.

HYPOTHESES OF THE STUDY

Hypotheses 1 The secondary school students are possessing high moral values.

Hypothesis 1A) There would be no significant difference between boys and girls of the secondary school students in their Moral values.

Hypothesis 1B) there would be no significant difference between rural and urban secondary school students in their Moral values.

Hypothesis 1C) There would be no significant difference in literate and illiterate parents of secondary school students in their Moral values.

Hypothesis 1D) There would be no significant difference between below 1 lack and above 1 lack parental income of the secondary school students in their Moral values.

Hypotheses 2 The secondary school students are possessing high self - confidence.

Hypothesis 2A) There would be no significant difference between boys and girls of the secondary school students in their self - confidence.

Hypothesis 2B) there would be no significant difference between rural and urban secondary school students in their self - confidence.

Hypothesis 2C) There would be no significant difference in literate and illiterate parents of secondary school students in their self - confidence.

Hypothesis 2D) There would be no significant difference between below 1 lack and above 1 lack parental income of the secondary school students in their self - confidence.

Hypothesis 2E: There would be no significant difference between Telugu and English medium of the secondary school students in their self - confidence.

Hypothesis 4 There would be no significant relationship between moral values and self – confidence of secondary school students.

SCOPE OF THE STUDY

The scope of the present study pertains to the Moral Values and self-confidence of Secondary school pupils who are studying in various schools in the Guntur district of Andhra Pradesh. The basis of data is the response to tools given by the 8th standard pupils.

VARIABLES OF THE STUDY

As the name implies, a variable is anything that changes. Variable refers to measurable characteristics of objects, events, things, and beings. In other words, variables are characters or candidates that the experimenter or investigator can modify, control, or watch. Variables are a prerequisite for doing worthwhile comparative research. The following variables are taken into account in this study.

Table - 1 Classification of the variables

S.NO	Dependent variables	Independent variables
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1	A. Moral values	1. Gender (Boys / Girls)
2	B. Self confidence	2. Locality (Rural / Urban) 3. parental education background (Literate and illiterate) 4. Parental income (below 1 lakh/above 1 lakh)

GEOGRAPHICAL AREA OF THE STUDY

Out of the 26 districts in the state of Andhra Pradesh, Guntur District is convenience selected for this study.

POPULATION FOR THE STUDY

The population for the study consisted of adolescents studying in the 8th class in high schools in the Guntur district. As per the information received by the Andhra Pradesh government from the 8 class populations, there are 61,926 students studying in the year 2019-2020.

SAMPLE OF THE STUDY

The investigator randomly chose 1000 adolescents from rural and urban schools in Guntur district for the current study. The researcher utilized a stratified random sampling method. The process of picking a sample from a population is known as sampling. The population is divided into a number of segments called sample units for this purpose.

TOOLS USED FOR THE STUDY

John best observes, "Like the tools in the carpenter's box, each research tool is appropriate in a given situation to accomplish a particular purpose. Two separate tools were used to find out the Moral values and self-confidence of secondary school pupils. These tools are in the form of a questionnaire, diligently prepared, adequately worded, systematically classified, intelligently generalized and analyzed, and printed.

Tool 1: Moral values scale was constructed and standardized by Dr. **Alpha Sen Gupta and Dr. Arun Kumar Singh (Patna, Bihar) (2016).**

Tool 2: self-confidence scale was constructed by **Rekha Gupta (2013).**

STATISTICAL TECHNIQUES USED FOR THE STUDY

The Investigator collected raw scores after doing calculations with the help of a scoring key. Organizing and summarizing raw data to find meaningful interpretations and draw valid conclusions is necessary. The Investigator has used specific statistical techniques to translate and interpret the raw scores.

Following statistical techniques were used for the analysis and interpretation of data:

The following statistics were applied to analyze the collected data.

1. Arithmetic Mean
2. Standard Deviation
3. Percentage of Mean
4. t' Test and 'r-value- were calculated
5. ANOVA Analysis

ANALYSIS AND INTERPRETATION OF THE DATA

Table – 2 Showing mean, % of mean, S.D of the moral values of the secondary school pupils

WHOLE SAMPLE	MEAN	1/5 OF MEAN	S.D	% of mean
1000	28.042	5.608	3.91	77.89

Interpretation

As per table 4.1, the result indicates that all the secondary school students fall under the high level of moral value in secondary school pupils. The hypothesis is that “The secondary school students are possessing high moral values”. It can be accepted that secondary school students possess a high moral value.

Table – Classification of Secondary School students on the basis of their moral values

S.No	Level of awareness	No. of Students	Percentage
1	Low	230	23
2	Moderate	400	40
3	High	370	37

Interpretation

From the above table, the following aspects have been observed. In the classification table, 23% of pupils fall under low level, 40% are under moderate level, and 37% are under high level. The story of awareness is more elevated in moderate pupils than in low and high levels.

Finding

The above table shows that most pupils are moderate in their moral values.

Area Wise Analysis in Interest in mathematics

Objective 2: To find out the level of moral values with respect to the following components.

Table: - 4 Area wise mean values on the moral values of secondary school pupils.

Area	Mean	SD	% of mean
Area -1(Lying)	6.902	1.38	24.32
Area- II(Dis honesty)	6.87	1.05	24.77
Area- III(Stealing)	7.71	1.40	15.44
Area- 1V(Cheating)	6.58	1.49	27.11

Interpretation

The above table shows that we should give them a good way of teaching and bring them to give in their lives. The high-level number of pupils is 37, and these pupils are well brought up, and they have gone through the values of their near and dear ones. The moderate level number of pupils is 40, and these pupils still need essential marks. High-level pupils should be taken as exemplary and followed. All these levels of awareness are necessary for every child so that moral values become part of their lives and good citizens with good moral values will be generated. We should encourage that.

VARIABLE WISE ANALYSIS INMORAL VALUES

Objective 3: To find out the influence of the following variables on the moral values of secondary school students, i.e., Gender, Locality, Parental Educational qualification, Family annual income.

Hypothesis 1A) There would be no significant difference between boys and girls of the secondary school students in their Moral values.

Table – 5 Mean, S.D and t-values of Boys and Girls in their Moral values of the secondary school Pupils.

Gender	No	Mean	SD	S.Ed	't' value
VIII standard Boys	497	28.29	3.812	0.2387	1.86NS
VIII standard Girls	503	27.86	3.81		

NS= Not significant at 0.05 level

Interpretation

The following observations have been made from the above table. The number of students is 1000; the boys are 497, and the girls are 503. The mean of the boys is 28.29, the mean of the boys is 3.812, the mean of the girls is 27.866, and the standard deviation is 3.816. The SED value is 0.4012, and the "t" value is 1.0967NS.

Finding

From the above table, it is found that the "t" value is 1.096, which is not significant at the 0.05 level. Hence, the hypothesis is that. Hence, the hypothesis is that "There would be no significant difference between boys and girls of the secondary school students in their Moral values. It can be accepted for the variable 'Gender' at a 0.05 level of significance. In secondary schools, boys and girls are at the same level in their moral values. It is concluded that gender is not significant.

Table – 6 Mean S.D and t-values of Rural and Urban secondary students in their Moral values.

Variable	No	Mean	SD	S.Ed	't' value
VIII standard urban pupils	500	27.96	3.817	0.24	0.833NS
VIII standard rural pupils	500	28.16	3.811		

NS= Not significant at 0.05 level

Interpretation

From the above table, the following observations have been made. The number of students is 1000 and the number of urban pupils is 500 and the number of rural pupils is 500. The mean of urban pupils is 27.96, and the mean of secondary school rural pupils is 28.16. The standard deviation value is in urban secondary school pupils is 3.817, and the standard deviation value in rural secondary school pupils is 3.811. The S.Ed value is 0.24. The t 'value is 0.833NS, which is not significant in both areas.

Finding

From the above table, it is found that the "t" value is 0.833, which is not significant at 0.05 levels. Hence, the hypothesis is that "there would be no significant difference between rural and urban secondary school students in their Moral values. It can be accepted for the variable 'Locality' at a 0.05 level. Rural and urban pupils are at the same level in their moral values as in secondary school.

Hypothesis 1C) There would be no significant difference in literate and illiterate parents of secondary school students in their Moral values.

Table – 7 Mean S.D and t-values of literate and illiterate parents of secondary school students in their Moral values.

Variable	No	Mean	SD	S.Ed	't' value
VIII class pupils with Literate parents	600	28.04	3.8	0.244	0.286NS
VIII class pupils with Illiterate parents	400	28.11	3.817		

NS= Not significant at 0.05 level

Interpretation

The following observations have been made from the above table, The total number of pupils is 1000. The pupils with literate parents are 600, and those with illiterate parents are 400 in moral values. The mean of the pupils with literate parents is 28.04, and the standard deviation is 3.8. The mean of the pupils with illiterate parents is 28.11 and the standard deviation is 3.817. The S.E.D value is 0.244, and the value is 0.286NS, which is not significant at the 0.05 level.

Finding

The above table, shows that the "t" value is 0.286, which is not significant at 0.05 levels. Hence, the hypothesis is, "There would be no significant difference in literate and illiterate parents of secondary school students in their Moral values." It can be accepted that the variable 'Parental educational background' is at a 0.05 level of significance. The illiterate and literate parents of secondary school pupils are at the same level in their moral values. It is concluded that the parental educational background has no significance.

Hypothesis 1D) There would be no significant difference between below 1 lack and above 1 lack parental income of the secondary school students in their Moral values.

Table – 8 Mean S.D and t-values of below 1 lack and above 1 lack parental income of the secondary school students in their Moral values.

Variable	No	Mean	SD	S.Ed	't' value
VIII class pupils Parents with rupees above 1 lakh yearly income	350	28.08	3.81	0.252	0.079NS
VIII class pupils Parents with below rupees 1 lakh yearly income	650	28.06	3.91		

NS-not Significant at 0.05 level.

Interpretation

The following observations have been made from the above table. The total number of pupils is 1000. The pupils from Parents with rupees above 1 lakh yearly income are 350 and pupils from Parents with rupees below 1 lakh yearly income is 650. The mean value is from parents with rupees above 1 lakh yearly income is 28.08, and the standard deviation is 3.81. The mean value is from parents with rupees below 1 lakh yearly income is 28.06, and the standard deviation is 3.91. The S.E.D value is 0.252, and the t-value is 0.252NS, which is not significant at the 0.05 level.

Finding

From the above table, it is found that the value is 0.252, which is not significant at the 0.05 level. Hence, the hypothesis is, "There would be no significant difference between below 1 lack and above 1 lack parental income of the secondary school students in their Moral values. It can be accepted for the variable "parental income" at a 0.05 level of significance. The pupils' parents with above rupees 1 lakh and those with below 1 lakh rupees of the students are the same in their moral values. It is concluded that parental income is not significant.

Hypotheses 2 The secondary school students are possessing high self - confidence.

Table – 9 Showing mean, % of mean, S.D of the whole sample of Self confidence

WHOLE SAMPLE	MEAN	1/5 OF MEAN	S.D	% of mean
1000	22.654	4.531	6.3737	40.74

Interpretation

The following observations have been made from the above table. The number of pupils is 1000, the mean self-confidence in secondary school students is 22.654, and S.D is 6.37. The percentage of the mean value is 40.74, and 1/5 of the mean is 4.531

Finding

The above table reveals that the level of self-confidence in secondary school pupils is below average. Hence, the hypothesis is that "The secondary school students are possessing high self – confidence". It can be rejected, as Secondary school students possess below-average self-confidence. It can be inferred that the sample is homogeneous in their confidence.

Table – 10 Classification of Secondary School students on the basis of their Self Confidence

S.NO	Level of awareness	Scores	Number	Percentage
1	LOW	3	179	17.19
2	MODERATE	1	482	48.20
3	HIGH	2	339	33.90

Interpretation

From the above table, the following aspects have been observed. In the classification table, 17.90% of pupils fall under the low level. 48.20% of pupils are under moderate level. 33.90% of pupils are at a high level. The level of awareness is higher in moderate pupils than in low and high levels.

Finding

The above table, the result indicates that most secondary school students have moderate in their self-confidence

VARIABLE WISE ANALYSIS IN SELF-CONFIDENCE.

Objective -5: To find out the influence of the following variables on the self-confidence of secondary school pupils., i.e., Gender, Locality, Parental Educational qualification, Family annual income.

Hypothesis 2A) There would be no significant difference between boys and girls of the secondary school students in their self - confidence.

Table – 11 Mean, S.D and t- values of Boys and Girls in their self - confidence.

Variable	No	Mean	SD	S.Ed	't' value
VIII standard Boys	497	22.87	.3737	0.4012	1.0967NS
VIII standard Girls	503	22.43	.3769		

Not significant at 0.05 level

Interpretation

The following observation has been made from the above table. The number of students is 1000; the boys are 497, and the girls are 503. The mean of the boys is 22.87, and S.D is 6.3769. The SED value is 0.4012, and the "t" value is 1.0967, which is not significant.

Finding

From the above table, it is found that the "t" value is 1.096, which is not significant at the 0.05 level. Hence, the hypothesis is that. Hence, the hypothesis is that "There would be no significant difference between boys and girls of the secondary school students in their self - confidence. It can be accepted for the variable 'Gender' at a 0.05 level of significance. In secondary schools, boys and girls are at the same level in their self - confidence. It is concluded that gender is not significant.

Hypothesis 2B) there would be no significant difference between rural and urban secondary school students in their self - confidence.

Table – 12 Mean, S.D and t- values of rural and urban in their self - confidence.

Variable	No	Mean	SD	S.Ed	't' value
VIII standard Urban pupils	500	22.44	6.384	0.4024	1.0636NS
VIII standard rural pupils	500	22.868	6.373		

Not significant at 0.05 level

Interpretation

From the above table, the following observations have been made. The number of students is 1000 and the number of urban pupils is 500 and the number of rural pupils is 500. The mean of urban pupils is 22.44, and the mean of rural pupils is 22.868. The S.D in urban pupils is 6.384, and the

SED in rural pupils is 6.313, and the SED value is 0.4024. The t 'value is 1.0636, which is not significant in both areas.

Finding

It is found from table that it can be inferred that the t value is 1.0636. Therefore, the hypothesis is that "there would be no significant difference between rural and urban secondary school students in their self - confidence". And it is accepted for the variable 'locality' at a 0.05 level of significance. Urban pupils and rural pupils are the same performance in their confidence. It is concluded that locality is not impacted their self-confidence.

Hypothesis 2C) There would be no significant difference in literate and illiterate parents of secondary school students in their self - confidence.

Table - 13 Mean, S.D and t- values of literate and illiterate in their Self - Confidence.

Variable	No	Mean	SD	S.Ed	't' value
VIII class pupils with literate parents	600	22.65	6.37	0.4101	0.0243NS
VIII class pupils with Illiterate parents	400	22.66	6.377		

Not significant at 0.05level

Interpretation

From the above table, the following have been made. The total number of pupils is 1000. The pupils with literate parents are 600, and those with illiterate parents are 400 in confidence. The mean of the pupils with literate parents is 22.65, and the standard deviation is 6.37. The mean of pupils with illiterate parents is 22.66, and the standard deviation is 6.377. The S.E.D value is 0.4101, and the 't' value is 0.0243, which is insignificant at 0.05.

Finding

The above table, shows that the "t" value is 0.0243, which is not significant. Hence, the hypothesis is that "There would be no significant difference in literate and illiterate parents of secondary school students in their self-confidence". And it is rejected for the variable 'Parental educational background "at a 0.05 level of significance". The illiterate parents and literate parents of secondary school pupils have the same performance in their self-

confidence. It is concluded that the parental educational background has no impact on self-confidence.

Hypothesis 2D) There would be no significant difference between below 1 lack and above 1 lack parental income of the secondary school students in their self - confidence.

Table – 14 Mean, S.D and t- values of below 1 lack and above 1 lack parental income of the secondary school students in their Self - Confidence.

Variable	No	Mean	SD	S.Ed	't' value
VIII class pupils Parents with above rupees 1 lakh yearly income	350	23.76	6.373	0.4219	2.77**
VIII class pupils parents with below rupees 1 lakh yearly income	650	22.59	6.376		

** Significant at 0.05 level

Interpretation

From the above table, the following has been made. The total number of pupils is 1000. The pupils and the pupils' parents with below 1 lakh yearly income are 650. The mean of pupils' parents with an above 1 lakh yearly income is 23.76, and the standard deviation is 6.373. The mean of the pupils' parents below 1 lakh yearly income is 22.59, and the standard deviation value is 6.376. The SED value is 0.4219, and the t- value is 2.77.

Finding

The above table, shows that the value is 2.77, which is significant. Hence, the hypothesis is that "There would be no significant difference between below 1 lack and above 1 lack parental income of the secondary school students in their self - confidence". And it can be rejected for the variable "parental income" at a 0.05 level of significance. The pupils' parents have above rupees 1 lakh, and the pupils' parents have above rupees 1 lakh levels in their self-confidence. It is concluded that parental income has an impact on their self-confidence. The finding indicates that The pupils' parents have above rupees 1 lakh is better than those who have below rupees 1 lakh.

MAJOR FINDINGS

Findings related to Moral values and Self-confidence of secondary school students.

FINDINGS ON MORAL VALUES

- 1) The result indicates that all the secondary school students fall under the high level of moral value in secondary school pupils. The hypothesis is that "The secondary school students are possessing high moral values". It can be accepted that secondary school students possess a high moral value.
- 2) The result indicates that the classification of moral values, most of the pupils are moderate in their moral values.
- 3) The result indicates that we should give them a good way of teaching and bring them to give in their lives. The high-level number of pupils is 37, and these pupils are well brought up, and they have gone through the values of their near and dear ones. The moderate level number of pupils is 40, and these pupils still need essential marks. High-level pupils should be taken as exemplary and followed. All these levels of awareness are necessary for every child so that moral values become part of their lives and good citizens with good moral values will be generated. We should encourage that.
- 4) There is no significant difference between boys and girls of the secondary school students in their Moral values.
- 5) There is no significant difference between rural and urban secondary school students in their Moral values. It can be accepted for the variable 'Locality' at a 0.05 level. Rural and urban pupils are at the same level in their moral values as in secondary school.
- 6) There is no significant difference in literate and illiterate parents of secondary school students in their Moral values."
- 7) There is no significant difference between below 1 lack and above 1 lack parental income of the secondary school students in their Moral values.

FINDINGS ON SELF-CONFIDENCE

- 1) The result indicates that the level of self-confidence in secondary school pupils is below average. Hence, the hypothesis is that "The secondary school students are possessing high self – confidence". It can be rejected, as Secondary school students possess below-average self-confidence. It can be inferred that the sample is homogeneous in their confidence.
- 2) The result indicates from the classification table, 17.90% of pupils fall under the low level. 48.20% of pupils are

under moderate level. 33.90% of pupils are at a high level. The level of awareness is higher in moderate pupils than in low and high levels.

- 3) There is no significant difference between boys and girls of the secondary school students in their self-confidence.
- 4) There is no significant difference between rural and urban secondary school students in their self-confidence.
- 5) There is no significant difference in literate and illiterate parents of secondary school students in their self-confidence.
- 6) There is no significant difference between below 1 lack and above 1 lack parental income of the secondary school students in their self-confidence.
- 7) There is significant difference between Telugu and English medium of the secondary school students in their self-confidence".

FINDINGS ON CORRELATION

The computed correlation value (r) for moral values and self-confidence is 0.13, as shown. At a 0.01 level of significance, the estimated 'r-value' is bigger than the table value of 'r'. As a result, hypothesis 4 is ruled out. As a result, it is determined that secondary school students' moral values and self-confidence have a strong association. Moral values and self-confidence are positively associated, as seen in the table above.

EDUCATIONAL IMPLICATION

Moral values can be applied to four main areas: lying, dishonesty, cheating, and stealing.

- 1) The educational implication of the study is that the development and strengthening of healthy Moral value systems and self-confidence among students should be a very important function of Secondary schools, which would help solve problems of student unrest and discipline.
- 2) The Parents, Teachers, School Administrators and Educational Policy Makers should keep in mind when they design the curriculum the view of making education a forceful tool for cultivating Moral Values.
- 3) The education of values should permeate the entire school life by teaching different Subjects and Co-Curricular activities.

- 4) Value education may be introduced in the low school climate.
- 5) It is the responsibility of the planners of Value Education to ensure that its goals are realistic, content relevant, its tools and techniques effective, its curricular activities innovative, and its co-curricular activities develop an integrated personality of the individual to live a meaningful life.
- 6) Schools may plan to develop a definite outlook on values in students, teachers and parents.
- 7) There is a need to create an educational climate through planning and organizing value education strategies formulating and announcing school policies on Moral, Social, Academic and Spiritual Values to students, teachers and parents for its implementation.
- 8) It may affect the policies of the school and the style of administration. Teacher-Education institutions may be an instrument of change in society's value systems.
- 9) All teachers may be given the training to know a specific idea about different types of values and how to implement them according to their age and other aspects.

SUGGESTIONS FOR THE FURTHER RESEARCH

The present study is just a small step in this area of study. As no research work is complete, the investigator has suggested some areas for further research. It is also seen that a few studies have been conducted in these areas, especially in the Guntur district of Andhra Pradesh. Therefore, several studies and experiments are needed to be undertaken. The following topic may be suggested as an essential area for further studies.

- 1) The present study is confined to secondary school students only. A similar investigation may be conducted by taking higher classes and students from graduate and postgraduate courses or lower classes such as students from the primary level.
- 2) A study may be conducted to find the relationship between moral value and self-confidence among postgraduate students.
- 3) The relationship between other theories of moral development and self-confidence should be investigated to determine any additional correlations between moral values and self-confidence.

- 4) A comparative study can be made by taking two districts alone.
- 5) Longitudinal studies on the relationship between moral development and self-confidence could be undertaken.
- 6) A replica of the study can be carried out by taking samples from other districts of Andhra Pradesh.
- 7) The present study examined only secondary school students' moral values and self-confidence. Further studies may be conducted to investigate the other dependent variables, such as academic achievement, self-esteem, peer relation, social skills and academic motivation for different subjects.
- 8) A comparative study of moral values and self-confidence of secondary school students in other districts may be taken.
- 9) A study may determine the relationship between moral values and self-confidence in India.
- 10) This study could be extended to primary school students and college-going students.
- 11) Similar studies on the above variables may be conducted in different places like Municipalities, District Head Quarters, Corporations and other Metropolitan Cities in Andhra Pradesh and India.
- 12) Similar Studies on Moral Values may be conducted among Physical Challenged Schools and College Students in Andhra Pradesh.
- 13) Similar Studies may be conducted to determine the effectiveness of School Organizational Climate over other Values such as Psychological, Disciplinary, Culture, Vocational, and Civic values among the Higher Secondary Schools.

CONCLUSION

It is hoped that this research will be helpful to all learners, instructors, and educational policy makers, to know certain things in the field of moral value and self-confidence in secondary school pupils, which is a small piece of education. It is beneficial for future researchers to choose some problems that help give guidelines in education. The piece of research in education is a humble attempt made by the researcher. It has helped the investigator gain some knowledge about moral values and self-confidence in secondary school pupils.

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