

Vol 2 Issue 12 June 2013

Impact Factor : 1.2018 (GISI)

ISSN No :2231-5063

Monthly Multidisciplinary
Research Journal

*Golden Research
Thoughts*

Chief Editor
Dr.Tukaram Narayan Shinde

Publisher
Mrs.Laxmi Ashok Yakkaldevi

Associate Editor
Dr.Rajani Dalvi

Honorary
Mr.Ashok Yakkaldevi

IMPACT FACTOR : 0.2105

Welcome to ISRJ

RNI MAHMUL/2011/38595

ISSN No.2230-7850

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

International Advisory Board

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Mohammad Hailat Dept. of Mathematical Sciences, University of South Carolina Aiken, Aiken SC 29801	Hasan Baktir English Language and Literature Department, Kayseri
Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Department of Chemistry, Lahore University of Management Sciences [PK]
Janaki Sinnasamy Librarian, University of Malaya [Malaysia]	Catalina Neculai University of Coventry, UK	Anna Maria Constantinovici AL. I. Cuza University, Romania
Romona Mihaila Spiru Haret University, Romania	Ecaterina Patrascu Spiru Haret University, Bucharest	Horia Patrascu Spiru Haret University, Bucharest, Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pinteau, Spiru Haret University, Romania
Anurag Misra DBS College, Kanpur	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Titus Pop	George - Calin SERITAN Postdoctoral Researcher	Nawab Ali Khan College of Business Administration

Editorial Board

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University, Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yaliker Director Managment Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU, Nashik
Salve R. N. Department of Sociology, Shivaji University, Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust),Meerut	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Ph.D , Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra
	Sonal Singh	

**Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.isrj.net**



“A STUDY OF MORAL VALUES AMONG PRIMARY LEVEL STUDENTS WITH RESPECT TO EDUCATION LEVEL OF PARENTS”

NUSRAT BEGUM

Research Scholar
K. M. Asghar Hussain College of Education, Akola.

Abstract:

The moral crisis being faced by every nation at present arises out of unwise, materialistic and undisciplined application of human faculties. Education along with the family and the society could prepare every generation to make the correct and appropriate choice. It is well understood that education of parents and greater participation of parents in higher education is the road that every nation must tread at primary stage of children for inculcation of values and morals. Hence the study is conducted with the objective: To study the impact of the education of parents on moral values of their children studying at primary level. It was hypothesized that there is no significant impact of the education of parents on the moral values of their children. Survey is conducted in primary schools of Akola city regarding the moral values of the primary level students with respect to education of their parents, stratified random sampling methods are used for sample selection, a total of 200 students sample were selected for different categories of parent's education level. The data collected was analyzed with the help of statistical techniques such as mean, SD, Anova and t test. It is that education of parents has positive impact on moral values of their children at primary level. Moral values of primary level children of highly qualified parents are significantly higher than moral values of primary level children of lower level educated parents. mothers level of education has greater impact on moral values of primary level children than fathers level of education.

KEY WORDS:

Education , Moral Values , children of lower , society.

INTRODUCTION

Everyone knows that life is precious – that life is important. We all protect our life because we care for it more than anything else. If life is so important, the values of life are even more important. Values are guiding principles, or standards of behaviour which are regarded desirable, important and held in high esteem by a particular society in which a person lives.

The Importance of Values and Morals are the code we live by in a civil and just society. They are what we use to guide our interactions with others, with our friends and family, in our businesses and professional behaviour. Our values and morals are a reflection of our spirituality; our character. They are what we hope to model for our children and the children around us, because children do watch us as they develop their own sense of right and wrong.

Remember the “CHINESE PROVERB”.

"If there is righteousness in the heart, there will be beauty in character, if there is beauty in character, there will be harmony in the home, when there is harmony in the home, there will be order in the nation, when there is order in the nation there will be peace in the world".

A person with proper values will not be afraid to face problems. He or she will expect and accept them as part of life. He or she will not give unnecessary importance to anything that happens in life. He or she will have complete faith in God. Such a person will be an example to the rest.

NEED OF THE STUDY:

The world is continuously on the march. The 21st century represents a transition from 'information society' to the 'knowledge society'. Knowledge alone can transform even a slack and lethargic society to join others in dynamic endeavours for progress and development. No society can remain stagnant and isolated and hope for survival these days. What matters is the level of general awareness and willingness coupled with determination to utilize knowledge for the welfare of the 'people', i.e. themselves. It is well understood that education of parents and greater participation of parents in higher education is the road that every nation must tread at primary stage of children for inculcation of values and morals. The children need guidance in early stages.

No generation can pass on the eternal values of life like truth, integrity, idealism, service of others and moral codes of conduct to the next generation without itself presenting concrete evidence of having adhered to these in their own lives. There must be examples for study, scrutiny and adaptation and then, finally, every generation has to learn for itself, prepare to delineate what would be the best in the times ahead. Education along with the family and the society could prepare every generation to make the correct and appropriate choice. Apart from dedication, commitment, acquisition of competence, proficiency in acquisition of knowledge and willingness to upgrade it continuously, it would also be equally, rather even more, important to internalize the need for disciplined exercise of human faculties. The moral crisis being faced by every nation at present arises out of unwise, materialistic and undisciplined application of human faculties. All awareness and acquaintance with high morals, ethics, values and principles is of little consequence unless sustained efforts are made by all concerned to achieve their internalization and then imbibe a determination to stick to them even in circumstances that may indeed be testing and demanding. Hence the study is conducted so as to see the impact of parent's education on moral values of their primary level children.

OBJECTIVES:

- 1) To study the impact of the education of parents on moral values of their children studying at primary level.
- 2) To study the moral values among primary level students with respect to education of their parents.

Hypotheses:

- 1) There is no significant impact of the education of parents on the moral values of their children.
- 2) There is no significant difference in the mean moral value score of children with respect to parent's education.

Variables:

Independent variable: Various categories of parents with respect to their education level.
Dependent Variable: Moral Value of Primary level Children.

Delimitations:

- 1) The study is delimited to primary level students.
- 2) The study is delimited to geographical boundaries of Akola city primary schools only.

METHODOLOGY:

Survey method is used for the study. Survey is conducted in primary schools of Akola city regarding the moral values of the primary level students with respect to education of their parents. Simple random and stratified random sampling methods are used for sample selection. Firstly the primary schools in Akola city are selected by simple random sampling method, and then the students are selected within

those schools for different categories of parent's education level by means of stratified random sampling method. A total of 200 students sample were selected; category wise details are given in table 1. In order to collect the necessary data to achieve the objective of the study moral values of primary level students with respect to education of their parents, standardized tool for moral values of primary level students developed by A Sen Gupta and A. K. Singh is used. Scoring is done as per the norms given. Reliability of the tool was assessed by split half method which is found to be 0.84.

RESULT AND DISCUSSION:

Sr. No.	Variable	N	Mean	SEM	SD
1	MM-FM	20	24.3000	0.61173	2.73573
2	MG-FM	10	30.4000	0.30551	0.96609
3	MHQ-FM	6	33.6667	1.35810	3.32666
4	MM-FG	45	28.9333	0.13257	0.88933
5	MG-FG	52	32.3462	0.10233	0.73790
6	MHQ-FG	11	35.0000	0.00000	0.00000
7	MM-FHQ	15	29.5333	0.27372	1.06010
8	MG-FHQ	36	33.1944	0.15337	0.92023
9	MHQ-FHQ	5	36.0000	0.73485	1.64317
10	Total	200	30.9000	0.22806	3.22521

Table 1: Mean & SD of moral values of primary level children of different groups with respect to education of parents.

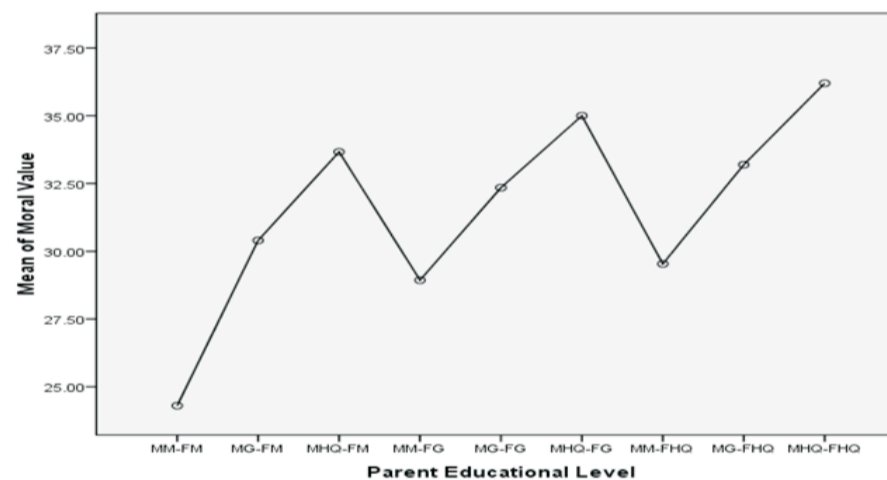


Fig. 1: Mean moral values of primary level students with respect to education level of their parents

Table 1 indicates that the mean of moral value score of primary level students who belong to the category of parents of matriculation level educated mother and matriculation level educated father, is 24.30 ± 0.61 and SD 2.73. The mean of moral value score of primary level children who belong to the category of parents where mother is educated up to graduation level and father is educated up to matriculation level only, is 30.40 ± 0.31 and SD 2.97. The mean of moral value score of primary level children of the parents, where mother is highly educated and father is educated up to matriculation level only, is 33.67 ± 1.36 and SD 3.33. The mean of moral value score of primary level children of the parents, where mother is educated up to matriculation level and father is educated up to graduation level, is 28.94 ± 0.134 and SD 0.89. The mean of moral value score of primary level children who belong to the category of parents where mother is educated up to graduation level and father is also educated up to

graduation level, is 32.35±0.11 and SD 0.74. The mean of moral value score of primary level children of the parents, where mother is highly educated and father is educated up to graduation level only, is 35.00±0.00 where as their SD is 0.00. The mean of moral value score of primary level students who belong to the category of parents of matriculation level educated mother and highly educated father, is 29.53±0.27 and SD is 1.06. The mean of moral value score of primary level children who belong to the category of parents where mother is educated up to graduation level and father is highly educated, is 33.19±0.153 and SD is 0.92. The mean of moral value score of primary level children of the parents, where mother is highly educated and father is also highly educated, is 36.20±0.23 and SD is 3.23. A total of 200 primary level students were studied for their moral values whose mean score of moral value is found to be 30.90±0.23 and SD is found to be 3.23.

Graph shows that the moral value of children increases with increase in level of education of mothers where as it falls with the fall in level of education of mother.

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1745.325	8	218.166	128.343	**
Within Groups	324.675	191	1.700		
Total	2070.000	199			

Table 2: ANOVA for moral values of primary level children

**= Highly significant *= Significant NS= Non significant

Perusal of table 2 revealed that the value of F for the variable moral value of children belonging to different categories of level of education of parents is 128.343 which is significant at 0.01 level of significance for df 8 and 191. It can thus be said, that there are significant differences in the moral values of children of different categories of parents with respect to the education of parents.

Variable	MM-FM N=20 M=24.30 SD=2.73	MG-FM N=10 M=30.40 SD=0.97	MHQ-FM N=06 M=33.66 SD=3.32	MM-FG N=45 M=28.93 SD=0.89	MG-FG N=52 M=32.34 SD=0.73	MHQ-FG N=11 M=35 SD=00	MM-FHQ N=15 M=33.19 SD=1.06	MG-FHQ N=36 M=33.19 SD=0.92	MHQ-FHQ N=05 M=36.20 SD=1.64
MM-FM	--	6.791**	7.014**	10.286**	19.625**	12.873**	7.004**	17.878**	9.228**
MG-FM	--	--	2.965**	4.647**	7.259**	15.834**	2.072*	8.408**	8.713**
MHQ-FM	--	--	--	8.030**	2.514*	1.368	4.424*	0.735	1.543
MM-FG	--	--	--	--	20.655**	22.468**	2.156*	21.100**	15.815**
MG-FG	--	--	--	--	--	11.852**	11.731**	4.789**	9.829**
MHQ-FG	--	--	--	--	--	--	17.009**	6.458**	2.533*
MM-FHQ	--	--	--	--	--	--	--	12.380**	10.633**
MG-FHQ	--	--	--	--	--	--	--	--	6.184**
MHQ-FHQ	--	--	--	--	--	--	--	--	--

Table – 3 Comparison of mean scores of moral values of children of different groups of parents with respect to their education.

Table 3 shows the matrix of t test of moral values of primary level children belonging to parents of different groups of education level.

- 1) The t value between the mean moral value score of children belonging to matriculation level educated mothers & matriculation level educated fathers and mean moral value score of children of graduate level educated mothers & matriculation level educated fathers is 6.791 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that, the mean difference in moral value score of children of parents where mothers are educated up to matriculation level, fathers educated up to matriculation level and mean moral value score of children belonging to parents where mothers are educated up to graduate level; fathers are educated up to matriculation level is highly significant.
- 2) The t value between the mean moral value score of children belonging to matriculation level educated

mothers & matriculation level educated fathers and mean moral value score of children of highly educated mothers & matriculation level educated fathers is 7.014 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that the difference in mean moral value score of children of parents where mothers are educated up to matriculation level & fathers educated up to matriculation level and mean moral value of children belonging to parents where mothers are highly educated & fathers are educated up to matriculation level is highly significant.

3) The t value between the mean moral value of score of children belonging to matriculation level educated mothers & matriculation level educated fathers, and mean moral value score of children of matriculation level educated mothers & graduation level educated fathers is 10.286 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that the difference in the mean moral value score of children of parents where mothers are educated up to matriculation level & fathers educated up to matriculation level, and mean moral value of children belonging to parents where mothers are educated up to matriculation level & fathers are educated up to graduation level is highly significant.

4) The t value between the mean moral value score of children belonging to matriculation level educated mothers & matriculation level educated fathers and mean moral score children of graduation level educated mothers & graduation level educated fathers is 19.625 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that the difference in the mean moral value score of children of parents where mothers are educated up to matriculation level & fathers educated up to matriculation level and mean moral value of children belonging to parents where mothers are educated up to graduation level & fathers also are educated up to graduation level is highly significant.

5) The t value between the mean moral value score of children belonging to matriculation level educated mothers & matriculation level educated fathers and mean moral score children of graduation level educated mothers & graduate level educated fathers is 12.873 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that the difference in the mean moral value score of children of parents where mothers are educated up to matriculation level & fathers are educated up to matriculation level and mean moral value of children belonging to parents where mothers are highly educated & fathers educated up to graduation level is highly significant.

6) The t value between the mean moral value score of children belonging to matriculation level educated mothers & matriculation level educated fathers and mean moral score children of matriculation level educated mothers & highly educated fathers is 7.004 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that difference in the mean moral value score of children of parents where mothers are educated up to matriculation level & fathers educated up to matriculation level and mean moral value of children belonging to parents where mothers are educated up to matriculation level & highly educated fathers is highly significant.

7) The t value between the mean moral value score of children belonging to matriculation level educated mothers & matriculation level educated fathers and mean moral score children of graduation level educated mothers, highly educated fathers is 17.878 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that there is a significant difference in the mean moral value score of children of parents where mothers are educated up to matriculation level, fathers educated up to matriculation level and mean moral value of children belonging to parents where mothers are educated up to graduation level; highly educated fathers.

8) The t value between the mean moral value of children belonging to matriculation level educated mothers, matriculation level educated fathers and mean moral score children of highly educated mothers, highly educated fathers is 9.228 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that there is a significant difference in the mean moral value score of children of parents where mothers are educated up to matriculation level, fathers educated up to matriculation level and mean moral value of children belonging to highly educated mothers; highly educated fathers.

9) The t value between the mean moral value of children belonging to graduation level educated mothers, matriculation level educated fathers and mean moral score children of highly educated mothers, matriculation level educated fathers is 2.965 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that there is a significant difference in the mean moral value score of children of parents where mothers are educated up to graduation level, fathers educated up to matriculation level and mean moral value of children belonging to highly educated mothers; matriculation level educated fathers.

10) The t value between the mean moral value of children belonging to graduation level educated mothers, matriculation level educated fathers and mean moral score children of matriculation level educated mothers, graduation level educated fathers is 4.647 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that there is a significant difference in the mean

moral value score of children of parents where mothers are educated up to graduation level, fathers educated up to matriculation level and mean moral value of children belonging to matriculation level educated mothers; graduation level educated fathers.

11) The t value between the mean moral value of children belonging to graduation level educated mothers, matriculation level educated fathers and mean moral score children of graduation level educated mothers, graduation level educated fathers is 7.259 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that there is a significant difference in the mean moral value score of children of parents where mothers are educated up to graduation level, fathers educated up to matriculation level and mean moral value of children belonging to graduation level educated mothers; graduation level educated fathers.

12) The t value between the mean moral value of children belonging to graduation level educated mothers, matriculation level educated fathers and mean moral score children of highly educated mothers, graduation level educated fathers is 15.834 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that there is a significant difference in the mean moral value score of children of parents where mothers are educated up to graduation level, fathers educated up to matriculation level and mean moral value of children belonging to highly educated mothers; graduation level educated fathers.

13) The t value between the mean moral value of children belonging to graduation level educated mothers, matriculation level educated fathers and mean moral score children of matriculation level educated mothers, highly educated fathers is 2.072 which is greater than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. It means that there is a significant difference in the mean moral value score of children of parents where mothers are educated up to graduation level, fathers educated up to matriculation level and mean moral value of children belonging to matriculation level educated mothers; highly educated fathers.

14) The t value between the mean moral value of children belonging to graduation level educated mothers, matriculation level educated fathers and mean moral score children of graduation level educated mothers, highly educated fathers is 8.408 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that there is a significant difference in the mean moral value score of children of parents where mothers are educated up to graduation level, fathers educated up to matriculation level and mean moral value of children belonging to graduation level educated mothers; highly educated fathers.

15) The t value between the mean moral value of children belonging to graduation level educated mothers, matriculation level educated fathers and mean moral score children of highly educated mothers, highly educated fathers is 8.713 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that there is a significant difference in the mean moral value score of children of parents where mothers are educated up to graduation level, fathers educated up to matriculation level and mean moral value of children belonging to highly educated mothers; highly educated fathers.

16) The t value between the mean moral value of children belonging to highly educated mothers, matriculation level educated fathers and mean moral score children of matriculation level educated mothers, graduation level educated fathers is 8.030 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that the mean difference in moral value score of children of parents where mothers are highly educated, fathers educated up to matriculation level and mean moral value of children belonging to matriculation level educated mothers; graduate level educated fathers is highly significant.

17) The t value between the mean moral value of children belonging to highly educated mothers, matriculation level educated fathers and mean moral score children of graduate level educated mothers, graduation level educated fathers is 2.514 which is greater than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. It means that the mean difference in moral value score of children of parents where mothers are highly educated, fathers educated up to matriculation level and mean moral value score of children belonging to graduate level educated mothers; graduate level educated fathers is significant.

18) The t value between the mean moral value of children belonging to highly educated mothers, matriculation level educated fathers and mean moral score children of highly educated mothers, graduation level educated fathers is 1.368 which is lesser than the table value at 0.05 level of significance. Hence the null hypothesis is accepted. It means that the mean difference in moral value score of children of parents where mothers are highly educated, fathers educated up to matriculation level and mean moral value score of children belonging to highly educated mothers; graduate level educated fathers is not significant.

19) The t value between the mean moral value of children belonging to highly educated mothers, matriculation level educated fathers and mean moral score children of matriculation level educated

mothers, highly educated fathers is 4.424 which is greater than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. It means that the mean difference in moral value score of children of parents where mothers are highly educated, fathers educated up to matriculation level and mean moral value score of children belonging to matriculation level educated mothers; highly educated fathers is significant.

20) The t value between the mean moral value score of children belonging to highly educated mothers, matriculation level educated fathers and mean moral score children of graduate level educated mothers, highly educated fathers is 0.735 which is lesser than the table value at 0.05 level of significance. Hence the null hypothesis is accepted. It means that the mean difference in moral value score of children of parents where mothers are highly educated, fathers educated up to matriculation level and mean moral value score of children belonging to graduate level educated mothers; highly educated fathers is not significant.

21) The t value between the mean moral value score of children belonging to highly educated mothers, matriculation level educated fathers and mean moral value score of children of highly educated mothers, highly educated fathers is 1.543 which is lesser than the table value at 0.05 level of significance. Hence the null hypothesis is accepted. It means that the mean difference in moral value score of children of parents where mothers are highly educated, fathers educated up to matriculation level and mean moral value score of children belonging to highly educated mothers; highly educated fathers is not significant.

22) The t value between the mean moral value score of children belonging to matriculation level educated mothers, graduation level educated fathers and mean moral value score of children of graduation level educated mothers, graduation level educated fathers is 20.655 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that the mean difference in moral value score of children of parents where mothers are matriculation level educated, fathers are educated up to graduation level and mean moral value score of children belonging to graduation level educated mothers; graduation level educated fathers is highly significant.

23) The t value between the mean moral value score of children belonging to matriculation level educated mothers, graduation level educated fathers and mean moral value score of children of highly educated mothers, graduation level educated fathers is 22.468 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that the mean difference in moral value score of children of parents where mothers are matriculation level educated, fathers are educated up to graduation level and mean moral value score of children belonging to highly educated mothers; graduation level educated fathers is highly significant.

24) The t value between the mean moral value score of children belonging to matriculation level educated mothers, graduation level educated fathers and mean moral value score of children of matriculation level educated mothers, highly educated fathers is 2.156 which is greater than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. It means that the mean difference in moral value score of children of parents where mothers are matriculation level educated, fathers are educated up to graduation level and mean moral value score of children belonging to matriculation level educated mothers; highly educated fathers is significant.

25) The t value between the mean moral value score of children belonging to matriculation level educated mothers, graduation level educated fathers and mean moral value score of children of graduation level educated mothers, highly educated fathers is 21.100 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that the mean difference in moral value score of children of parents where mothers are matriculation level educated, fathers are educated up to graduation level and mean moral value score of children belonging to graduation level educated mothers; highly educated fathers is highly significant.

26) The t value between the mean moral value score of children belonging to matriculation level educated mothers, graduation level educated fathers and mean moral value score of children of highly educated mothers, highly educated fathers is 15.815 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that the mean difference in moral value score of children of parents where mothers are matriculation level educated, fathers are educated up to graduation level and mean moral value score of children belonging to highly educated mothers; highly educated fathers is highly significant.

27) The t value between the mean moral value score of children belonging to graduation level educated mothers, graduation level educated fathers and mean moral value score of children of highly educated mothers, graduation level educated fathers is 11.852 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that the mean difference in moral value score of children of parents where mothers are graduation level educated, fathers are educated up to graduation level and mean moral value score of children belonging to highly educated mothers; graduation level educated fathers is highly significant.

28) The t value between the mean moral value score of children belonging to graduation level educated mothers, graduation level educated fathers and mean moral value score of children of matriculation level educated mothers, highly educated fathers is 11.731 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that the mean difference in moral value score of children of parents where mothers are graduation level educated, fathers are educated up to graduation level and mean moral value score of children belonging to matriculation level educated mothers; highly educated fathers is highly significant.

29) The t value between the mean moral value score of children belonging to graduation level educated mothers, graduation level educated fathers and mean moral value score of children of graduation level educated mothers, highly educated fathers is 4.789 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that the mean difference in moral value score of children of parents where mothers are graduation level educated, fathers are educated up to graduation level and mean moral value score of children belonging to graduation level educated mothers; highly educated fathers is highly significant.

30) The t value between the mean moral value score of children belonging to graduation level educated mothers, graduation level educated fathers and mean moral value score of children of highly educated mothers, highly educated fathers is 9.829 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that the mean difference in moral value score of children of parents where mothers are graduation level educated, fathers are educated up to graduation level and mean moral value score of children belonging to highly educated mothers; highly educated fathers is highly significant.

31) The t value between the mean moral value score of children belonging to highly educated mothers, graduation level educated fathers and mean moral value score of children of matriculation level educated mothers, highly educated fathers is 17.009 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that the mean difference in moral value score of children of parents where mothers are highly educated, fathers are educated up to graduation level and mean moral value score of children belonging to matriculation level educated mothers; highly educated fathers is highly significant.

32) The t value between the mean moral value score of children belonging to highly educated mothers, graduation level educated fathers and mean moral value score of children of graduation level educated mothers, highly educated fathers is 6.458 which is greater than the table value at 0.01 level of significance. Hence the null hypothesis is rejected. It means that the mean difference in moral value score of children of parents where mothers are highly educated, fathers are educated up to graduation level and mean moral value score of children belonging to graduation level educated mothers; highly educated fathers is highly significant.

33) The t value between the mean moral value score of children belonging to highly educated mothers, graduation level educated fathers and mean moral value score of children of highly level educated mothers, highly educated fathers is 2.533 which is greater than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. It means that the mean difference in moral value score of children of parents where mothers are highly educated, fathers are educated up to graduation level and mean moral value score of children belonging to highly educated mothers; highly educated fathers is significant.

34) The t value between the mean moral value score of children belonging to matriculation level educated mothers, highly educated fathers and mean moral value score of children of graduate level educated mothers, highly educated fathers is 12.380 which is greater than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. It means that the mean difference in moral value score of children of parents where mothers are matriculation level educated, fathers are highly educated and mean moral value score of children belonging to graduation level educated mothers; highly educated fathers is highly significant.

35) The t value between the mean moral value score of children belonging to matriculation level educated mothers, highly educated fathers and mean moral value score of children of highly educated mothers, highly educated fathers is 10.633 which is greater than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. It means that the mean difference in moral value score of children of parents where mothers are matriculation level educated, fathers are highly educated and mean moral value score of children belonging to highly educated mothers; highly educated fathers is highly significant.

36) The t value between the mean moral value score of children belonging to graduation level educated mothers, highly educated fathers and mean moral value score of children of highly educated mothers, highly educated fathers is 6.184 which is greater than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. It means that the mean difference in moral value score of children of parents where mothers are graduation level educated, fathers are highly educated and mean moral value score of

children belonging to highly educated mothers; highly educated fathers is highly significant.

CONCLUSION:

From above discussion it can be concluded that:

- 1) Perusal of table 2 revealed that the value of F for the variable moral value of children belonging to different categories of level of education of parents is highly significant. Thus, it can be said, education of parents has positive impact on moral values of their children at primary level.
- 2) Moral values of primary level children of highly qualified parents are significantly higher than moral values of primary level children of lower level educated parents.
- 3) It is clear from discussion No. 1, 2, 9, 22, 23 and 27 that mothers level of education has greater impact on moral values of primary level children than fathers level of education.
- 4) Graph also shows that lower the education of mother, the mean moral value plot declines.
- 5) Discussion no. 18 and 21 shows that father's level of education has little impact on moral values of primary level children.

REFERENCES:

1. Agrawal J. C. (2007), Education for Values Environment and Human Rights, Delhi, Shipra Publications.
2. Best J. W. and Kahn J. V. (2006) Research in Education, New Delhi, Prentice Hall of India.
3. Bhatia Kamala & Bhatia B. D. (2000), Theory and Principles of Education, Delhi, Radha Press,
4. Radha Mohan & Parames Waran E.G., (2006), Research method in education, Hyderabad Neelkamal publication pvt. ltd.
5. Sharma B. L. & Maheshwari V. K. (2006), Education for Environment and Human Values, Meerut, R. Lall. Book Depot
6. Thomaskutti P. G. & George Mary, (2009), Human Rights and Values in Education, New delhi, Discovery Publishing House Pvt. Ltd.



NUSRAT BEGUM

Research Scholar , K. M. Asghar Hussain College of Education, Akola.

Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished research paper.Summary of Research Project,Theses,Books and Books Review of publication,you will be pleased to know that our journals are

Associated and Indexed,India

- * International Scientific Journal Consortium Scientific
- * OPEN J-GATE

Associated and Indexed,USA

- EBSCO
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Databse
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Golden Research Thoughts
258/34 Raviwar Peth Solapur-413005,Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
Website : www.isrj.net