

A Study Of The Impact Of Classroom Attendance Of Student-Teachers On Their Moral Values

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Abstract:

India is currently undergoing a phase of rapid social, cultural, and educational transformation. In this period of transition, traditional moral values such as honesty, discipline, responsibility, respect, and social harmony are gradually declining, while individualism, materialism, and moral indifference are increasing. Education has always been regarded as a powerful means of nurturing moral values and shaping the character of individuals. The primary objective of education is not only the transmission of knowledge but also the development of a morally sound, socially responsible, and emotionally balanced human being. In this context, teacher education plays a crucial role, as student-teachers are future educators who significantly influence the moral development of the next generation.

Classroom attendance is an essential component of the teaching-learning process. Regular classroom attendance provides opportunities for interaction, value-based discussions, role modeling, discipline, and exposure to ethical behavior. However, irregular attendance may result in weakened academic engagement and limited exposure to moral and social learning experiences. The present study aims to examine the impact of classroom attendance of student-teachers on their moral values, highlighting the importance of consistent participation in classroom activities for moral development.

The study adopted a descriptive survey method to collect data from student-teachers enrolled in government and private teacher education institutions in Raipur district of Chhattisgarh. A sample of 200 student-teachers, consisting of equal numbers of male and female participants, was selected for the study. The Moral Values Inventory developed by Dr. Surabhi Agrawal was used as the research tool to measure the moral values of student-teachers. Statistical techniques such as mean, standard deviation, and F-test were employed to analyze the collected data.

The findings of the study reveal a significant difference in the moral values of student-teachers based on their classroom attendance. The calculated F-value was found to be greater than the table value at the 0.05 level of significance, leading to the rejection of the null hypothesis. This indicates that classroom attendance has a significant impact on the moral values of student-teachers. Student-teachers with higher classroom attendance demonstrated better moral development compared to those with normal or lower attendance.

The study concludes that regular classroom attendance positively influences the moral values of student-teachers by fostering discipline, responsibility, social interaction, and ethical understanding. The findings emphasize the need to strengthen attendance policies, integrate moral education into teacher training programs, and utilize both classroom teaching and digital platforms for moral development. The study holds educational significance for teacher educators, institutions, and policymakers aiming to promote value-based education and holistic development in teacher education.

Key Words: Student-teachers, classroom attendance, moral values, teacher education, value education.

INTRODUCTION

Moral values form the foundation of human character and social life. They guide individuals in distinguishing between right and wrong, good and bad, justice and injustice. Moral values such as honesty, compassion, responsibility, self-discipline, tolerance, and respect for others play a vital role in maintaining social harmony and ethical conduct. In the present era of globalization, technological advancement, and rapid social change, moral values are facing serious challenges. Increasing competition, materialistic attitudes, and excessive dependence on digital media have weakened traditional value systems, especially among the younger generation.

Education is considered the most effective instrument for inculcating moral values and shaping human personality. The aim of education extends beyond intellectual development to include emotional, social,

spiritual, and moral growth. Teacher education institutions hold a special responsibility in this regard, as they prepare future teachers who serve as role models for students. Student-teachers are expected to possess high moral standards, as their attitudes, behavior, and values directly influence school students and society at large.

Classroom attendance plays a crucial role in the overall development of student-teachers. Regular attendance ensures active participation in academic discussions, exposure to value-oriented teaching, interaction with peers and teachers, and engagement in co-curricular activities. Through classroom experiences, student-teachers learn discipline, punctuality, cooperation, mutual respect, and ethical behavior. On the other hand, irregular attendance may limit learning opportunities and weaken moral and social development.

In recent years, the emergence of online learning platforms has provided alternative learning opportunities. While digital education has expanded access to knowledge, it cannot completely replace the moral and social learning that occurs through face-to-face classroom interaction. The COVID-19 pandemic further highlighted the importance of structured educational environments in shaping students' moral outlook. After the pandemic, increased exposure to moral and spiritual content through digital platforms such as YouTube, online lectures, and religious discourses has contributed to moral awareness, but classroom engagement remains essential.

The philosophical foundation of moral education in India is deeply rooted in ancient texts such as the Vedas, Upanishads, and the Bhagavad Gita. The teachings of thinkers like Mahatma Gandhi, Aurobindo, Shankaracharya, and Ramanujacharya emphasize moral conduct, selfless action, discipline, and spiritual growth. These principles underline the importance of moral education in developing responsible citizens.

In this context, the present study seeks to examine the impact of classroom attendance of student-teachers on their moral values. By understanding this relationship, the study aims to highlight the significance of regular classroom participation in fostering moral development. The findings of this research are expected to contribute to teacher education programs, curriculum planning, and educational policy by reinforcing the importance of value-based education and regular attendance for holistic teacher development.

Nature and Scope of Moral Values

Moral values constitute the fundamental principles that guide human behavior and shape an individual's character. They represent the standards of right and wrong, good and bad, justice and injustice, which regulate personal conduct and social interactions. The nature and scope of moral values explain their inherent characteristics and their influence on human life, society, and education.

Nature of Moral Values

1. **Universal in Nature** - Moral values are universal and are found in all societies, cultures, and civilizations. Values such as truthfulness, honesty, compassion, justice, and respect for others are accepted across the world, although their expression may vary according to social and cultural contexts.
2. **Normative and Guiding Principles** - Moral values act as norms or standards that guide human behavior. They help individuals evaluate their actions and decisions by providing a moral framework that distinguishes right from wrong and acceptable from unacceptable conduct.
3. **Human-Centered and Social** - Moral values are deeply connected with human relationships and social life. They promote cooperation, mutual respect, tolerance, and social harmony. Moral behavior strengthens social bonds and contributes to peaceful coexistence.
4. **Dynamic and Progressive** - Moral values are not static; they evolve with changes in society, culture, and human understanding. While core values remain constant, their application and interpretation adapt to new social realities and challenges.
5. **Related to Freedom and Responsibility** - Moral values are closely linked with human freedom and responsibility. Individuals are free to choose their actions, but they are morally responsible for the consequences of those actions.
6. **Internal and Voluntary** - Moral values originate from within the individual and are reflected in voluntary actions. True moral behavior arises from inner conviction rather than external pressure or compulsion.

Scope of Moral Values

1. **Individual Development** - Moral values play a crucial role in the overall development of an individual's personality. They help in building character, self-discipline, integrity, and emotional balance.

2. **Social Harmony and Citizenship** - Moral values promote social harmony by encouraging justice, equality, cooperation, and respect for diversity. They help individuals become responsible and ethical citizens.

3. **Educational Significance** - In education, moral values are essential for holistic development. Schools and teacher education institutions serve as important platforms for inculcating moral values through curriculum, classroom interaction, and role modeling.

4. **Decision-Making and Moral Judgment** - Moral values guide individuals in making ethical decisions in complex situations. They help in evaluating actions, intentions, and consequences from a moral perspective.

5. **Professional and Ethical Conduct** - Moral values influence professional ethics and behavior. In the teaching profession, moral values such as honesty, commitment, empathy, and responsibility are essential for effective and ethical practice.

6. **Spiritual and Cultural Dimensions** - Moral values are closely related to spirituality and cultural traditions. They reflect the ethical teachings found in philosophical, religious, and cultural texts and practices.

7. **National and Global Perspective** - Moral values contribute to national integration and global peace. Values such as tolerance, non-violence, justice, and human dignity are vital for addressing global challenges and fostering international cooperation.

Philosophical Background - The dialogue between Lord Krishna and Arjuna in the *Bhagavad Gita*, composed by Ved Vyasa, holds a significant place in ancient Indian history. The Gita synthesizes and presents the essence of moral philosophies found in the Vedas and Upanishads. Scholars consider the Gita as the essence of the Vedas and Upanishads. For centuries, it has been a great source of inspiration not only in India but also worldwide. Thinkers such as Mahatma Gandhi, Lokmanya Tilak, Aurobindo, Shankaracharya, and Ramanujacharya have interpreted the Gita according to their philosophical perspectives.

According to Aurobindo, Gandhi, and Tilak, the concept of selfless action (Nishkama Karma) is central in the Gita, while Shankaracharya emphasized knowledge (Jnana) as the path to liberation. All these collectively reflect moral philosophy.

Meaning and Definition of Moral Values - Moral values include honesty, truthfulness, good and bad behavior, character, integrity, justice, social harmony, healthy relationships, spirituality, and social responsibility. Moral values help individuals understand situations and guide their decisions throughout life. They help differentiate between right and wrong.

Moral values are the visible expression of an individual's behavior.

Importance of Moral Values

1. **Personality Development** - Moral values shape personality and make individuals responsible and trustworthy.

2. **Decision Making** - They help individuals make correct decisions in moral dilemmas.

3. **Social Harmony** - Moral conduct promotes harmony and reduces jealousy and hatred.

4. **Guidance in Life** - Moral principles guide individuals through various life situations.

Major Moral Values

- Compassion and kindness
- Respect for others
- Honesty
- Gratitude
- Courage
- Justice
- Sacrifice
- Hard work
- Self-control
- Humility
- Impartiality

Statement of the Problem

"A Study of the Impact of Classroom Attendance of Student-Teachers on Their Moral Values."

Objectives of the Study

To study the impact of classroom attendance of student-teachers on their moral values.

Hypothesis

H₀₁: There is no significant impact of classroom attendance of student-teachers on their moral values.

Delimitations of the Study

- The study is limited to Raipur district of Chhattisgarh.
- Only government and private teacher training institutions are included.
- The study includes D.Ed. and B.Ed. student-teachers only.

Research Method

The **descriptive survey method** was used to collect data because the sample was scattered.

Variables

- **Independent Variable:** Classroom attendance / non-attendance of student-teachers
- **Dependent Variable:** Moral values
- **Control Variables:** Gender (male and female)

Population and Sample

- Population: Student-teachers from 10 teacher education institutions in Raipur district.
- Sample: 200 student-teachers
 - 100 male
 - 100 female

Tool Used

- A **Moral Values Inventory** developed by Dr. Surabhi Agrawal, Assistant Professor, Department of Education, Shri Sai College of Education, Pathankot (Punjab).

Statistical Techniques Used

- Mean
- Standard Deviation
- t-test

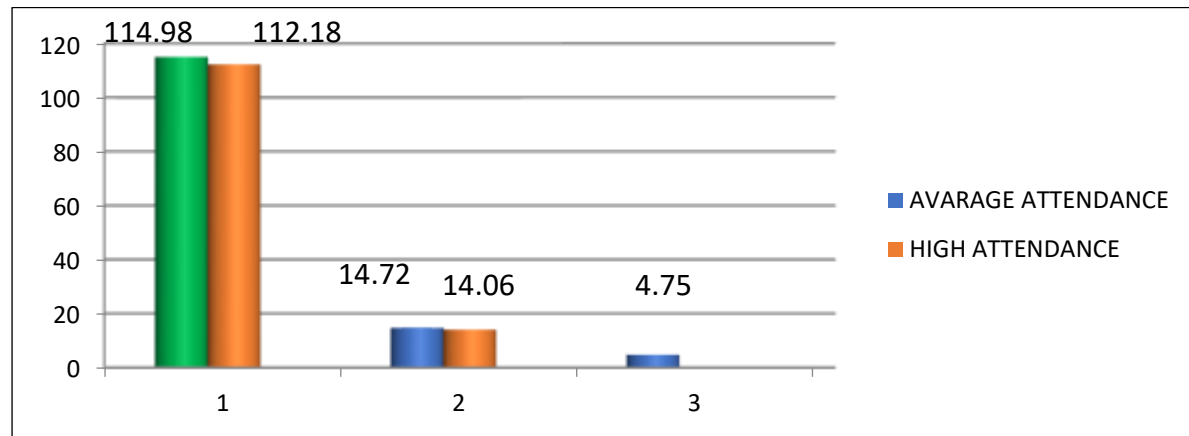
Testing of Hypothesis:

H₀₁ – The attendance of student-teachers in the classroom does not have a significant effect on their moral values.

Table No. 1 Effect of Classroom Attendance on Moral Values

Interpretation of Table and Figure:

S. No.	Category	N	Mean (M)	Standard Deviation (S.D.)	Table Value of F at 0.05	Calculated F Value	df	Result
1	Students with normal classroom attendance	414	114.98	14.72	3.01	4.75	598	Rejected
2	Students with high classroom attendance	186	112.18	14.06				Significant effect found at 0.05 level



According to the table and figure, the mean and standard deviation of moral values of student-teachers with normal classroom attendance are 114.98 and 14.72 respectively, whereas the mean and standard deviation of those with high classroom attendance are 112.18 and 14.06 respectively.

To examine the effect of classroom attendance on the moral values of student-teachers, the F-test was applied. After calculation, the obtained F-value is 4.75, which is greater than the table value 3.01 at 0.05 level of significance for 598 degrees of freedom.

Since the calculated F-value is greater than the table value, a significant difference is found between the two groups at the 0.05 level.

Therefore, the null hypothesis "Classroom attendance of student-teachers has no significant effect on their moral values" is rejected.

Conclusion:

It can be concluded that the classroom attendance of student-teachers has a significant effect on their moral values.

Findings of the Study:

From the present research study, it is concluded that the classroom attendance of student-teachers significantly influences their moral values.

Thus, the study clearly indicates that high classroom attendance leads to an improvement in moral values among student-teachers. As a result, student-teachers with normal attendance possess comparatively lower moral values than those with high attendance.

Example:

After the COVID-19 period, due to the extensive dissemination of moral and religious programs through YouTube and other online educational platforms, lectures by eminent teachers, religious leaders, and spiritual channels, a noticeable increase in moral values has been observed.

Findings

It was found that classroom attendance of student-teachers has a significant impact on their moral values.

CONCLUSION

The study concludes that higher classroom attendance leads to higher moral values among student-teachers. Student-teachers with higher attendance show better moral development compared to those with lower attendance.

Educational Importance and Suggestions

- Moral values can be strengthened through regular classroom attendance and effective teaching.
- Online platforms such as YouTube, digital lectures, and spiritual programs can also enhance moral values.
- Strong moral education can help India progress toward becoming a global leader.

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