Role of National Service Scheme (NSS) Programs in Developing Moral Values among College Students

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Values are an integral element of our existence. Values connect each individual to the social, cultural, and philosophical climate of the society and represent the culture's dynamic nature. There are different kinds of values, including universal, social, cultural, spiritual, and aesthetic values. The present study examines the role of the National Service Scheme (NSS) programs in developing moral values among college students. The sample selected for the present study consisted of 250 students from 11 colleges in different blocks of Rajnandgaon, Chhattisgarh, India. The subjects' moral values were measured by the Moral Values Test constructed by Dubey(2009). Results indicated that NSS students are better at moral values than non-NSS students.

Key words: Education, Values, NSS, Moral values

Introduction

The process through which people impart moral principles to one another is known as value education. Moral values are deserving ideas or rules to which one adheres in order to distinguish between right and wrong.These principles, or virtues, are seen as valuable in developing a person's character. Moral value is the collective term for positive traits like honesty, integrity, truthfulness, compassion, helpfulness, love, respect, and hard work. A person's moral values are the collection of guidelines or tenets that direct them to hold lofty ideals and walk the path of justice.

Moral values must be distinguished from other values. If a value has a relationship with other values, it will acquire quality. Honesty, as an illustration of a moral ideal, is meaningless if it is not used in conjunction with other moral principles. Economic value is a human-thing relationship. The necessity of the thing lies in its utility. Economic value and purpose value are related. Although loyalty is a moral value, it must be used in conjunction with other human values, such as love between a husband and wife (Bertens, 2000)

Moral value is the collective term for positive traits like honesty, integrity, truthfulness, compassion, helpfulness, love, respect, and hard work. A person's moral values are the collection of guidelines or tenets that direct them to hold lofty ideals and walk the path of justice. Moral principles assist in judging a student's character on a good or bad basis. Moral standards are beneficial.

Importanceofmoralvaluesinstudentlife

Identity crises, self-doubts, and personality shifts are just a few of the obstacles that young students experience. The entire process of infant development is exemplified by the distinction between nurture and nature. Some attributes are inherent, while others must be taught to the students.It is necessary for institutions to instill ethical ideals in students in order to make them accountable and responsible for their life and society.

There are numerous benefits to imparting moral principles in students, but the following are a few reasons why it is essential to do so from a young age.

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Strengthens one's character- Early exposure to values contributes to the formation of a child's personality and soul. The traits and values that children acquire during their youth provide a solid foundation for their future moral convictions, culminating in the formation of strong character.

Facilitates discrimination between right and bad- From the outset, moral principles serve as a standard for identifying what is right and wrong. Students occasionally participate in inappropriate behaviour such as bullying or exam cheating, but they frequently lack a sense of right and wrong.High values show a consistent commitment to doing the right thing, which assists students in remaining on the right side of the law as they grow older.

Improves self-confidence- When children accomplish something well, they frequently feel proud of themselves, which raises their motivation and confidence.This self-affirmation of being able to help others or give back aids in the development of pleasant emotions and relationships. Additionally, it assists to boost their confidence.

Promotes courteous behaviour- The children of today will be tomorrow's doctors, businesspeople, engineers, scientists, politicians, police officers, and so on.The appropriate inculcation of moral values begins at a young age, because the virtues you teach your children today will determine their adult behaviour.

Stay optimistic- Good moral values serve as a moral compass that steers adolescents and adults away from negative peer pressure, internet predators, and other influences. Students who have a positive self-image will be better able to resist negative peer pressure.

Promote harmony and peace-Moral principles are an excellent way to promote harmony and peace because there is no need for tragedy or violent outbursts when everyone acts morally.

Value Life-Morally sound students value everything in life, especially their teachers. Moral standards, in addition to other issues such as dishonesty, deception, aggression, and envy, are critical for developing positive connections with others. Moral beliefs provide a mental resilience that allows to survive many terrible periods in life. They provide students a special mental toughness that leads to fearlessness and equips them to overcome a variety of challenges. Those with high moral standards respect women and avoid violence.

The National Service Scheme (NSS)

The National Service Scheme (NSS) is a central sector programme of the Ministry of Youth Affairs and Sports of the Government of India. It gives students in the 11th and 12th grades of schools at the +2 board level, as well as those in technical institutions and graduate and postgraduate programmes at colleges and universities in India, the chance to participate in a variety of government-led community service activities and programmes. The NSS's only purpose is to give young students practical experience performing community service. Since the NSS was founded in 1969, the number of students participating has expanded from 40,000 to over 3.8 million as of the end of March 2018. These students attend a variety of universities, colleges, and institutions of higher learning. Not Me, But You is the motto of the National Service Scheme. A student in their senior year of high school or enrolled in college would be an NSS volunteer who participates in the community service programme. The National Integration Camp's goals are to educate NSS volunteers about India's rich cultural variety, its diverse cultures' histories, and how to feel proud of their country by learning about it. Through the instillation of social, economic, cultural, and ethical principles in volunteers, the national service scheme has been significantly contributing to the enhancement of human values (Nikam et al., 2020).

Rationale of the Study

It wouldn't be incorrect to say that people without values like love, respect, tolerance, mercy, honesty, and sedulity were more likely to engage in harmful social behaviours and demonstrate destructive and negative behaviors. Therefore, it would appear that developing values for children in an educational system is more crucial than achieving high academic performance. Early in the 20th century, Dewey and Whitehead—known as contemporary proponents of value education—emphasized that education was supposed to develop "complete humans" and that it had to be useful or functional (Shea, 2003). Kirschenbaum

(1995) emphasized that aiding people and other living things was fundamental to valuing education. According to Kirschenbaum, the first objective of value education is to help each person live a better and happier life, and the second objective is to help society as a whole. By helping the young develop values, value education enables them to seek a respectable life (Akbas, 2008).A study by Kunduroðlu and Babadoðan(2010). examined the effects of a curriculum of values education integrated into a curriculum of science and technology education on the students' levels of acquisition of human values. The study's findings indicated that the curriculum was successful in raising the students' levels of acquisition of human values. According to the findings of a study by Herdem (2016) on the influences of a curriculum of values education, integrated with the subjects of a physical sciences class, over the development of values in the students, it was observed that the human values education was effective in letting the students acquire human values. A study by Uzunkol et al. (2016) examined the impact of a values education curriculum used in the social studies classroom on the students' levels of human values like respect, responsibility, and empathy and came to the conclusion that the curriculum raised the students' levels of empathic abilities. According to a study by Engin and Uygun(2014). integrating a values education curriculum with Turkish and physical education curricula was beneficial in raising students' levels of demonstrating human values. According to the findings of a study by Ipekçi (2021), it was discovered that implementing a curriculum of values education combined with a curriculum of mathematics education helped the pupils gain human values, such as being responsible, being fair, and being honest.   For the purpose of evaluating its impact on primary school students, Özyurt(2015) developed a curriculum for values education. The study's findings led to the conclusion that the curriculum was successful in assisting children in developing human traits, including tenacity, perseverance, and wisdom. The study's findings show that value education programmes are helpful in raising students' levels of value acquisition.

In a study on high school science students, Dilmaç (2007) discovered that the activities created within the parameters of the established curriculum of human values increased the students' levels of human values. According to the findings of a study by Iºcan (2007),

the students' human values-oriented behaviours improved as a result of the implementation of the human values education curriculum.

On the basis of the above research findings, it is proven that different training programs are effective in inculcating moral values in students. All of the aforementioned activities organized as part of N.S.S programs serve to shape the character of students by instilling the ideals of cooperation, benevolence, and community service. Hence, the present research explores the impact of NSS on moral values among students in higher education. Therefore, it is hypothesized that the NSS students would be better in moral values than their non NSS counterparts.

Method

Participants

The population of the present study comprised 505 students from 11 different colleges in 9 blocks in Rajnandgaon district. The sample selected for the present study consisted of 250 students from 11 colleges in different blocks of Rajnandgaon district, and the investigators used a random technique for selecting the sample. Out of these, 123 students had opted for the NSS, while 127 students had not chosen the NSS.

Tools

The only standardized inventory used to evaluate the research hypothesis was the Moral Value Test developed by L N Dubey (2009). There is 60 statements in the test. Each statement has three alternative responses. The test includes four moral values, namely honesty, sincerity, courtesy, and humanity. The test's reliability coefficient is 0.62 using the test-retest method, 0.67 using the split-half method ($N = 200$), and 0.61 using the construct validity method ($N = 200$).

Results

The current study investigated the moral values of students who chose NSS and compared them to those of students who did not choose NSS. The only hypothesis was that the level of moral values of NSS students would be greater than that of non-NSS students. Table 1 shows the means, standard deviations, and t-test results of moral values for both groups.

Table 1
Mean, standard deviations and t-test results of moral values of NSS and Non NSS groups

Dimension	Status of NSS	N	M	SD	t	Sig. (2-tailed)
Honesty	NSS	123	10.26	1.390	2.41	0.01
	Non NSS	127	9.71	2.14		
Sincerity	NSS	123	12.75	2.007	2.801	0.006
	Non NSS	127	11.87	2.904		
Humanity	NSS	123	12.64	1.438	3.03	0.003
	Non NSS	127	11.80	2.787		
Courtesy	NSS	123	11.89	1.678	2.369	0.01
	Non NSS	127	11.23	2.670		
Total	NSS	123	47.53	4.844	3.12	0.002
	Non NSS	127	45.60	9.368		

The above table helps us to clearly understand that the mean of the moral values score for the dimension of honesty for the NSS group is greater than the mean of the group in which students have not opted for NSS. The result of the t-test is significant at 0.01 levels. This clearly proves that the difference in means is significant. For the dimension of sincerity, the means for two groups are 12.75 and 11.87. The t-test results are significant at 0.01 levels. Hence, the mean difference for sincerity is also significant.

On the dimension of humanity, the mean scores for two groups are 12.64 and 11.80, respectively. t = 3.03, which is significant at the 0.01 level of significance. This clearly indicates that the difference in means for humanity is also significant. Lastly, at the dimension named Courtesy, the means for NSS and non NSS groups are 11.89 and 11.23. The result of the t test is significant at the 0.01 significance level.

Finally, the mean total moral value scale scores for both groups are 47.53 and 44.60. These data show the t test result for the mean difference is significant at 0.01 levels. Hence the hypothesis of the study, that the level of moral values of NSS students would be greater than that of NSS students, is accepted.

Discussion

The practice of teaching moral ideals to one another is known as "value education." It can be an activity that occurs in any human organization in which people are assisted by others, who may be older, in a condition experienced to make explicit our ethics in order to assess the efficacy of these values and associated behaviors for their own and others' long-term well-being and to reflect on and acquire other values and behaviors that they recognize as being more effective for their own and others' long-term well-being.

Moral values are deserving ideas or rules to which one adheres in order to distinguish between right and wrong. These principles, or virtues, are seen as valuable in developing a person's character. When one talks about moral values, he means excellent qualities like honesty, integrity, truthfulness, compassion, helpfulness, love, respect, and hard work, among others. Moral principles are a collection of guidelines that assist us in determining what is right and wrong. Moral values are the collection of precepts or generally held convictions that direct one to hold lofty ideals and walk the road of justice. Moral principles aid in judging a student's character and whether it is good or bad. Moral principles are an excellent way to promote harmony and peace because when everyone acts morally, there is no conflict.

The present study focuses on the evaluation of moral values in college students in the context of their choice to opt NSS as a co-curricular activity during their graduation program. The hypothesis of the study

is concerned with the comparison of moral values between NSS and non-NSS students. Findings on this hypothesis are significant at.01 levels; hence, it can be concluded that there is a difference between the moral values of students who are doing different community as part of their NSS program with their non NSS counterparts.On all four dimensions, namely, honesty, sincerity, courtesy, and humanity, the significant t-test scores and the respective mean values (Table 1) suggest that the students who are serving in the NSS programme are showing more moral values on these dimensions than those students who are not in the NSS program.In other words, NSS has a positive impact on students' moral values.

India's future lies with its students. The moral lessons taught to them while they were students will determine the course of our nation. They will hold prominent positions and work as doctors, lawmakers, businesspeople, engineers, scientists, etc. Students in schools and universities should appropriately apply moral lessons. Moral principles bring us joy, self-assurance, and enormous fulfillment. These principles mould the students into kind, attractive people on the inside and out.

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