

**EFFECT OF TEACHER SELF- EFFICACY FOR MORAL
EDUCATION ON THE DEVELOPMENT OF MORAL
VALUES AMONG MIDDLE SCHOOL STUDENTS WITH
RESPECT TO THEIR CIVIC RESPONSIBILITY AND
AGGRESSION**

Thesis

Submitted for the Award of the Degree of

**DOCTOR OF PHILOSOPHY
IN
EDUCATION**

By

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2024

DECLARATION

I declare that the thesis entitled **“EFFECT OF TEACHER SELF-EFFICACY FOR MORAL EDUCATION ON THE DEVELOPMENT OF MORAL VALUES AMONG MIDDLE SCHOOL STUDENTS WITH RESPECT TO THEIR CIVIC RESPONSIBILITY AND AGGRESSION”** has been prepared by me under the guidance of Dr Vijay Kumar Chechi, Professor & Dy Dean, School of Education, Lovely Professional University, Phagwara, Punjab. No part of this thesis has formed the basis for the award of any degree or fellowship previously.

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CERTIFICATE

I certify that Ophilia Lobo has prepared her thesis entitled “**Effect of Teacher Self-Efficacy for Moral Education on the Development of Moral Values among Middle School Students with respect to their Civic Responsibility and Aggression**” for the award of the PhD degree of the Lovely Professional University under my guidance. She has carried out the work at the School of Education, Lovely Professional University, Phagwara, Punjab.

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ABSTRACT

Moral Education must form an integral part of our educational programme. The child in middle school is at her conventional age of value development, and it is the right age, according to the researchers, to teach the correct values. Therefore, the researcher has chosen middle school students for her mixed method initially and Quasi-experimental study in the later stage. The teacher's self- efficacy becomes a vital dimension to impart proper subject knowledge efficiently in any subject. Therefore, the application of this knowledge is made in this work to locate the association between self-efficacy for moral education and the development of Civic Responsibility (Moral Values). Further the study investigated if Civic Responsibility (Moral Values) could be cultivated in middle school students and the relationship between aggression and Civic Responsibility (Moral Values). The researcher used the Teacher Efficacy of Moral Education Scale (TSEME) (2008). Buss Perry Aggressive Questionnaire (1992) to know the aggression of the middle school students and Civic responsibility Survey (CRS) (1998) for measuring the Civic Responsibility of the middle school students. These tools were adapted and validated for the Indian context before collecting the data needed for the current study. In the current study based on the objectives, the data was obtained and analysed using statistical software IBM SPSS

23.0. Different statistical techniques like mean, median, standard deviation, percentage, t-test, one way ANOVA, three-way ANOVA, correlation and regression analysis were used for data analysis. The major findings of the research makes known that there is a difference in the "civic responsibility and aggression" of the middle school children, and there is a difference in the "teacher self-efficacy for moral education" among the teachers taking up moral education for the middle school students. There is an effect of moral education on the civic responsibility of the middle school male and female students. High and low aggression of the boys and girl students impacts the development of civic responsibility. A strong interaction effect of Aggression and Moral Education on the improvement of civic responsibility among middle school students is seen. It is also found that there is a considerable difference in the civic responsibility of middle school students with higher and lower aggression among the female and male students of middle school. Higher degree of self-efficacy for moral

education among the teachers is helpful in the cultivation of moral values in middle school students than the low self-efficacy for moral education. It is seen as the Civic responsibility of the middle school students increases the aggression decreases continuously. They have an inverse relationship between the two. This study has a broader implication in the present scenario for the teachers, administrators and policymakers in all the educational Organization.

Keywords: Moral education, Self-Efficacy for Moral Education, Aggression, Civic Responsibility.

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CHAPTER 1

INTRODUCTION

Growth in morality and moral living is as substantial as intellectual, emotional and physical growth. It is developed by constantly nurturing a child's inner development from small insignificant gestures to great ideas and knowledge. When we speak of moral development, school plays a pivotal role since the child realizes that she is a member of an extensive society and a member of the enormous humankind in a classroom for the first time. Therefore, the parents, teachers and school authorities must play their role in this process. The school has the moral imperative to help the student talk, behave, act everywhere in a morally correct way. It is rightly said, you can teach anyone to obey the norms easily, but it is difficult to teach to obey as long as you do not teach ethics. Therefore, it is important to teach ethics to all the toddlers that get into a school and as long as they remain in school else, there can be a "literate social menace" coming out of each school.

From time immemorial, all adults are concentrating on the education of the young ones. When it comes to the animals, they teach the young ones to fly, they feed and help them survive in their natural surroundings. But when it comes to human beings, it is not only an instinct that allows them to care for the young ones but a desire that prompts them to care for the young ones and help them become successful in life. They teach life skills and inculcate values in them to form them as responsible citizens of a nation. This culture of educating the children is slowly changing and has come to a point where everyone feels that the values have deteriorated and humans have started becoming inhuman (Khedikar, 2013).

"To educate a man in mind and not in morals is to educate a menace to society", says (Roosevelt) in his biography talking about American Education. The Times of New Delhi, in its article "The need for Moral Education" by Srivastava on December 30, 2017, explains that Education is complete only and only when it leads to the healthy growth of the individual, which encircles not just the intellectual and mental but also moral development.

Honesty, responsibility, respect for the wellbeing of others are moral virtues. There are many more similar moral virtues that need to be there in a society if it has to progress. Therefore, the schools have a great responsibility to cultivate these values since the rationale of Education itself is to build up superior human beings for Society.

CBSE, through its circulars Acad 44/2017, emphasizes that character education cannot be isolated from the rest of the subjects that a student studies in a school; it needs to be integrated into the rest of the curriculum. Hence CBSE itself organizes many seminars and workshops for the training of teachers in Value-Based Education.

Moral Education influences a person's social thinking and makes that person suitably perceive the right things and the wrong. It, of course, is the rudimentary need of this time where everyone is witnessing a slide in ethical and moral values. Moral Education teaches one, values such as tolerance, diversity and mutual respect etc.

Young children are willing and are ready to accept all types of influences consciously or unconsciously, either good or bad if they do not get proper counselling, be it at home or in school. Therefore, it is evident that it is the responsibility of the Society to provide for them an education that will help them to acquire proper values and attitudes. This will lead them to make appropriate choices in life. This will encourage them to become "individually good and make them productive contributing members in the society", says Nord and Haynes (1998) in his book on Moral Education.

If such kind of educational care is imparted to the children of a nation, then we do not hear of the incidents of the type, the molestation and sexual abuse of the minor girls, children abandoned by the parents, murder and shooting in the schools, killing of teachers, shooting of Principals etc. There are incidents of the kind where schoolchildren were consuming liquor, killing of their offspring by parents because of illicit relationships etc. (BBC News, January 10, 2020).

What is seen by this generation of youngsters is a drastic change in the family system. They see a change from a joint family to a nuclear family (Priya, 2020). There is severe cut-throat competition in every field. Parents having a single child or just two have a lot of unreal expectations from the children. When the education system is evaluated, it is commercialized. Media is at its height, giving a constant negative impact

(Barr, 2019). Adults and children misuse information technology. All these lead children to the distortion of human as well as religious values.

There is a remarkable change in Indian Society concerning morality. At this juncture, Indian Society must have a standard policy for imparting Moral Education, where universal values are upheld, and every human value is respected. The young in their initial years learn how to live a respectable life and understand the importance of coexistence with others and nature.

Youth are in great confusion; they face vast challenges, the challenges of facing daily life filled with conflicting values. When we look at the present scenario the values that the children practiced spontaneously in earlier times seem to be strange these days such as discipline in the class rooms and in their own lives, respect for their elders in the school, in the houses and the neighbourhood, respect towards the constituted authority, be it political, religious or in the school, humility, work culture, hard work, simplicity of life and dealings, sincerity, faithfulness and love for nature, mother earth and love for humanity. Morality is the utmost deteriorating factor in the society, which shows itself in the acts of crime, unsociable behaviour, terrorism, killings, cybercrime, kidnapping, fraud etc. It is crucial to understand the potential continuing threat of constant diminishing of morality in Society. The direction of youth in their thinking about the morality and value system needs to be given attention to and there is a need to build a morally upright and harmonious society. It is the need of the hour to prepare and put into practice some practical ways of looking at life for the youth of today. They are the future of our nation and on them depends the entire country. If we do not pay heed to it, it might become next to impossible to build a country with the moral values / morality. The humanity then might be just an epic (Boruah, 2017).

According to the National Policy on Education (1968), the chief purpose of Education is to promote national progress, a sense of communal citizenship and culture and to strengthen national integration. Education placed emphasis on the necessity for a basic reform of system of education to advance the worth of it in all the steps of education and impart more significant consideration to sciences and technological

subjects, the development of moral values and a closer affiliation between education and the lifestyle of the people living with and around them.

“Unless moral values are strewn in the minds of the people, we cannot have an orderly society and peace. Sadly, academic excellence alone is focused upon, ignoring moral aspects and physical education”, says (The Hindu, April 20, 2019). We come across numerous appalling delinquencies committed by young children because of overlooking of moral education subjects in the syllabus of school students, the Kanyakumari court said hearing the public interest litigation as reported by The Hindu newspaper of April 20, 2019.

1.1 HISTORICAL BACKGROUND TO THE PROBLEM

People have made efforts to define and say what morality is. They define it to be ethical and non-ethical ways of people's dealings with other men / women, about our actions and thought processes and the things that are correct or incorrect about all that we do in the society in which we live as social beings. It is on morality that we build our entire society. A society that is equipped with high moral values will make a positive progress. But a society with deterioration of moral values slowly but surely will degenerate over the years. From the very basic building block of Society, the family, to the entire world, the issue of the decline of values is gradually increasing, and it is moving with such a speed that it becomes difficult to take hold of the pace of it. If we do not pay attention to it or do something about it, it will slowly eat up the society and converse growth will take place and the escalation to the heights that a nation which could have been otherwise shining with values and rising to the zenith will be taking a back seat. It is the pivotal task of all to bring into effect some practical measures for the ethics for our young ones who will create the country's present and future; if not, it will be a task hard to achieve and to bring in a needed constructive and harmonic situation of mortality and humankind.

Value based education for the teaching of or the development of spiritual and ethical teachings and practical ways of doing or behaving become very significant to every man or woman and their culture. In a very narrow sense, there have been religions that have played a role in influencing their flock to follow the right ways of living that

is directed by the religion and be value-oriented people. This could be looked at by the others as a means of making the religion survive or thrive in the society and gain popularity among the other faiths but when looked at it in a broader perspective, it seems to be educating that religious community to build up the culture of positivity. Clearly it is different when one looks at the universal religions, the traditions of those religions and the belief that they hold. Glancing at Buddhism, Hinduism, Christianity, Jainism etc, they connected the various cultures and tried and are trying to bring the people together for the building of the nation with the utmost precious values of humanity. Though the worth of moral education to the personal progress of the individual is much debated in modern society, there can be little doubt that in most societies of the past it has been important in instilling and illustrating the fundamental life models (Encyclopaedia Britannica, 1995, Vol.26, p.617).

The nature of moral Education itself consists of social Education, which covers the way each individual connects with the other members of their community. To study the accurate nature of Moral Education, much research remains to be done before it will be possible to describe in detail precisely what moral education involves, but the general strategy can be inferred for research in a related area (Blonds Encyclopaedia of Education, 1969, p.475).

However, there are people who are specialized in moral education who have taken the central role in shaping the content of Moral Education and techniques for implementing it. They have taken the responsibility of preparing the plan of action for training the growing up child to make a better future for the society. In most of the societies Moral Education is equated to the study of the scriptures or the memorization of the scriptures or both of them. In Vedic traditions of India importance was given to the study of sacred scriptures (Graham, 2017). During the Vedic period, it was suggested, whatever may be the toil of man here on earth the final goal of human being is the study of sacred scriptures, and this should be the final end, the goal of life. Even in the Western world, the scriptural traditions played a very important role. The root of this tradition was in the ancient Israel, which was the root for the Hebrew Bible, the Old Testament. This was the core content and literature of Jewish Education for a period of two thousand years or more.

Thereafter, Christianity is embedded in the New Testament. As an effect of this, “Christian Bible shaped the basis of Moral Education in that tradition” (Glanzar and Ream, 2009). Likewise, Quran constituted the core content of religious Education in Islam and was adopted in the mosque schools called Madrasa (Eickelman, 1978). Thereafter specific efforts were made to explain the holy scriptures for the sake of Education. For example, interpretation of Torah or the law as an explanation to the Jewish tradition, interpretation of the Hebrew Bible in the form of commentaries, which basically formed the guide to the content of the text and gave methods and goals in Jewish Education system. Scriptural recitation and memorization of the Holy Scriptures took a back stage in later stages as said by (Nakamura, 1992). Discussions and analysis of the matter of the religious scriptures to bring any matter to logical conclusion along with the interpretation of the religious books and their conclusions became the substance for the moral education among the universal religions. Religious Education arrived at a sophisticated intellectual level in the feudal schools of Europe that concentrated on the discussion and debate on theological issues and values (Itulua-Abumere, 2013). Intellectual discussions were also adopted by these schools, there were debates on the points that were opposing each other just to bring out in a very sensible and healthy way the real truth. Logical and intellectual pursuit of morality through the religion came into existence. In ancient Hindu scriptures, specifically in Upanishads we see the various discourses and discussions over higher level or the philosophical aspects of life. Gradually moral Education progressed from lower to higher sciences, i.e. mere memorization to discussions.

In this connection, Encyclopaedia Britannica (1985, Vol.26) points out: Exposure to the thought forms and educational patterns of alien cultures has constituted a special challenge to traditions of religions. To adapt to a culture that is not our own is also not a bad idea to bring in the educational ideologies and ways of teaching and learning of values through the religion and its teachings as Buddhism engaged itself through Indian traditions in China and Christianity followed the same with Greek Philosophy and the practice of that philosophy. The pattern seems to be encouraging when it comes to the gaining of knowledge and cultivation of values. This progression of alteration will most probably work in both ways. For an example, the Catechetical

Christian school of Alexandria and Egypt, in the initial centuries, established a type of religious Education that proceeded from lower sciences to the higher sciences, which were possibly available through the comprehensive study of the Christian scripture (pp.617-618). Various attempts were made to build moral education at the passage of time on the very basis of experience of the people who are concerned and connected to it.

At present the education for morality or the moral education is facing a lot more challenges from all the directions, to enumerate a few, modern science pays attention only to the development of the brain and progress of the science and scientific thinking, technology thinks of new gadgets and more of sale and usage of these gadgets, there is nothing called as individual state power, more and more of centralization of power is taking place, it is the mass culture that is prevailing, every person is self-centred and looks at the benefits of self, these pose a real great challenge to training in morality and moral education. These years we see a political revolution, in this revolution tradition of a place or society or the society values or the moral values have not found a proper place, in the state-controlled systems. Religious organizations play a vital role in transmitting moral Education during this predicament, having certain cooperation with the state-controlled schools. In this relation, Encyclopaedia Britannica (1985, Vol.26) says: The political revolutions of recent times have thoroughly undermined traditional religious Education and instituted a state-controlled system in its place. Religious groups on their own have tried to develop different paths of taking care of these circumstances: Liaisons with state schools, as in Germany and England; the establishment of the separate school system, such as the Roman Catholic Parochial school system in the United States; and fugitive efforts where state control has been most rigorous, as in the Soviet Union and China, (p.623). During recent times moral Education is excluded or severely limited in the state-controlled schools of Turkey, India and Japan. In fact, in some nations developed of late, such as Pakistan, Srilanka, Burma, and Israel use the traditions and traditional values to create / build up / develop unity in the nation. The traditions and traditional values are used to certain degree selectively. In the state schools of Burma, Srilanka, Israel and Pakistan, Moral Education finds a place in the school curriculum. The modern tendency of moral

education is filled with a number of traditional and contemporary attitudes towards moral education and tries to build up programs in moral education in state schools. In this regard Encyclopaedia Britannica(1955, Vol.26) rightly puts it: Experiments and trends explaining the continual efforts of religious groups and religious leaders to co-op up with the different modern challenges to religious education include, the continual founding of educational institutions for schools and universities under religious control or direction or both e.g. Universities of Buddhist in the country of Srilanka, the International Christian University in Japan, these are the attempts to bring religious education into closer association with university education; ongoing attempts to develop feasible programs in religious and ethical education in state governed schools, a revival of religiously supported day schools, especially amid certain traditional groups of religious; initiating such practices as training in sensitivity and affective learning.

Moral training and the moral education have been of a major importance from the very early years. In 1970's people started noticing that the values of the society and values of the basic unit of the society, that is family, are falling in the society. The researchers started thinking of various models of teaching moral education which could be efficient in bringing the lost value system in the society. One study during those years was of Joyce and Weil (1985) who gave a definition of a model of teaching as a plan or pattern that can be used to shape curriculum (long term course studies) to design instructional material and to guide instructions in the class rooms and other settings. Models of teaching that were spoken of were controlled, logically reliable, and consistent and systematically arranged unconventional patterns of teaching the students. These models of teaching were constructed in its theoretical terms. The methods of teaching these models were explained and presented in detail which were more of practical ways of teaching to the students by the teachers, Schaefer (1985).

According to the study of Sansanwal and Singh (1990), A model of teaching is a blueprint herein theory-based, well-sequenced, replicable steps are given for the creation of certain instructional effects in the learner. Hersh (1980) in his book, Models of Moral Education: An Appraisal, looks at six models of Moral Education such as; 1. Model for Rationale Building 2. Model for Consideration, 3. Model for Values Clarification, 4. Model for Value Analysis, 5. Model for Cognitive Moral Development,

and 6. Model for Social Action. The society was asking that the schools become more and more active and involved in educating the young ones in morality. More than two-thirds of the percentage of people who participated in the polls conducted on education in 1975 and 1976 said that the schools have a greatest responsibility in forming the young ones in the morality and moral improvement in all their student. It was realized that a single model of Moral education would do no good in cultivation of the moral values in the students since it was developing something for life. However, it was thought of that the collective strengths of mixture of models could provide for the fundamental and a comprehensive programme in Moral Education. Following six models were used widely in public schools by all types of schools and these models were mutually complimentary. The six models in brief are;

1.1.1 The rationale building model: This model is mainly concerned with the depth of judging. There can be three types of judgements in this model about the value system. These are the most important fundamental values, and they form one pole of values; these concerns about the human being and their rights. The other pole of values is the personal values; these are the values concerning the individual, e.g. cleanliness. The other values are middle values such as patriotism, honesty, cooperation etc. the basic human values sustain the democracy and dignity of each individual. Therefore, a teacher needs to help the students to judge between values and free will. The teacher needs to assist the students in identifying the value and clarifying it, generalizing, analyzing and then making a decision about the action. The author of this model is Shaver (1976).

1.1.2 The consideration model: Stresses the significance of caring as discrete from judging. This model helps in concentrating on others than on oneself. It demonstrates that living for others is self-rewarding and motivating, and living a life of this kind is worth living. The practice of this model lies in the following three questions; being in other's shoes, providing the rule, and what would you do if you were in their place. The author of this model is MC Phail (1975).

1.1.3 Values clarification Model: This model sees Moral Education more in promoting self-awareness and self-caring than in solving moral problems. It is a

process of discussion between the learner and the teacher. But this theory fails to distinguish between moral and non-moral values. It relates to personal values only and neglects all other values. This model was developed by Louis Rath and others (1973).

1.1.4 Value analysis Model: It helps students learn an extremely logical, step-by-step course of action for making moral decisions. But this model fails to speak on caring or the personal touch for the other. Jerrold Comb (1980) is the author of this model. The value analysis model has the following steps: a). Identifying and clarifying the value in question b). Assembling relevant facts c). Assessing the truth of relevant (intended) facts d). Clarifying the relevance of facts f). Arriving at a tentative value decision g). Testing the value principle implied in the decision.

1.1.5 Cognitive moral development Model: On the whole the aim of the model is to assist students to think through moral controversy in ever more clear and comprehensive ways. This model was first given by Kohlberg (1976), and later this was verified and used again by Sarbaini (2012, p.41), in which she says moral judgments are made of everyday things, and these judgments direct our behaviour. Therefore, it is imperative that a child learns to make proper judgments on a daily basis.

1.1.6 The social action model: It is called as the Ralph Nader edition of Moral Education, which makes people of the nation act for changing the main focus of the curriculum. The author of this model is Newmann (1975, p.29). This model concerns the few major concerns a) Formulating policy goals – students need to be encouraged to debate openly about a value and come to a conclusion, b) ascertain consequences of the policy, c) working support of one's goals d) resolving psycho philosophical concerns.

Though the models for Moral Education existed, they were far from the practical situation that the students were facing, due to which none of them was effective in inculcating the values in the lives of the students consistently.

1.2 IMPORTANCE OF EDUCATION

1.2.1 Definition of Education: We see some of the definitions of Education, which tell us that Education, is a process of gaining moral values and not only literacy and reading and writing skills.

- “Education is something which makes a man self-reliant and Selfless” - Rigveda
- “Education is a means to enable the mind to find out the ultimate truth making truth it’s own and giving expression to it” - Ravindra Nath Tagore
- “Life is education, and education is life”. - Lodg
- “Education means a natural, progressive and systematic development of all the powers”. - Pestaloozzi
- “The main object to education, in my opinion, is the establishment of two-fold harmony in every individual harmony within his self and harmony with other living beings in the whole world” - Rajendra Prasad
- “A nation is progressive in proportion as education and intelligence spread among the masses”- Vivekanand

Education is that which transmutes a person to live a better life and in a social well-being. It plays a pivotal role in one’s personal growth; helps the individual determine –the good and the bad, the right and the wrong, thereby enabling a person to show his/her best with both mind and spirit. As one gains knowledge, one grows both in being and as a part of the greater existence in all dimensions, thinking in the right perspective becomes a good decision-maker, and thus a dependable worker. The purpose of Education sees its fulfilment when one becomes a good citizen.

Undeniably, the benefits of Education are manifold. In the literal sense of the word, it helps one to reason out, keeping in mind the world view and staying connected to the society where one lives. It allows one to read and write and get connected to the world of knowledge, growth and a broader vision of life and literate world.

Viewing these benefits in a wider scenario, firstly, Education ensures a healthier lifestyle and living-a longer, disease-free life. It is Education that promotes good habits, values and awareness towards a stable, balanced, self-dependent life abounding in happiness. Education becomes very important since for a person to be happy the happiness needs to be from within. This happiness from within is possible when a person is accepted in the family and society. The society which is heading towards progress is definitely going to accept a person more willingly if one is knowledgeable, informed, and dependent on self and has an upright standing in the society in which he lives. The one who gets educated, will definitely have little job insecurity, will have lesser amount of inferiority when compared to the others, will have a better confidence in self and will have a systematic understanding of the external world. Nothing in life can be achieved without belief in oneself. Education is what brings self-confidence in us. An educated individual may vary in his degree of intellect, but he cannot be intimidated by the challenges of life. The pivotal role of Education is evident in that women who were once estranged because they were not seen as able to come together in a society where reasoning took place and are now enjoying equal status in every sphere of life.

Education helps everyone excel in communication, improving both intrapersonal and interpersonal skills. It helps one broaden that spectrum of knowledge and opens our mind. An educated mind does not blindfold the person and rests his fears on the beliefs which are deeply ingrained in his culture. Rather it acquires the ability to reason out the relevance or the irrelevance and forgo the baseless superstitions.

An educated person would listen to all but knows where to draw a line. To befool an educated person, it would take one's reasoning and logical thinking. Can we undermine the role of Education when we see the educated mind reasoning against the illogical and spreading awareness by explaining the logic behind any happenings to others? In this way Education casts away the darkness with its concentrated light – the light of reason and light of knowledge.

Taking up the context of the uneducated and the educated, we find it is the uneducated mind that would recoil on arguments on trivial provocation and cause harm

to others and most of all cause harm to oneself. In its stead Education channels our annoyance towards a more prolific and peaceful goal. Ethical values that are born with education help one to make the world more peaceful. Yet another significant lead that Education gives one is the strong will power to keep on trying until one gains success. It is Education that would make one aware of the multiple levels of goals and a number of ways to reach those goals. Everyone has the ability to dream, but only an educated mind will transmute them into thoughts, desires and later into concrete actions. The will to transform the dream into reality will be undeterred, for Education will have taught one the understanding of multiple ways to achieve it. The uneducated may have healthier intellectual and labour capacity, but the lack of their goals is often an obstacle towards their achievements. Thus, education ensures one a bright future. It awakens the hidden potentials and skills of any person. Education helps one to achieve new heights in life be it in profession or otherwise.

If we ask an educated person to travel across the nations crossing all the barriers, we will only be posing a challenge before him, which he might take up as a task to move across facing the challenge of language and cultures. But if in the same way, we ask the same task of an uneducated person we would be leading him towards self-destruction. This does not require intellectual capability alone; it requires the self-confidence to overcome the problems and difficulties that come on the way. Education gives this confidence and courage. Education helps one to work across cultures and languages.

Adapting to newer techniques for productivity is a noteworthy aspect of Education. We can well understand the reason that the scientists are paid billions of dollars to get a machine ready which can function with minimum man power. Even if the machinery is ready, it is not possible to get the profit of that instrument if the machinery needs to be made use of by those who lack understanding of operating the machinery for effective efficiency. Therefore, it is important that people get educated and trained for the specific jobs.

When a country / nation is 100% educated, the people of the nation will surely look forward to ways and means to be independent and autonomous. A financially

autonomous social order is the striding plane to communal efficiency that shows the way to the financial growth of the entire nation on its entirety. It is education that makes people better citizens, and it is the educated people who help in the progress of the country. In simple terms, educated citizens are conscious about the rules of their country and laws, their duties, the value of paying taxes, and fundamental rights. All these traits of a literate person go a long way in progress of a country.

As said by Tasneem in his article of May 15, 2018, The Impact of Education to the Society is, if the individual in society becomes more knowledgeable and the entire population becomes knowledgeable. This leads to civilization. It is a way of breaking the cycle of poverty and the significance of it is mulled over in the commitments of the Millennium Development Goals (MDG's) and Education for all (EFA). It indeed helps people to live a qualitative life, to be productive, and to a life of satisfaction and thus contribute to the economic growth of the country. It is possible to bridge the gap that exists between tribal, religious and cultural tensions in the nations through education. Education is considered a social vaccine. Education aids a person to express his opinions, his views, his reflection on the topic in a better and more convincing manner. He can interconnect and relate with a huge number of viewers by expressing in web pages, newspapers, messages, blogs, websites, YouTube and virtual connects. Many writers, librettists are eminent, celebrated and well known all over the world due to their ability to influence people's views and lives. This capability is indeed an innate ability, but education in its real sense can intensify their expertise. Those who have this ability they can even convey professional and private matter in question in written form efficiently.

At present, transactions concerning the financial matters take place via banks, cheques, debit / credit cards, online transfers, net banking, e-banking etc. which are cash-free transactions. It would be a dream to comprehend the expressions and processes that would lead a person to be dependent on others without Education. This can easily give a chance for misuse of ones belonging by other people. Education would help the person to rely on self and make safer and faster transactions.

Education has not only made the people literate but it has provided the society with many professionals such as medical persons, engineers, teacher, etc. the world population is too large hence the needs are diverse. Education has provided the experts in each field. It has provided the skilled personnel which has lead to the huge improvement in life style.

Swami Vivekananda said that —Education is the indicator of perfection already present in man. Thus, Education is a critical human virtue, a requirement of Society, a foundation of a good life and a sign of freedom. Education is imperative for the integration of separate entities of a society. In a nutshell, education is the solution to any problem. It is the backbone of every individual’s superior life. Hence education combined with moral values will make a person strong just as an edifice having a strong foundation. A famous quotation says, “if wealth is lost, nothing is lost, if health is lost something is lost; when the character is lost, all is lost”. This is the main reason why the schools have started thinking of introducing moral science classes, so that the moral knowledge, the knowledge about right and wrong could be given to the students. It is becoming tougher day after day to impart sound moral knowledge to the modern-day children.

1.3 MORAL EDUCATION

Moral education is the process by which people give moral values to others, says, (Powney, 2017). It could be given to the children through various activities that are conducted in the classrooms, outside the classrooms with the elderly, people in position, or people with experience. Effectiveness of these imparted values is seen if the one who imparts them is living those values and becomes an inspiration to the others through his words. Mallik (2021), says “Value education means inculcating in the children sense humanism, a deep concern for the well-being of others and the nation”. Similarly, Sharma (2024) puts it as “deliberately cultivating essential human values in school. It focuses on shaping character and nurturing socially responsible individuals”.

Aspin and Chapman (2000) in their article Education, Culture and Lifelong Values, defined moral Education as the course of action that makes the young enter into values giving correct understanding of the rules necessary to utilize while relating to

other people in the society. The National Curriculum Framework (NCF) (2005) highlighted the significance and need of values in a student's life in eradicating intolerance, violent behaviour, false notion, antagonism and cultivating social, cultural and scientific principles to change India/ our nation into a secular, democratic and progressive Nation as written in the Constitution of India. NCF strongly advocated the values like cooperation, respect for human rights, tolerance, justice, responsible citizenship, diversity, care for the aged, reverence towards the country and building up peace. The values specified by NCF were taken up by the CBSE to make a specific plan for action in the schools under the said board.

Values are embedded in our very nation, its education, its aims, content and processes. What then, one could well ask, is the point of value education: or it's very meaning in this chapter. An attempt has been made in this part to construct a meaning for value education / moral education, a meaning which would encompass both its intangible and its functional scope and that would be in accord with our nation and the cultural philosophical, sociological and psychological insights of moral instruction and development of values. By moral Education, we here refer to planned educational activities that could be aimed at the cultivation of proper attitudes in everyone, values, emotions and character in every learner of all ages especially of the middle school learners. The phrase moral education has a broad association and covers all aspects of personality development of an individual, his intellectual, social, moral, aesthetic and spiritual development and wellbeing. When we think of moral education in it's comprehensive understanding it could add many aspects of human lives such as: Education and Values, Social set up and Morals, Individual family and Values, content of moral education, scope of the entire education in values – entire education involves from schooling to training, methods of teaching and the strategies used for value development and finally the role of a teacher who would strive hard to develop the values in the lives of her students, and the interest and efficacy of the teacher for moral education. In this chapter, we deal with the substantive content aspects of values concerned with the middle school students, to be developed in educational institutions. In a country of cultural diversities like ours, the values that a school transmits should be of universal and unifying nature, cutting across cultural, religious and sectarian

interests. The National Policy on Education, (1986), the national curriculum framework for elementary and secondary education has referred to these as the core elements of the national systems of education. According to the National Education Policy, most important value/values topics are selected for an in-depth debate and vital analyses of the entire process of bringing the thoughts into action. These are the cultural heritage of the nation, the democratic way of life, social equality, scientific temper, secularism, our environment, gender equality, social cohesion and national unity, work and population and quality of life. The rationale of the academic investigation of these values is to elevate the awareness of those who read for the various values and make them aware of their full educational and social implications.

The origin of moral instruction can be found back to the Vedic age in India Britannica, T. Editors of Encyclopaedia (2023, November 10). In that age, students sought after the master. The taught remained with the master in Gurkulas, Charans or the Vedic Schools. In the Vedic age, Education was mainly to impart the values, and the Gurus taught them to be true humans with human values. It was mainly to awaken the moral values and moral responsibilities that a taught remained with the teacher. The learner was helped to get in touch with the spiritual life and disciplined life. The teachers were the most respected people of the Society or the enlightened men of the age. Progress of Education seemed impossible without the guidance of the Gurus. Therefore, the students were with the Gurus until the process of Education got completed. As Altaker (2009) in his book —Education in Ancient India has made his observation, “The formation of character by the proper development of the moral feeling was the second aim of education”. The ancient Indians asserted that while a man was being educated, his regard for morality ought to be developed, his feeling of goodness towards human beings must be nourished, and his control over his mind has to be strengthened so that he can follow the beacon light of his conscience.

In ancient India, stress was on the right conduct. right conduct, if taken in totality it reflects morality. The taught behaved well with their teachers. They were taught to form good character within the Gurukulas and also outside. They practised good manners with their teachers, parents and the people in the locality. The students were taught civic responsibility, and they could be trained to live a happy life in

Society. Most of all, religion provided the basic norms of Education; it helped them to imbibe values for life.

Committee on Religious and Moral Instruction (1959), says anything that helps us behave properly towards others is of moral value. Anything that takes out our self and inspires us to sacrifice for the good of others or a great cause of spiritual value. Values and Education are interdependent upon each other. They are inseparable. Value of Society provides direction to the education process and inculcates values. Values are generally considered as the substitute for goodness until it is qualified for some other adjective.

Moral Values generally are formed during the initial years of man / woman, and they are related to the aims of human life. For achieving the aims, the man frames certain notions, and these notions/rules are called as values. These become the chief determinants of an individual's behaviour. These values make our life meaningful and also give us a direction for our future life. Life becomes meaningful when we follow certain values in our life. Education builds up a sense in the person which helps in discriminating among good or bad. This distinction is grounded on values that an individual has or has learnt. Someone has rightly said that aims are an end in themselves and values are the product. Moral Education could be equated to life itself, since life without values could be animal life. Man, always tries to satisfy his needs, and he satisfies his needs through his values.

In general, the term moral refers to a scheme of personality traits that are in agreement with the inner nature of the individual, which are in accordance with the values approved by family and Society (Lapsely and Hill, 2009). Moral values are a group of ethics that will help us assess what is good and bad what is right and wrong or what is ethical and unethical. Moral values are a group of principle values that guide us in forming ourselves into good human beings. These values encourage numerous factors such as honouring others, assisting others; giving love and affection to others. If we adopt moral values with honesty and earnestness, then we are able to follow a right and virtuous attitude.

Moral Education needs to be part of all subjects taught to a learner, says Nord and Haynes (1998) in their book *Taking Religion Seriously Across the Curriculum*. This will not only help in developing a sound judgement but also the right thinking in the learner.

1.3.1 CONCEPT OF MORAL EDUCATION

When we talk about education, education without moral values is only literacy; therefore, the entire purpose of education has always been to inculcate moral values in the person. It is in totality whatever the school does to influence, how exactly a student thinks, behaves and feels about an issue of right and wrong. It is believed by everyone that basically a school should not only make children or students smart but also turn them into good humans.

The term moral value is ambiguous and needs some definition. It denotes the particular culture that possesses specific values, such values change among the cultures. At the time of the World War II, the Japanese became hostile to the Americans to show their love for the motherland and vice versa. These values concord and conflict are common among the nation on the ethnic lines; these features of culture are characterized as we look at patriotism as a moral virtue and behaviour treason/rebellion with opprobrium. In a nutshell, common 'Moral Virtue' is the major common faith that orients human relations to each culture. Such virtues and values are supposed to be popularly accepted affirmed under most circumstances and conditions. In this way, moral may be defined as good conduct, not only in our close social relations but also our dealing with our fellow citizens and with the entire human race. In other words, each Society defines for itself what is right or wrong. Therefore, moral values maybe defined as right conduct as guided by or defined by the respective Society. "Moral education is not only about teaching the difference between right and wrong, but also guiding children to understand and internalize moral values in everyday actions" (Berkowitz, 2012). Kohlberg (1971) has opined in his theory of moral development that the character formation of the children is continuous process and is the result of the interaction with the environment and the society in which we live and understand the social norms being followed.

1.3.2 THE IMPORTANCE OF MORAL EDUCATION

Education manifests the building of personality through the continuous development of innate virtues and abilities of a human being. The aim of education is to fine-tune the tempo of one's life with the pace of the Society. This negotiation relates to reinforcing of individual's temperament and putting together of the moral fibre of the society. Presently our system of education has a scarcity of these moral values. An action could be judged as good or bad, ethical or unethical, wrong or right from the ethical point of view of a person. These conclusions are constantly examined by ordinary moral views of society in which we live; morality is not the restricted law that is forced on men by fellow humans or other people, it is chosen by people for getting guidance and better understanding in the society since it leads to the common good of the society and the good of other human beings. In broad terms, morality shows one's sincerity in character, justice in attitude, graciousness in dealings and devoid of ills like disgust, envy, greed, cheating and insincerity etc. The vital goal of Education is to cultivate the above human virtues in the learners. Lickona (2009) underscored that the moral education is needed in schools since it is the moral education that starts the process of understanding of ethical values and leads to their internalisation and in turn exhibiting good conduct and integrity by the children and later as adults.

Hafizi and Wiyono (2023) in the context of society tried to explore the central role of moral education in the children lives and in what way the character of the children gets formed. They undertook extensive literature review on the concepts of moral education and its role. They concluded that moral education plays a decisive role in making of the positive character of the individuals. They highlighted the integration of the moral education in the curriculum and concluded that continuous moral education leads to moral consciousness.

An unlimited desire for worldly gain has made man blind, and ultimately, he ignores the supernatural and moral aspects of his life and the life of the people around him. Nobody ignores the reality that now the educational system has proved a failure in inculcating moral values among children. However, educational institutions are increasing by leaps and bounds yet decline and downfall in human and moral values are prevalent in our society (DasGupta and Bhattacharya, 2022). Good virtues like charity,

sympathy, selfless services, cooperation and benevolent attitude and such other qualities are found in the rare ones.

1.3.3 NEED AND SIGNIFICANCE OF VALUE-ORIENTED EDUCATION

The value and result oriented education is the only possible way for children if the future of the children is to be protected from impending hardship and cringing (Bedanta and Pradhan, 2021). The remarkable outburst of knowledge in scientific and technological world has changed the lifestyle of people (McDiarmid and Zhao, 2023).

Peace and tranquillity in living in the society and in the mind are not easily found any more. The entire world has come on the verge of annihilation and destruction due to the innovation of fatal nuclear weapons. It would enable the youth to learn to use science and technology for peace and prosperity of the humankind. So, Value Education should find a place in the curriculum for the development of human consciousness, (Nandwani, 2023). To lead a happy and comfortable life in a problem-based Society, a sagacity of self-satisfaction, self-fulfilment, self-confidence and self-assessment is necessary for an individual living in the society, so as to avoid all ways and means which may promote social evils like de-culturization, de-humanization and alienation. Therefore, an immediate exertion needs to be prepared through the mediation of education to build up ethics in the lives of the students for the awareness of learners' full capability and to build up self-confidence in them. Young ones have to face many problems in their life, and they are on the increase each day. The youth are learning values but are unable to see them in the society and these values have very little significance in the society they see around them. Hence these values remain only in their books and with the teachers who have taught them (Toker, 2021). This leads them to disappointment and loss of their trust in the society in which they live. Many youth are now addicted to social evils like gambling, fighting, killings, kidnappings, drugs and intoxicants. Therefore, it is necessary to collate good deeds in the youth to bring them on the right track. So, Education as systematic planned system can help in the development of moral, social, human, aesthetic, scientific and spiritual values (Türkkahraman, 2014).

1.3.4 ROLE OF THE SCHOOLS IN MORAL EDUCATION OF THE CHILD

Schools are the crucial places where the children and youth are enthused with the learning of their everyday lives, so possibly they might be able to live their proper role as the best followers of values (Oladipo, 2009 ; Badeni, 2019). To bring this into reality the schools must understand the various factors that help in development of the children and youth of any society. They need to highlight these factors while working with groups that deal with youth and children so that in turn these groups will be able to achieve the goal. This ultimately is associated with potent and communed group's school rules and regulation, teaching and other staff relationships, which must be inspired with democratic principles, and the quality of the physical environment must be shaped deliberately to continually and consistently, give an avenue to promote and re-implement the adaptation of good deeds within the school, the family and the nation. The work of the school is to manage an environment that proves suitable to confront the moral way of thinking of children and force them to enquire about the contradiction in the reasoning (Saldarriaga and Moreno, 2022). School environment plays a pivotal role in the development of the students and their wellbeing by bringing in appropriate atmosphere in relationship amongst the staff, classroom environment and the setup of the class room (Olivos and Amérigo, 2010).

1.3.5 ROLE OF THE TEACHERS IN MORAL EDUCATION OF THE CHILD

The school is acknowledged as a carrier and vehicle of direct instructions. It is a social institution in which good virtues like norms, customs and ways of thinking the teacher has touted as a communicator and a conveyer. It is both reasonable and relevant that school plays a creditable role in the life of the child; schools and colleges are considered as a reliable institution that produces a cadre of teachers who are competent as persons and as professionals to implement morals and values in Education (Gui et. al., 2020).

1.3.6 A TEACHER SHOULD BE ABLE TO

- Praise and admire the significance of understanding the factors and contexts that influence the behavior of the students, choices they tend to make, lifestyles they live, physical condition and wellbeing of learners and their families

- Provide support and help children to acquire and practice the specific skill that is supportive and helpful for the positive values
- Develop a standard of personal life practices which will help maintain their positive self-image in order to assist as a role model to students

Apart, from parents who have been referred to as moral teachers, school teachers are very influential and significant adults in the lives of children starting from the preschool years, teachers support children to understand character, qualities and values, they also become models of character for the students both within the school setting and the larger society (Velea and Farca, 2013). The young children assume their teacher as ideal and try their best to imitate them (Krivokapic, 2018). In other words, teachers are models to the students. Young children may consider that teachers are the master of the subject (Jane, 2022). Therefore, they ask for their advice and suggestion on various critical issues such as character and value. A good teacher always keeps a link in the classroom and gives more emphasis on good virtue and heroic deeds. A teacher should enthuse the students with the moral lessons as they must have been dictated at home.

Teachers are directly involved in teaching behaviours that are right and correct of the students in school. They also function as role models to the students. A teacher always engages with teaching behaviours that lead towards the right and correct way and check those of wrong and harmful in the classroom (Cents-Boonstra et. al., 2021). Therefore, the teacher works as a path shower and role model to the students. It does not mean that all teachers work as the best guides and role models to the students and all teachers inspire the students with good moral teaching, but nobody can deny the fact that teacher plays an active part in developing the moral and spiritual values of the students. A teacher teaches the students not to infringe and intercept the rights of others and accept the responsibilities as a challenge (Lisa, 2022). It does not indicate that all teachers are the best guides and path showers to the students and teach moral lessons to the students, but it is known to all that teachers play an important role in promoting the moral and spiritual development of the students.

1.3.7 ROLE OF CURRICULUM IN MORAL EDUCATION OF THE CHILD

The designing of the curriculum is the special feature of the curriculum development, which is related to the preparation of curriculum plans and material for utilizing the potentiality of the students and the teachers for prescribed details. For acquiring curriculum-oriented Education, the teaching strategies are made in most of the educational systems.

The element related to education, group accomplishment and team learning, coming to a conclusion through dialogue and discussions, orientations regarding the values and debates on conflicting views about the values will only increase the knowledge and practice of morality in the society. With passing of time a situation based instructional design is formed, whatever learning is acquired must be based on the individual aim and objects of the students and link the learning content to the prior knowledge. Whatever has been learnt must have a meaning in the context of students' objectives, only then will they be able to connect the learning content with their prior knowledge (Lee, 2018). In crucial conditions when the schools have overloading of the curriculum the teachers make it a point to find themselves introducing new knowledge and reinterpretation of old and pedantic ones, they try their best to establish the link between so called pieces of specialized knowledge. Curriculum design basically reveals the concepts that are outlined in the conceptual framework and these influence the values of a school, families, NGOs and teachers, it also tries to respond to the concerns about the degree of effectiveness by using the traditional approaches to the teaching of moral values in a school. Hilda Taba (1962) stated, Children like best those things that are attached to solving actual problems that help them in meeting real needs or that connect with some active interest. Learning in its true sense is an active transaction, so should be the curriculum.

1.3.8 ROLE OF THE PARENTS IN MORAL EDUCATION OF THE CHILD

It is the home that makes the first school for a child and parents become the foremost teachers in that school. Parents' behaviour is constantly observed by the child and thus the parents guide the child to show the appropriate behaviour by setting an example. First of all, it is the parents who are the perfect model of good behaviour along

with character development for a child (Abroto, 2022). They keep observing the child and promote appropriate behaviour / character related to daily life. They also inspire them to have an exemplary life with good virtues and heroic deeds.

The method and approach practiced by the parents have made the most significant influence on how the child and parent bestow a healthier environment for acquiring the knowledge and information related to the moral issues (Smetana, 1999). This tune provides the moral and social information to the child in a very authentic way; in the course of the progress of life tenure nothing can be a hurdle and obstacle for the caretaker as a result of which the standard of moral progress and prosperity in the grownups provides the universalization of moral knowledge. The parents conveying the message to their children is one way of transmitting social experience to the children by illustrating cause and reasons for the rules and taking care of accuracy to the moral violation. Parents can give more impetus to moral development by inspiring children to effectively assess their work and action. This assumption involves that, the more parents are concerned over the nature of the occurrence and why the dealing behaviours and misdeed are wrong (Grusec and Goodness, 1994).

In short, parents have a significant part in the cultivation of moral values in the child, in this modern society, when the technological developments are taking place with such speed the ethics and values have lost its importance. It is the parents who are regarded as the first and foremost moral teachers, path showers and role models to the children by giving necessary and affectionate advice and wide interaction which leads to the moral progress.

1.4 MORALITY – PSYCHOLOGICAL POINT OF VIEW

If we are speaking about the meaning of the word morality, this word comes from Latin word called *moralis*, which means —customs or manners, according to the Pearson Dictionary. When talking about ethics it is related to the moral fibre of the individual person or people. Ethics and morality are used conveniently one for the other since they are closely related.

Dictionaries in general explain “morality as something that enables us to distinguish right from wrong and ethics as being the science of morals” (Oxford

learners' dictionary). To understand what we are trying to convey, we need to explain what we mean by right and wrong by the standards of ethics. All that is good or not so good or right and wrong need not lead to have connectivity to the ethics or values or need not be moral decisions. To cite an example to understand this right and wrong or moral and not moral in a simple way: if one happens to travel on a unknown way and stumbles at the cross road to find a direction and happens finally to move in one direction which seemed right for him at that very moment after pondering and looking at all the possibilities and finally understands that the path chosen was wrong there is no moral decision involved in it, yet while deciding on the cross road to take one, you happen to come across a passerby and ask him for the direction to the place that you are intending to go and he directs you purposefully in a wrong direction then there is moral decision involved in the one who directed to the wrong path. Similarly in any case you have some eatables with you, out of which few are not right to consume so you decide to discard them in to a bin, there is no moral decision involved in it.

Raja (2016) quoted that there is a remarkable change in Indian Society with regard to morality. At this juncture, it is important that Indian Society has a common policy for imparting moral Education, where universal values are upheld, and every human value is respected. The young in their initial years learn how to live a respectable life and learn the value of coexistence with others and nature. According to Newmann (1995) morality does not consist of caring or judging at an individual level only. Real morality could be understood as the ability to influence the needed social change so that the injustice deeply ingrained in the macro system of the society could be minimised, and the people in general develop a caring attitude towards one another and take care of their moral obligations. In summation we can say that the people start acting as moral agents. A moral agent, according to Newmann (1975, p.29), is one who deliberates upon what he/she ought to do in a situation that involves possible conflicts between self-interest and interests of others or between rights of parties in conflict.

According to Benedict (1934) depending on the society, the term morality was seen in different ways and this was a convenient term used for the habits which were approved by the society. During the time of our forefathers, moral teachings were restricted to ones' family, holy places, that is the places of worship and in social

gatherings and the surrounding in which they lived. But now this understanding needs to be broadened, it needs to be extended to the school and wherever one goes. In philosophical terms, the word ethics is made use of to mean a precise area of study: the area of morality, which focuses on human conduct and human values. When one address as some are moral people or ethically correct people it simply means that the said people are good in their behaviour. When one speaks of immoral or unethical being it says that they are wrong people who do not follow the human dignified living. When we call / address a specific person' actions as moral, ethical, immoral, and unethical, we simply try to say that the action was either good or bad or right and wrong. If we see the point of view of Kohlberg (1958) and many other hard evidence psychologists have amassed, we can conclude that moral behaviour can be taught, though conventionally, it was thought that moral values are caught and are not taught.

Kohlberg (1958) was making a very unique study to see whether a person's ability to deal with moral issues can develop in future life and whether Education can affect that development. He was the first one to find that the capacity of a human being to deal with any issues, similarly capacity to make moral decisions is not given all at the same time. Just like there are different phases in the growth of human being in his physical and social, emotional and mental development so are there various stages in the moral development. The initial level of moral development in the child, which Kohlberg (1958) called the pre-conventional level. The child at this level understands the concept in a way according to the way the authority figure puts it across, if the authority figure thinks it is right then it is right for the child, if wrong for the authority figure, wrong for the child. It is also sometimes based on if the child is rewarded or punished; in terms of these things the children have their value system at this level. Parent is an authority figure for the child in the house and teacher in the class room or school, therefore the parents and the teachers can vouch for it. Ask the four or five-year-old why stealing is wrong, and the probabilities are that they'll respond: Because mommy or daddy says it's wrong or because you get slapped if you steal. Some of the people stay at this stage all of their lives, in all the things that happen around them and to them, continuing to explain right and wrong in terms of what authorities say or in terms of reaping the rewards or avoiding unpleasant consequences.

The next stage or the level is called as conventional level. Almost all the healthy adolescents tend to reach this stage naturally. All the adolescents understand what the groups around them think, a family itself becomes a group, their peer group, nation as a group. Therefore, group loyalties take over than the individual thinking. For adolescents, right and wrong are based on group fidelities: reliabilities to one's family, loyalties to one's friends, or faithfulness to one's nation. If you ask adolescents at this stage why something is wrong or why it is correct, they will incline to answer in terms of what their families have taught them, what their friends think, or what countrymen believe. Those who have moved on from the first level and have achieved the second level of growth in their moral development sometime get stuck with this level forever defining wrong or right in terms of what the group in which they live believes or what their nation believes in.

If an adolescent goes through the second stage or level then the adolescent will reach the third level of moral development which is named as post conventional level. This is to take place when a child stops functioning in the moral life what is correct or incorrect in terms of the group to which it belongs. At this level the common interests are kept in mind and the child is able to reason out the things and decide for himself what is right and what is wrong and what leads to the welfare of all humanity.

There could be many issues that can arouse a child's development through these stages of moral development. The most important among the others is the education as found by Kohlberg. This point of view and the research is supported by many researchers that the morality or moral behaviour can be formed through education.

1.5 CIVIC RESPONSIBILITY

Civic Responsibility is a considered to be a responsibility and patriotism of a citizen towards the nation (Dictionary). It consists of specific dealings and frame of mind connected to democratic governance and social involvement. Civic responsibility consists of taking part in the government as well as religious and memberships in voluntary organizations. When we talk of civic duty these may include promotion of various social causes, promotion of environmental issues or promotion of quality-of-life related issues etc.

Involvement in the community activities by rising above one's selfish interests and looking into the welfare of the members of the society could be called as Civic Responsibility which will drive one to perform what is best for all especially those who are in most need of the help (Putnam, 2000; Wray et al., 2011). One could be recognized as a person with civic responsibility by seeing his actions of help to the other in the society without any distinction. Rafique et al. (2016) says that this is the most needed precious thing in a society so that the society becomes a democratic one. One who has civic Responsibility can adapt easily to the democratic society as a whole, says (Liu & Chang, 2014).

Civic responsibility is made up of actions and attitudes related to democratic governance and social participation. Activities related to civic responsibility could be shown in promotion for a variety of ideals. Weeks Magazine as quoted in Romer (2000) expresses advocating social issues or environmental concerns, people reinforce their commitment to their community as well as to their citizenship. Markus, King and Howard, mentioned in Romer (2000) that some attitudes correlated to civic responsibility comprise the intention to serve others, the belief that helping others is one's social responsibility, and the tolerance and appreciation of human.

Citizenship education or the Civic Education should be taught in such a way that it always connects to real life. Hence it needs to be practical. The learner needs to be given a hands-on learning experience and make sure that learning remains. Constant hands-on experiential learning gives the individual learner the ability to think in terms of values and refer all actions to the value system. Values that humans practice are universal, especially when they are concerned about human rights, such as love for the neighbour, respect for the elderly, dignity for each human being, tolerance and love for nature. These values need to be discussed and these need to be studied in every course of citizenship education.

It is a seen and felt need to work in the area of Civic Responsibility and train the children in it and empower them to practice Civic Responsibility so that the human capital, social and cultural capital could increase constantly (Kirshner, Strobel, & Fernandez, 2003). When the students are engaged in Civic Responsibility, the students

understand what is the role of citizens and values of a democratic Nation (Iyer et al., 2018; York & Fernandez, 2018). Thus, constantly bringing in a change in the society towards a progressive nation. It could also be unintentionally taught in the classrooms through overall culture of the school, classroom, regular practices or pedagogy of education. The students learn indirectly the civic responsibilities by being in the student government, getting respected in the classroom and in the places where the student goes, being asked for the opinion, school activities, assemblies, etc. and the opposite of it also becomes true (Levinson, 2012).

1.6 AGGRESSION

Social psychologists define aggression as behaviour that is intended to harm another individual who does not wish to be harmed (Baron & Richardson, 1994). According to the Business dictionary, aggression could be malicious, violent, cruel, or harmful way of dealings towards and with the other. According to the Oxford dictionary anger could be explained as hostile and antagonistic behaviour, often with the intent to cause harm, although it can be channeled into creative and practical outlets for some. It may occur either reactively or without provocation. In humans, aggression can be caused by various triggers. Anger can often show itself in various physical actions, such as physical harm towards the others through fights, or in a more emotional way such as abuses, such as cruel or harsh or hurting or demeaning vocabulary spoken or unkind behaviour of the kind that neglects or does not pay attention to or showing indifference towards the other. Aggression could be built up in a male or a female over a very long period that is over months or years, due to hurting behaviour or the stressful or negative atmosphere and circumstances faced by the person. Acts out of anger could be directed towards anything, it could be towards a thing or things, towards other human being or situation. Sometimes an innocent person can also become the victim of this anger.

Physical Aggression is the physical force used to express anger or aggression (Shapiro, 2000). It is not just trying to look harsh to other people but an intense desire to get physically involved. It is an intense desire in the person to cause harm to the other, it could be threatening the other. It of course is a behaviour that is not called for in a

civilized society which uses refined ways of dealing with each other. It is a poor way of interpersonal dealing and the communication to the one whom the person relates to (Hazaleus & Deffenbacher, 1986; Parrott & Zeichner, 2002). When a person is in high level of emotions it is difficult to know the emotional status of the other, hence communication or collaboration is not possible. It is a state of mind where the person with high levels of hostility where he/she is emotionally charged and ready to cause harm the other physically.

Physical aggression is always visible and clearly seen through the outcome of that aggression, nonphysical aggressive ways harm the victim as well and they cost the victims life. Craig (1998) in his research found that victims of bullying exhibited the signs of depression, excess anxious behaviour and rejection from the children of the same age more than those children who were not the victims of bullying or the aggression/nonphysical aggressive behaviour of others. Rumours that hurt the others is one of the ways of nonphysical aggression, the reports say, almost 20% of the adolescents become the victims of it says (Sharp, 1995) talking about Great Britain. Olafsen & Viemero (2000) found in his study that if a girl becomes the victim of aggression other than Physical aggression then they are prone to show harmful behaviours such as putting an end to their life through suicide or taking alcohol or smoking. And Paquette and Underwood (1999) found in the studies done by them that boys and girls both rated social aggression is something that makes them experience sadness and dejection rather than Physical aggression which will only harm them physically.

If a child in the school is bullied over and over again, it is likely that the child could develop a feeling of an outsider in the school and it affects the mental health of the child and may wish to leave school at an opportune time and this constant stress leads them for the lower performance in their academics (Dishion et al. 1999). When a classroom has excess number of children with higher degree of aggression then the teachers find it difficult to build a positive atmosphere and a conducive environment for the learning which leads the teachers to use corrective measures to control the students in the classroom, which is a loss for the teaching learning process with democratic dealings (Brophy, 1996; Hawkins, VonCleve, & Catalano, 1991; Hughes, Cavell, &

Jackson, 1999). —Aggression is the most significant psychopathological risk factor. It is a multifaceted construct and can affect students' social, mental and physical health (Salimi et al., 2019).

Verbal aggression measures the tendency of a participant to be argumentative. Infante and Wigley (1986) said it is a way of communication. It is a tendency of a person to attack the other to save himself from proper way of communication, a way of self defence in person's position on a topic of communication. Several studies validating the trait-like qualities of verbal aggression and documenting the generally damaging interpersonal consequences of aggressive messages have been published (Infante & Rancer, 1996). Despite an already large and rapidly growing body of research directed at verbal aggressiveness, relatively little progress has been made regarding the development of the trait of verbal aggressiveness. Still, after three decades of research, why there are individual differences in the predisposition toward aggressive communication remains a matter for speculation.

Verbal aggression usually makes the other person antagonist from its target, but this is something different from indirect or passive aggression and violence where the people do not respond to the one who has provoked. People may respond to verbal aggression with verbal aggression says (Ickes et al., this issue; Mosher, Mortimer, & Grebel, 1968; Mosher & Proenza, 1968; Wheeler & Smith, 1967), but strong aggravation from insult is needed to induce verbal aggression as a response as said by (Epstein & Krakower, 1974; Fischer, 1975). Therefore, retaliation to the verbal aggressive behaviour or any other provocation is not necessary for a angry target. There are many other options for a angry person to deal with the verbal provocation by one, they are, to be silent at the moment, come for a discussion after the anger has reduced and thus diminish the conflict between the persons.

Anger is losing a sense of control over oneself. Anger is an emotional answer to a real or imagined threat or provocation. Anger can vary in intensity from mild irritation to extreme fury. All become angry, and most of us do not like it. The query is how to get rid of this anger, or at least reduce its intensity. Angry people also are impetuous and fail to consider the probable consequences of their actions (Scarpa & Raine, 2000).

No doubt Thomas Jefferson's advice (quoted above) to count to ten, twenty or even a hundred before acting while anger is intended at giving people time to reflect on the consequences of their actions and conceivably avoid impulsive, destructive acts that would be regretted later. For example, angry people often spurt hurtful remarks to loved ones that they cannot later retract. Angry people seem to act first and think later. In one of the studies (Leith & Baumeister, 1996), angry participants were coached to delay for about one minute and make a shortlist of harm and benefits before deciding. This condition abolished the pattern of self-defeating decisions that angry participants in other conditions had shown. Thus, some of the expensive effects of anger on decision-making stem precisely from the failure to consider all the likely outcomes of the available choices. It is the tendency to show anger in action (destructive actions). Anger when it spirals out of control, impacts the ability to function by impairing judgment it can hinder success It can affect the relationships, health and peace of mind.

Aggression could be Physical, Verbal aggression, Anger, Hostility or Indirect Aggression of various forms. All of them harm the self-image and self-respect of an individual. Therefore, it needs to be addressed at every stage of human growth. It needs to be given a rationale so as to make humans use this aggression in a reasonable way knowing the ill effects of it. The ability of a teacher to influence the taught in a positive manner to stop being aggressive depends on the standards of teaching, professional development of the teacher and the training received along with her own efficacy.

1.7 SELF-EFFICACY

Notion of Bandura's self-efficacy (1986) has been applied to many more domains of teaching as well as in work culture, including inculcating moral values in the students. It could be explained as the people's judgments of their capabilities to organize and execute courses of action required in attaining designated types of performances.

Self-efficacy, according to Akhtar (2008), could be explained as an individual's belief in themselves about their capability to produce desired levels of performance. Almost all that the individual feels, thinks, acts and motivates himself springs from this force called Self-efficacy. Luszczynska, Scholz, and Schwarzer (2005) comment on

General self-efficacy, as the confidence in individual's preparedness to put up with the stressful and challenging situations outside one's self. Bandura (1997) claimed that there exist almost 4 origins for self-efficacy. 1. Mastery – it is having a direct experience of success using a particular technique, each time an individual gains a positive response, self-efficacy is built up, and each time a failure is experienced, the self-efficacy is disturbed. 2. Modelling - the people we hold as our models and possess almost the similar qualities as we have, upon seeing their efforts and success, our self- efficacy increases. 3. Persuasion – the people close to us keep repeating that we have the capacity to accomplish the given task, it reinforces the confidence of the person, and self-efficacy is increased. 4. Physiological Factors – one's external mood also contributes to the self-efficacy of the person. If the person possesses a positive outlook, it boosts his energies, if negative; the success rate is also low.

(i) Mastery Experiences: The experiences of the teachers are the most important source of efficacy, for teachers this comes from the teaching over the years. Actual teaching gives to the teachers' fulfilment, confidence and a mastery over the technique to be used with the students (Bandura, 1997). Efficacy viewpoints are set up to heights if a teacher identifies her / his instruction / presentation to be successful, which will then help them in the upcoming days to be more efficient and confident about their teaching. Efficacy views will be lowered if the outcome of teaching is a failure and this will contribute to the future performance leading either to a lower performance or heading towards failure. Therefore, mastering the experiences will enable for the positive self-efficacy for a teacher.

(ii) Vicarious Experiences: The teacher takes up the activities prepared by someone else in the classrooms. She / he observes the performance and relates herself / himself as a teacher to the one who performs. To the degree the one who observes, identifies himself / herself with the model the person performs well and the self-efficacy is enhanced. If the model does not have impact on the observer or does not give any experience or it differs in terms of the level of experience – not a good enriching experience with training or gender of the one who performs, then even watching a very experienced concert may not raise the self-efficacy beliefs of the one who observes. For an example one teacher may observe another teacher conducting a practical lesson

which is effective and might feel confident that if she uses this method, she could achieve success in teaching and will be able to reach her students and achieve what she desires as a teacher.

(iii) Social Persuasion: This is almost like the feedback or the interaction a teacher has from the people in authority or important people with respect to her teaching, it may be from the administration, parents, members of the society from where the learners come or it may be from colleagues. If positive feedback is given it can increase the self- efficacy of a teacher, positive feedback might continuously enhance her confidence. In case constant negative feedback which will diminish the self-efficacy.

(iv) Physiological and Emotional Arousal adds on to the feeling of potential of a teacher or lack of ability in her. The feeling of joy or pleasure a teacher experience from teaching a successful lesson may increase their sense of efficacy, yet a high level of stress or anxiety associated with a fear of losing control may result in lower self- efficacy beliefs (Berman et al. 1977). Teachers' beliefs or persuasion can persuade the student for a better learning, even the one who may be are not really seem to be motivated or who are problematic (Guskey and Passaro, 1994). Teacher efficacy is teachers' confidence in promoting students' learning (Hoy, 2000). Gordon (2001) tells that a Teacher Efficacy is sometimes considered as indicator or prediction of teaching effectiveness. An additional up to date substitute word for efficacy may be confidence. Some researchers suggest that the more specific term teacher's self-efficacy can be used. Teacher self-efficacy is a specifically a personal judgement of a teacher about the ability that the teacher possesses to bring about the desired result through the teaching and the activities and the various engagements that are used for the learning with all the students including those who are less motivated in their academics (Henson,2001).

1.7.1 TEACHER EFFICACY

The oldest profession known in the world could be teaching. If we look at any profession, the professional would be an outcome of the teaching done to him /her. Teachers are the main persons, the glowing stars in the entire galaxy of educational setting. Teachers are the pivotal point besides the learners in an education system. Irrespective of the educational policies, the concentration shifts to the role of teachers in

the entire education system (Barix, 2010). In the overall development of a child / student only a teacher can play a determining role. Teachers inculcate their experiences, understanding, approach to life, and approach to a situation in life and their own ideas into the learner's mind to build up the students physical, emotional, mental and spiritual spheres. A student's actions, beliefs and perceptions are affected and coloured by the teachers. For the seekers of knowledge, teachers' motivation, guidance and devotion always gives light and guide. Whatever may be the differences in the classroom among the students the teachers will have to reach out to the students individually knowing their individual differences and capacities and then meet their needs. The teacher has a robust sense of efficacy, exhibit greater enthusiasm for teaching and is more likely to stay in teaching (Guskey,1984). Teacher efficacy is an influential interpreter of the way a teacher teaches to her students and what a teacher will execute as a teacher. What a teacher puts his trust in, about his / her capability in personal and professional life is powerfully related with the work of the teacher, the motivation she has and her efficient performance in the field of teaching. If a teacher has higher efficacy, then she will be motivated internally and thus her work performance will be efficient and she will apply all her capabilities and powers of the mind for performing all her tasks.

Teacher efficacy identifies the factors that have a say about the confidence of a teacher. The successive realization of their goals by the teachers which are related to preparation for classroom activities, instruction in the classroom, reflective teaching of the lessons, management of the classroom, student engagement, student motivation and all stakeholders involved in the educational process, and correlated areas that speak of the increasing perception of the things that make teachers efficient.

1.7.2 CONCEPTUAL STRAND OF TEACHER EFFICACY

The concept of teacher efficacy is academically rooted in Rotter's Locus of Control (1966) and Bandura's Social Cognitive Theory (1977). Along with the research of Rotter (1966), teacher efficacy was initially thought of by the researchers at RAND (Contraction of the Term Research and Development) as the degree to which teachers believed that they could control the reinforcement of their actions, which means, whether it be in charge of underpinning lay within the teachers or in the environment in

which they would be teaching. Student momentum and presentation were taken to be important fortifying factor for teaching practices. Therefore, high level of efficacy for teaching any subject is assumed that the teacher could have a control over the taught, or at least strongly influence the learners' success and motivation.

With the work of Bandura in the year 1977 there was a second thinking that came up, the teacher efficacy could be identified as one of the types of self-efficacy of a person, which is a rational process in which one develops a viewpoint about themselves, about one's capabilities to achieve and accomplish at a specific task or assignment. These beliefs have an effect on the way stress, catastrophes, hindrances are handled and still maintain a optimistic way of looking at the things and coping with the stressful and demanding situations (Bandura,1997).

Teachers' self-efficacy is the certainty in abilities to organize and accomplish such activities, which are crucial to achieve a specific teaching chore in the precise framework (Ischannen and Woolfolk, 2001). Woolfolk (2004) explored the teacher's self-efficacy in the sense of his judgement about capacities to manoeuvre student commitment and learning and bring them to the path desired by the teachers, including those who may be less motivated or unmotivated or difficult. If a teacher feels self- assured that one can teach all learners, irrespective of their religion, race, civilization, learning habits or background from which they come and achieve their goal, then such teacher could be labelled as being highly efficacious in that specific subject Cubukcu (2008). It is basically a self-assurance about the task assigned. The teachers with higher efficacy have a positive outlook, they are less provoked and less irritated with the unpleasant situations and mischief created by the taught and have more positive attitude towards the taught. These specific patterns in the lives of the teachers help them with the achievement in the career as teachers. Literature supports that the teachers who have higher efficacy characteristics in a specific subject will be able to face the challenging roles with the complete poise and has capability to alter the opinion of students about the subject, school and about the process of learning, at the very same time building up a strong motivation within the learner to learn.

1.7.3 CHARACTERISTICS OF EFFICACIOUS TEACHERS

Jerhald (2007) highlights that some of the teachers' performance in the classrooms is found to be related to a teacher's sense of efficacy in the subject that she teaches. Teachers with a stronger sense of efficacy towards teaching or their profession tend to achieve higher than those who do not have a strong sense of efficacy (Pinkstone-Miles, 2003; Scharlach, 2008):

- tend to exhibit a greater level of planning and organization.
- are more ready to new ideas and are more willing to experiment with new methods to meet the needs of their students.
- are more tenacious and resilient when things do not go smoothly.
- are less critical of pupils when they make mistakes.
- are less disposed to refer a difficult student to special education.
- more positive about teaching.
- lead to gains in the classroom.
- more likely to bring in positive classroom management strategies.

Those teachers who maintain high goals for themselves in their teaching career, those who persevere, those who try innovative ways, when one approach is found not really achieving the goal in simple language, those teachers who have a higher sense of efficacy in the subject that they teach and those who present their thoughts based on their efficacy in the subject are expected to have students who learn and succeed in learning, (Shaughnessy, 2004).

1.7.4 SELF EFFICACY FOR MORAL EDUCATION

The self-efficacy component of Bandura's social-cognitive theory (1977, 1986, 1997) has had a profound influence on the study of motivation of a person and achievement in academic settings. Similarly, self-efficacy for moral Education (Barni, 2019) in a teacher has a profound influence on the cultivation of moral values in the lives of the students. More self-efficiency a teacher has more effective will be his/ her teaching and students will be convinced of the values taught to them, and the students

will be taking the values to their life. Thus, we will be able to notice a change in the value system of the students and thus in the Society.

Bandura (1986), in his study, explains that the notion of self-efficacy has been applied to many domains, including teaching and helping students develop moral character. According to social cognitive theory, from which the self-efficacy construct of Bandura stems, there are three factors from which human agency occur: (i.e. biological factor, affective factor and cognitive factor), these are influences of the environment and the past behaviour and the current behaviour of each person. Perceived self-efficacy is assumed to be an essential internal factor in human affairs and it is a dominant interpreter of behaviour and behavioural modification (Bandura, 1997). The viewpoint about the actions of a person can be much more powerful motivators than the experience of consequences of the actions of a human being. As per the social cognitive theory, every person's behaviour is conciliated by effectiveness, and self-efficacy credibility, it impacts our choices, determined attempts, tenacity when facing tribulation of emotions (Henson, 2001).

From the above discussion, we come to a consensus that moral Education for every individual is important, as written by Patil (2015) in her article —Value Education need of the hour. It means that values should be conveyed directly to the students in the classroom. It underlines systematic, planned and deliberate instruction in different values to the children. Here students get abundant opportunities to have direct interaction with the teacher. The teacher is a model to the pupil. Teachers, through their noblest activities and exemplary service, have a huge influence on the personality of the child. Personality of a teacher needs to be seamless for making a child pay utmost reverence to him/her. In the process of instilling democratic, social, moral and spiritual values in education, the role of the teacher cannot be overlooked in any way. Thus, the teacher, through various creative activities like instruction, hands on practice, rapport with the taught and organization of curricular and co-curricular enhancing activities, will be capable to instill value-consciousness and an awareness in the children (Khan, 2019). This can help the learner to be conscious of what he is and what he does in personal and public life (Palmer, 2007).

The National Policy of Education has felt deeply a strong need to readjust the school curriculum of value education. The Central Board of Secondary Education (CBSE) has also felt a strong need to pay attention to Value-Based Education to bring up morality in Society. Hence, the CBSE has allotted a list of values to be dealt with the specific age group of students. There can be various methods used and various activities, variety of models and teaching ways in school which help in cultivating and promoting moral values in the students. But teachers become the models and live examples first to their taught in fostering and developing the values that are intended by themselves, turning out to be a teacher who reflects objective and unbiased judgements and dealings that are responsible, caring and empathetic while teaching in the classroom, conducting activities as well as in her living in the Society. Thus, this situation inspired the researcher to work in this field, and she made up her mind to select this topic for research.

1.8 CONCEPTUAL FRAMEWORK FOR THE PRESENT STUDY

The theoretical skeleton for the current study is based on the final goal of the study, namely to find the effect of teacher self-efficacy for moral Education on the cultivation of moral values among middle school students with respect to their Civic Responsibility and Aggression. A conceptual model is presented below with the variables selected for the study. The questions that gave rise to the making up of this model are as follows:

1. What type of civic Responsibility and aggressive behaviour is shown by the middle class students?
2. Is there any relationship between teacher self-efficacy for moral Education and the development of moral values in students?
3. What kind of Module will be effective for the teaching of Civic Responsibility?
4. What is the effect of teacher self-efficacy for Moral Education on the development of moral values with respect to civic Responsibility?



Fig 1.1: Conceptual Framework of the study

The figure provided above gives us a theoretical structure of the research work to be executed. Teacher Self-Efficacy, among the many teachers’ beliefs and behaviours that have been scrutinized in relation to chief student outcomes and effective teaching practice, teaching efficacy has proved to be one of the most powerful. In classrooms with teachers having high instructional self-efficacy, students are more academically motivated (Midgley, Feldlaufer and Eccles, 1989), more likely to have higher self-efficacy themselves (Anderson, Greene, and Loewen, 1988), and more likely to accomplish academic success (Armor et al., 1976; Ross, 1992). In other words, students profit from having teachers with high self-efficacy. The significant effects of self-efficacy can be seen in teachers’ action. Teacher behaviour differs from self-efficacy beliefs. Teachers with high instructional self-efficacy devote more time for planning and organizing classroom activities (Allinder, 1994); they are more open to new methods and designs to meet student needs (Berman et al., 1977; Guskey, 1988; Stein and Wang, 1988). Gibson and Dembo (1984) Teachers with high instructional self- efficacy allow a more significant portion of classroom time on academics, providing students with the direction they need to succeed and appraising students’ accomplishments. Teachers with higher instructional self-efficacy are more likely to build up classrooms with mastery goal structures focused on learning and improvement (Wolters and Daugherty, 2007). They view challenging students as reachable and regard classroom problems as surmountable by the inventiveness and extra efforts (Ashton and Webb, 1986).

In contrast, teachers with low instructional self-efficacy dedicate more time to non-academic matters, criticizing students for their catastrophes and giving up on students who do not succeed quickly. Low self-efficacy is related to teachers becoming

stuck in classroom problems. Teachers with low self-efficacy are more rigid, more likely to report higher levels of anger and stress, show pessimistic views of student motivation, and more frequently use extrinsic inducements and negative reinforcement (Melby, 1995; Woolfolk and Hoy, 1990; Woolfolk, Rosoff, and Hoy, 1990). Therefore, it can be said that teacher self-efficacy for a specific aspect is vital for shaping quality outcomes. Herein, the investigator proposed self-efficacy for Moral Education as it is hypothesized that teachers with high self-efficacy for Moral Education will impart moral values better than teachers with low self-efficacy for Moral Education. However, the present-day students come from a society where nuclear families take precedence over joint families. In nuclear families, there are only one or two children who are pampered by the parents or the other family members, and these children tend to be aggressive in their behaviour. It becomes a difficult situation for the teachers to handle such students. Thus, how teacher self-efficacy for Moral Education gets him/her is an area of concern for the investigator.

Wilkowski and Robinson (2010) cite Horace (20 BCE) along with Seneca (45 BCE) and Galen (180 CE), who identified anger and rage as a type of madness or lunacy that rob people of their ability to reason and behave rationally. Plato taught that reason could demonstrate mastery over the passions and utilized a charioteer as a metaphor for reason who he asserted must master the black horse of passion before it overpowered and enslaved the will. As a result, how Aggression can be handled through the development of civic responsibility values needs the attention of the investigator. Thus, Aggression acts as an independent variable as it influences students' acquisition of values.

In the experimental set-up of the study, Civic Responsibility is studied as a dependent variable. The Aggression of student and self-efficacy for moral Education acts as grouping variables. Middle class students according to Kohlberg (1958), of age 10 -13 years is the second level of moral development, it is the level maximum adolescents reach. Kohlberg (1958) called this the conventional level. The adolescent at this level has assumed the norms of those groups amongst whom he or she lives. For the adolescent, right and wrong depend on group fidelities: loyalties to one's family, loyalties to one's friends, or loyalty to one's nation. If you ask adolescents at this level

what makes something wrong or right, their answer is in terms of what their families have taught them, what their friends have taught, what is taught by the elders or what countrymen believe. Many aspects can kindle a person's growing through the three levels of moral development. One of the most central factors, Kohlberg found, is Education.

Kohlberg (1958) and many other hard evidence psychologists concluded that moral behaviour can be taught, though conventionally, it was thought that moral values are caught and are not taught. In this backdrop, 16 activity-based modules on the development of values of Respect, Responsibility and Empathy are developed. Also, the investigator intends to present how teacher self-efficacy for moral Education is essential in developing values of civic Responsibility among middle school students.

1.9 SIGNIFICANCE OF THE STUDY

Students are the future of our nation. The whole responsibility of the society lies in the hands of the students who gradually become the contributory and productive members of the society. As we live in a modernised and globalised world, it is necessary to develop moral values amongst the students so that they live a meaningful life in society. A teacher is the only one who accesses the values of the students and furnish to the needs of the students, and give opportunities for the learning and developing of the values. Values are regarded as most desirable, important, and held in high esteem by a particular society in which people live (Gayen, 2023). Values give sense and strength to a person's character by occupying a central place in one's life. Values reflect attitudes, judgements, decisions, choices, behaviour, relationships, dreams and vision. Values impact our thoughts, feelings and actions. Values direct us to do the right things. But values may differ from one society to the other.

Value based education has an immense capability to change a contaminated thought process to a healthy, useful and an attentive thoughtful mind. Such mind can think of others, it can be sensitive to the others and it has a highest level of perception of the situation around it. This helps the person to have a feeling of fulfilment in life and lead to an evolutionary change in the person and society. Such kind of an education

makes the present youth into a powerful group. When we think of reconstruction of the nation only such awakened youth can help a great deal.

The world around seems to give a view that the traditional values are dying down and are in great conflict with the modern values (Ansary et al., 2023). The concern is shown universally for the deterioration of moral values (Khanna et al., 2020). There was a need to look out for the values that will fit into the modern society without destroying the humanity. In an era when all alike try to concentrate on the scientific development, technological development and in an era of chat GPT there was a need for the institutions, families to emphasis on the development of the values which could help in building human and humane communities. It's indeed a challenge which is to be taken up as an opportunity to accomplish (Kroeger et. al., 2022).

In earlier times, it was said that values are caught and are not taught (Balakrishnan 2017). But according to the above reviews, we can be sure a teacher with self-efficacy can impart values and help the students develop the values.

The literature tells us that the aggression can be reduced in the people, be it toddlers, adolescents or adults through practicing the value of empathy (Cricchio, 2022). This value needs to be taught through activity-based methods to the students in the class rooms so as to make it a part of their lives. It was also seen that respect cultivated in the lives of the students will help in reducing the aggressive behaviour in the children (Mayseless & Scharf, 2021).

The literature surveyed tells us that no study has been done in Indian settings, specifically in Punjab, based on moral values. In this study, the researcher wanted to find the relationship of teacher self-efficacy for moral education or value-based education on the cultivation of moral values amidst students of middle school developing civic responsibility which is leading to the reduction in aggression.

1.10 STATEMENT OF THE PROBLEM

The present study was titled as Effect of teacher - self-efficacy for moral education on moral values among middle school students concerning their civic responsibility and aggression. Here in the present study, two modules of three months

each were developed, and the effect were evaluated, and the teacher self-efficacy for moral education and aggression were studied as the independent variable, and civic responsibility were treated as a dependent variable. Further, the effect of moral education on the development of civic responsibility and the reduction of aggression were studied.

1.11 OPERATIONAL DEFINITIONS

MORAL EDUCATION: Moral Education is a process that trains a person has to have or inculcate refined ideals, values and principles with a clear understanding to bring about a purposeful change in one's life, surrounding and society. Moral values take the central place of healthy relationships and are the basic requirements for the development and growth of any society or any country.

CIVIC RESPONSIBILITY: Civic Responsibility is defined as the responsibility of a citizen. For the purpose of this study, civic responsibility is defined as active participation of an individual in the public life of a community, with a focus on the common good. It is comprised of actions and attitudes associated with democratic governance and social participation.

AGGRESSION: Aggression is defined as malicious, violent, cruel, or harmful behaviour towards another. It shows itself in physical actions, such as physical violence towards others, Verbal Aggression such as cruel or harsh words, Anger, Hostility or Indirect Aggression of various forms. Aggression can build up in an individual over time, due to anger, stress, or any negative circumstances. Acts of aggression are sometimes directed at the thing or individual which created the negative situation, but can also be directed at an innocent individual.

TEACHER SELF- EFFICACY FOR MORAL EDUCATION: Self-efficacy is described as person's judgments of the capabilities to organize and execute courses of action required in attaining the designated types of responsibilities. It consists of personal teacher self-efficacy, it is the respondent's beliefs about him or herself, that the more self-efficacious an individual feels, the more effort is made to succeed. General self-efficacy is the belief in the power of teachers generally to bring about change in students. It represents outcome expectancy—the degree to which external factors, such as home background, are perceived to be malleable by teacher efforts. In this study it is specifically for developing moral values in the students.

1.12 OBJECTIVES OF THE STUDY

The present study was designed to achieve the following objectives:

1. To study the civic responsibility and aggression of the middle class students.
2. To study the teacher self-efficacy for moral education.
3. To develop and validate the module for teachers for the development of civic responsibility and reducing aggression among students.
4. To study the effect of teacher self-efficacy for moral education on the development of moral values concerning civic responsibility and aggression.
5. To study the impact of civic responsibility on the aggression of students.

1.13 HYPOTHESES

The following hypotheses were framed keeping in view the above-said objectives:

1. There is no significant difference in the civic responsibility of middle school students.
2. There is no significant difference in the aggression of middle school students.
3. There is no significant difference in the teacher self-efficacy for moral education among teachers of middle school students.
4. There is no significant difference in the civic responsibility of middle school students with high and low aggression.
5. There is no significant difference in the civic responsibility teachers taught with high and low self-efficacy for moral education.
6. There is no significant effect of moral education on the civic responsibility of middle school students and aggression.
7. There are no significant interaction effects of;
 - a) Aggression & Moral Education
 - b) Aggression & Teacher self-efficacy for moral education
 - c) Teacher self-efficacy & Moral Education on the development of civic

responsibility among middle school students.

8. There is no significant relationship between civic responsibility and aggression of middle school students.
9. There is no significant impact of civic responsibility on the aggression of middle school students.

1.14 DELIMITATIONS OF THE STUDY

The study was delimited to the following areas:

1. This study was delimited to middle classes 6,7and 8 students only.
2. It was delimited to CBSE school in Ludhiana

CHAPTER 2

REVIEW OF RELATED LITERATURE

A literature review helps identify the facts that are established in the field of study and are accepted in the field of study. This also shows the area of controversy in different schools of thought. We can see the problems or the unsolved issues in the area, emerging trends and the new approaches towards the study. This highlights how the research proceeds, builds upon and has a different perspective from the previous research.

A review of literature is not a summary of various sources of the relevant studies but it is the evaluation of individual studies and knitting them together in to beautiful story of the connected studies so as to get a broader view of the field under consideration. It helps to see and discuss the common and emerging approaches towards the study. It gives the learner the striking patterns and trends, conflicting areas and the controversies related to the study and the gaps in the relevant literature.

In this chapter, the researcher has tried to bring out the facts about the study, models used, and the outcome to date and scope for the future.

2.1 MORAL EDUCATION

Indian education was rooted in Vedic system of education, where the students remained with the teacher in the Gurukul system, where the teacher taught the student not only the subjects but a moral way of living (Kumari, 2017; Ramani, 2018). The education system over the years changed according to the needs of the society. We as society have reached to a time where moral education has taken a back seat. Jindal (2013) expressed her concern saying, that our youngsters of today are being taught that “all is well that ends well”, hence they tend to care about only the result and do not give any priority to the means used to achieve that result. Our families in society have become nuclear families, and no one has time for each other, especially the parents for their children. Their concentration is on the earning and their own happiness; thus, the young ones are deprived of the education that they would get from their parents and the rest of the family members in their early years of life. In the initial years of life, the

hearts of young children are unadulterated, and are totally amenable to anything that is taught to them. Though the value of Education is essential at all stages of life, its effectiveness is more when it is imparted at the early stages of life (The Economic Times, September 13, 2013).

Every school today makes its best effort to be branded as a Smart School, and no one wants to be known as Gurukul type of school where the values are taught, and the importance of values is made to realize. The parents are also to be blamed for the state of our youngsters because parents love their children since they have only one or two children to the extent they are blindfolded by their love. They accept all that their children do without getting bothered to correct or punish them. Parents' only worry about their children is, how to secure a seat for their child into a reputed school in their area. It also highlights the drawback of the society in not promoting the values. She says our society is spoiling our youth. Premji (2019) says the society respects those people who have wealth and money power, and value-oriented people are sidelined or are ignored, and due respect is not given to such people.

Our media and cinemas are also to be blamed for highlighting the stories of people who have values and are suffering, and those without values are enjoying wealth and popularity (Balabantaray, 2020). Sri Sathya Sai Institute of Higher Learning (2006) said that our children are the future of our society, and we see them, day after day, moving towards violence, all kinds of social evils, and are growing in disrespect towards all things around them. It does not seem to have any purpose for their studies or Education other than gaining good marks in their examinations. And those marks to be used to get a good job or job of their choice. Slowly and slowly, the respect that they give to their makers, that is teachers, their parents and the place where they live, that is their society is disappearing. Jayaram (2006) in his paper, wrote that looking at the present-day youth, and the present society, and the harm to humans and ecology done by the young people, one wonders if every family and every adult of the society, including teachers, have taken their responsibility towards the youth for granted, or if they have forgotten their duty and responsibility towards the youth or the young ones of the society. Prakash (2012) in his paper, explained that, if we are looking at a better society in comparison to today's society with good values like good conduct, moral

values, self-confidence, respect for life, respect for nature, love for the nation, love for the aged, care and concern for the society, we need to concentrate on an education that has a spiritual bent of mind along with the knowledge. These values will lead the student to attain an important position in society. Education devoid of values is like a flower with no aroma, we need to make the present learner understand that development of character is as essential as career building.

Education for Values in Schools – A Framework (NCERT) (2011) said education in its very essence is value oriented and it must develop in every learner the value of caring, value of cooperation and value of respect for every human being. Deterioration of values in the society as a whole has led to the relooking and introspection of values in educational set up. The thought process behind the imparting of values is closely connected with the change in educational system that is educational reforms introduced under Continuous and Comprehensive Evaluation. Looking at all of it, CBSE brought forward the Moral Education or Value Education manual to be followed in CBSE schools, with age specific values. Moral Education is an important part of the education of the young ones. Therefore, the reviews related to 20 years have been presented below for the purpose of this study.

Damon and Gregory (1997) in their study suggested that the antisocial behaviour of the adolescents could be predicted through the integration of moral concerns in their everyday life. The study said that the social conduct of the adolescents depends on their moral identity or the development of sense of their own self. They suggested a youth charter for the development of self-identity which will help in building up a particular set of moral values in the adolescents.

Reimer and Wade-Stein (2004) made a study on the moral identity assessment of the children, the study came to a consensus that the parental values and the values that the people with whom the child associates and socializes have an impact on the development of the values in the children.

Kumar and Ayishabi (2008) did their research work on the awareness of students of the values in the secondary level in the subject English. After the study it was found that the subject content of secondary English curriculum is well formulated

with values appropriate to their age but the awareness of those values among the students was only 36%. There was no much difference in the awareness of values among the boys and girls in the secondary school English curriculum.

Debey (2008) explained that moral values take the central place of healthy relationships, and they are the basic requirements for the development and growth of any society or any country. These values influence us to take the right path. They also influence our thoughts and all we plan and do. We need to start subjects such as Indian culture, Yoga, moral Education, environmental Education so that the children learn the values like love, respect towards the elders, respect towards nature, honesty, love for the less fortunate, care for the elderly, non-violence and tolerance.

Mergler (2008) wrote that the role of a teacher is not only teaching the subject, but it has expanded to see also the moral development of the students. The teacher needs to adopt appropriate ways to impart values and morals to students. Teachers must reflect and analyse their values and morals. Once the teachers have them, then it is easier to impart them to the students.

Veugelers (2008) in his studies, found that life satisfaction depends on moral values and the ethical life a person lives. This can be attained by a person who has been educated in value-based Education.

Leming (2009) also found no significant difference in the need to train and practice moral values in boys and girls. Both the genders need the age-appropriate training to live the values in the society.

Sridhar (2009) in his book on Value Development, opined that those who become great in their lives seem to have some things in common. They root themselves in their values and strongly follow their culture, and they keep their eyes open to their surroundings. The end product of all education needs to be the development of such strong values in the life of the students. At the start of the 21st century, we saw many changes in ways of life of the people, and these led to modifications in societal values as well.

Shekar and Emmaniel (2012) expressed their views on present-day society, growing telecommunications and IT sectors have almost turned the entire world into a worldwide village, and by this, it has made visible the large difference in the people in different areas of the world. This topic of universalization has made the nations realize the issues of honesty, impartiality, sovereignty, human rights, gender sensitization, etc. People also have become highly materialistic. No one is bothered about the future generations; everyone is recklessly exploiting the natural resources. We see all over deforestation, overuse of natural resources, water pollution, air pollution etc. There is no end to human greed. Looking into this, it seems our attention in Education should not only be towards human values, but it should also be towards environmental Education. Thus, we can say that the education has moved beyond the learning of external world to the internal world of a human being that is it has broadened to Spiritual Education, Social Education and also to Ecological Education.

Ahmed-Ghosh (2012) in their study on moral values, opined that the first and foremost training place for moral values and attitudes is the family. In this place, an individual learns to decide what is right or wrong, what is approved or disapproved by an individual or a group. Hence morality needs to be inculcated in the life of the young by the family first and then the school and the society.

Ahemad and Ghosh (2012) opined that those students with value orientation try to build a complete human personality. The purpose being is to increase human happiness. We can say that non-value-based Education is going to lead the students only towards gaining jobs, we need to strive to eradicate this by using Art of Living classes, Yoga, meditations etc., it helps in building the selfless people.

Jindal (2012) in her article, wrote, since the mid-1990's the role of the teacher has increased from overseeing to intervening in the moral development of the children. Hence teacher education courses need to develop not only the skills required for teaching but also value-based Education, and also those teachers who are in teaching need to be given in-service training to develop their personalities and to evaluate their teaching and also life. If not, they often fail to show their values and live them explicitly.

Amani (2013) in his paper on Moral Education, wrote that in —early childhood, before the child goes to school, it is the responsibility of the parents to incorporate the essential human values in the child. A child learns best in the lap of the mother. Once the child is sent to the school, then it is the responsibility of the parents and teachers together to teach values to make them into a beautiful human being with all moral values which will help them to stand tall in life in the worst of situations that they come across in life.

Cohen (2013) said that the —future growth of any country depends entirely on its present youth. The younger generation of India is progressively getting bent towards violence and moving away from moral values. Hence, we need to pay heed to the cry of decreasing morality in our country.

Jarrar (2013) in his research paper, opined that moral values are dependent on the Education, culture, religion, gender and family relation of an individual. Handling this issue of moral values is of great significance in a society where money-orientated values are pressing more on our behaviour.

Natasha (2013) did a comparative study of value patterns among adolescents. The result revealed that adolescents from urban and rural areas gave first preference to social values, second preference to political matters, third place the theoretical values, aesthetic and religious values are found to be at fourth and fifth place. It was observed that there is a considerable discrepancy in the value pattern of adolescents of a rural and urban areas.

Doley (2014) opined on the role and style of the minor child regarding the progress in the moral values tales among the minor children. This study was conducted in significant communities of Assam situated nearby the valley of Brahmaputra, and their tributaries to encourage the progress and prosperity of mingling Assamese culture. Among children, like any 3 other folk tales, the missing folk tales can contribute towards the maintenance of moral values. In the custody of missing who have a storehouse of folk tales. They couldn't record their ideas and events on the missing since they had no written script earlier. It is, therefore, said that their related history & culture lies in the air in the form of bangs (a type of Missing Folk Song) since the

importance has been shown in the stories, nursery rhymes and songs in the school curriculum. Importance should be given to moral values progress in minor children run off the traceless missing communities with the help of missing Folk Tales. The existing research work discloses the inference of the socio-cultural life of the missing.

Rana (2014) conducted a study of the moral values in an elementary school. This study was related to students in relation to a home environment with respect to their values. The study brought out an important variation in the “moral values of male and female of elementary school students”. The home environment provided for the children by the elders and surroundings and moral values of students are very much related.

Mehta and Singh (2013) made an assessment about the relationship between emotional intelligence and moral value along with inadequate and worthless academic achievement. In his research work, he tried his best to explore the intimacy between emotional intelligence, moral values and worthless academic achievement of the learners crossing the adolescent stage. Stratified random sample techniques were used in the collection of data, in which six hundred (600) students with unsatisfactory academic performance of nine (9) colleges in Bangalore city had been selected through survey research. Results revealed that moral values, as well as emotional intelligence of adolescents, have a significant association with their academic performance. The inference of the intervention program discloses that the sequential group monitoring raises the emotional intelligence, moral values and academic accomplishment of the students necessarily. The inference of the research work suggested that moral values and emotional intelligence were essential products of the academic performance among the dull students having academic performance.

Yadav and Goel (2014) conducted a comparative study of the values of extrovert and introvert B.Ed. Pupil teachers. A sample of 200 B.Ed. Pupils’ teachers (100 boys and girls) had been taken from three colleges of Education of Rewari district of Haryana. The result indicated that the extrovert and introvert B.Ed. Pupil teachers have knowledge value at the top. Power value had come at the bottom in both groups. The two groups differed significantly in economics and family prestige values.

Kaur (2015) made a study to trace the education of the child based on morals with the due consideration to distribute the collective responsibilities. The research tried its best to reply who could be responsible as a whole for imparting moral education to the child, it was concluded that, it is not only the teacher or the school but the parent is also co-sharer in imparting the moral education to the students. The parent can play an active role in making the children conscious so as to lead a life based on moral ethics.

Saritha (2015) conducted research on the moral verdict of immature (pre-adolescent) students. The pioneer research work was performed by taking the sample of 80 immature pre-adolescent students. This research work was conducted in two different schools situated in Jangaon Mandal of Warangal District. The inference of the research work disclosed that talent of moral verdict and decision taken by the students during the pre-adolescent stage was average neither very low nor very high. No marked difference had been observed in the moral decision of the students covering the pre-adolescent period despite gender and fathers' ability and qualification. No doubt locality and mothers' qualification were two basic factors which cast marked distinction on the students passing the pre-adolescent period of their life. The inference revealed that there was close intimacy between moral decisions and academic performance.

Upadhyaya (2015) studied the differences in moral judgment in girls and boys of high school students. The sample for the study was taken from Allahabad city in Uttar Pradesh of India; it comprised of 120 class ninth students. Moral judgment questionnaire prepared by S.K. Pal and K.S. Mishra was used as a tool for the said study. The conclusions of the study suggested that the female students had high moral judgment as compared to their male counterparts.

Kanika (2016) made a study on values of adolescents and their relationship with academic achievement. The sample for the study was 400 secondary school students from various secondary schools in Himachal Pradesh. The tool developed by R. K. Ojha(2016) was used for the collection of the data. Through the study it was found that there was a significant relationship between academic achievements of students to the values of the student.

Pittel et al (2016) studied on measurement of moral values: A review and critique. On efforts, historical reviews of the literature to assess the strength of moral values led to the conclusion that instruments have a weakness that restricts their utility for psychological research. It is concluded that moral values are best conceptualized as individual attitudes and subjective whose measurement is most meaningfully achieved independent of a concern with conventional standards and moral behaviour of moral evaluation.

Yadav and Shukla (2017) say in their research that the character is the outcome of spirituality of a person along with the moral values a person possess. The author made a comparative study in the moral values of the children living in the joint families as well as nuclear families. The study was conducted in Lucknow. They found a considerable difference in the moral values between the two groups of children with respect to their cheating and dishonest behaviour with the peers as well as in the school.

Krettenauer (2020) explored the reasons for the gap between the Moral science and Moral education in the schools. He comes to the conclusions that today's moral sciences are more pluralistic and diverse than moral psychology in the past. This calls one for a dialogue and discussion between moral science and moral education. Due to the constant degradation of human morality, it calls for an integration of both the fields. Within such a framework, moral Education becomes an indispensable part of the emerging discipline of moral sciences.

Alderdice (2020) argued in his research paper "Morality, complexity and relationships" the current period of socio-political and moral upheaval, triggered by disruptive technology, anger about corruption and distrust of intellectual elite, is resulting in a move beyond linear and reductionist thinking to an approach characterised by complexity, and from rationalism to relational thinking, this calls for a sound morality which could be imbibed in the minds of the young in an institution by the faculty filled with convictions.

Andrews (2020) explored the role of educators rather than the role of education in our present environment, where truth and truthfulness must match their corner in a world of alternative facts. She discussed the meaning of moral self of educator and

questions whether values are something which could be taught to others, and moved on to a contemplation of the responsibility of moral mentors of the students. The study came up with the conclusions that the main difficulty for Moral Education in the years ahead will be of critically training our students to see what is before them, to engage totally with their hearts and minds, and to be delicate to what is not seen with the human eyes – the interplay between presence and absence is the key to the creative functioning of the imagination and practicing the proper value at the proper time.

Gauthier (2020) opined that “being moral is following rules designed to overrule self-interest whenever it is in the interest of everyone similar that everyone must set aside his interest”. It is important to note that the thesis, does not maintain that morality is beneficial for everyone in the sense that each person will do best if the system of principles is accepted and acted on. Morality is an indicator of each person’s life.

Fowers (2021) stated that morality is centred on “human goods” and not just “right action”. Epistemic values guide it, truth and honesty; hence, it is required for good scientific study, and morally a person need to be upright, and the Education for morality can play a significant role in it.

Conroy (2021) opined in his article Chaos or coherence? Future directions for moral education the increase of populism, devastating pandemic, financial crash, attempt to avoid the taxes, re-emergence of eugenicist politics all give witness to the feelings of the society being tested to move towards the destruction. He concluded that moral education at this point needs to concentrate on the formation of character and the cultivation of moral sentiments so that the nation can proceed with courage, caution and humility.

Sison and Redin (2022) based on Macintyre’s moral education principle, emphasized the importance of moral education in educational institutions, as an “intrinsic value of an educational institution that instils virtues”. Schools need to provide to its students the proper ethical training at par with scientific-objective and technical training. It is not sufficient that the students excel in various educational

fields; the educators need to pay attention to their ethical training so as to bring the society back to the ethical values once we were proud of.

Lee (2022) had the exhaustive view of moral education and intellectual repulse had passionately promoted moral education studies in many schools and various colleges, transfiguring the “topic of importance of education in moral values to the —content of education in morality and rationale”. In his studies he promoted and prompted the study of moral education in schools and higher education centres.

Espinosa & González (2023) in their studies on virtues and values in school spoke on the development of the moral values and virtues through the teachers. They said that the teachers need the training for teaching of values and virtues in the schools for the students through an experimental learning and learning through the activities which could lead to a change in the lives of the children in Latin America.

Fagan et al (2023) said that the video on the virtue of compassion made more impact on the development of moral value than the video on courage. However, virtue specific were not found to be different for different value videos. It was found that compassion moves people more than the virtue of courage. And people could be led for compassion with appropriate motivators.

Tirri (2023) The moral teacher in global transition says that the teacher needs to be sensitive to the ethical values of the society so as to transport in a social system the “transformation in the values” of individuals and the society.

2.1.1 Summary Reviews on Moral Education

The various studies above could be summarised in various points, Kumar and Ayishabi (2008) constant value awareness among the students’ needs to be brought in so that the students continuously grow in the values taught to them, whereas, Debey (2008) says that values take central place in a healthy relationship and they are the back bone of the developing society, hence Mergler (2008), Andrews (2020) and Lee (2022) say teacher is not supposed to teach values only as a subject but is responsible for the value development in the children. Veugelers (2008), Jarrar (2013), Cohen (2013), Sison & Redin (2022) and Fagan et al. (2023) speak on the development of ethics in the

children through the teaching of Moral Values or Moral education to the young ones. Sridhar (2009) speaks that Moral Education helps the people to have a change of life to be a better human being.

Few of the researchers such as Ahmed -Ghosh (2012), Amani (2013), Rana (2014) speak how a family with moral values can build those values in their children from their early life. Children learn them by constant observation of their parents. But Kaur (2015) and Natasha (2013) speak that the children once they come to the school and are under the care of their teachers, teachers have a great role in forming the values of children under their care.

In the earlier times it was thought that the values are caught than taught but Doley (2014), Sutrop (2015) and Tirri (2023) in aligning with above speak on how these values could be developed in the children. She says through activities such as songs, hands on service and interesting games can lead to the development of certain values. A morally upright teacher along with the values that are lived is able to transfer values in a better way than the other teachers says, (Alderdice, 2020; Espinosa & Gonzalez, 2023; Krettenauer, 2020).

Moral education has an impact on the Civic Responsibility of the children. Civic responsibility and the values involved in it are needed to transform a Nation into a strong morally upright Nation.

2.2 CIVIC RESPONSIBILITY

Definition of Civic Responsibility, its need and its common understanding has been presented in the previous chapter. Kristenson (2022) speaks on the moral values such as love, understanding, love for the nature, respect, empathy, care for the elderly, patience, fairness, courage, loyalty, self-control, responsibility and more such values become part of the Civic education, where the students learn to live a life in the society as good human beings. These values need to be learnt by everyone to live a peaceable life in the society. Dillon (2022) speaks on how respect becomes part of the Civic Responsibility, he says, mutual respect and self-respect in a society helps one to live in peace and at the same time bring the people to a common platform where the people can

discuss issues, participate and find solutions rather than discuss people and up in problems.

“A citizen is a participatory member of a large community. Citizenship is gained by meeting the legal requirements of a national, state, or local government and taking responsibility for the self and Nation” (quoted from Center for the Study of Citizenship, Wayne State University, 2021). Mira (2018) speaks that the empathy and compassion as part of civic education, which can lead to a transformative education which is a requirement for the development of a positive society. The literature review of Civic Responsibility for the past two decades is presented below.

Finkel (2002) analysed the effect of adult civic education programs in two developing democracies and revealed that civic education programs significantly impacted local level participation, stimulating individual political behaviour.

Flanagan (2007) conducted a study on 1,052 students from European American, African American, Latin American and Arab American backgrounds to explore civic commitment. The study revealed that whatever may be the gender, societal brought up, whatever may be the age of the youth, they always felt that their country America was a just society and they were to obligate to their country’s democratic goals if they were to feel a sense of connectedness with the society and more so if they felt that their teachers were practicing an ethnic and democratic value.

Klofstad (2007) conducted a study that proved a more significant influence of talk on the topic Civic responsibility on the peers. It was suggested after the research that if there is a civic participation and civic discussion along with the talk on the civic sense, there will be more civic participation of the individual. Hence, the teachers need to be conscious of the present situation of the society from which their students turn up for Education.

Sporte and Kahne (2007) conducted research on a sample consisting 4057 participants from 52 high schools in Chicago on the impact of civic learning opportunities. The research suggested that even though the specific learning opportunities’ act as stimuli that improve commitment of students towards civic participation and discussing with one’s parent regarding civic issues, co-curricular

engagements besides sport and living in a civically responsive neighbourhood also appear to meaningfully support the goal of development of civic participation among the students.

Mapiasse (2007) made a study on 930 students from the schools of northern Sulawesi, on the influence on the students of democratic classrooms with the learning outcome of the students. He looked for a comparatively appropriate model for it. Outcome of the study suggested that students' commitment and the knowledge about the society and the skill to interpret the concept of citizenship was governed by the democratic climate of civic education classrooms.

Denby (2008) surveyed 67 students to find the impact of service learning of the students on the development of the civic responsibility of the students. 4 out of 67 of them were interviewed and three of their reflection journals were looked into by the researcher. The outcome of the study showed that there is a considerable influence of service learning on the quantity of awareness of the needs of the community and the empathy towards the individuals in the community. This lead the students to take personal responsibility towards the development of the community and it's issues.

Klofstad (2010) conducted research on students going to the college to explore the result of civic talk on civic participation. It was revealed that there exists a significant association between the civic talk and civic participation of individuals and the individuals who discuss current events with their peers they also participate enthusiastically in civic society.

Navehebrahim and Masoudi (2011) investigated the degree of citizenship behaviour among the students of Iranian elementary schools. A sample population of 390 students based on Morgan Table was randomly selected, and the researcher designed a questionnaire with 50 items to determine citizenship behaviour. The binominal test presented that students do believe and practice Civics education. The study placed importance on the competencies required to be taught in the curriculum forbeing a good citizen.

Bowen (2011) conducted a case study to investigate the impact of alternative break programme of the universities to cultivate civic awareness after the completion of

the studies in the life of the students. The programme was seen to be fruitful as students continued participation in civic activities, became sensitive to social issues and seemed committed to a community cause.

Brandes and Randal (2011) conducted a study to explore the impact of service-learning on the civic responsibilities of the individuals where the investigators conducted a pre-test assessment and post-test assessment to examine the sense of civic responsibilities, it was revealed from the study that there exists a positive correlation between the service-learning projects with the civic responsibilities, civic attitude and civic actions of an individual.

Youniss (2011) in his study, discussed the state of civic Education in American schools, particularly those helping youth in underprivileged contexts, and the exact ways in which schools can address the civic education desires of contemporary youth. Findings from the research were produced around three strategic moves such as promotion of dialogue and discussion on the issues that are critical about the society, to have better activities which would help the students to understand the governing of the society and create interest on the particular type of service which would improve the civic participation of the students. The study concluded that these activities can deliver factual knowledge of history and government and encourage students to partake in active practices of daily life of being citizens of a particular society and nation.

Hope (2013) studied social-political factors concerning civic commitment and civic engagement among early black adolescents. The study reported that though the support of adult adolescents are more civically engaged, the lack of support of adults leads to undermining civic engagement efforts.

Ballard (2014) studied 22 students from different 16-18 year old age group. He reported that adolescents have different beliefs, desires, interests and concerns, which are leading them towards or away from civic involvement, motivation towards civic responsibilities which are constantly needed for the students.

Lenzi et al. (2014) performed a study on 403 adolescents to evaluate their civic engagement which is equivalent to civic responsibility and their involvement in the civic activities. Taking this into account mediating role of discussion on the

responsibility towards the society and perceived even-handedness at school. It was found that stronger the desire to participate in civic engagements better is the civic responsibility of the adolescent.

Weinschenk (2014) explained that five traits shape an individual's civic duty, which is, Agreeableness, Conscientiousness, Extraversion, Openness and Rival. Analysis of the result showed that these five traits influence one's personality significantly. The study also explained that personality traits influence broad orientations toward political and civic life.

Idrees et al. (2016) in their study examined the level of civic engagement in the youth and civic responsibility, it was found that the youth had a tremendous potential for the improvement of the civic engagement and responsibility. Therefore, civic education needs to be taught in the classrooms.

Everhart (2017) study results suggested that there is a strong correlation between students view of personal civic responsibility and faculty mentorship regularity of civic engagement activities during the college hours of the students, participation in the monthly community service conducted by the members, and discussion of social issues outside of class hours by the students. Other mechanisms used by the institution include staff mentorship, student leadership training (LTS) and activities meant for student participation, and many components of student involvement both on- and off- campus helped positively in the development of civic responsibility.

Nasir et al. (2018) explored that the fundamental idea of propagating civic responsibility with leadership, cultivating service learning into transformative education with experiential educational aims to connect classroom and locality as a starting point in changing civic responsibility amongst the learners. The researchers found that the commitment for the service in society needs to be strengthened, students need to be given freedom to think innovatively and an experiential leadership needs to be provided to bring in a awareness to sort out issues with rationality this in turn could cultivate the civic responsibility in the learners.

Binti et al. (2019) in their research paper, argued that the students curricular and co-curricular engagement in the campus along with the classmates / schoolmates,

campus environment and meaningful dealings are important variables that contribute to a sense of civic responsibility among the community of students. It was also found that curricular multiplicity did not have a direct relationship with civic responsibility.

Coelho and Menezes (2021) in their article, opined that university social responsibility should be at the core of every education to bring in a social change. It is a theoretical study, but a service-oriented project-based survey will help enhance the responsibility towards society.

Chen et al. (2023) in their paper said that the experiences of service learning are useful in the expansion of the civic awareness and a responsibility towards the society in the learners to reach out to the disadvantaged of the present society, to actualize higher social living circumstances.

Ardoin et al. (2023) Civic responsibility is looked into as a crucial process to think about the environmental issues and other related societal issues. They performed a study to examine the connection between environmental education and civic responsibility, as reported in the peer-reviewed literature, the authors undertook a systematic mixed studies review to identify outcomes of the environmental education program that are found to be related to civic responsibility. All 56 studies that they looked into reported some level of positive findings, with 19 studies reporting civic- related outcomes at the community level, such as community learning, community resilience, partnership building, and increased social capital. Fifty studies reported civic-related outcomes at the individual level, with civic attitudes being the most frequent. Increased civic skills and civic knowledge were also commonly reported. Analysis revealed five themes related to environmental education practices and implementation that appear to support development of civic engagement.

Gill et al. (2023) investigated the impact of investments in community organizing on voter turnout as part of a 10-year Building Healthy Communities initiative. They found that investing in community power building in historically marginalized or underserved communities can lead to greater civic engagement as measured by voter turnout and as a strategy for combatting restrictive electoral reforms.

Ningrum and Muthali'in (2023) In their research paper depicted that an attitude of responsibility could be achieved through constant training through various activities and group work. Merdeka curriculum is seen to be as helpful in making the students good and responsible citizens and be a responsible citizen of a nation in the future.

2.2.1 Summary Reviews on Civic Responsibility

Nasir et al. (2018) if the students are given freedom to think innovatively and are provided experiential leadership to bring in appropriate awareness there could be better development of the civic responsibility. Finkel (2002) and Klofstad (2007) revealed that the civic education with talk and discussion among the peers on civic responsibility has an impact on the civic participation among the children. Flanagan (2007) found that if the teachers practiced democratic and ethnic values students grew in connectedness to the society. Denby (2008) and Brandes and Randal (2011) all conducted the research on the impact of service learning on the development of personal responsibility towards the development of community issues found that service learning and responsibility have a positive relationship. Hope (2010) found that lack of adult support leads to the undermining of civic engagement.

Ballard (2014) found that motivation towards civic responsibility constantly needs to be there for the adolescents. Coelho and Menezes (2021) spoke on activity and project- based studies will enhance the attitude of service to society. Ardoin et al (2023) connected the environment education to the civic responsibility, environmental education practices and implementation appear to support the development of civic engagement. Ningrum and Muthaliin (2023), Everhart (2017) said that attitude of responsibility could be achieved through constant training of the young ones through various activities.

Aggression is a hindrance to practice the Civic Values as well as moral values. This negative energy of aggression in children needs to be diverted in a right direction so as to gain maximum benefit for the personal as well as societal growth. Aggression needs to be recognized classified and dealt with.

2.3 AGGRESSION

Aggression is a vice existing in every living being. Kenny (2007) defines aggression as various categories such as, Hostile aggression, instrumental aggression, anger revenge so on, but each of them is addressed towards the other with an intent to harm the other. Heizomi (2021) speaks on the factors leading to the aggressive behaviour of the children, factors such as, low family support, lack of parental care, lack of emotional and psychological support, lack of acceptance in the group, low self-image etc. all these can lead to the aggressive behaviour of the children.

There are severe impacts of aggression in the classroom on the learning atmosphere of the classroom (Thomas (2011). He speaks of the loss of learning time in problem solving within the classroom by the teacher. The peers likely to separate out and reject the company of aggressive children leading to more aggressive behaviour. More an aggressive child is less is the social acceptance of that child.

The teachers in the class rooms can help in the managing of the aggression in the children through empathy developing activities and physical activities such as yoga, meditation, sports and dance (Vohra, 2006). The general belief about the aggression is whenever a person is low in empathy, fails to understand the other which leads towards aggressive behaviour (van Hazebroek, Olthof, & Goossens, 2017). Therefore, if an attitude of empathy is cultivated through the activities in the children, the aggressive behaviour could be brought under control. The reviews related to the study of aggression and the types of aggression are presented below.

Tolan et al. (1995) in their study found that even though the reinforcement is given to the children and the peer help is given to the aggressive children, almost less than half number of aggressive children continue to be aggressive in early childhood and adolescence despite the assistance given to them.

Schieman (1999) suggested that social interactions provoke anger that threatens the persons' identity, his fair way of thinking about the things, persons and situations, persons' personal capabilities and competencies and his close friends, relatives and other relationships which matter to him the most. Anger is understood from ages as an emotional response of a person to the apparent danger to himself and the things that he

holds dear, it is also caused due to the disruption towards the goal that a person desires to achieve and the discontent in oneself.

Walsha et al. (2004) performed a study to find the influence of violent video game habits on adolescent resentment, aggressive behaviours, and the performance at school. 607, eighth and ninth class students from four different schools participated in the said study. Adolescents who spent too much time on the video games which are violent were more hostile; they were getting into arguments easily with peers and their teachers, they were more prone to be involved in physical fights, and were not performing well in school.

Bhattacharya (2004) investigated whether Rational Emotive Behaviour Therapy (REBT), Social Skills Training (SST) and a combination of the two therapies could have an effect in reducing aggressive behaviour in adolescents. The results evaluated a significant impact of the interventions given. Rational Emotive Behaviour Therapy could have proved effective, as cognitive developmental exercises their maximum strengths during the adolescence time frame. The training in Social Skills gave a more direct and concrete solution for managing their aggressive impulses in social situations. It contributed to generating sensitivity and empathy for individuals in their social environments.

Gasa (2005) had undertaken a study to find the degree of aggressive behaviour of the secondary school learners. Several elements were taken into consideration when finding out the problem of aggressive manners. The outcome of the entire study suggested that the negative family climate, unpleasant interactions in the school with the staff and the learners, negative climate in the community in which the learners live, or undue negative impact of the acquaintances the more or higher level of aggression an adolescent show and the same is true in a positive sense too.

Mundia (2006) conducted a study that examined aggression and other behavioural problems among Swaziland's primary and secondary school students. 47 teachers were selected as sample to classify the behavioural problems in schools. Additionally, a purposive sample of 300 students was also supplemented the research data. The type of school the researcher chose for his study contained the students

associated with some type of aggressive behaviour. All the groups formed by the researcher for the study contained moderate aggressive students as well as severe aggressive students alike. The difference in the groups was found only in the variables that the researcher decided that variables were the type of the parenting those children had and the type of the school those aggressive students attended. After the study it was found that the type of the school that the children attend made a substantial difference to the aggression of the students it was found that the students who attended the Government schools were more aggressive in comparison to the children who attended other schools.

Vohra (2006) examined the effectiveness of various intervention approaches in reducing aggression concerning academic achievement among elementary school children. Three intervention approaches had been used, named yogic exercise, social skill training and behaviour modification approach. The study findings revealed an essential variation in the mean scores of pre-test and post-test, pointing towards the effectiveness of the various intervention techniques viz., Yogic Exercise, Social Skills Training and Behaviour modification, in reducing aggression and its impact on academic achievement.

Cox and Harrison (2008) opined that the anger and aggression many times mean one and the same thing. The feeling that is aroused in the person is the anger and the behaviour that is shown by him is the aggression. There could be a series of behaviour evoked due to the apparent wrong that is done to the person and he perceives to be done towards him. This aggression remains at the emotional level fully charged emotion. The cognitive part of the aggression or anger in the literature is known as hostility.

Ghazinour and Richter (2009) along with Daniel et al. (2009) both alike said that, communication of anger could be in many different ways such as verbal abuse or physical harm outwardly or it could also be suppressed and withheld within the person. Anger is multidimensional, it has cognitive, affective as well as behavioural dimensions.

Dan et al. (2010) conducted longitudinal research to test the impact of aggression on students' performance in the school along with their achievement in a sample of children of Chinese origin. The results showed a cascade consequence of anger in Chinese children from a developmental perspective. Aggression of the students had a great impact on the performance of the children in the school and their academic achievement.

Potegal and Novaco (2010) wrote in their paper that Aristotle taught that anger arising from injustice was a powerful motivator to reinstate justice; however, he was against spontaneous and uncontrolled displays of anger. Anger to gain justice leads the man to raise his voice against the injustice towards himself, towards the other human being, other living being, nature and the cosmos. Such kind of aggressive behaviour that seemingly brings in a change in the society and situations of the society.

Barthelmes et al. (2010) examined the hostility in mandated students. Mandated students are students who are required to complete an intervention as a result of violating school alcohol policy or received medical treatment for intoxication. Statistical results showed that mandated students with higher hostility are more likely to engage in risky driving and alcohol-related problems.

Egwuasi et al. (2011) performed a research on the secondary school students, to know about relationship between their performance in academics and their aggressive behaviour in the state of Uyo Urban of Akwa Ibom. Around 500 students in total were chosen from all the public secondary schools for the study. The researcher developed a questionnaire and he tested the same for its basically good adaptability. The questionnaire was titled as —Aggressive Tendencies and Students' Academic Performance, (ATSAPQ). The outcome of the study showed that there was a considerable relationship between physical aggression of the students and their academic performance. It was also seen that there was a considerable relationship amidst verbal aggression and performance in academics of the learners.

Lochman et al. (2013) conducted an infallible study to examine the fruitfulness of the school intervention with student aggression. It was a randomized controlled trial to escalate the cognitive behavioural skills among aggressive children. The sample had

a total of 48 schools, with 264 children of grade four. They were chosen by their mentors since their behaviour was uncontrollable in the class room. The results have inclined towards the efficacy of the intervention individually tailored interventions under the actual conditions helped in the fruitfulness of the intervention of school.

Monteagudo et al. (2013) conducted meticulous research to explore the school aggression on a sample of 1319 adolescents and the corresponding effects of classroom environment, attitude to authority and social reputation among peers who are within the age group of 11 to 16 years. The result suggested that the quality of interactions of the students with their teachers and their own class fellows are of significant influence on learners conduct in and outside the school, but also that this consequence that is aggressive behaviour is more prominent when the students have unpleasant social interaction.

Onukwufor (2013) made research on three sixty respondents who were selected based on gender and level of schooling from three secondary schools. The parts of the Buss-Perry scale which consisted of physical and verbal aggression were accepted for the study. It was found from the study that the 28% of the sample was physically aggressive, whereas 48.3% of the students from the sample were verbally aggressive. It was also found that the both these aggressive behaviours such as physical and verbal are more prevalent in the male students in comparison to the female sample. It was also found that the degree of physical aggression among the junior secondary school students was comparatively more than the senior secondary school students. Further the study revealed that the frequency of verbal aggression was more prevalent among the senior secondary school students in comparison to the junior secondary school learners. There was a substantial difference in the aggression between the female and male students in both junior and senior secondary school students.

Williams et al. (2014) examined student perceptions of teacher, peer and parent associations in New Zealand schools and how these could relate to aggressive behaviours and attitudes of students. The results of the study revealed the interrelatedness of student perception of relationships with their teachers and peers and parental involvement with school. The school climate could be predicted by the teacher

student relationship. The quality of this relationship determined the aggressive or pro aggressive behaviour of the students in the school. Therefore, the researcher suggested that improving the quality of this relationship may significantly reduce physically aggressive behaviours and attitudes in schools.

Shaheen and Jahan (2014) in their study investigated the possible role of self esteem of a student in the development of aggression in the adolescent students. The sample was made up of 200 students. These students were from Aligarh Muslim University, Aligarh. The tools used were Rosenberg self esteem scale and Aggression Questionnaire. The outcome of the study was that there was a significant negative correlation between self esteem and aggression in the adolescent students. In comparison between male and female with respect to self esteem, male scored higher in self esteem. When it came to the aggression male students were found to be having higher scores for physical, verbal, anger and hostility in comparison to the female adolescent students of Aligarh Muslim University, Aligarh.

Halappanavar et al. (2014) conducted a study to illustrate the difference between the aggressive behaviour on the age and sex of high school students. These students were from urban back ground. The 347 high school students were the sample of the research of which 199 were boys and 148 were girls. The students belonged to grade 7 to grade 10. The students were to answer a self administered, pretested questionnaire' which represented physical, verbal, anger and hostility. All the students were found to be aggressive at this level. The boys showed a maximum verbal aggression in grade 7 and then it kept decreasing and the girls were on a rise with their verbal aggression. The male students were higher in physical aggression as they moved from one grade to the other.

Murray et al. (2014) in their study, scrutinized the role of the quality of mother-child and father-child relationships in protecting the influence of unsuccessful parenting practices on subsequent adolescent aggression. Measures of parental psychological control, the worth of the parent-child relationship, and aggressive youth behaviour were completed by 163 (49 % female and 51% male), mostly White and Asian adolescents and their parents, during the eighth and ninth grades. Paternal psychological control

foretold aggression when adolescents perceived low-quality relationships with their mothers. Similarly, maternal psychological control prophesied aggression when adolescents perceived low-quality relationships with their fathers. Maternal psychological control was also related with lower levels of aggression among adolescent males who reported a high quality relationship with their father. The findings indicated that, when one parent exerts psychological control, the low quality relationship the adolescent shares with the opposite gender parent it increases risk for adolescent aggression. The findings also suggested that, as mothers exert psychological control, the high quality parent child relationship a son shares with his father decreases risk for adolescent aggression.

Nelson et al. (2014) fused a longitudinal sample of preschool children (84 boys and 84 girls) living in intact, two parent biological home in Voronezh, Russia. Teachers provided rating of children's relational and physical aggression in preschool. Mothers and fathers also self reported their engagement in authoritative, authoritarian, permissive, and psychological controlling forms of parenting with their preschooler. 70.8% of the original child participants agreed to a follow up study a decade later in which they completed self reports of relational and physical aggression and borderline personality features. According to the multivariate results of this study preschool relational aggression in girls predicted adolescent relational aggression. Preschool aversive parenting (authoritarian, permissive, and psychological control forms) significantly predicted aggression and borderline features in adolescent females. For adolescent boys, preschool authoritative parenting helped as a protective factor against aggression and marginal features, where as authoritarian parenting was a risk factor for later aggression.

Kulesza (2015) examined the primary school children for their behaviour on violence in the school. The sample of the study consisted of 120 students from the primary classes. The outcome of the study shows that the aggression and aggressive behaviour is quite a common phenomenon amongst the primary school students. This is a very common phenomenon in both urban as well as rural schools. The verbal aggression is expressed utilizing insult, gossip and teasing. It further revealed that both

genders become part of getting involved in aggressive behaviour and become victims of violence.

Fatima and Malik (2015) conducted sure fine research taking the secondary school students as the sample for the study to address the cause of their aggressive behaviour. Through the structured interview method, the information was gathered with the help of the teachers teaching these students. The study revealed that the secondary school boys use abusive language, get involved in physical fights and use foul language when we compare them with the secondary school girls. From the data collected it could be seen that the prominent factors behind such behaviour was negative home environment, negative family culture, family having strained relationships, divorced parents, parents having no time for their children, dominating unfriendly parents, poor teacher student relationship or interaction, peer pressure, loner in the classroom such situations make the boys more aggressive whereas girls become aggressive when there is preference to the males in the society over the females.

Murlidhar and Shastri (2016) through purposive sampling method, found some of the private educational Institutions in the city of Bangalore. With the support of the teacher's checklist and the Direct-indirect aggression scale, rated by the class teachers, the researcher could identify 366 children out of 38 schools as displaying aggressive behaviour. The sole aim of the research was to understand the nature of aggression in the students of elementary classes and the different types of aggression shown among boys and girls. There were significant differences in the aggression shown by boys and the girls, where boys were significantly higher in their display of direct aggression, and there was no significant difference in verbal or indirect aggression among boys and girls. Boys in the sample followed a particular pattern of Direct, Verbal and indirect aggression, while girls followed a pattern of Verbal, Direct and indirect aggression. It was also seen that through classes 1 to 4, direct aggression was replaced by verbal aggression in the classrooms. The intensity of overall aggression was higher among boys and girls in grade 4.

Sharma (2016) in their study focused on the importance of the possibility of a connection between bonding with the parents specifically maternal care and

overprotection by mother, parental care and overprotection by parents with the aggression of the child. When it came to the aggression it was meant, the total aggression which included physical aggression, verbal, anger and hostility in adolescent. The purpose of the study was to find if the parental care had a significant effect on the level of aggression of the adolescent. Results of the study indicated that the parental care or maternal care had a direct influence on the aggression of adolescent.

It is a measure of feelings of antipathy, doubt, and estrangement — feelings that seriously weaken both physical and psychological health. Amor et al. (2016) used structural equation modelling to understand the mediating role of moral disengagement between two precursors of aggression anger and hostility and between actual physical and verbal aggression. The research study was carried out with 425 adolescents of the age group of 15 to 25. Result indicated that hostility and anger contribute directly and significantly to physical and verbal aggression. It also revealed that anger, hostility and aggression appeared to mediate by moral disengagement.

Mandal et al. (2017) have given a pedantic analysis regarding the identification of aggression among school-going adolescents and explored the different socio-demographic characteristics associated with aggression among these students. It was condoned by a three-month cross-sectional descriptive study. The study sample consisted of high school children studying in classes VIII-X, and the total sample was 187 in number. Results of the study revealed that a significant proportion of adolescents scored very high on the aggression scale. Males were more aggressive than females, and the aggressive tendencies rose to correspond to their grade levels. Hence, the prevalence of aggression was high in adolescents, especially among males. Moreover, the understanding of the types of aggressive behaviour according to the gender of the students along with their chronological growth could help greatly in the development of violence prevention programme. If such interventions are started early in the childhood then the impact of this programme could be seen in the lives of the adolescents.

Ifeanacho and Emmanuel (2017) conducted vigorous research to examine the effect of self-esteem and gender on aggressive behaviour among adolescents in selected secondary schools in Awka in Anambra state. It was intended to determine whether

male and female adolescents differ in aggressive behaviour and whether adolescents with low self-esteem differ from those with high self-esteem. The study's findings revealed that gender is significantly related to aggressive behaviour, as self-esteem is also related to aggressive behaviour. Moreover, there was a vital gender difference in aggressive behaviour among secondary school adolescents; male and female adolescent students differ in their level of aggression. Additionally, adolescents having low or high self-esteem had significant effects on aggressive behaviour among secondary school adolescents.

Pileggi (2018) attempted to investigate the contribution of empathy, abreast of several known correlates of empathy and aggressive behaviour in typically developing young adolescents. For this, two studies were conducted, first study consisted of 160 students in the age group of 11-13 years; the second study's data were based on 76 children from six to eight years old. The study made it clear that there is a significant correlation between empathy and aggressive behaviour in adolescents. It was also found that the home atmosphere, school atmosphere, income of the parents, style of parenting, the behaviour of parents and the empathy of the parents were also correlated with the aggressive behaviour of the adolescent.

Saravanan and Balasaravanan (2018) have explored the aggressive behaviour of the Chennai students with the playing of the video games. The sample of the study comprised of 406 players from various socioeconomic background from the suburban areas of Chennai, Tamil Nadu. The t test revealed that there is a significant difference among the gamers from the residents of suburban areas who were high in their physical aggression in comparison to their counter parts who live in the city. Similarly, when the verbal aggression was compared there was significant difference in both the groups. The study also revealed that there was a significant difference in their hostility. The outcome of the study was that the place of their residence and the type of the video games that the children play and the parents' education has a role in the aggressive behaviour of the students.

Moreno et al. (2018) conducted a study to determine the role and extent of aggressive behaviour towards peers predicts greater personal, school, and family

maladjustment among adolescent boys and girls. The participants consisted of 1510 Spanish adolescents from 12 to 17 years old. The Binary Logistic regression analysis showed that, regarding personal adjustment, aggressive behaviour was significantly associated with high scores in depressive symptomatology, perceived stress and loneliness, and low scores in self-esteem, life satisfaction and empathy, for both sexes. Additionally, in the school settings, aggressive behaviour was related to low scores in academic engagement, number of friends in class, perception about teacher support, and a positive attitude towards school. Further, at the family level, significant relationships were observed between aggressive behaviour and high scores in offensive communication and family conflict, and low scores in open communication with parents, general expressiveness, and family cohesion.

Ellis (2018) have provided assiduous deliberation about the conceptual framework for preventing aggression in elementary schools and gave an articulated perusal of the problem of early aggression, identifies emotion regulation (ER) and social information processing (SIP) skills as targets for aggression prevention, and locate skills training within a new conceptual framework. The ramifications of this framework elucidated that prevention programs should teach ER and SIP skills early and should target contextual factors. Moreover, they suggested that aggression prevention research should consider both emotion and cognition, improve measurement and study design, and incorporate theories that address skill development and the social justice implications of aggression prevention.

Lee and Bierman (2018) have conducted arduous longitudinal research anticipating the trends and year to year fluctuation in student-teacher conflict and closeness and the role of aggression problems. Moreover, it tended towards a new methodology to determine whether year-to-year fluctuations in student-teacher conflict or closeness also predicted increased student aggression. For this, children were followed from Head Start preschools through elementary school. Early elementary teachers (kindergarten through third grade) rated the quality of conflict and closely with students. Fifth-grade teachers rated student aggression. Consequently, the regression analyses revealed that year-to-year fluctuations in student-teacher strife, along with mean levels of student-teacher conflict, each made unique contributions to fifth-grade

aggression, controlling for baseline aggression. Additionally, for students with low aggression at kindergarten entry, year-to-year fluctuations in student-teacher closeness predicted increased aggression.

Thuc (2019) investigated the effect of play fighting on self-perceived aggression among primary school pupils. It was espoused by crossover longitudinal design, 63 students of fourth and fifth grade (31 boys and 32 girls, mean age = 9.6 ± 0.5 years) took part in a precise play fighting school-based intervention two days/week for four consecutive weeks. At first intervention, Verbal Aggression, Anger, and Hostility substantial decreased, while at the post-intervention, only Physical Aggression was significantly lower in comparison with first intervention. The results provide some immediate insight on the role that play —fighting can have as a part of a physical education curriculum to cope with student antisocial and aggressive behaviour.

Srinivasan and Chandra (2018) have done a systematic review to explore the effectiveness of aggression management training on aggressive behaviour among male delinquent children. The study laid the objective of collecting data of various studies, especially related to the psychological phenomenon such as aggressive behaviour among male delinquents children and studies linked to the effectiveness of interventions for this type of behaviour. It was a meta-analysis of these types of research studies. The systematic review results delineated that delinquent adolescents need psychological treatment eminently for their rehabilitation process, and Anti-Aggression Club must be established in schools to supervise, discourage and report aggressive behaviour among students. Moreover, using aggression management therapies with the adolescent population via participation in psychotherapy and the educational process will be effective in plummeting their aggressive behaviour.

Scherzinger and Wettstein (2019) did an infallible study to explore classroom disruptions, teacher-student relationships and management of the classroom from the perspective of teachers, students and external observers. For this, they have used a multi-method approach espoused by a questionnaire and systematic behavioural observations to inspectorate how teachers, students and external observers perceived disruptions (aggressive behaviour) in the classroom, the teacher-student relationship and

classroom management in grades five and six in the city of Switzerland. The outcome of the study is that the management of the classroom and the teacher student relationship in the classroom affects the classroom disruptions through aggressive behaviour of the students.

Fayso (2020) conducted robust research to explore aggression in secondary school students and the methods used by the teachers to control that aggression in the schools of Meskan Woreda of the Gurage Zone. He also wanted to find the types, magnitude, and predictors of Aggression. The results of the study were concentrated on the aggression, specifically on the indirect, verbal and physical aggression of the students. It was found that the students were found to be relatively higher in indirect aggression. It was also revealed that the school age, class in which the student studies and the scores of the studies along with the parental care, parental warmth, parental love were also significant predictors of aggression. Moreover, the four independent variables have explained 12.8% of the variance in aggression. This indicates that only a small but significant part of the variance in aggression was presented by the predictor variables. The methods teachers used to control aggression advising the wrongdoer, handing over the wrongdoer to the discipline committee, consulting with parents, expelling from class and suspending/dismissing from the school were the main methods reported by the teachers. These methods may or may not help in the control of the aggression.

Aboud et al. (2020) conducted meticulous research to identify the relationship between violence in the family aggressive behaviour of the child. The sample consisted of 1477 students between the age group of 11 to 15 years. The study suggested that there is a positive relationship between violence in the family and the aggressive behaviour of the child.

Yini et al. (2021) worked on finding a neurological problem of finding hostility among 357 youth of Chaina. The results showed that the avoidance of harm from the others can lead a person to hostile behaviour. It could be well said as already foreseeing the harm the person tries to resist the possible damage by being aggressive and cingulum a white matter of the brain could be responsible for it.

Gamian-Wilk (2022) researched on to know whether the work place has a role to play on the hostility. 152 employees from 7 different work places were chosen for the study. The research revealed that poor work conditions, poor facilities lead to the higher levels of hostility and dissatisfaction in work.

Inomjonovna and Erkinovna (2022) studied the Social pedagogical factors for preventing aggressive situations of preschool children. The study suggested that teachers need to work on the preschool children by building their self-confidence, developing the empathy in them and cultivating the social skills. The meaningful involvement of the students in the positive activities will result in the 32% of the aggression of the students.

Ganze and Serap (2023) in their research on the effect of mother's hostile behaviour on the adolescent, it was concluded that the hostile behaviour leads to the low moral development of the adolescent, that is, hostility of the mother is negatively connected to the moral development of the adolescent.

Baharom et al. (2023) made a research study on the adolescents' Aggression and the role of biopsychosocial predictors in the lives of the students of secondary school. In their study they discussed about the external visible forms of aggression such as fighting and shouting which was called as Overt Aggression. Through the study it was concluded that the secondary school students' aggression have biological, psychological and social predictors, these as a whole contribute to the manifestation of their aggression. These include ethnicity, lower level of income of the family, peer pressure and nutritional deficiency.

2.3.1 Summary Reviews on Aggression

Walsha et al. (2004) and Saravanan and Balasaravanan (2018) through their study proved that those who are involved in violent video games are more prone to be involved in physical fights and are under performers in academics. Gasa (2005) and Fatima and Malik (2015) found that negative family and community climate and unpleasant interactions in the school with the staff and peers, undue negative impact of the acquaintances lead to higher levels of aggression and same is true in positive sense too. Monteagudo et al (2013) suggested that the unpleasant interactions lead to the

aggressive behaviour of the students. Mundia (2006) showed that type of the school attended and the type of parenting had an impact on the aggression of the students. Cox and Harrison (2008) suggested that aggression is a fully charged emotion, it could be of any type, such as verbal, physical or could be hostility. In the same way Ghazinour and Richter (2009) and Daniel et al. (2009), Potegal and Novaco (2010) all alike said that anger is multidimensional, it has cognitive, affective as well as behavioral dimensions.

Anger could be positive to bring social justice (Dan et al., 2010). Egwuasi et al. (2011) showed that the aggression of the students had a great impact on the performance of the children in the school and their academic achievement. Onukwufor (2013), Halappanavar et al. (2014), Murlidhar and Shastri (2016) and Mandal et al. (2017) found that male children are more physically aggressive than the female children. William et al. (2014) suggested that the quality of parental relationship will significantly help in the reducing of physical aggression in the children.

Shaheen and Jahan (2014) showed that there is negative relationship between self esteem and aggression in the adolescents. Pileggi (2018) provided an understanding that there is a relationship between empathy and aggressive behaviour. Parental empathy helped in control of the aggressive behaviour. Thuc (2019) came up with the investigation that the physical activities and physical education along with play fighting can reduce the anti-social aggression of the students. Fayso (2020) said that throwing the child out of class, handing him over to the discipline committee, expelling from class, suspending from school and the such may not help in the control of aggression. Inomjonovna and Erkinovna (2022) suggested that building self-confidence, developing social skills and empathy and positive activities can result in 32% of the aggression of the students. Etscheidt (1991) showed that aggression can be controlled through the activities which train for self-control, Kemp and Strongman (1995) also speak of self- control as a technique to deal with the aggression. Bhattacharya (2004) found that social skills gave direct and concrete solutions for managing aggressive impulses in social situations, it generated sensitivity and empathy for the others in the society. Vohra (2006) was of the opinion that yogic exercises and social skill training could be used for the reduction in anger and it could impact positively on the academic achievement.

A self-efficacious teacher is better able to handle the classroom and the students. Teacher self-efficacy plays a pivotal role in communicating what is to be communicate defficiently and bring out the desired results, therefore, a self-efficacious teacher would do good to handle an aggressive group of children and develop in them a values and skills needed to live a good life in the society.

2.4 TEACHER SELF- EFFICACY

Efficacy of a teacher is studied commonly in the countries aboard broadly in the beginning and now it has taken pace in India. The studies have been made about the teacher efficacy for various individual subjects, but teacher efficacy for teaching moral education is not studied much. Therefore, the earlier knowledge about the teacher efficacy has been used for the purpose of study.

Harter (1985) stated that “individuals vary in their self-perceptions by the domain (e.g., social, sport, academic)”. Self-efficacy differs by domain as well. One might take interest in mathematics and may have high self efficacy for mathematics or for teaching mathematics and he might have very low efficacy for Social Sciences or teaching of social sciences. Therefore, self efficacy needs to be there for a specific domain. As a response to this need the researcher had created teacher efficacy measure for various domains (e.g., teaching math or physical education). Self-efficacy is specific for the subject for each person.

Schunk Zimmerman (1997) found, when the students are asked to rate their own self efficacy at the current state at the beginning of the school session, it is seen that only those students who are high self efficacious keep doing the tasks assigned to them on a regular basis and continue to become more self efficacious. They work more readily, they work harder at the things, they acquire new skills, they persevere at the time of difficulties and finally they achieve higher self efficacy.

Bandura (1997) self efficacy is seen in all the aspects of one’s life. It is the belief of one in the capacity of the person to do the task efficiently. In the view of Bandura, we can predict the way the people behave by the very beliefs that they have about their capabilities that they think they have. Because people tend to do with what they think they can with the skills and knowledge they acquire.

Milson and Mehlig (2002) did research to find a solution for the lack of efficacy in teachers in development of character in the students Character Education Efficacy. This tool is a measure based on the design of the Teacher Efficacy Scale. This tool has two subscales, one subscale “to measure personal teacher self-efficacy” and one to measure —general self-efficacy, which is related to student academic performance.

Kadivar (2003) in his study demonstrated that there is a association between the educational accomplishment of a person and the beliefs about the self efficacy of a person.

Aarabian et al. (2004) after his research work opined that mental health of a person and the achievement in academics are connected to the beliefs about the self efficacy of a person.

Walker et al. (2006) gave their opinion that if a person is having a belief that the person is able to complete the task assigned with complete success then he/she is considered to have high self efficacy, if someone believe that they are unable to complete the task assigned successfully then they are said to have low self efficacy for the task entrusted.

Deireh et al. (2009) in their study figured that self efficacy has influence on the persons’ step by step intellectual understanding (cognitive) and one’s own thinking about the understanding (meta cognitive) by affecting their goals of life. The researchers showed that self efficacy belief’s of a person influence the achievement in academics and their motivation towards their studies.

Koksal (2009) conducted a study on the students of Vocational High school to test their anxiety about the subject Biology and their self efficacy. The investigator used the survey method to test the factors needed for the study across all the grades selected for the study. The results showed that the anxiety for the biology examination and the self efficacy of the students were negatively related especially at grade 9 and 10.

Abedindi (2010) through his study showed that the higher self efficacious students tend to use more of cognitive and meta cognitive strategies in their studies.

They tend to show lesser levels of anxiety in their daily learning and subsequently show better results in the academics and have better achievements.

Davies (2010) in his research, found that there is an association between teacher efficacy and higher order thinking in the teaching process. The emphasis is laid in this study on the higher order thinking of the teaching staff. The entire study was conducted in the government schools of New South Wales in the school subjects such as Science and History from age 7 to 10. The sample consisted of 85 teachers, out of which 52 were Science teachers, and 33 were History teachers. Out of 85 teachers, 47 were male, and 38 were female. It was noticed that the teacher efficacy contained, teacher personal efficacy. The teaching staff with higher person efficacy spontaneously gave more importance to the higher order instructional objectives in comparison to the teacher who had low personal efficacy. Teacher with higher efficacy also placed greater importance to positive outcomes from her instructions than a teacher with low efficacy for her teaching career.

O'Neill and Stephenson (2010) explored final year Australian pre-service teachers their sense of efficacy for teaching, its sources and some possible influences on the teaching efficacy. Results showed that at the beginning of career as teachers understood their efficacy well, and classroom management of the teacher was not differentiated from instructional efficacy or engagement efficacy. Further, personal qualities of a teacher and physiological and affective states of a teacher predicted self- efficacy scores and having plenty of opportunities to practice behaviour management skills was associated with a higher sense of efficacy.

Sibichen and Annaraja (2010) carried out descriptive research to find the level of self-efficacy; efficacy in teaching, efficacy in class management, efficacy in guidance, efficacy in preparing lesson plans, efficacy in preparing teaching aids, efficacy in using information and communication technology, efficacy in creating positive classroom management and efficacy in a pedagogic analysis of male and female secondary education students. The findings showed that 21.9% of male and 7.4% of female secondary teacher education students showed a higher grade of efficacy. When it came to the teaching, in-class management, in guidance, in preparing lesson

plans, in preparing teaching aids, in using ICT, in creating positive classroom management, in pedagogic analysis no considerable difference was found between male and female students' of teacher education, where as when compared with their efficacy in organizing extracurricular activity a considerable difference was seen in them.

Suryanarayana et al. (2010) studied the association amidst teacher value behaviour and self-efficacy. Demographic variables of the sample was sex of the teachers, locality from which they came or where they lived, age of the people, if they were single or married, their qualification, the number of years of their service as teachers and the type of the management they were working for, were all significant information received for the statistics and for the analysis of the data, which would lead to a better result of the study. The result of the study revealed that both the variables were interdependent. A substantial correlation was seen amid the dimensions of teacher value behaviour and self-efficacy.

Guo et al. (2011) explored factors linked to self-efficacy of preschool teachers' and checked how the experience of teaching the preschool children, their collaboration with their co teachers and the influence that a teacher can have on the taught and how well she can engage the children in their teaching learning process, all these characteristics helped in ascertaining the efficacy of a teacher. The study was conducted taking 48 teachers as sample of the study in the U.S. the outcome of the study showed that there is a interaction effect between teachers' perceptions of collaboration and children's engagement in predicting reported self efficacy. It was seen that a higher level of teacher self efficacy lead to the higher level of student engagement. The factors that found not much related to the efficacy of a teacher were mainly the teachers' experience in the class room as a teacher.

Brigido et al. (2012) studied the self-efficacy of prospective teachers specifically with relation to their emotions they look forward to understand as science teachers in the coming days and years. Data was taken from 188 teachers at the University of Extremadura during 2009/10. The results showed that their emotions were highly related to their teaching efficacy. High self efficacy had positive emotions and vice versa.

Kumar and Papaiah (2012) carried out a study on the self-efficacy of 30 high school teachers of the Chittoor district of Andhra Pradesh. The results indicated that though the teachers teaching in high school grades possessed a good amount of self efficacy for their subject but there was a remarkable difference in the levels of efficacy in the teachers teaching in the Government sector schools or —Zila Parishad High Schools in comparison with the levels of the teachers of private un-aided High Schools. The Zila Parishad High School Teachers (M=92) possessed relatively better self-efficacy than teachers from private un-aided High Schools (M=82). The probable factor for this difference was attributed to the higher level of belief due to their competence and also job security of Zila Parishad teachers as compared to teachers of private un-aided schools. No variation of self-efficacy was found due to the variations in age, gender, teaching experience, qualifications of teachers and subjects taught.

Cho and Shim (2013) found that perceived school mastery goal structure and performance goal structure predicted teachers' mastery goals and performance-approach goals; respectively teachers' sense of efficacy moderated the effect of perceived school goal structures on achievement complicated and conflicting goals when they were set by the school authorities. However, teachers with low teaching efficacy tended to assimilate goals promoted by their schools.

Jadhav and Pujar (2013) studied occupational self-efficacy and job satisfaction of primary school teachers. The results pointed that there was no considerable difference seen in the teacher couple's occupational self efficacy and job satisfaction. It was seen that there was a great correlation between satisfaction of the teacher in job and occupational self efficacy of a teacher.

Malinen et al. (2013) made a study in the country of China, Finland and South Africa, to check the perceived efficacy of a teacher in the teaching field in an inclusive classroom. They used 1911 teachers from the above three countries who were in teaching as their sample for the study. The research showed that the experience of a teacher in the field of teaching made an impact on the students, this became the predictor of self efficacy and all the other variables selected by the researcher were differed in each country.

Nneji (2013) made a study on the population, making use of quasi experimental design for his research. The quasi experimental design consisted in pre-test post- test, pre treatment and post treatment research design. He has 340 Nigerian student teachers for the experimental sample from 3 different Universities. He made use of STEBI-B instrument to collect data, which was developed in 1990 by Enochs and Riggs. The result of the study showed that the practice of the teaching of science had a noteworthy effect on the teaching efficacy of science on these teachers but the gender had no effect on it.

Hurakadli B.M. (2015) the researcher wanted to find a relationship between —attitude towards teaching profession and teacher self efficacy belief with the personal efficacy of the teachers. Here in this research it was clear that the personal efficacy is the one that allows the teacher to know what she is capable of achieving in the point of view of the students that is, all that the teachers does which will help the students in performing better whereas the general efficacy is the one which is representing actions not only within the school or school campus but all that is beyond the school campus and beyond the school control. The teachers in general could be said as group of teachers having very good confidence, in themselves and also in the subject that they teach or the teachers with low confidence in them and the subject that they teach.

Chi-Kin Lee (2021) In his paper said, the people have seen a constant need and have started becoming concerned about the development of the values and virtues in the young people in the country of Hong Kong. In this country character and moral education are placed in the agenda of education. It is essential that the teaching staff of character or moral or virtue education have sufficient efficacy in it since personal teaching efficacy was the strongest predictor for the development of what is taught to bring in to practice in the lives of the taught according to this study.

Paciello et al (2022) the study made the conclusions that the employees if looks back and reflects on the things that have happened, they are less likely to engage in the counterproductive behaviour, similarly those employees whose assumptions have affected their behaviour and are morally able to see their change are also better able to perform with the increase in their efficacy.

Mahalingappa (2023) Building teacher candidates self-efficacy beliefs about the education of multilingual learners: A linguistically responsive approach. This study explored —possible effects of a linguistically responsive instructional intervention including critical language awareness and systemic functional linguistics on preservice teachers' self-efficacy beliefs about providing support for multilingual learners, focusing on their knowledge of language structures, and incorporating multilingual activities and critical perspectives in classroom instruction. Survey data were collected from 106 preservice teachers (control = 54, intervention = 52). Findings suggested that the intervention had several significant effects on teacher candidate's self-efficacy beliefs and that many of the effects were moderated by background factors. This study shows that critical content infused into teacher education coursework can make differences in preservice teachers' perceptions.

Honicke et al. (2023) In their studies on showed that there is a reciprocal relationship between performance in academics and self efficacy about their studies. A diverse university sample of 261 students; 118 females aged 18–67 and 143 males, aged 18–64, was used for the said study by the researchers. The findings of the study highlighted the significance of improving performance in academics through scaffolded mastery, particularly of those who have low performance outcomes, to build up self-efficacy for a specific learnt skill.

Shah (2023) Teachers with higher self-efficacy are more effective in managing a classroom resulting in improved academic achievements of students. By deeply understanding teachers' self-efficacy and classroom management practices and acknowledging the relationship between these two constructs, school administrators can develop ways to enhance their levels and strengthen this relationship, which may, in turn, bring positive school outcomes such as students' improved academic achievement and behavioral adjustment.

Karagoz et al. (2023) made a qualitative and quantitative study revealed that when the —self-efficacy levels were high the teachers felt efficient in their teaching. The current study seems to have great importance to determine the opinion of the teachers about their efficacy of the subjects that they teach and the ways to improve their efficacy beliefs. This self-efficacy could also be well applied to the capacity to resolve student problems encountered during the course of teaching. This study gave a peek into the importance of self-efficacy in the teaching as well as other profession.

Eshetu and Matebe (2024) The study revealed that students' behavioral and cognitive engagement were significantly below average, while teachers had significantly above-average self-efficacy in engaging students, managing classrooms, and using various instructional strategies. Nonetheless, a change in student engagement was significantly associated with teacher self-efficacy. The regression analysis disclosed that teacher self-efficacy accounted for 19.4% of the variance in student engagement. The study's conclusions have implications for teacher efficacy, which is important in enhancing student engagement.

2.4.1 Summary Reviews of Teacher Self -Efficacy

Several studies are available on the concept of self-efficacy (Bandura, 1993;Reames and Spencer, 1998; Brouwer and Tomic, 2000; Schmitz and Schwarzer, 2000;Friedman and Kass, 2002; Gibbs, 2002; Milner, 2003; Chen and Bembenutty, 2005; Zajacova et al. 2005; Sibichen and Annaraja, 2010; Kumar and Papaiah, 2012; Malinen et al., 2013);teaching efficacy (Guskey, 1998; Campbell, 1996; Soodak and Podell, 1996; Ghaith and Shahban, 1996; Woolfolk Hoy and Burke- Spero, 2005; Selaledid, 2008; Davies, 2010; Choand Shim, 2013) and construct validation of self- efficacy scales (Dembo and Gibson, 1984;Schwarzer et al.,1999; Schmitz and Schwarzer, 2000; Tschannen-Moran and Woolfolk Hoy,2001; Bandura, 2005; Di Fabio, 2006; Faleye, 2008).

In most of studies, self-efficacy of a teacher has been studied by the researcher as a dependent variable. It has been studied with job satisfaction (Lee et al., 1991; Jadhav and Pujar,2013); organizational commitment (Reames and Spencer, 1998); educational reforms (Wheatley,2001); organizational climate (Hodge, 2003); emotional

intelligence (Penrose et al., 2007; Salami, 2007); leadership style (Griffin, 2009); higher-order thinking (Davies, 2010) and emotions (Brigido et al., 2012). Relationships between different dimensions of self-efficacy have been explored (Hoy and Woolfolk, 1993; Friedman and Kass, 2002), and comparative studies at various levels (Tschannen-Moran and Hoy, 2006; Sridhar and Badiei, 2008; Malinen et al., 2013) have been conducted. A few recent studies have explored factors affecting self-efficacy (Guo et al., 2011; Cho and Shim, 2013).

Schunk Zimmerman (1997) found that the self-efficacy of the students who work more readily, who work harder at the things, they acquire new skills, they persevere at the time of difficulties and finally they achieve higher self-efficacy. Bandura (1997) and Walker et al. (2006) said self-efficacy is seen in all walks of life, because people tend to do with what they think they can with the skills and knowledge they acquire. Kadivar (2003) showed an association between educational accomplishment and self-efficacy, Aarabian et al. (2004) suggested that the mental health and achievements are related to self-efficacy of a person. Deireh et al. (2009) showed the association between achievement in academics and their motivation towards their studies. Koksal (2009) opined that anxiety and self-efficacy are negatively related. Abedindi (2010) spoke on lesser anxiety and more achievements are connected to self-efficacy. Honicke et al. (2023) In their studies on showed that there is a reciprocal relationship between performance in academics and self-efficacy about their studies.

Most of the studies are conducted abroad, and later researchers have picked up this variable in India as well. Generally, results have come to a conclusion —high self-efficacy among teachers in conveying what is expected to the students. Self-efficacy develops under an excellent organizational climate (Lee et al., 1991); high self-efficacy is associated with innovation and good academic performance (Guskey, 1998). In cross border studies, it was found that experience was the strongest predictor of self-efficacy (Malinen et al., 2013).

Aggression can be handled through various activities conducted in the class room or outside the class room such as sports, physical activities, cultivation of Civic responsibility.

2.5 REVIEWS RELATED TO RELATIONSHIP BETWEEN AGGRESSION AND CIVIC RESPONSIBILITY

In this study Civic responsibility is taken as a combination of the values such as empathy, responsibility and respect. These values are specified by the CBSE for the value development among the students of classes 6 – 8. The reviews related to the relationship of these values with aggression is presented below.

Wolfgang (2006) in his studies it is argued that citizenship education necessarily entails character and moral formation, but this integration is hindered by negative stereotyping between the two fields. Through explorations of each of these domains and their similarities and differences, it is concluded that the role of schools in fostering the development of moral citizens in democratic societies necessitates focus on moral development, broader moral and related character development, teaching of civics and development of citizenship skills and dispositions. Moreover, these two come overlap and cut across the fields of moral, character and citizenship education.

Mayseless & Scharf (2011) spoke on the role of respect in reducing aggression and violence has been discussed and examined primarily by social psychologists who study adult relationships. In marriages, legal proceedings, politics, and intergroup conflicts. The researcher says respect has a great role to play in parent child relation, teachers student relation when it comes to the reducing of aggression and violence.

Doriana Chialant (2016) in her work of investigation among empathy and violence, concluded that there is evidence for a debate between empathy and predatory violence and explore the implications for early interventions with empathy. If a child is trained early in life for empathy, there are fewer chances of becoming violent or aggressive.

Dolan et al (2020) In their work wrote that empathy and positive values of the society are very significant driving forces for the youth of today for their positive actions for the society, Results of the study suggest that values of social responsibility of the students and their emotional, intellectual empathy give an idea that they build up civic behaviour of the students.

Peplak & Zhang (2020) opined that respect is something that leads to a ethical and good life of a person. He made a study on 476 students on their thinking and feeling

about respect and their development of respect and co relation with aggression. It was found that respect in a person helps in reducing the aggression in the children.

Berardi et al. (2020) in their research work on rebuilding local communities in view of covid -19 wrote of empathy found that the anger and frustration can kill the social values and destroy the life of the people, whereas empathy, love understanding can create a positive society.

Silke et al. (2020) opined in their research while taking 533 senior secondary school students that the empathy and prosocial behaviour of the students will help in building a strong civic value and they will have the civic responsibility in them towards the positive growth of the society.

Thomas (2021) in his study on made research on how to reduce the unwanted anger in the children in the school. It was found that when the teachers help the students with emotion regulation techniques, conflict management skills and social responsibility and the students are constantly lead to work for the good of the entire group, less aggression is seen in the students.

Maysel & Scharf (2021) in their research paper spoke on aggression getting reduced by being respected and respecting the others in the family that is parent child relationship and in the school environment, especially in the school. It was analysed and concluded that the constant increase in practicing the value of respect consciously in the house and at school, has a remarkable potential for bringing the aggression to a lower level and stopping the violence in the children.

Inomjonovna & Erkinovna (2022) studied the way to prevent aggression in the toddlers of preschool. It was found that building self confidence in the toddlers and cultivating a strong sense of empathy in the toddlers through their engagement in various positive activities, it was found that 32% of the aggressive behaviour could be managed well towards the constructive direction.

Gomide (2022) made a study on a sample of 81 students with bullying behaviour. He had 13 sessions of moral and value programme for them. Where he

concentrated on the value of cognitive empathy. He was observed by the researcher that empathy helped in the reducing of bullying in the children within the school premises.

Cricchio (2022) in his study on the 548 Italian adults on the variable's empathy and aggression, it was observed that they were negatively related to each other.

Yuhan Zhou (2023) opined in his study that the empathy is one of the types of the ability to understand the others. Different type of positive emotions involved in empathy such as understanding, social ability and positive way of behaviour has a capacity to decrease aggression in the students and bring in positivity.

2.5.1 Summary Reviews on Relationship between Aggression and Civic Responsibility

Many researchers have been carried on to find the relationship between empathy and aggression keeping the sample group as children, adults and adolescents (Feshbach and Feshbach, 1969; Mehrabian and Epstein, 1972). There are indications to say that the empathy or the empathy related skills if imparted to the children, adult or adolescents the aggressive behaviour could be reduced and antisocial behaviour could be lessened.

According to (Wied, Goudena & Matthys, 2004) if empathy is given and cultivated the person can understand the social position of the other and move away from the aggressive behaviour. Determining the relationship between empathy and aggression can unearth resources for parents, classrooms, and the general public. There is a need to find a way to effectively manage aggressive feelings as well as accurately understand another person's point of view. Feshbach (1983) suggested that the overall findings, that empathy may play an important role in the control of aggression. There are many more researches stating that empathy can help in reducing the aggression and antisocial behaviour, Doriana Chialant (2016), (Berardi et al. 2020; Silke et al. 2020; Inomjonovna & Erkinovna 2022; Gomide 2022; Cricchio 2022 and Yuhan Zhou 2023).

There are researches showing that respect towards the other member of the society be it a child, adolescent or adult could lead to the decrease in the aggression Peplak & Zhang (2020), Mayselless & Scharf (2021) and increase in the pro social activities thus increasing the civic responsibility in the people.

Inculcating values in the life of the students is an important part of education. These values when given when the children are young, they are easily taken up by the children and they become part of their lives. Better the values in the lives lesser will be the negative emotions and the better handling of the negative emotions such as aggression by the students.

2.6 REVIEWS RELATED TO RELATIONSHIP BETWEEN MORAL EDUCATION AND AGGRESSION

There are few studies that are conducted between the interventions of moral education and the aggression. Yet this study has huge significance in the present society, where one finds difficult to tolerate the dealing with the other and impulsive interactions take part which lead to the aggression, fights and finally the wars. Therefore, study in this field takes its prominence. The reviews of the literature has been presented below.

Emma (2005) said in her studies that the interaction of children in the United Kingdom, with their family members peers and their socialization with others helps them to develop their moral reasoning, this helps them to behave in a situation that comes across to them in their daily living which includes their loosing of temper or aggressive behaviour. She suggests multi moral interventional activities to reduce aggression and aggressive behaviour in an individual.

Edalati et al. (2010) in their research they studied the relationship between the understanding of Iranian women's family values and aggression in the Iranian families. 337 house wives were sample of the study. They were basically suffered from psychological aggression. The study clearly showed a negative relationship between family values and psychological aggression.

Nachiappan et al. (2012) in their research showed that there is strong relationship between good values and aggression. They used KBSM questionnaire for the good values and the aggression questionnaire for measuring the aggression of the students in Malaysia. It was concluded that the value of gratitude has the highest impact on curbing the aggression followed by other good values.

Shuster et al. (2012) studied the relationship between cultural values which were a part of right parenting practice with the aggression of the Chinese adolescent students. It was pretest post test-based study, where it was found that good ethical cultural values taught to the children in the class rooms have an impact on the overt aggression of the students. Students develop a moral reasoning is developed with the practice of proper parenting and cultural values, which helps in the control of aggression and reduction of it.

Jara et al. (2017) made a study on violence and bullying as a part of aggression in young ones with the basic personality traits of the children from Spain with the self-esteem that they possess and the values they have. It was concluded that the proactive aggression is in direct link with the bully and reactive aggression in direct link with the victim, but the basic personality traits and values have an inverse link with both type of aggression.

Kaya et al. (2019) wanted to know if adolescent's value orientation, their gender and education of the parents have a say on the aggression of Turkish adolescents. There were 890 participant adolescents as a sample for the study. The results of the study showed that there is a negative relationship between the value orientation for the adolescents and their aggression. Few values of mother such as security, gender and education of the parents were not very significant but success and acts of kindness, good will, desire to do good to others and charitableness were significant in reducing aggressive behaviour.

Gini et al. (2022) they studied relationship between individual and class level reactive and proactive aggression and moral identity and moral disengagement among Italian adolescents. After the study it was concluded that lower the moral disengagement and moral identity higher the aggression for reactive children individually, where as for proactive aggressive children higher the collective moral disengagement lower the level of aggression.

Üçüncü and Nazim (2022) did research on the high school students to study their tendencies for aggression and the value orientation. It was found that the values such as power, success and the such lead to an increase in the aggression of the children

where as the values such as obedience, gratitude, benevolence reduce the aggression of the students. This study called upon to make similar studies based on other social and personal values.

Kozina et al. (2022) made a study on the impact of aggression on the school atmosphere. This study was a cross country effort, funded by European Commission. They found that the aggression has a negative consequence on the individual in a school set up. Empathy can help in reducing this aggression, the activities related to empathy can help in developing a positive attitude in the children and in the school campus.

Zhang and Eggum (2023) made a study on the perception of Chinese adolescents about the peer understanding about aggression. The findings showed that the adolescents' perceptions of aggression and the peers' aggression and cultural values is that they depend on each other, better cultural values one has, lesser aggression will be shown towards the other and there will be better coordination for the work amongst the peers.

Chauhan (2023) comparison was made within the 3 generations to know if there was a change in the pattern of moral values and aggression in Haryana. The sample for the study was class 9 and 10 students who were living with their father and grandfather. It was clearly found that over the years moral values deteriorated in the families and society and aggression has taken its complete toll on the people. The reason for the same was seen as technical development and fast-growing society. It was also concluded, if the values are re-lived the aggression could be reduced and the society could be brought back to the normalcy.

2.6.1 Summary Reviews on Relationship between Moral Education and Aggression

There are few studies relating family values that cause the reduction of aggression in the children Edalati et al. (2010), there are few other studies that speak on the moral interventions or the moral values that are taught or practiced which help in the reduction of aggression in the children / adolescents / people Emma (2005), Gini et al. (2022), Chauhan (2023).

Similarly, some other studies show that the cultural values in the family, school or in the society that have deep roots and are taught to the children that help in the reduction of the aggression, Shuster et al. (2012) and Zhang and Eggum (2023).

There are also studies which say orientation of the children towards good, positive and the values of the kind that build up the society such as empathy, kindness and benevolence that help in the reduction of aggression in the adolescent and the children Nachiappan et al. (2012), Jara et al. (2017), Kaya et al. (2019), Üçüncü and Nazim (2022), Kozina et al. (2022).

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

The present chapter deals with the methods and procedures of data collection, comprising of the description of the population, sample, the research tools used for the gathering of data and statistical techniques that are used in the present study for analysing the collected data. The entire purpose of the present study by the researcher is to get to know the association between the effectiveness of the values taught in the class by a —teacher with low self-efficacy for Moral Education and a teacher with the high self-efficacy for Moral Education and the increase in the Civic Responsibility of the middle school students. Therefore, middle school students are taken as the population in this study. The method and procedure used to arrive at the representative sample from the population is described further in this chapter.

3.2 RESEARCH METHOD

The Research was conducted using mixed method approach. The experimental part of the research is conducted using the quasi- experimental method. The quasi-experimental method looks like the experimental method but lacks the complete features of the experimental method. Further, it is an empirical interventional study used to assess the causal effect of involvement on the target population without random assignment. It has a treatment group that is compared with a comparison group having the same conditions. It uses the quantitative approach for the analysis. Along with that survey method has also been used to analyse the relationships between variables.

3.3 POPULATION

Students belonging to the age group 11-13 years are considered to be middle- class students is the population. This group of students from Sacred Heart Convent School, Sarabha Nagar, Ludhiana, are used as the sample for the study it is the post- conventional stage of moral development of the student, where a child starts thinking of Interpersonal Conformity (that is good boy/good girl) and Societal Conformity (that is law and order) “being a —good citizen of a nation”.

Students are the future of our nation. The whole responsibility of society lies in the hands of the students who gradually will become contributory and productive members of the society. As we live in the modernized and globalized world, it is necessary to develop moral values amongst scholars to live a meaningful life in society. A teacher is the only one who can assess the values of the students and can provide to the requirements of the students, and can give opportunities for the learning and developing of the values.

3.4 SAMPLE

The study was conducted on the middle school students of Sacred Heart Convent School, Sarabha Nagar, Ludhiana, Punjab. Since it was performed in one school, the non-probability convenient sampling technique had been used at the first stage. All the students studying in middle classes (6, 7 and 8) became part of the study since the purpose of the study was the objective of generalization of results. A total of 900 students from classes 6, 7 and 8 were considered for the said purpose. At the first stage, all the 900 students became part of the study and were administered the civic responsibility and aggression tool i.e. Buss Perry Aggression Questionnaire and based on aggression scores, students were put into ascending order. P30 and P70 were calculated on the data to classify the students into High and Low Aggressive groups. All the students who scored equal to 88 and above were treated to be High Aggressive, and similarly, those with scores equal to 45 or below were considered Low Aggressive students. In total, the Low Aggressive and High Aggressive groups comprised of 616 students (308 High Aggressive and 308 Low Aggressive students) and the rest 284 were not considered for further experimentation.

All the 15 teachers teaching Moral Education for the middle school students were trained for 7 days, to teach the modules by taking classes for them on the modules that are to be taught to the students. They were given instructions on how to conduct each activity that is depicted in the module. They were also taken for the field trip to show how they need to take the students around to the specific places of learning. After the training, the teachers were administered the TSEME tool and based on their scores, those scoring equal to and above 90 were considered to be High self-efficacy for moral

Education and those who scored equal to 70 or below were considered to be having Low self-efficacy for moral Education. 5 teachers each for High and Low self-efficacy for moral education were selected to teach the students under consideration.

At the second stage, the selected students belonging to these groups of High and Low Aggression were further divided into 2 groups of each category through random assignment, to be taught by teachers with High and Low Self-efficacy for moral Education. This led to the formation of groups as beneath:

Table 3.1
Classification & Number of students per group

Experi mental Group	No. of Students	No. of Sections
High Aggressive Students Taught by Teachers with High SelfEfficacy for Moral Education	154	5
High Aggressive Students Taught by Teachers with Low SelfEfficacy for Moral Education	154	5
Low Aggressive Students Taught by Teachers with High SelfEfficacy for Moral Education	154	5
Low Aggressive Students Taught by Teachers with Low SelfEfficacy for Moral Education	154	5
Total	616	20

Thus, all the groups based on Aggression and Teacher Self Efficacy for Moral Education has 154 students. Further, each group is split to 30-31 students per section as per CBSE guidelines on section strength. All the students were allowed to go through the modules according to their regular teaching schedule. The classes were reorganized according to the number of experimental students in each section. The teachers with High Self- efficacy for moral Education and Low self-efficacy for moral Education were allotted to the classes keeping in mind the students having High Aggression and Low Aggression. Only the experimental group students were asked to respond to the Google form for data collection at the end of the time slot set by the researcher.

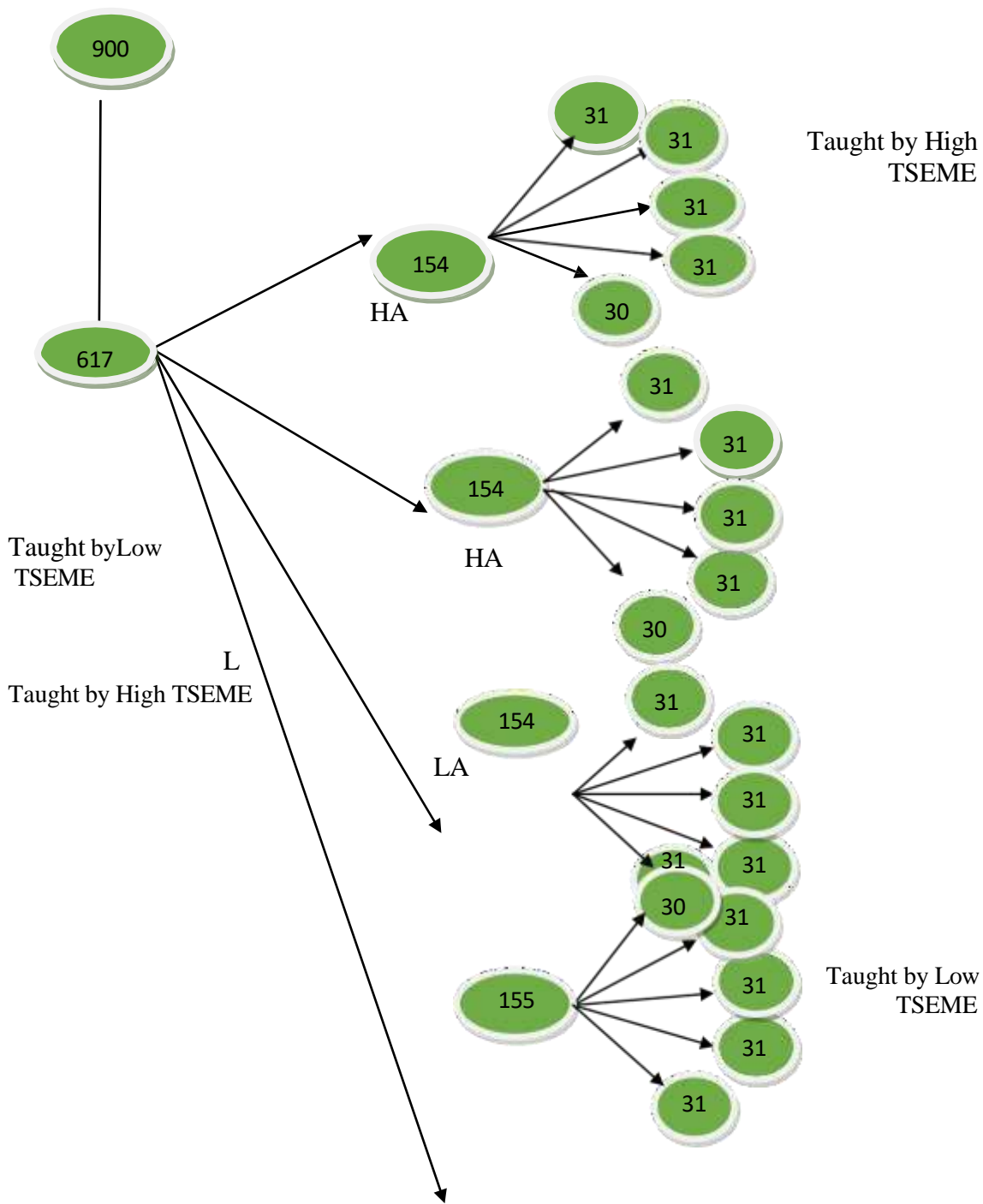


Fig 3.1 Distribution of sample section-wise

The sample was divided into the small class groups so that the activities / hands-on service/ do it yourself and learn projects, along with the teaching, could be conducted with ease following the direction of Central Board of Secondary Education, the maximum number of students allowed in each section is 40 (CBSE affiliation

bylaws, 2018). This number is fixed by CBSE so that the teacher can pay total attention to the learners in their important initial years of formal Education.

3.5 PROCEDURE OF THE STUDY

Before beginning the quasi-experimental study, the researcher sought consent from the Management and the Principal to conduct the study in the said Institution, and the investigator developed 16 modules in total for three months duration, keeping in view the focus towards the development of Civic Responsibility by the teachers. Then the validation of the modules was done using the experts in the field and following the appropriate procedure for validation of modules.

At the second stage, the Tools, Buss Perry Aggression Questionnaire (BPAQ) and Civic Responsibility Survey (C R S) and Teacher Self-Efficacy for Moral Education Scale (TSEME) used were adapted and validated using the proper procedure.

At the third stage, the study was put into action by firstly assessing the Aggression and Civic Responsibility of the middle school students, using Buss Perry Aggression Questionnaire (BPAQ) and Civic Responsibility Survey (C R S) these test scores were treated as Pre-Test scores, also teachers teaching moral Education to middle school students were supplied with Teacher Self-Efficacy for Moral Education Scale (TSEME) to check the teachers, self-efficacy of for moral Education.

At the fourth stage, the middle school students were assigned to high aggressive and low aggressive groups based on their aggression scores using the P30 and P 70 criteria. Further, high aggressive and low aggressive children were randomly assigned to two subgroups of high aggressive and two subgroups of low aggressive students. Similarly, teachers were grouped with High self-efficacy for moral Education and low self-efficacy for moral Education based on their TSEME scores above 90 and below 70.

At the fifth stage, the teachers having High and Low self-efficacy for Moral Education were assigned an equal number of High and Low aggressive students' section-wise for teaching.

At the sixth stage, the experimental treatment was given to develop values in two slots of three months duration each. After each treatment, a post-test was conducted

to evaluate the effectiveness of the Module. Then a break of six months without the implementation of the modules was given to see the effectiveness of the values developed. In total, 4 measurements over time (1 Pre-test and 3 Post-tests) were conducted for Civic Responsibility and Aggression of students.

At the last stage, the analysis was done based on the scores of pre-test and three post-tests in order to draw the conclusions for various objectives of the study.

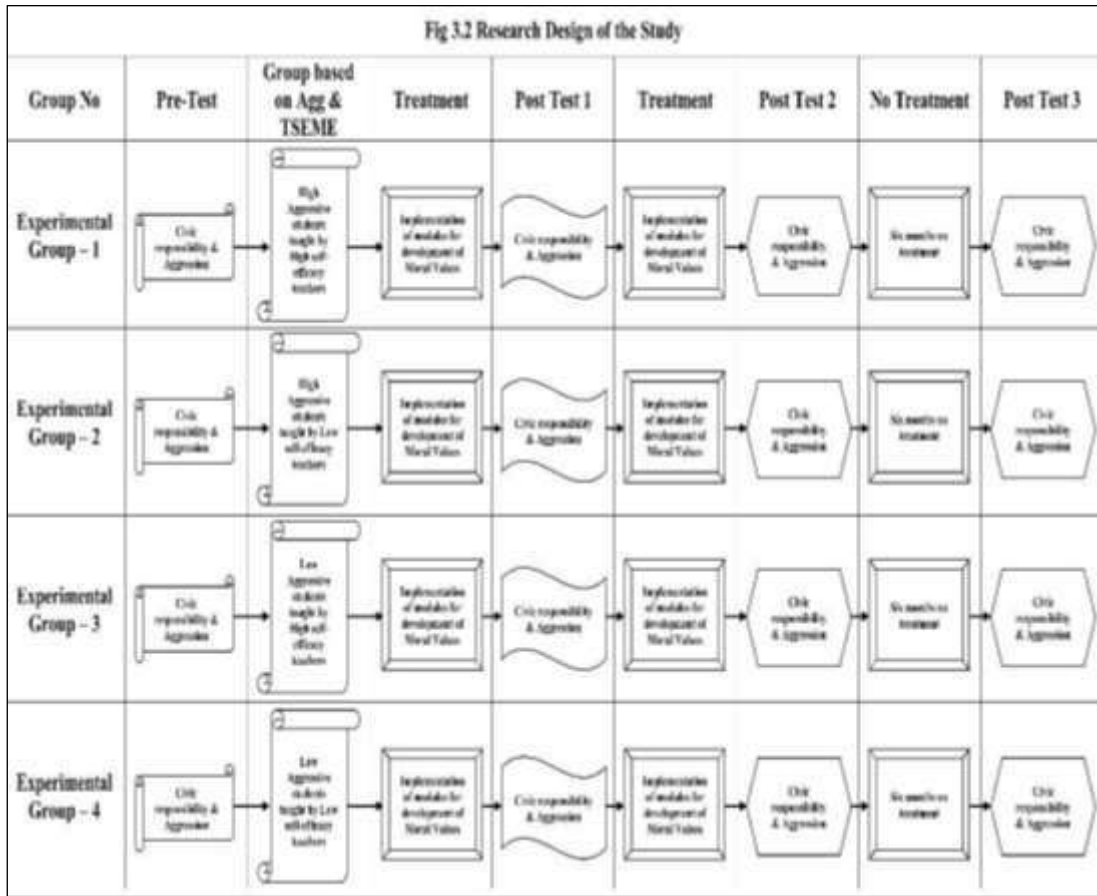
3.6 RESEARCH DESIGN OF THE STUDY

Research design is the overall stratagem used by the researcher to carry out the entire process of Research. It gives a logical way of collecting, measurement and interpreting data. It is a blueprint for the research work. The research design applied to the present study was based on the objectives of the study. Since the researcher wishes to study the pattern of change in the value of Civic Responsibility of the students based on the moral education modules implemented on them, a quasi-experimental method was used for the study. Being a quasi-experimental research, the study was conducted using Pre-test – Post – Test, Time series design. There were four experimental groups designed as, High Aggressive students taught by teachers with high self-efficacy for moral Education; High Aggressive students taught by teachers with Low self-efficacy for moral Education; Low Aggressive students taught by teachers with high self- efficacy for moral Education & Low Aggressive students educated by teachers with lowself-efficacy for moral Education. A treatment of 6 months in 2 slots of 3 months each was given to assess the development of Civic Responsibility. After which, a gap of 6 months without treatment was given to observe and check the retaining of the developed values.

In totality, during the treatment, the civic Responsibility (CR) was tested 3 times for the groups such that;

- a) at the end of 3 months
- b) at the end of 6 months
- c) at the end of 1 year

The adopted research design is graphically presented below:



Also, the research employed the correlational design to study the relationships between variables as well as the regression analysis design to study the predictive nature of the variables.

3.7 TOOLS USED

The following tools have been adapted for use to conduct the present study:

1. Teacher Efficacy of Moral Education Scale (TSEME) by Narvaez, Vaydich, Turner, and Khmelkov. (2008)
2. Buss Perry Aggressive Questionnaire by Buss & Perry (1992)
3. Civic Responsibility Survey (CRS) developed by Furco, Muller, and Ammon (1998)

3.7.1 TEACHER SELF EFFICACY OF MORAL EDUCATION SCALE

Self-efficacy, according to Akhtar (2008), could be defined as an individual's belief in themselves about their capability to produce desired levels of performance. Almost all that the individual feels, thinks, acts, and motivates himself springs from the

Self-efficacy force. Luszczynska, Scholz, and Schwarzer (2005), remark on general self-efficacy, which is the confidence in one's own preparedness to put up with the stressful and challenging situations outside one's own self. Bandura (1997) suggested that there could be 4 main sources of self-efficacy.

1. Mastery – it is having a direct experience of success using a particular technique, each time an individual gains a positive response, self-efficacy is built up, and each time a failure is experienced, then the self-efficacy is disturbed.
2. Modeling - the people we hold as our models and possess almost the similar qualities as we ourselves have then, seeing their efforts and the success one's self-efficacy increases.
3. Persuasion – the people close to us keep repeating that we have the capacity to accomplish the given task, it reinforces the confidence of the person, and self-efficacy is increased.
4. Physiological Factors – one's self-efficacy also depends on the external mood of the person. If the person possesses a positive outlook, it boosts his energies, if negative, then the success rate is also low.

Teacher self-efficacy for moral education was originally used by Narvaez et al. in June 2008 in Australia. The results for the validity and reliability of the scale are presented here. For the validation of the tool for the present population, Confirmatory factor analysis has been used, and the data obtained is compared with the original results. The validated tool has been found to be effective in this context. For the purpose of adaptation, 400 teachers teaching Moral Education for the middle school students studying in 19, CBSE schools in the states of Punjab and Haryana were selected through the random procedure. The list of schools is presented below in table 3.2. The purpose of the scale was explained to the teachers and was assured in person that their data would be maintained confidentially. The scale was administered during their non-teaching periods individually. The data was collected through hard copy by visiting the Institution by the investigator, as well as by filling the Google form. The link for the Google form was as follows:

https://docs.google.com/forms/d/1Y2i7vLJLbAKo3BsG_Mt3U4IFMKU67blrDUaYeQSYvM/prefill

The data collected was compiled, screened, tabulated, and

analysed using SPSS and AMOS. Overall, the results of the validation process concluded that the teacher self-efficacy for moral education scale is reliable and valid.

Table 3.2

List of the schools chosen for the collection of teachers' data

S.No.	Name of the School	District	State
1	Sacred Heart Convent School, Sarabha Nagar, Ludhiana	Ludhiana	Punjab
2	Sacred Heart Convent School, BRS Nagar, Ludhiana	Ludhiana	Punjab
3	Joseph's School, Dugri	Ludhiana	Punjab
4	Sacred Heart Convent School, Sangerha	Barnala	Punjab
5	St. Joseph's Convent School, Civil Lines	Bathinda	Punjab
6	Sacred Heart Convent School (CBSE – I), Ludhiana	Ludhiana	Punjab
7	St. Joseph's Convent Punjabi School, Bhaghu Road	Bathinda	Punjab
8	St Theresa's Convent School, ITI Chowk	Karnal	Haryana
9	Sahoday School, Green City	Karnal	Haryana
10	Bethany Convent School, Samalkha	Panipat	Haryana
11	Sacred Heart Convent School, Ramdas	Amritsar	Punjab
12	C.F.C. Public School, Ludhiana	Ludhiana	Punjab
13	Sacred Heart Convent School, Khanna	Ludhiana	Punjab
14	Sacred Heart Convent School, Sahnewal	Ludhiana	Punjab
15	Sacred Heart Convent School, Jagraon	Ludhiana	Punjab
16	Sacred Heart Convent School, Samrala	Ludhiana	Punjab
17	Sacred Heart Convent School, Raikot	Ludhiana	Punjab
18	Jesus Sacred Heart School, Raikot	Ludhiana	Punjab
19	Sacred Heart Convent School, Sector 39	Ludhiana	Punjab

The final sample of 400 teachers from 19 institutions, of which 6% (24) were male, and 94% (376) were female; 73.3% (293) got training, and 26.7% (107) did not

receive the course work in Moral Education; 49.8% (199) attended the staff conference on Moral Education, 44.5% (187) attended a workshop, and 5.8%(14) did not attend any workshop or the conference. Looking at the experience of teachers as the moral educators, 9.5% (38) teachers were teaching moral Education for the first year; 15.5% (62) were teaching for 2-3 years; 18.8% (75) were teaching for 4-6 years; 17.8% (71) were teaching for 7-10 years; 12.5% (50) for 11-15 years; 11.8% (47) were teaching for 16 – 20 years; and 14.2% (57) were teaching moral Education for 21-25 years.

3.7.1.1 Validity

Confirmatory factor analysis was conducted using IBM AMOS 23 version to ascertain the construct validity of the scale in the present population.

To ascertain the validity of the factor structure of self-efficacy for Moral Education, with a single dimension, confirmatory factor analysis was conducted, based on a maximum likelihood estimator. After analysis, the goodness of fit indices for the data of teachers of the present population, along with their benchmark values are presented below in table 3.3.

Table 3.3

Goodness of Fit Estimation for Factor Structure Validation

Estimand	CMin/DF	RMR	TLI	CFI	IFI	RMSEA
Benchmark	< 3.00	< 0.05	>0.90	> 0.90	> 0.90	<0.08
Estimate	1.58	0.16	0.97	0.97	0.89	0.07

Interpretation: The obtained data for the Teacher self-efficacy for moral Education fit moderately with the theoretical or hypothetical factor structure. It is because, except for the RMR, the obtained result crossed the benchmark for the rest of the goodness of fit measures.

Path Diagram: The factor loading of the items under the Teacher self-efficacy for moral Education are shown below. The extent of these factor loadings was from averageto high in strength ranging from 0.33 to 0.87, indicating the effectiveness of the items in measuring the respective dimension.

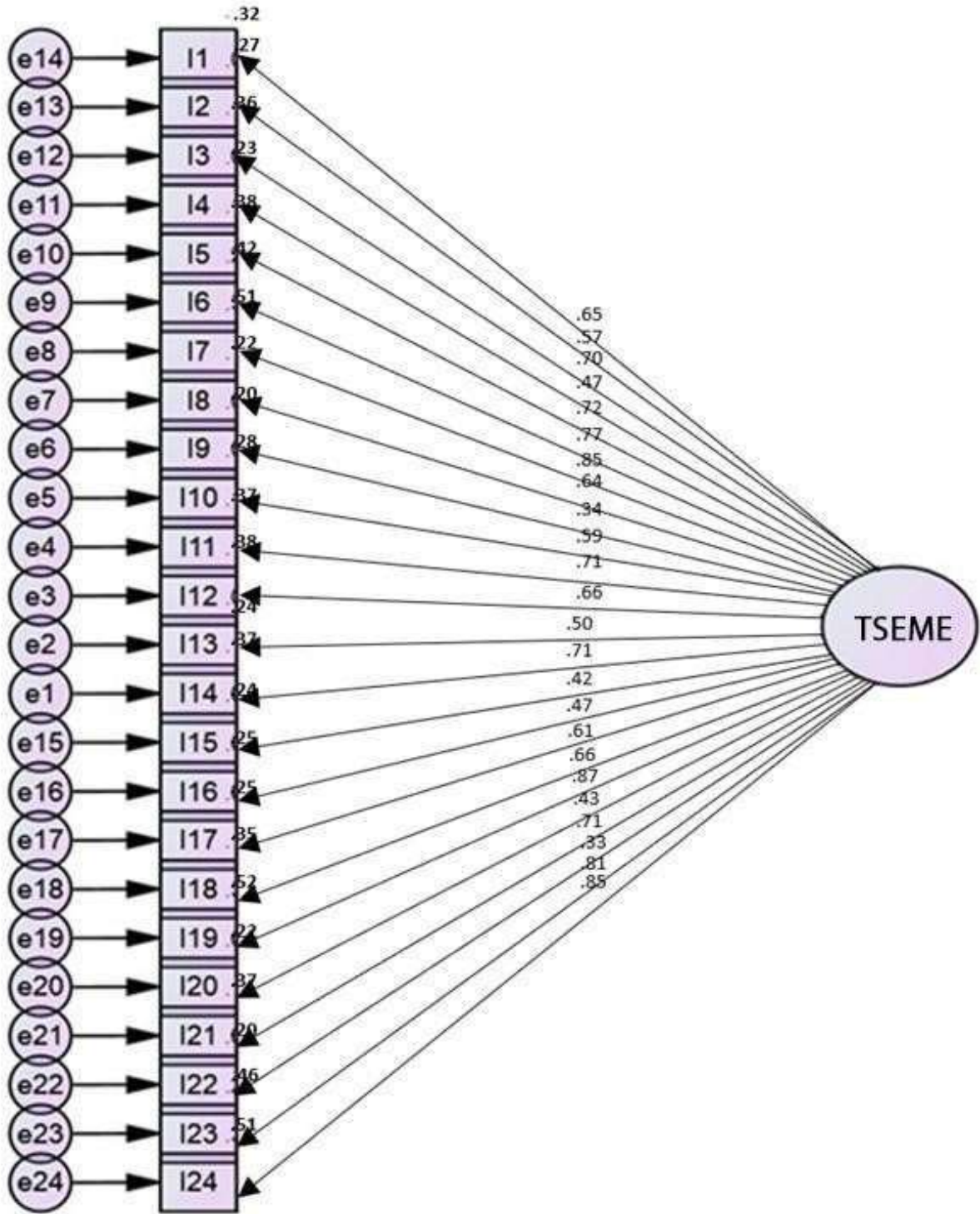


Fig 3.3: Path Diagram for teacher self-efficacy for moral education

Table 3.4

Factor loadings of the items of teacher self-efficacy for moral education

Item No.	Standardized factor loading
1	.65
2	.57
3	.70
4	.47
5	.72
6	.77
7	.85
8	.64
9	.34
10	.59
11	.71
12	.66
13	.50
14	.71
15	.42
16	.47
17	.61
18	.66
19	.87
20	.43
21	.71
22	.33
23	.81
24	.85

3.7.1.2 Reliability

Cronbach's alpha was calculated by using the IBM SPSS-23 version to confirm the reliability of the instrument. Results have been reported in the following Table 3.5

Table 3.5

Reliability Statistics of the TSEME scale

Cronbach's Alpha	No. of Items
.87	24

3.7.1.3 Comparison with Original Scale Psychometric Properties

The Teacher self-efficacy for moral education scale is a tool of foreign origin and is rarely used in Research in the Indian context. It is used to measure the teacher self-efficacy for moral Education. However, there was difficulty finding the research studies establishing the validity of the factor structure of this scale in the context of India. Such a study was relevant as part of legal discourse owing to the variance in culture (Yasir, 2016) between the country of origin and administration. The present study found the estimations measuring the goodness of fit of the factor structure to be having satisfactory magnitudes satisfying their desired benchmarks, except the estimate RMR.

The Cronbach's Alpha of the original scale was 0.88, and for the present study, it was 0.87, which was close to the original value.

Table 3.6
Comparing the values of CFA with original scale values

Psychometric properties	Current values	Original scale Values
X ² / df	1.78	2
RMSEA	0.07	0.06
CFI	0.97	0.89
RMR	0.16	0.95
IFI	0.89	0.91
NFI	0.72	-
RFI	0.69	-
TLI	0.97	-
Reliability (Cronbach alpha)	0.87	0.88

The original Teacher Self-efficacy for Moral Education was developed and validated in Notre – Dame, France, in 2008, yet when compared the current values to

the original values, they almost are similar. We can say that the original scale could be used in the Indian context for checking the Teacher self-efficacy for moral education.

3.7.2 BUSS PERRY AGGRESSION QUESTIONNAIRE (1992) BY BUSS AND PERRY

Aggression of the children in their younger days is related to negative behavior in their later adolescent / adult years. When we talk of negative behavior, it means the behavior that causes harm to them and to the society such as drug addiction, delinquency, becoming slow learners or lagging in studies, difficulty in adjustment with others and problem in life adjustments. These poor behavioral patterns are seen in their aggressive behavior. Aggression could be verbal or physical. Marcus (2000) says it is necessary that the aggression is treated in the early childhood or in the early stages when it is observed before they could lead to the severe impact on self and others. Persons with aggression only will make the others evade from their motivation towards their goal and working towards their goal consistently. Aggression might be a vent to orway for the one’s frustrations in life or situations which leads the one who is angry to attack the others or lead to a destructive behavior which is not acceptable in the society. Middle age / mid childhood is a stage of development which is up to the age of 13 years. During the middle childhood stage, the child develops socially, emotionally, physically, and cognitively.

Table 3.7
Type of aggression measured in the scale

SI No	Factors	Division of item numbers	Total
1	Physical aggression	8, 10, 11, 17, 23, 24, 25, 27	8
2	Verbal aggression	1, 4, 6, 20, 26	5
3	Anger	3, 29, 19, 7, 12, 22	6
4	Hostility	28, 2, 5, 9, 16, 21	6
5	Indirect Aggression	15,13, 14, 18	4

3.7.2.1 Physical Aggression: The scale consists of 8 specific questions to know the physical Aggression of the respondent. The score that we will get is the physical force that is used to express one's anger or Aggression (Shapiro, 2000). Physical aggression is the way of dealing of the one who is aggrieved with the other in a way that is causing harm to the other, damaging / hurting his physical being. It is an undesirable trait of a destructive nature of the person; it is associated with poor communication with the other and poor interpersonal interaction (Hazaleus & Deffenbacher, 1986; Parrott & Zeichner, 2002). —Given these deficits in interpersonal communication, it is reasonable to presume that individuals with high levels of trait physical Aggression will find the task of determining another's emotional state very difficult and will exhibit misperceptions when interpreting facial expressions, similar to those with high levels of overall aggression or hostility (Hall, 2006; Larkin et al., 2002). Those who have a high physical aggression they have a strong hostile bias about the people they are unhappy with and are always in search of the situation that they can get engaged in a conflicting situation and one could be expecting a physical abuse at any moment of their dealing with the situation.

3.7.2.1.2 Verbal aggression: This measures the tendency of a participant to be argumentative. Items to measure verbal Aggression are 1, 6, 26, 4, 20. Over four decades before, Infante & Wigley (1986) suggested a conceptualization and measure of verbal aggressiveness, which was firmly affixed in a personalized approach to communication behaviour. Though there are many researches growing with great speed about the verbal aggression, very little has been found out about it. The development to find out about the trait of verbal aggression has been a difficult task. After three decades of study and research on the topic, it is come to the conclusion that there are predispositions in an aggressive communication among the persons who are engaged, before the verbal aggressive behaviour is shown.

3.7.2.1.3 Anger: It is losing a sense of control over oneself. The items to measure this anger are 3, 29, 19, 32, 7, 12, 22. Anger is an emotional rejoinder to a real or imagined threat or provocation. Anger in all its ways can show itself in various forms, the

intensity of which varies, such as mild irritation to an extreme anger or rage. The question is what could be the way out from this or what is the way in which one could at least bring it to a manageable form. The person who is angry forgets to see what harm he can cause to the other or the consequences of his anger or his actions when he was angry (Scarpa & Raine, 2000).

3.7.2.1.4 Hostility: The items to measure the Hostility of a person are 28, 2, 5, 9, 16, 21. —It is a measure of feelings of resentment, suspicion, and alienation—feelings that seriously undermine both physical and psychological health.

3.7.2.1.5 Indirect Aggression: It is the tendency to show anger in action (destructive actions). The items to measure such indirect Aggression are 15, 13, 14, and 18. Anger, when it spirals out of control, impacts the ability to function by impairing judgment it can hinder success. It can affect relationships, health, and peace of mind.

In the present study to measure the aggression of the middle school students Buss Perry Aggression Questionnaire is selected, since it is constructed in a foreign the adaption process has been followed. In order to validate the Buss Perry Questionnaire (1992) for the present study, 412 middle school students, that is students studying in classes 6, 7 and 8 from 7 schools were asked to complete the questionnaire after seeking permission from the administration of the school. The purpose / reason for the collection of the data through the scale was explained to the students in the presence of their teachers and they were assured in person that their data would be maintained confidentially. Then the scale was administered during their moral education/ Library/ Art periods individually through hard copy by visiting the Institution by the investigator, as well as through the filling in the Google form. The researcher ensured that the students were provided with a laptop/computer with the help of the school authorities, with an internet connection for the said purpose. They were made to feel comfortable. —The link for the Google form is as follows: https://docs.google.com/forms/d/1Y2i7vLJLbAKo3BsG_-t3U4IFMKU67blrDUaYeQSYvM/prefill

Table 3.8

List of schools for the validation of the Aggression Questionnaire

S. No.	Name of the School	District	State
1	Sacred Heart Convent School, Sarabha Nagar	Ludhiana	Punjab
2	Sacred Heart Convent School, BRS Nagar	Ludhiana	Punjab
3	Joseph's School, Dugri	Ludhiana	Punjab
4	Sacred Heart Convent School, Sanghera	Barnala	Punjab
5	St. Joseph's Convent School, Civil Lines	Bathinda	Punjab
6	Sacred Heart Convent School (CBSE – I), Ludhiana	Ludhiana	Punjab
7	St. Joseph's Convent Punjabi School, Bhagu Road	Bathinda	Punjab

Researcher shortlisted 420 students as the sample from 7 different schools (60 students from each school, 20 students from each class 6, 7, and 8) by random selection, just by picking up roll numbers, 8 Google forms had no complete information. The sample contained the following demographic information; there were 38.6% boys and 61.4% girls; 78.6% urban students and 21.4% rural students; 53.9% of the students lived in joint families, and 46.1% of the students lived in nuclear families; 18.2% of the respondents were the single children of the parents whereas 81.8% had the siblings and were brought up in a family with the rest of the members; 52.7% of the respondents enjoyed watching the violent movies or playing violent games whereas 47.3% did not enjoy them; 84.2% of them attended the regular moral science classes in their schools 15.8% of them did not attend the classes regularly.

3.7.2.2 Validity

Confirmatory factor analysis was conducted using IBM AMOS 23 version to ascertain the construct validity of the scale.

To check the validity of the factor structure of Buss Perry Aggression Questionnaire, with a single dimension, confirmatory factor analysis was conducted,

based on maximum likelihood estimator. After analysis, the goodness of fit indices for the data of students of the present population, along with their benchmark values, is presented below in table 3.9.

Table 3.9

Goodness of Fit Estimation for Factor Structure Validation

Estimand	CMin/DF	RMR	TLI	CFI	IFI	RMSEA
Benchmark	< 3.00	< 0.05	>0.90	> 0.90	> 0.90	<0.08
Estimate	1.85	0.09	0.97	0.89	0.92	0.04

Interpretation: The obtained data for the Buss Perry Aggression Questionnaire fit well with the theoretical or hypothetical factor structure. It is because, except for the RMR, the obtained result crossed the benchmark. Similarly, the CFI and IFI values are almost equal to the benchmark value. For the rest of the estimands, the values have crossed the threshold, and hence the construct is moderately fit as per the goodness of fit indices.

Path Diagram: The factor loading of the items under the Buss Perry Aggression Questionnaire is shown below. The extent of these factor loadings is from average to high in strength ranging from 0.41 to 56, indicating the effectiveness of the items in measuring their respective dimension.

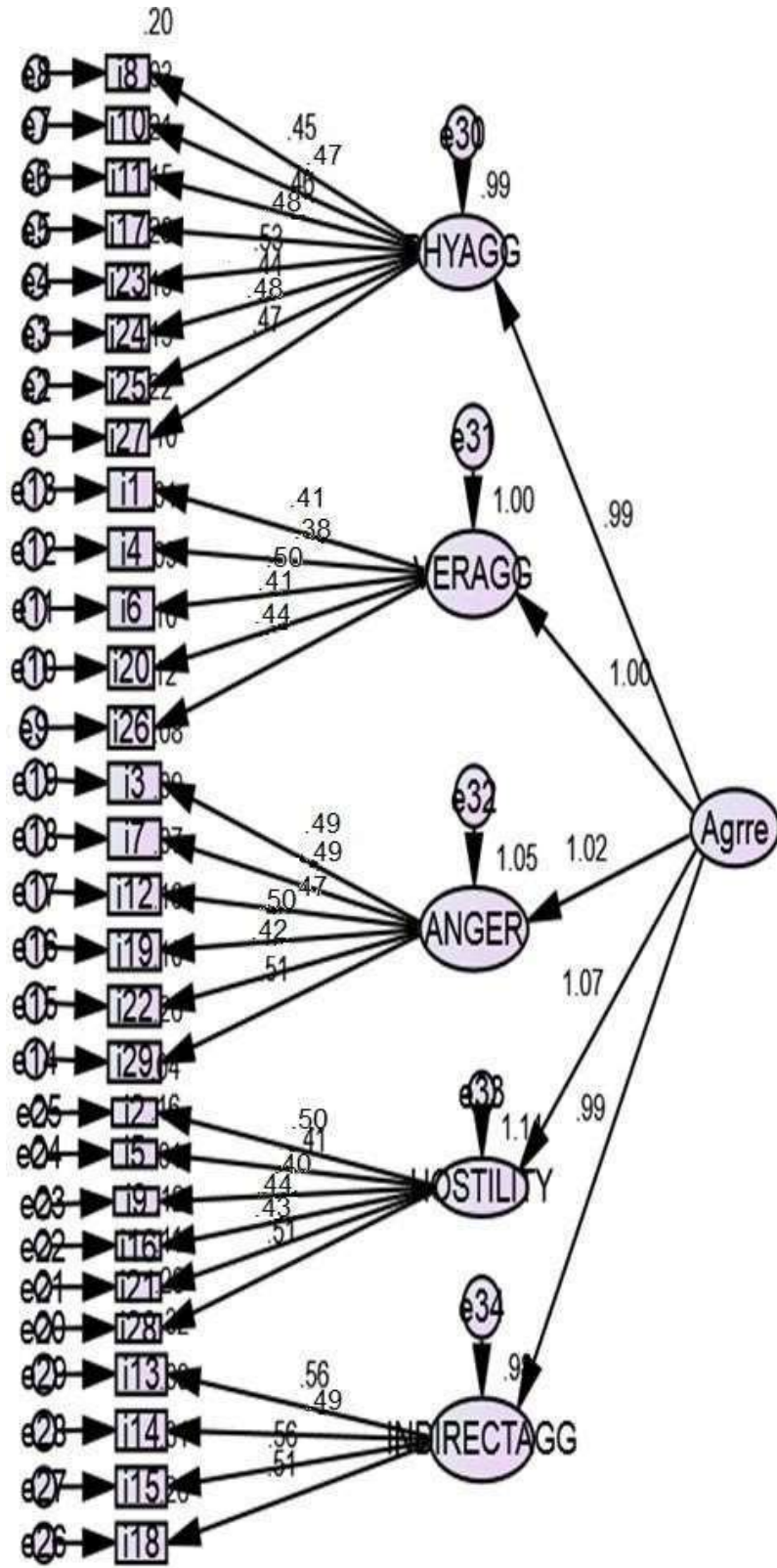


Fig 3.4: Path Diagram for Buss Perry Aggression Questionnaire

Table 3.10**Factor loadings of the items of Buss Perry Aggression Questionnaire**

Sl. No.	Dimensions	Item No.	Standardized factor loading
1	Physical Aggression	8	.45
2		10	.47
3		11	.46
4		17	.48
5		23	.53
6		24	.44
7		25	.48
8		27	.47
9	Verbal Aggression	1	.41
10		4	.38
11		6	.50
12		20	.41
13		26	.44
14	Anger	3	.49
15		29	.51
16		19	.50
17		7	.49
18		12	.47
19		22	.42
20	Hostility	28	.51
21		2	.50
22		5	.41
23		9	.40
24		16	.44
25		21	.43
26	Indirect Aggression	15	.56
27		13	.56
28		14	.49
29		18	.51

3.7.2.3 Reliability

Cronbach's alpha was calculated by using the IBM SPSS-23 version for confirming the reliability of the instrument. Results have been reported in the following Table.

Table 3.11

Reliability Statistics of the Buss Perry Questionnaire

Cronbach's Alpha	No. of Items
0.82	29

3.7.2.4 Comparison of Present Study Psychometrics with Original Scale

The Aggression Questionnaire was developed originally in the University of Texas, United States, was validated in Argentina in the year 2011, yet the current values almost are similar to the original values. Hence, we can say that the original scale could be used in the Indian context for checking the Aggression of the middle school students.

Table 3.12

Comparing the values with original scale values

CFA Analysis	Current value	Original value
X2/ df	1.85	1.55
RMSEA	0.04	0.04
GFI	0.90	0.92
RMR	0.09	0.09
IFI	0.92	0.79
CFI	0.89	0.98
RFI	0.79	0.76
NFI	0.70	-
TLI	0.97	-
Reliability (Cronbach alpha)	0.82	0.89

3.7.3 CIVIC RESPONSIBILITY SURVEY

If we want to develop our society through Education, we require selective pedagogy of education that points towards the cultivation of the responsibility towards the society in the future citizens of our nation that is our children. The education system needs to have civic responsibility as the pivotal aim of all the education. In this study, the researcher has taken Civic Responsibility as the —active participation of an individual in the public life of a community and the life of common people, with an emphasis on the common good (Gottlieb and Robinson, 2003).

The survey used for the purpose has three clusters of questions. These include Connection to Community (items – 1,2,7,10), Civic Awareness (items – 3,4,6), and Civic Efficacy (items – 5,8,9), according to Furco & Muller (1998). Connection to Community can be explained in two ways one as the acceptance of the individual by the community and second as the individuals’ connection with the community (National Vital Signs Report, 2016). It could also be explained as a “We’ feeling that exists in the individual with the community in which he/she lives. Civic Awareness could be defined as the awareness of the individual about the social, political, cultural issues of the society. It is the knowledge of the individual about what is going on in society. It is the knowledge of the things around the person. This awareness need not lead the person to act, or we cannot conclude from this that the person is actively involved in the life of the community (<https://sites.google.com/>). Civic Efficacy is the willingness to accept to do something for society. A person is capable of doing something for the benefit of a whole society and is making use of that capacity in active service (Liu, 2012). The item distribution and the factor in the scale are presented below in the table 3.13 for Civic Responsibility Survey.

Table 3.13

Item Distribution & Factors in Civic Responsibility Survey

Sl. No	Factors	Division of item numbers	Total
1	Connection to Community	1,2,7,10	4
2	Civic Awareness	3,4,6	3
3	Civic Efficacy	5,8,9	3

The researcher has taken 420 students as the sample from 7 different schools (60 students from each school, 20 students from each class 6, 7, and 8) by random selection, just by picking up roll numbers. The sample contained the following demographic information; there were 38.6% boys and 61.4% girls; 78.6% urban students and 21.4% rural students; 53.9% of the students lived in joint families, and 46.1% of the students lived in nuclear families; 18.2% of the respondents were the single children of the parents whereas 81.8% had the siblings and were brought up in a family with the rest of the members; 52.7% of the respondents enjoyed watching the violent movies or playing violent games whereas 47.3% did not enjoy them; 84.2% of them attended the regular moral science classes in their schools 15.8% of them did not attend the classes regularly.

Table 3.14

List of Schools for Validation of Civic Responsibility Survey

Sl. No.	Name of the School	District	State
1	Sacred Heart Convent School, Sarabha Nagar	Ludhiana	Punjab
2	Sacred Heart Convent School, BRS Nagar	Ludhiana	Punjab
3	Joseph's School, Dugri	Ludhiana	Punjab
4	Sacred Heart Convent School, Sanghera	Barnala	Punjab
5	St. Joseph's Convent School, Civil Lines	Bathinda	Punjab
6	Sacred Heart Convent School (CBSE – i), Ludhiana	Ludhiana	Punjab
7	St. Joseph's Convent Punjabi School, Bhagu Road	Bathinda	Punjab

3.7.3.1 Validity

To check the validity of the —factor structure of the Civic Responsibility Survey, with three-dimension, confirmatory factor analysis was conducted, based on maximum likelihood estimator. After analysis, the —goodness of fit indices, for the data of students of the present sample along with their benchmark values, is presented below in table 3.15.

Table 3.15

Goodness of Fit Estimation for Factor Structure Validation

Estimand	CMin/DF	RMR	TLI	CFI	IFI	RMSEA
Benchmark	< 3.00	< 0.05	>0.90	> 0.90	> 0.90	<0.08
Estimate	2.70	0.04	0.93	0.96	0.97	0.08

Interpretation: The obtained data for the Civic Responsibility Survey fit well with the theoretical or hypothetical factor structure. It is because except for the RMSEA, the obtained result crossed the threshold and hence the construct is fit as per the goodness of fit indices.

3.7.3.2 Path Diagram: The factor loading of the items under the Civic Responsibility Survey is shown below. The values of these factor loadings is from average to high in strength ranging from 0.42 to 0.70, indicating the effectiveness of the items in measuring their respective dimension.

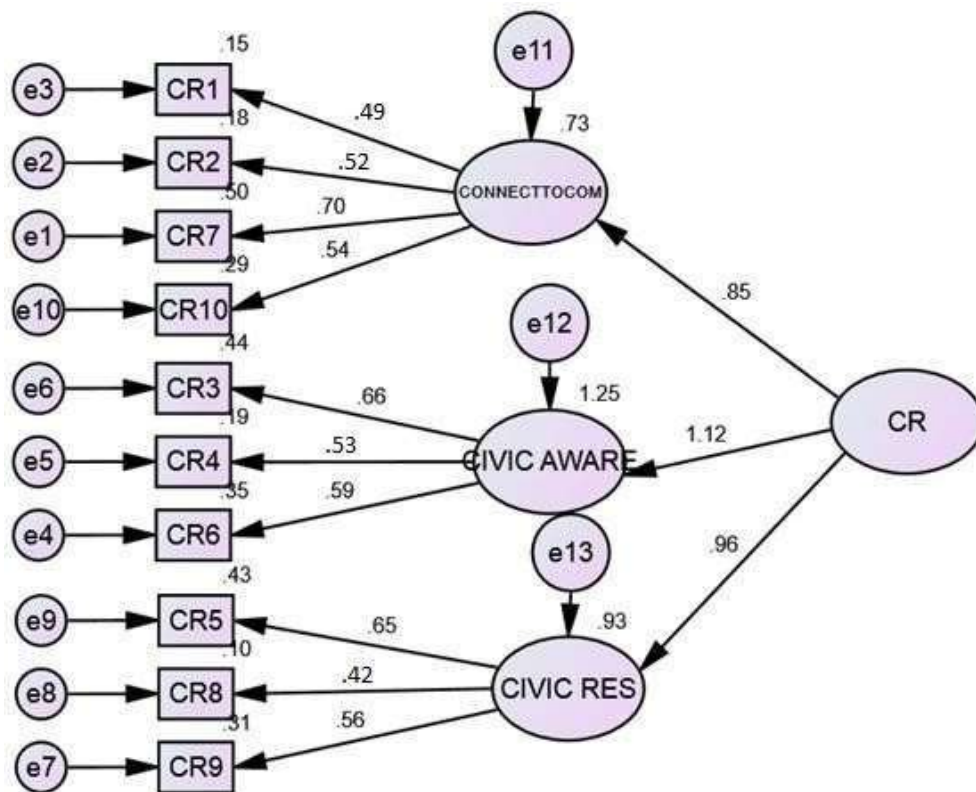


Fig 3.5 Path Diagram for Civic Responsibility Survey

Table 3.16

Factor loadings of the items of Civic Responsibility Survey

Sl. No.	Dimensions	Item No.	Standardized factor loading
1	Connection to Community	1	.49
2		2	.52
3		7	.70
4		10	.54
5	Civic Awareness	3	.66
6		4	.53
7		6	.59
8	Civic Efficacy	5	.65
9		8	.42
10		9	.56

3.7.3.3 Reliability

Cronbach's alpha was calculated by using IBM SPSS-23 version to confirm the reliability of the instrument. Results have been reported in the following Table 3.17.

Table 3.17

Reliability Statistics for Civic Responsibility Survey

Cronbach's Alpha	Number of Items
0.862	10

3.7.3.4 Comparison of Present Study Psychometrics with Original Scale

The original Civic Responsibility survey was developed in California in the year 1998, validated in California in 2012, yet the current values are almost similar to the original values. We can say that the original scale could be used in the Indian context for checking the Civic Responsibility of middle school students.

Table 3.18
Comparative Analysis of Reliability & Validity Statistics of Current Study & Original Scale

CFA Analysis	Current Values	Original Values
X2/ df	2.70	4
RMSEA	0.08	0.078
GFI	0.93	0.96
RMR	0.04	0.09
IFI	0.97	0.92
CFI	0.96	-
NFI	0.84	-
RFI	0.79	-
TLI	0.93	-
Reliability (Cronbach alpha)	0.86	0.92

3.8 MODULES DEVELOPMENT

The civic responsibility module used as the intervention in the study has been developed and validated in five phases as given below

3.8.1 Phase 1: Preparation of modules on Civic Responsibility

Kohlberg (1958) suggested that the children as they grow they follow specific stages of growth as suggested by Piaget's stages of intellectual development. It seems that the human being as he grows, he moves smoothly from one stage to the other without moving backward into one direction that is proceeding forward. These steps could be put together as the stages of processing of thoughts, referring to the different modes of dealing with the issues and solving the problems on the path of growth at each stage. According to him, there are three stages of development.

1. Pre- conventional stage (0-7): where punishment and obedience take precedence for a child. The instant physical penalty given for an action done by the child determines the child's goodness or bad behaviour. The question that comes to mind is, what must I do to dodge the penalty? What can I do to force my will upon others?
2. Conventional stage (7-10): Here, the individual does what is needed to please or fulfill his own wishes / desires. Right or wrong is based on what satisfies me or

what does not satisfy me. All the actions done are dependent on the satisfaction of my needs. People are values in terms of their utility. The question that comes across to mind is “what is in it for me? What must I do to evade pain, gain pleasure?”

3. Post conventional stage (10-upward): here, a child starts thinking of Interpersonal Conformity (good boy/good girl) and he thinks of conformity to the society and its laws and rules that are being governed in the society. A concept of good and useful citizen or a bad and useless citizen.

Based on this theory of Kohlberg (1958), CBSE from —National Curriculum Framework for School Education (2005) brought to function, Education for Values in School – A Framework (2011), and on this Framework, CBSE Values Education Kit (2012) was developed. This kit explains in detail the minimum programme of action towards the building of values in each child studying in CBSE schools.

3.8.1.1 Content Validity of the Module: Before getting the modules for content validation, the Module were shown to the experts for the grammatical correctness and the correct formation of the statements has been checked and got approved from 3 faculty of English language departments of Universities.

Table 3.19
Language Experts for Language correctness

Sl. No.	Name	Designation	Address
1.	Dr. Simi Malhotra	Professor	Department of English, Jamia Millia Islamia (A Central University), New Delhi
2.	Dr Rashmi Verma	Professor	Department of English, Kurukshetra University, Haryana
3.	Dr Mrs Sunita Siroha	Professor	Department of English, Kurukshetra University, Haryana

The experts had found the language appropriate, represents the idea of development of values. The structure and pattern of the language used is found useful.

3.8.1.2: Content validation: For the content validation, the researcher visited various Professors of the Universities, Department of Education and CBSE Curriculum experts on Moral Education and requested them to go through the content of the Module and to give genuine feedback for the improvement of the modules.

Table 3.20**Table for Content Validation**

Sl. No.	Name	Designation	Organisation
1	Dr. Thomas V Kunnunkal	Professor (PhD. Education, Former Chairman, CBSE, Editor - CBSE Value Education Kit for students and handbook for teachers	Former Chairman, CBSE, Delhi & Research Director, Indian Social Institute, New Delhi (Editor of CBSE Moral Education Books and Teacher's hand Book for Moral Education)
2	Dr. Stanislaus Subbareddy Alla	Professor (MA in Ethical Studies from Louvein University, Belgium, Ph. D. In Christian Ethics and Moral Values, Louvein University Belgium)	Department of Moral Theology, Vidyajyoti College of Theology, New Delhi. (Specialization –Christian Ethics and Moral Values)
3	Mr Karnail Singh	Deputy Secretary, CBSE New Delhi	Academics, CBSE
4	Mrs Ritu Singh Sharma IRS	Joint Secretary, CBSE New Delhi	Academics, CBSE
5	Dr Joseph Emmanuel	Director, CBSE New Delhi	Academics, CBSE
6	Dr Ramesh Prasad Pathak	Professor, M.A (Ancient History, Sociology & Sanskrit) M.Ed., DDE, PMDL, PMDT, PhD (Education) From BHU, Varanasi, (UP)	Department of Education, S.L.B.S.R. Sanskrit Vidyapeeth, New Delhi. . (Specialization – Sociology of Education, Value Education, Educational Technology, Delhi state Value Education curriculum Committee member
7	Dr Sarika Sharma	Professor, (Ph D in Education, M.Ed, M.A. Economics & English, DACA-Computers, MBA -HR, Diploma in Women Empowerment & Development)	Department of Education, Central University of Haryana (Specialization - Educational Administration, Management, Supervision & Finance, Value Education, Teaching-learning, women empowerment)
8	Dr Pramila Menon	Professor, (PhD Education)	Educational Policy & Community Participation Education, NUEPA, Delhi. (Specialization – Nutrition and community participation Education)
9	Dr Naresh Kumar	Assistant Professor, (PhD Sociology of Education)	Department of Education, NUEPA, Delhi (Specialization - Social Construction of Educational Values and backward Classes)
10	Dr Aarti Yadav	Assistant Professor, (PhD Educational Psychology)	Department of Education, Central University of Haryana (Specialization - Educational Psychology, & Value Education)

Based on the expert viewpoint, quality of items was found out by calculating the Content Validity Index for the 16 modules. Modules below 0.8 were rejected. It was found that the average content validity index was 0.982143, and the total content validity index was 0.875. Ratings of Dr Sarika Sharma, Dr Naresh Kumar and Dr Aarti Yadav were not taken into consideration for the calculation of the Content Validity Index since all the three had given similar highest ratings.

Table 3.21
Module Content Validity Index

	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater 6	Rater 7	No. of Agreement	ICVI
Module No. 1	4	4	3	4	4	3	3	7	1
Module No. 2	4	4	4	4	4	3	4	7	1
Module No. 3	4	4	4	4	4	3	4	7	1
Module No. 4	4	4	3	4	4	3	4	7	1
Module No. 5	4	3	3	4	4	3	4	7	1
Module No. 6	4	4	4	3	4	3	4	7	1
Module No. 7	4	4	4	4	4	3	4	7	1
Module No. 8	4	4	4	4	3	3	2	6	0.857
Module No. 9	4	4	4	4	4	4	4	7	1
Module No. 10	3	4	4	4	4	4	4	7	1
Module No. 11	3	4	4	3	4	4	4	7	1
Module No. 12	3	4	3	4	4	4	4	7	1
Module No. 13	4	4	4	3	4	3	2	6	0.857
Module No. 14	4	4	4	4	4	4	4	7	1
Module No. 15	4	4	4	4	4	4	4	7	1
Module No. 16	4	4	4	4	4	4	4	7	1
ICVI Average									0.98
Total agreement									14
SCVI/UA									0.875

ICVI Module Content Validity Index

SCVI Total Module Content Validity Index

Table 3.22

Values are taken for the preparation of Modules Minimum Programme of Action (VI - VIII)

Values	Inside the school	Outside the school
Environmental Concern	<ol style="list-style-type: none"> 1. Make children understand the importance of ecology. 2. Explaining the concept of sustainability through various activities. 3. Familiarize the students on the three R's-Recycle, Reduce, and Reuse. 4. Special assembly on Van Mahotsav & Earth Day. 5. Establishing Eco clubs to sensitize students. 6. Establish a good relationship with the people in the society – of respect and concern. 	<ol style="list-style-type: none"> 1. Plantation drives on occasions like <i>Earth Day</i>, <i>Environment Day</i>. 2. Say no to the plastic bags campaign in the community. 3. Making & distributing paper bags. 4. Community visits and helps in small little ways.
Responsibility	<ol style="list-style-type: none"> 1. Appointing students as class & subject monitors/ in charge, etc. 2. Making monitors, prefects 3. Creating responsible adults for future 4. Inculcating Responsibility towards the Nation 5. Creating in the mind of the child a co-responsibility towards the others – their well being and their goodness 	<ol style="list-style-type: none"> 1. Sharing Responsibility with family & friends. 2. Responsibility towards society & community by being a part of student's council members. 3. Setting up of Leadership Clubs. 4. Organizing Mock Parliament. Social campaign & drives, e.g., literacy mission, each one teaches one, shramdaan. 4. Constantly getting involved in the community service, group building, and sensitivity building activities.
Empathy	<ol style="list-style-type: none"> 1. Teacher helps the children to discover themselves through peer groups. 2. Teacher helps the children to become sensitive & caring towards others, e.g., helping a the classmate who is sick. 3. The teacher helps the children to become attentive to different capabilities and positive qualities of each student. 	<ol style="list-style-type: none"> 1. Spending time with older people, orphan children & the physically challenged. 2. Participating in community projects & social events. 3. Contributing towards Social work.

To impart these values, the following modules for the teachers teaching moral education were developed by the researcher. The objectives for each Module framed are given in the following Table:

Table 3.23 Objectives formed for the Module used for Environmental Concern

MODULE 1

Objective:

- To know about the city
- To make students aware of some rights to avail and duties to perform
- To develop in the students a love for their surroundings, city, and country
- To make them realize the alarming level of pollution

MODULE 2

Objectives:

- To learn to describe what is environment
- To comprehend the importance of the environment
- To predict how it is connected to human beings
- To recognize that I am part of the web that leads to pollution
- Be encouraged to observe critical environmental issues in their immediate surroundings

MODULE 3

Objectives:

- To know how the earth provides and nourishes with precious and invaluable gifts to us
- To increase enthusiasm about environmental awareness
- To make the students more concerned about environmental issues
- To enthuse for appropriate action

MODULE 4

Objectives:

- To be able to define solid waste, solid waste management, and decomposition.
- Being able to understand how decomposition takes place and it will decrease the amount of waste that goes to the landfill.
- To be able to separate simple waste material.

- To be able to create zeal to save natural resources.

MODULE 5

Objectives:

- To be able to understand how to reduce, reuse, recycle, and compost will be able to decrease the amount of waste that goes to the landfill
- Compare the time taken given by the students to the scientific data of decomposition of waste material
- Wonder at the quantity of waste produced just in one city
- To create a urge to reduce the careless activities that increase the solid waste

MODULE 6

Objectives:

- To be able to understand how to reduce; reuse, recycle, and compost will be able to decrease the amount of waste that goes to the landfill
- To be able to understand how recycling conserves our natural resources
- Feel sorry for the current situation of waste management
- To differentiate between needs and wants
- To discourage buying unnecessary goods

MODULE 7

Objectives:

- To be able to define reuse
- To be able to understand how to reuse so as to it will be able to decrease the amount of waste that goes to the landfill.
- To understand how this can save natural resources.
- To be ready to purchase from second-hand stores

MODULE 8

Objectives:

- To be able to define recycler
- To be able to understand and differentiate between the materials that could be recycled to decrease the amount of waste that goes to the landfill.
- To know how to separate the material into different bins
- To be able to do the composting of waste material in school and at home

Table 3.24: Objectives formed for the Module used for Responsibility

MODULE 1

Objectives: Students will

- Talk about the meaning of the word **unique**.
- Recognize their uniqueness
- Appreciate and recognize the uniqueness of others
- Learn to appreciate persons who are different from themselves
- Grow beyond prejudices (race, colour, sex, religion)

MODULE 2

Objectives: Students will,

- Discuss the meaning of the words **respect** and **disrespect**.
- Record examples of respectful things that others do.
- Work cooperatively to achieve a goal (a popcorn party)

MODULE 3

Objectives: Students will

- To learn about one another
- To practice sharing compliments
- To think of a compliment to write about each of their classmates
- To become familiar with words of appreciation

MODULE 4

Objectives: Students will

- Talk about the meaning of the word **Responsibility**.
- To help children become aware of their rights and responsibilities towards family, school, and society
- To help the children channelize their decision-making skills for the betterment of self and others

Table 3.25: Objectives formed for the Module used for Empathy

MODULE 1

Objective:

- To create awareness in the student about civic Responsibility (team Spirit and collaboration)
- To inculcate the value of working with others
- To help them realize that collaboration is for my growth
- To help them taste the joy of working with others
- To get beyond the egocentric understanding of oneself

MODULE 2

Objectives: Students will

- Talk about the meaning of the word **Empathy**
- Practice the technique of empathetic listening
- Cultivate the vocabulary of Empathy
- Understand how to be empathetic
- Learn to be non-judgemental listeners

MODULE 3

Objectives: Activities will help students:

- understand what Empathy is
- practice ways to be more empathetic
- practice words used to express Empathy towards the other
- reflect on the effects of empathetic listening has on the other

MODULE 4

Objectives: Students will

- Talk about the meaning of the word **compassion**.
- Understand how to be compassionate
- Practice the technique of being compassionate in words

MODULE -1

COLLABORATION

Grade: 6-8

Objective:

- To create awareness in the student about civic responsibility (team Spirit and collaboration)
- To inculcate the value of working with others
- To help them realize that collaboration is for my own growth
- To help them taste the joy of working with others
- To get beyond the ego centric understanding of oneself

Starter: A game – football / basketball / cricket / Kho-Kho (the one that students enjoy and a team is required)

Material Needed:

- Divide the participants into small groups
- Material needed for the game selected
- Make sure that each student participates

Procedure:

- Instruct the students about the game
- Ask few students (the good players) not to support when the whistle is blown for some time (time duration specified)
- Tell them clearly that it is a friendly match that they are going to play



When the time is over the teacher gathers the students in a group and asks the following questions:

1. How was your game? Did you enjoy or did you not enjoy?
2. How much support did you receive from the members of your group?
3. Was it easy / difficult to get support from all?
4. How did you feel when you were supported / not supported?
5. How much support did you offer them?
6. Did everyone support you all the time? What happened when few did not support?
7. Do you see any resemblance of the game to real life (at home / class room / school / society?)

(Teacher brings out from each group the students one or two examples – from their families or class of support or non support)

Teacher summarises the responses to focus on the value.

Team Spirit is a double coined word. It contains team which means an organized batch and spirit' which means the inner force and motive of the organisation. And therefore, it is said —United we stand and divided we fall.

Team Spirit involves sacrifice. It is based on the principles of mutual self help and give and take. The individual ambitions are drowned in the desire to ensure the prosperity of the group. We get beyond the ego centric understanding of self to the other.

Team spirit encourages us to toil together in close collaboration with each other. It helps in sharing views, mutual understanding and respect for each other's opinion and views. Team spirit presupposes union of two or more persons bound by agreed aims and ideals.

(Teacher tries to convey to the students that we may not always like the people but can always listen to the opinions and suggestions with examples from the school and society)

It gives each member full scope to use one's exercise, one's



talents, one's creativity and initiative and to assume full responsibility in one's field. Team spirit acknowledges the contribution of each member for the success of any work and so helps to fight against egoistic way (Explanation of the value would be given)

Questions for discussion (will be done by the students in the groups)

1. What are the things that we notice that are against team Spirit in our class?
2. What are the effects of unhealthy competition in a school among the students?
3. How can we promote team spirit in our class?
4. What are the areas you find that there is unhealthy competition?
5. How can you build relationship with your class fellows? Suggest three ways.

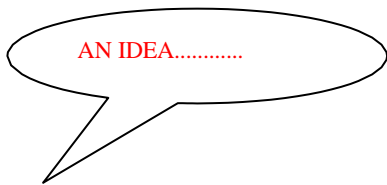
Students will answer the questions (one person from the group) aloud; teacher will put all the points together on the board. The teacher then gives some concluding remarks. Makes students understand the importance of collaboration to live in the society.

To live and work in collaboration we need to know the others and their capacities. Therefore, let us know something about our own classmates a little more. Teacher allows the students to mix up with each other and then get to know their companions. She instructs them to find out the following from at least 15 others.

- ❖ Name of the father / mother
- ❖ Number of siblings
- ❖ Profession of the father / mother
- ❖ Area in which they live
- ❖ Hobbies
- ❖ Strengths / What they would like to become

Teacher calls them back (after 20 min) and then distributes the Performa to the students and asks them to fill in the information about any ten of the classmates without consultation.

s. no.	Name of student	Name of father	Name of mother	No. of siblings	Profession of father	Lives in area	hobby	strengths	likings
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									



Ask the students in groups dramatize the operation theatre scene. Tell them to illustrate how important each one's role is in saving the life of the patient. Explain to them similarly how important each one's role is in a family and in a society.

MODULE - 2

GOLDEN RULE

Grade: 6-8

Objectives: Students will,

- Discuss the meaning of the words **respect** and **disrespect**.
- Record examples of respectful things that others do.
- Work cooperatively to achieve a goal (a popcorn party)

Materials needed:

- picture books, magazines and stories that teach about respect
- chart paper
- Thanks for Showing RESPECT work sheet
- Coloured A4 size paper (cut into twelve 4-inch squares)
- popcorn

Procedure: In this lesson, students talk about what the word respect means, and then recognize their peers for the respectful things they do.

Start the lesson by writing the word RESPECT at the top of the board or on a chart. Ask students to discuss the meaning of the word. You might do this as a whole-class activity, or you might arrange students into small groups to discuss the meaning of the word and then bring the groups together to share their ideas. Talk about ways in which students show respect for adults and other family members... Make a list of some of the students' best ideas.

Ask students to share ways in which they can show respect for one another.

Ways in which respect is shown in class / at home	Ways in which disrespect is shown in class / at home

Then introduce to students the Thanks for Showing RESPECT **work sheet**. The work sheet has six copies of a simple form students can fill out to share with their classmates

examples of how others in the class have shown their respect. —Talk about the kind of things students might do to show respect in the classroom and model what students might write on the form when that happens. Set aside a special place for a stack of the forms. Invite students to fill out a form whenever they witness an example of a classmate showing respect to another student, the teacher, or a visitor to the classroom. Provide a box in which students can —submit those forms. Set aside time at the end of the day to open the box and share some of the respectful behaviour students have observed. In that way, you can emphasize and reinforce all the great examples of respectful behaviour that occur on a daily basis.

To add another small incentive for behaving respectfully, you might cut out twelve 4-inch by 4-inch squares of brightly coloured paper. Paste one cut out or printed letter onto each square to spell out P-O-P-C-O-R-N P-A R-T-Y across the top of a bulletin board. Each day, staple beneath a letter at least five Thanks for Showing Respect forms illustrating some of that day's best examples of students showing respect for one another. For each day that you staple five good examples, the students get one day -- one letter -- closer to the reward: a class popcorn party!

Some points students might bring to a discussion of respect -- or that you might work into that discussion:

- Introduce the Golden Rule -- **treat others the way you would like to be treated** -- as a simple definition of the word respect.
- Have students make a list of synonyms for the word respect; esteem, honour, regard, value, cherish, appreciate, admire, praise, compliment, for example.
- Different people have different likes and dislikes. To emphasize that point, you might invite each student to share something he or she likes very much. That might be a food, an activity, a place... or anything else. After students share, ask some of the students to identify things that other students like but they don't like as much. Conclude the discussion by emphasizing that people should treat one another respectfully in spite of their differences.

- Have students look through magazines for pictures showing people respecting others' differences or pictures of different kinds of people working or playing together. Create a class —We Respect Differences- **collage**.
- After talking about some of the things *respect* means, you might start a class or small-group discussion about what respect does *not* mean. What kinds of behaviours could be considered disrespectful? Students might provide responses such as rudeness, malicious gossip, criticism, insults... As a follow-up activity, ask students to offer synonyms for the word disrespect. For example, rudeness, dishonor, ridicule, scorn, disregards, ignore, disdain.



Students model and celebrate respect -- and earn the popcorn party -- within 12 school days”.

MODULE 3

I APPRICIATE EVERYONE

Grade: 6-8

Objectives: Students will

- To learn about one another
- To practice sharing compliments
- To think of a compliment to write about each of their classmates
- To become familiar with words of appreciation

Materials needed:

- white drawing paper and drawing supplies

Lesson Plan:

As a starter, students are asked to share with the class their role models and the values they like in that person. Teacher begins to share; I like my grandfather/ grandmother, etc. (sharing should be based on a value oriented person)

Let us now do this activity:

In this activity students learn about their classmates' interests and goals and then share compliments of respect for the things they learn.

Start the activity by providing each student with a piece of white drawing paper measuring 5 inches long and 4 inches wide. —Provide students with 5 to 10 minutes to draw a self-portrait on the paper.

When the drawings are completed, have students mount their pictures in the middle of an 8-1/2 x 11 inch sheet of paper and write their names in the upper-left corner of their papers.

Gather the students for a class discussion. Start the discussion by sharing the following topics with students:

- What I Like About Me

- What I Like to Eat
- What I Like About My Family
- What I Like About School
- What I Like to Do in my relaxed moments
- What I Like to become when I grow up

Talk about each topic and invite two or three students to share their responses to each, so other students get an idea about what they might share in their own responses. Then have each student write the above topics on a piece of paper (or on a work sheet you've created). Have students write on their papers a few ideas about each topic. Have students attach their lists or essays to their self-portraits.

Choose one willing student to share his or her list of responses to the topics or to read the brief essay she or he wrote. After that student shares, ask other students what they learned about the classmate who shared. Help students present their comments to the student as compliments. For example, a student might say

- It's clear that you really love your dog.
- I agree that your blue eyes are your best feature.
- It's nice that you take time to help out your grandmother.
- Jumping rope is one of my favourite activities too. I'd love to jump rope with you sometime.
- Paranta is my favourite food too / I too am very fond of cake
- I wish I had hair like yours!
- I'm happy to know someone else who likes to collect stamps.
- It's obvious that you like to read. I know a book you will really like.
- I enjoy having a younger sister too.

When students are comfortable giving compliments, continue the activity by having each student share his or her list or essay. Encourage students to listen carefully to one another and think about a compliment they might give in response. Instead of having

classmates share aloud their compliments, however, have them, just think their compliments for a little while.

When all students have had a chance to share their lists or essays, have them return to their desks and pass their self-portraits to the person sitting behind them. (The person at the back of a row will pass his or her self-portrait to the person at the head of the next row.) Provide students with a couple of minutes to write a compliment on the white paper that surrounds the student's self-portrait. Then have students pass the papers to the next person in the row, and so on. Keep the pace moving. Give students only a minute or two to write each compliment. Remind students not to take time to read the compliments others have written; explain that they should be sharing compliments from their own minds and hearts.

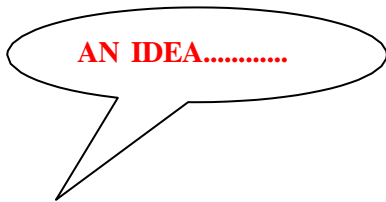
Students who have a difficult time remembering what each person read, can refresh his or her memory by referring to the student's list or essay attached to the self-portrait.

At the end of the activity, each person's self-portrait should be surrounded by compliments. Display the self-portraits and their accompanying compliments for all to see.

Show to the student a short video – I am a Miracle.

Teacher as a concluding remark explains, each one is unique and precious in themselves, not in their capacities, performance or ability alone. That we should never be discouraged because someone else is better than what I am. I value myself and I value everyone.

Teacher teaches the song — I am a miracle, you are a miracle —



Don't forget this lesson! You might want to set aside a couple of minutes at the end of each school day to give students an opportunity to share compliments and end the day on a positive note.

WORK SHEET OF APPRECIATION

- What I Like About Me :
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- What I Like to Eat :
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- What I Like About My Family :
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- What I Like About School :
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- What I Like to Do :
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- What I Like to Think About in my relaxed moments:
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- What I like to become when I grow up :
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MODULE 4

I AM RESPONSIBLE

Grade : 6 - 8

Brief Description : Teach about responsibility for ones way of living in the family, society

Objectives : Students will

- Talk about the meaning of the word **responsibility**.
- To help children become aware of their rights and responsibilities towards family, school and society
- To help the children channelize their decision making skills for the betterment of self and others

Materials Needed

- Small apples
- Candy
- Responsibility song (Video)

—Reacquaint yourself with the students and tell them which trait you will be discussing today. Ask the following questions and call on different students for answers. Below each question are examples of responses. You may need to rephrase students' answers or guide them along.

(Ask) **What is responsibility?**

1. Being accountable for what you do, for your actions and behaviour.
2. Doing the right thing at the right time, so others can trust and depend on you.

(Ask) **What are ways you can show responsibility?**

1. Complete your homework and chores on time without being reminded.
2. Follow through on your commitments, even when you don't feel like it.

3. Accept responsibility for your mistakes and learn from them. Don't make excuses or blame others.
4. Take care of your things and those of other people. Return items you borrow.
5. Find out what needs to be done and do it.
6. Make wise choices, such as choosing to eat healthy foods and wearing a helmet.
7. Always do your very best. Others are counting on you! (Ask) **How would you demonstrate responsibility if...**

1. You broke the wheel off your brother's new toy car?
2. Your friend asks you to play and you haven't finished your homework?
3. You're playing a really fun game at your friend's house and it's time to go home?
4. You promised your mom or dad you would clean your room but you just don't feel like it?
5. It is time to go to bed and you just remembered that your exam is due tomorrow?
6. You agreed to take care of your neighbour's dog while she is away, but now a friend has invited you to a sleep over?
7. Your mom is not feeling well and could you really use some extra help around the house?
8. You forgot to bring your homework home from school, including the book you need to study for tomorrow's test?

(Ask) **What are some other situations where we can demonstrate responsibility?**

(Encourage students to come up with a few more situations to discuss together as a class.)

Activity: Complete an activity to go along with your lesson. (Activity suggestions attached) You may choose to incorporate an activity into your lesson at any time. Oftentimes visuals and experiments are very effective at the beginning and will get your students excited about the lesson.

Materials: Small apples and wrapped candy, enough so that you have one for each student

Show the students what you have. Ask them individually which of the two items they would like and let them take the one of their choice. First speak to those that chose the candy, saying something like, —You have chosen the food that will give you quick energy. It is very sweet and delicious to eat. However, it doesn't last very long and it is mostly empty calories. A few minutes after you eat it, you'll be hungry for more. To those who chose the apple say, —The apple will also give you energy and it is sweet to the taste. However, the apple is nutritious and will supply you with extra vitamins. You will feel more satisfied and benefit from the energy it gives for a longer period of time. Now, ask the children how you can compare the apple and candy to our responsibilities and the choices we face every day. Many of the choices we make can bring us immediate pleasure but have no long-lasting value (like the candy) or a wise and responsible choice will bring us a longer-lasting type of happiness and satisfaction (like the apple).

Teach the students action song : I am responsible

Give to the students the group work to find out what would be the responsible behaviour if the following situations are faced by them?

1. You are working on your homework when a friend calls and invites you to come over and watch a movie. Which choice will probably give immediate pleasure and which choice would give you long term satisfaction? Which is the responsible choice?
2. You have been saving your money to buy a new skateboard, but as you walk by the arcade you think about spending the money to play a few arcade games.
3. You have the opportunity to finish your science project ahead of schedule or play basketball with your friends.

Once the students finish with their group work, they are called back to the class and their responses are put together on the blackboard by the teacher. Teacher also gives her own point of view after discussing it with the students.

Role Play

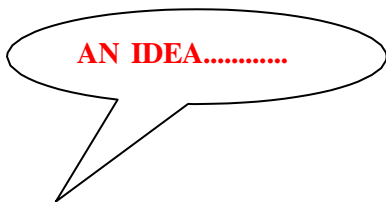
Materials: None

Divide the students into small groups and ask them to develop a skit about responsibility. Have each group present to the class. Be sure to discuss each act after the students have finished and point out the responsible behaviour.

Some case studies for acting out:

- 1. Your classmate is sick and is in the hospital. What do you think is your responsibility?**
- 2. You are visiting a old age home and see those people there. What would you do?**
- 3. You see physically handicapped children, orphan children. What do you think is your responsibility towards them?**

Closing comment: Remember only you have the ability to have responsibility. Be a person others can trust and count on to do the right thing!



Children are taken to a nearby old age home, physically handicapped school and a orphanage with a gap of 15 days. Each child is asked to spend sufficient time with them and find out about their background, desires etc.

As a conclusion to the lesson of responsibility the students are taught the song – responsibility. (video)

MODULE - 1

I love my City

Grade: 6-8

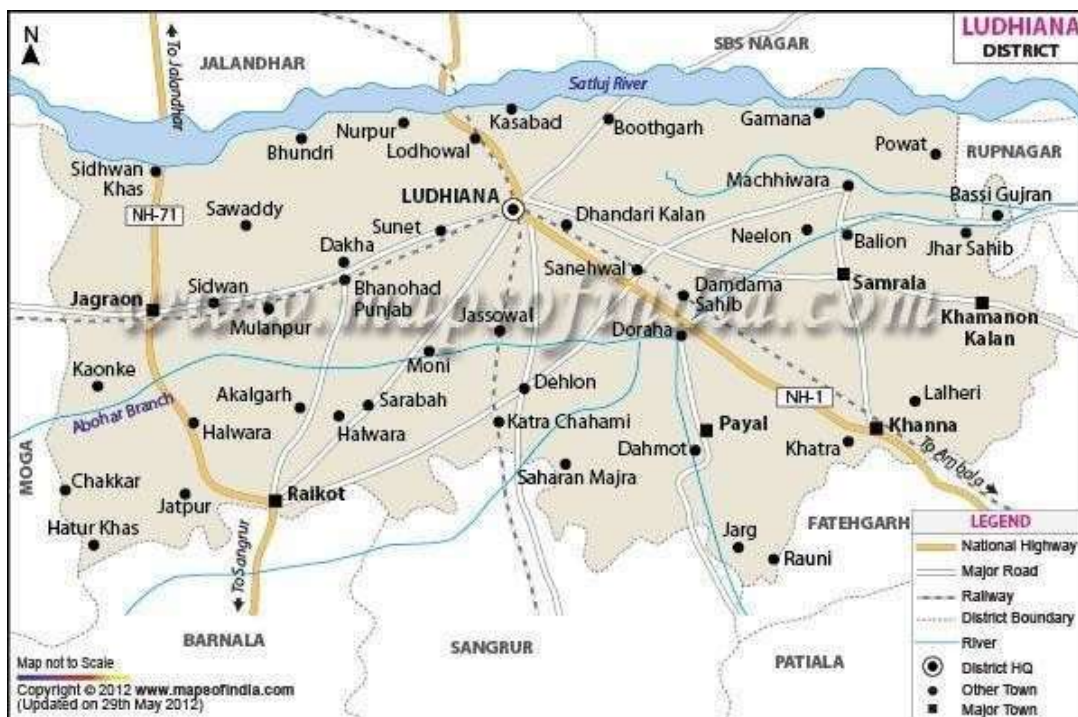
Objective:

- To know about the city
- To make students aware of some rights to avail and duties to perform
- To develop in the students a love for their surroundings, city and country
- To make them realize the alarming level of pollution

Starter: Jigsaw Puzzle

Material needed:

- Map of district Ludhiana on the screen
- 9 envelopes of the cut pieces of the map of Ludhiana
- Chart containing the population of the cities
- Small clipping on the city of Ludhiana (video on smart city and solid waste management)
- Clipping of the future plan of 2019 for the city of Ludhiana (video)



Procedure for activity:

- Divide the students into small groups of 5 each
- Take 9 pages of the map of Ludhiana district
- Cut each page into many irregular bits, mix them and place the bits into 9 envelopes.
- Hand over each envelop to a group
- Ask them to join the pieces to get the complete picture / map
- Ask them to go through the cities present there

After completing the task, the teacher using the Map on the screen explains to the students, about district head quarters, the major towns and other towns in the district. She proceeds to explain about the important things about some of the major towns.

Some major towns and their population:

Towns	Population
Jagraon	65,000
Samrala	18,000
Macchiwara	18,000
Khanna	1,30,000
Payal	8,200
Raikot	29,000

Total population of the district according to the 2011 census is almost 1,693,653. This is one of the 22 districts of Punjab and is very popular for its industries, hosiery, woollen sweaters and cotton T- shirts etc. this is the district that is highly populated among all the other districts and is one of the biggest city north of Delhi.

History of the City: Ludhiana city was founded in the time of Lodhi dynasty which ruled in Delhi from 1451-1526 A.D. The legend says that two Lodhi Chief Yusaf Khan and Nihand Khan were deputed by Sikandar Lodhi (1489-1517 A.D.) to restore order in this region. They camped at the site of present city of Ludhiana which was then a

village called Mir Hota. Yusuf Khan went across the river Sutlej in Jalandhar Doab to check Khokhars who were looting Doab and made a settlement at Sultanpur while Nihand Khan stayed back and founded the present city at the site of village Mir Hota. The new town was originally known as Lodhi-ana, which means the town of Lodi's. The name later changed to the present name Ludhiana.

Educational Facilities

S.No.	Type of Institute	No. of Institutes	No. of Teachers	No. of students
1.	Art science & Commerce colleges & Home Science	34	1470	37348
2.	Teacher Training Colleges (Recognised Institutes)	17	230	NA
3.	Technical Art & Craft schools and Industrial Polytechnic Institutions(Recognised Institutes)	35	424	7303
4.	Senior Sec. Schools (Recognised Institutes)	554	12474	363941
5.	High schools (Recognised Institutes)	640	7721	163779
6.	Middle Schools (Recognised Institutes)	571	4258	70879
7.	Primary & Pre Primary Schools (Recognised Institutes)	1197	4735	121362

Medical & Health Facilities

1.	Hospitals	7
2.	Primary Health Center	31
3.	Dispensaries	150
4.	Ayurvedic Institutions	37
5.	Unani Institutions	4
6.	Homeopathic	11
7.	Beds in Medical Institutions	1392
8.	Doctors	4347
10.	No. of villages under drinking water scheme	887

Let's now see an over view of our city and also see what the administration wants the city to be after few years.

Show the video on Smart City Ludhiana

1. Do you love your city?
2. What do you appreciate about your city?

Teacher speaks about video and explains the beauty of the whole city and helps the student appreciate their place and the facilities provided for them by the civil administration. What do you think is the plan for the city by 2019? Let us see what our authorities plan for us in the near future.

Video on Ludhiana in 2019

Do you think the authorities on their own can achieve all this? All of us need to contribute to the building up of our city and the nation. What is not concentrated here is the dark side of the city, the narrow lanes, landfills, solid waste that is collected all over, slums that are growing day by day etc.

Let's also see how our city needs to improve in some ways: **Video on Solid waste and land fill.**

At the end of the lesson some questions will be asked to the students:

1. What do you think you need to improve upon?
2. What can we as students do to improve our own surroundings?



1. Prepare a wall painting (school wall) to encourage people to follow their duties / depicting rights and duties go hand in hand.(Form groups of 6 for the wall painting)
2. Arrange a city tour for the students to see both positive and negative side of the city

(Take in school bus)

MODULE - 2

I CARE FOR MY ENVIRONMENT

Grade: 6 - 8

Objectives:

- To learn to describe what is environment
- To comprehend the importance of environment
- To predict how it is connected to human beings
- To recognize that I am part of the web that leads to pollution
- Be encouraged to observe critical environmental issues in their immediate surroundings

Material Needed:

- Mud, Plants, Water, Chalk, Black Board, Projector
- Slide on pollution – water, air, soil, noise
- Video on child cleaning the place
- Worksheet on activities causing pollution
- Check list for cleanliness of the class and home

Procedure:

Teacher invites the students to look around and then to name the things that they see. Those who write the maximum number of things will be awarded with a chocolate. Students write down various things that they see, and the teacher makes a list of them on the black board. Teacher appreciates the best observer and hands over a chocolate. Teacher asks them where do you get all these things from? Students respond with various responses and teacher finally picks up the word —environment

Let's learn about the environment today.

Who can tell me what is environment? The things that we see around us we call them as environment.



Teacher explains – It is everything that makes up our surrounding and affects our ability to live on this planet earth such as, water, air that we breathe, plants and animals around us. Once upon a time, we saw them as the poets wrote, gushing, crystal clear flowing water, fresh air with fragrance, noise free surroundings that drew the attention of the birds and colourful butterflies, lush green meadows, forests, fresh juicy fruits and smiling flowers with radiating fragrance and dancing winds. Can we speak of our surroundings in the same manner today? Why not? —No, they are polluted.

What kind of pollution are you aware of?

Water pollution, air pollution, noise pollution..... Environmental pollution. Teacher makes a list of type of pollution that the students speak of. Pollution is something that does not allow to be pure. We can call it as contamination as well. We have contaminated our environment. See how we contaminate our environment. (shows the slides on the board)



How do you think that they are contaminated?

Students give a lot of explanation after listening to some of them, teacher concludes by saying it is through —human activities

Lets then see 1. What are those activities that lead the environment to be polluted?

2. What can we as children do in our homes and school to reduce it?

Let us have a buzz session with our companion and answer these two questions in the sheet provided for you.

Before we go for the discussion let us watch this short clipping (**Child cleaning the place**)

Children are given the sheets and are asked to discuss and write the answers. (**5 minutes**)

S. No	Type of Pollution	Activities causing pollution	Measures to reduce them

Volunteers from each group would be asked to read out their answers and the answers are listed on the board.

Do you agree with me that we as children are also involved in polluting the earth? So can we all think of reducing the pollution in our own little way? Now let us pick out few activities that we can do regularly to reduce the pollution.

At home:

(Students speak out the activities and after discussion with the students teacher finalizes some of these)

1. Tidy our own study table and bed daily
2. Check the dripping taps and ask the parents to repair them and collect the dripping water and use it for plants / grass
3. Collect all the poly bags and keep them separately

In school:

1. Through morning assembly make the children aware to clean their class rooms and not to tear papers from the copies

2. To clean ground after the lunch break
3. Not to bring food in silver foil but in cloth napkins
4. Collect the poly bags of all students and send it for recycling with the help of the class teacher.

Teacher appoints few monitors to prepare a chart of the action plan remind the students at every morning and at the end of the day.

Check list for the class:

S.No	Actions	Mon	Tues	Wed	Thurs	Fri	Sat
1	Clean class						
2	No tearing papers						
3	Clean ground after recess						
4	No to silver foil						
5	Collect poly bags in the class						

Check list for self monitoring at home:

S.No	Actions	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	Tidy study table							
2	Tidy bed							
3	Check taps							
4	Collect dripping water							
5	Collect poly bags and keep them separate							



End of each week the teacher monitors the chart and awards the students who have followed the plan of action regularly. For the class work daily marks are given by the house council members and compiled marks are announced every week.

MODULE - 3

EARTH IS CALLING ME

Grade: 6 - 8

Objectives:

- To know how earth provides and nourishes with precious and invaluable gifts to us
- To increase enthusiasm about environmental awareness
- To make the students more concerned towards environmental issues
- To enthuse for appropriate action

Material needed:

- Students are taken to the school ground for a nature walk
- A power point presentation will be presented on the topic — earth calling
- Song —with friends I save my earth
- Work sheet – type of pollution
- Slides of water, air, soil and air pollution

Procedure:



Students are taken to the school ground for this class. All around the ground there are trees, green grass, flower garden etc, the ground is green with lot of well maintained grass.

Teacher: what do you see around you?

Students: trees, plants, earth, mud, sand, flowers, grass, stones, water, buds etc.

Teacher: do you also feel something more around you?

Students: fragrance of the flowers, air around us, birds etc.

Teacher; what can we call them together?

Students: Nature, Mother Earth, environment etc.

Teacher: Yes, it is the environment. We can define the environment as everything that makes up our surrounding and affects our ability to live on this planet earth such as, water, air that we breathe, plants and animals around us.

In the previous lesson you told that the environment is contaminated or polluted. Who can tell me what is pollution?

Students: Introducing the contaminants in to the environment is known as pollution.

Teacher: Where do you see pollution?

Students: They give examples of noise pollution outside on the roads, water pollution in the rivers, soil pollution, air pollution etc.

Teacher: How do you think pollution affect us?

Students: Drinking polluted water we get sick, breathing problems, Lung problems, stomach problems, health problems of different kinds etc.

Teacher in brief explains the diseases caused because of water pollution: such as, diarrhea, cholera, malaria and filarial diseases. Due to air pollution, we get Asthma attacks, Reduced lung function, Pulmonary cancer – caused by a series of carcinogen chemicals that through inhalation, Pneumonia, Leukemia – a sort of blood cancer usually associated to exposure of benzene vapours (through inhalation), Birth defects and immune system defects, Cardiovascular problems, heart diseases and stroke (an increased risk especially due to particulate matter) (Teacher explains with some familiar examples). When we burn the stubble after the crop has been harvested, do you think we add on to the air pollution? Thought the government has banned burning of stubble we still carry on this activity year after year. Can we enlighten our parents and our neighbour and stop this stubble burning? Can you give me some more human activities that you see around you that add on to the air pollution? (too much of spraying of the pesticides, burning of crackers, too much usage of the vehicles, cutting down trees, burning of forests- teacher speaks of each of them briefly)

Students are also made aware of the present reality of our surroundings, i.e. we once used to have lot of birds, butterflies, sparrows around us, but we do not find them anymore. They find it difficult to survive due to the pollution.



Following questions are asked to the students

- Would you like to be deaf / dumb/ sick etc? (Touch the emotions of the students so that they begin to feel the urgency to act) what could be done then?
- Children would you like our surrounding to be unfit for our younger ones after few years?

After listening to their answers of few students, students are taught the Song with actions: —**with friends I save my earth**

(Students are brought back to the class room)

A power point presentation will be shown on the topic “earth calling”

What do you think the earth is calling us for? Can we write down some points? Students respond and the teacher lists the responses of the students on the board.

Teacher: Is the environment important to us? How?

Students: yes, it gives us food, air, good health etc.

Teacher: we survive due to this environment, we get our air for breathing, imagine if there were no trees around and we do not get any oxygen for breathing. We get our food from our environment and our shelter too. Then do you think it is important to us?

Students: yes

Let us form the groups of four and fill in the following table. (Each group is given a sheet where the students start working) (**Work sheet**)

Please write the type of pollution it causes and the activities we can stop.

After that each student fills the following table.

Sl. No.	Type of pollution	Activities we can stop

We have learnt today, how pollution can cause damage to our own selves and to the environment in which we live.



Let us see some picture and please write what comes to your mind when you get such glimpses of the natural world. (Will develop reasoning and critical thinking)



Teacher discusses the answers of the students and encourages them to follow the plan of action done in the previous class.

MODULE -4

I LOVE TO BE ORDERLY

Grade: 6-8

Objectives:

- To be able to define solid waste, solid waste management and decomposition.
- To be able to understand how decomposition takes place and it will decrease the amount of waste that goes to the landfill.
- To be able to separate simple waste material.
- To be able to create zeal to save natural resources.

Material needed:

- Worksheet : Separate trash
- Video on Solid waste in the city
- A questionnaire to find out about recycling in our homes
- **Items that are displayed in the class room:**

Fruit waste	Aluminum foil	Cotton socks
Waste paper	Plastic cover	Plastic bottle
Steel can	Leather shoe	

Procedure:

Teacher hands over to the student the work sheet containing all type of solid waste and the student are asked to separate out various types of waste in the given box which is behind the worksheet



Food Waste	Metal Waste	Plastic Waste	Rubber Waste

Then the Teacher draws their attention to the class room display items of waste. The terms like Solid waste and ‘solid waste management’ are explained to the student.

Solid Waste means any garbage or non soluble material which is not usable is solid waste.

Solid Waste Management-The process of collecting, transporting, processing or disposing managing and monitoring of solid waste

She also explains to the students why they are divided in to food waste, metal waste, plastic waste and rubber waste. Explaining to them biodegradable and non- biodegradable waste.

Bio degradable: Any substance or object capable of being decomposed by bacteria or other living organisms and thereby avoiding pollution.

Eg. Fruit peels/ food items left on the ground get decomposed (other examples could be given too)

Non - Biodegradable: Any substance or object not capable of being decomposed by bacteria or other living organisms and there by adding on to the pollution.

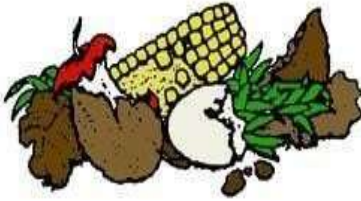
Eg. Silver foil, plastics etc.

Teacher asks the students what happens to the waste thrown by him/her in the class room dustbin / home dustbin - it is collected in large bins, then into truck then to the dumping place.

Where is the dumping place located in Ludhiana? (Dugri)

Let's just see, how our waste is being placed: **(Show the video on Ludhiana Waste)**

We see all type of solid waste has been dumped in this place. Some of it is biodegradable and some non biodegradable. Therefore we can well understand some biodegradable things when the air and sunlight is available decompose easily and few do not decompose easily and few things do not



decompose at all for years together. Hence it remains as a huge landfill. So we need to separate what can decompose from what does not decompose.



Teacher asks the students, —What will happen to our beloved city, if the dumping continues in the same rate?

Students give various responses: there will be no place for us to live, there will be increase in the sickness, new illness will spread, smell all round, etc.

Teacher explains that we need to separate the solid waste and then see what could be done with it. Teacher asks the students if waste is left just like that, what will happen to it? (Decompose)

Explain about decomposition (it is the process by which a substance is broken down into its components parts under the proper condition of light, air and moisture).



There are two types of decomposition namely aerobic (with oxygen) and anaerobic (without oxygen) decomposition. In these processes, bacteria, fungi, molds, protozoa, and other saprophytic organisms feed upon decaying organic materials initially, while in the later stages of decomposition mites, millipedes, centipedes, beetles and earthworms further breakdown and enrich the composting materials

Anaerobic decomposition takes place in nature, as in the decomposition of the organic mud at the bottom of marshes and in buried organic materials to which oxygen does not have access. The aerobic process is most common in nature. For example, it takes place on ground surfaces such as the forest floor, where droppings from trees and animals are converted into relatively stable humus. There is no accompanying bad smell when there is adequate oxygen present.

Does everything decompose in the landfill? Since air and light are not significantly available it will not decompose properly besides in the landfill it is not only organic matter but all possible waste is put together which makes it difficult to decompose.



Hence we need to separate the waste into different categories. Let us learn how to separate them as we have done in our first activity.

Every student is provided with a questionnaire to find out about recycling in their home and bring a short report on the activity, to be shared in the class.

QUESTIONNAIRE ON RECYCLING

1. What materials you have been recycling? (Rate them from 1 to 5 in order of most to least, that is, 5 for most and 1 for least)
 - Paper / News Paper
 - Plastic
 - Cans
 - Bottles
 - Clothes
 - Old text books / story books
 - Any other
2. How long have you been recycling? (Tick mark)
 - Days
 - Weeks
 - Months
 - Years
3. Why do you recycle? (Rate them from 1 to 3. For most valid reason 3 and least reason1)
 - To help the environment
 - For fun
 - To save money
 - Any other
4. If you don't recycle, why not?
5. Do you want to start recycling?
6. When you grow out of clothes, you – (Rate from 1-3)
 - Throw them out and buy something new
 - Donate to the needy
 - Recycle it by making something different
7. What do you do with paper which is printed on one side? (Rate from 1-3)
 - Use the other side and recycle it
 - Throw it in the dustbin
 - Sell it

- Recycle it in another form
- 8. Do you compost at home?
 - Yes
 - No
- 9. If not, why?
- 10. Do you have separate recycle bins for food waste and other waste?
 - Yes
 - No
- 11. How often is the waste collected from your home?
 - Everyday
 - Once in two days
 - Weekly
 - Never
- 12. Do you think you are doing enough to recycle house hold waste?
 - Yes
 - No
- 13. Do you close / repair leaking taps?
 - Yes
 - No
- 14. Do you switch off fans / AC / lights/ heater, when not in use?
 - Yes
 - No

We should recycle because;

- It conserves our valuable natural resource
- It helps to conserve and save energy
- It protects the environment
- It can save money and the place on earth.

MODULE - 5

RATE OF DECOMPOSITION

Grade: 6-8

Objectives:

- To be able to understand how reduce, reuse, recycle and compost will be able to decrease the amount of waste that goes to the landfill
- Compare the time taken given by the students, to the scientific data of decomposition of waste material
- Wonder at the quantity of waste produced just in one city
- To create a urge to reduce the careless activities that increase the solid waste



Material needed:

- Work sheet: Order of Decomposition
- Display on the smart board / screen / OHP the scientific values for the years needed to decompose the material
- Worksheet: How long will I last?
- Work sheet – list of actions that show care for the earth

Procedure:

In the last lesson we have seen that all the waste materials do not decompose at the same rate. Some decompose faster and some take longer time. Can you place the objects in the order of decomposition? (Students are given the worksheet – how long will I last?).(Items in the worksheet are displayed on the screen)

Which of these things do you think will decompose fast? Why? Which item will take long time and which will not decompose at all?

Teacher asks the students to do the buzz work then asks at random for the answer.

The groups of four are formed and the same worksheet of separated items is referred; and a work sheet on order of decomposition is given to each group they are also asked

to write the time taken for the decomposition. Each group will club the similar material and then place them in the ascending order of decomposition. Group leaders are asked to read out their group work in turns and then the scientific values are displayed on the board.

Scientific values on the projector

What is your observation? Some decompose faster but some take very long time and some do not decompose at all. Taking this into consideration, what do you think for the vast waste that is produced daily in our city?



Almost 60 tonnes (60,000 Kg) of garbage is collected from the zone D of Sarabha Nagar alone on a daily basis. The collection of rest of the zones put together will be a huge chunk, which fills our land.

Population growth and rapid urbanization means bigger and denser cities and increased Municipal solid waste (MSW) generation in each city. The data compiled by a report indicates that 366 cities in India were generating 31.6 million tons (28, 66, 70, 37,784 Kg) of waste in 2001 and are currently generating 47.3 million tons, a 50% increase in one decade. It is estimated that these 366 cities will generate 161 million tons of MSW in 2041, a five-fold increase in four decades. At this rate the total urban MSW generated in 2041 would be 230 million (TPY) tonnes per year (630,000 TPD).

MSW Rules 2000 mandate —landfills should always be located away from habitation clusters and other places of social, economic or environmental importance, which implies lands outside the city. Therefore, increase in MSW will have significant impacts in terms of land required for disposing the waste as it gets more difficult to site landfills.



The area required for the solid waste land fill only of these 366 cities in our country would be somewhat like this:

Years	Area of Land Occupied/ Required for MSW Disposal (sq.km)	City Equivalents
1947 – 2001	240	50% of Mumbai
1947 - 2011	380	90% of Chennai
1947 - 2021	590	Hyderabad
2009 – 2047	1400	Hyderabad + Mumbai + Chennai

Do we have only 366 cities in our country? No we have many more, then we require much more place for the landfill. What is its effect? More and more land occupied for the living or forests need to be utilized for the landfill and more of diseases, more smell and less place to live in.

What can we do to reduce this waste? To save our earth or to keep space for our future generations to live on this earth? The effective way of saving space for living is to make use of the 3R's. They are reduce, reuse and recycle.

Let's see what these mean:



Reduce: Process of reducing the amount of waste produced (teacher

gives few examples)

Reuse: Process of using something more than once in its original form or



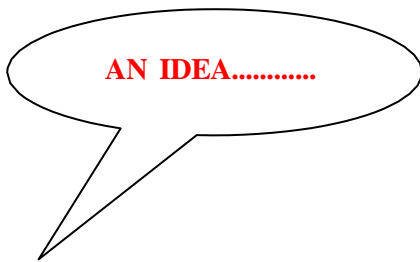
different form (teacher explains it quoting the example of clothes).



Recycle: The process of collecting, separating, processing and using already manufactured material for remanufacturing new things/products.

List the actions that show

We care for the earth	We are careless towards earth



Students are taken to landfill site and are shown the waste area used for the landfill and also its slow decomposition.

MODULE- 6

SAVE SPACE - REDUCE

Grade: 6-8



Objectives:

- To be able to understand how reduce; reuse, recycle and compost will be able to decrease the amount of waste that goes to the landfill
- To be able to understand how recycling conserves our natural resources
- Feel sorry for the current situation of waste management
- To differentiate between needs and wants
- To discourage buying unnecessary goods

Material needed:

- Chart 1- check list for my family
- Chart 2- check list for my neighbour's family
- Example of a flow chart of the material bought up to decomposed/ recycled
- Video on need and wants

Procedure:

—The three R's are the foundations of environmental stewardship. Practicing the three R's helps with conservation of energy and resources as well as landfill diversion. We have seen in the last lesson the amount of space required to throw our waste. We need to find a solution for it. The best solution as we have seen could be:



1. Reduce
2. Reuse
3. Recycle

Let's take a look at each in more detail. What is reduce?

Reduce: Being environmentally conscious eventually leads to the next step—being proactive in daily life. When buying products at the store, it helps to think about what kind of effect the product is having on the environment. Sometimes we purchase items that we don't really need. (Teacher helps the students to differentiate between need and wants by showing them the **video**) Other times we purchase items that have more packaging than is necessary. When we make decisions with these issues in mind, we're using our power as consumers to be proactive in helping the environment. Simply put, Reducing means producing less waste, consuming less and consciously avoiding products with unnecessary packaging. Reducing is the most effective of the three R's.

Tips to help you reduce your waste:

- Avoid items that are excessively and needlessly packaged.
- Buy reusable coffee filters and cloth napkins. Avoid paper/foam plates and cups.
- Avoid plastic bags. Carry reusable bags for your shopping trips.



What are the other ways in which we can reduce our solid waste?

Let us have a short discussion (students start giving their opinions, teacher takes up each one of them and put them down on the board)

- Avoid usage of disposable goods like lighters, paper napkins, plates, spoons, glasses, cups etc.
- Make it a point to purchase products that are made of recycled material or can be recycled..
- Teacher explains how a buyer can identify the recycled / recyclable material
- Use cloth or reusable grocery bags for the shopping and avoid poly bags or disposable bags.
- Avoid using plastic wraps, may use a container which could be reused. Try to avoid wrapping gifts and save that paper.

- Donate instead of disposing off the old clothes, furniture, utensils, books etc
- Instead of using disposable water cups use your own personal water bottle or mugs
- Try to use recycled paper copies, recycled paper for rough work, printouts or letter heads etc
- Advise the shopkeepers not to do the over packing of the goods you purchase
- Motivate people to buy material from recycled materials
- Learn to reuse products for different purposes
- Instead of using paper napkins use cloth napkins which could be reused
- Use dish cloth instead of using paper towels which cannot be reused
- Avoid clothes that need dry cleaning
- Use both side of the paper to write and not only one side.

Teacher after explaining each of the points gives the students a project to visit any one of their neighbours family, explain the benefits of reducing the wastage and asks the students to prepare a chart for their own family and any one neighbouring family to check the quantity of recycled or recyclable material bought



CHART – 1 (FOR ONE MONTH) MY FAMILY			
Name of the head of the family :			
Number of members in the family:			
Material bought	Symbol on the item	Recycled/ recyclable	Not recycled/ recyclable

CHART – 2 (FOR ONE MONTH) MY NEIGHBOUR’S FAMILY			
Name of the head of the family :			
Number of members in the family:			
Material bought	Symbol on the item	Recycled/ recyclable	Not recycled/ recyclable

After a month’s monitoring the students will prepare a brief report of their work and present it to the class and if found useful will continue with the project taking up a new neighbouring family.



Draw a flow chart of how recycling works. Include all the steps. Start from buying an item at the store.

MODULE - 7
SAVE SPACE – REUSE

Grade: 6-8

Objectives:



- To be able to define reuse
- To be able to understand how to reuse so as to it will be able to decrease the amount of waste that goes to the landfill.
- To understand how this can save natural resources.
- To be ready to purchase from second hand stores

Material needed:

- Slide on things prepared from waste material

Used tea cups	Plastic straws	Match sticks
Waste paper	Broken mirror	Used chart paper
Broken bangle pieces	Small Plastic boxes	Used pens
Pencil shavings	Paper Pins	Thread
Fevicol	News paper	water bottles

Procedure:

The second most effective strategy for environmental stewardship is to **reuse**. Before throwing something in the garbage, it helps to think about how that item might be reused. It might be reused for the same purpose or it might be used in a different way. For example, newspaper can be used as wrapping paper or cushioning for packaged items. Can this be reused? This is a great question to ask before throwing something in the garbage or the recycling bin. What's old to you might be new to someone else. On the same note, you might be able to find something you need at a second hand store. When we reuse each other's goods we save them from going to the landfill and we save energy and resources that would otherwise go to making new products. You might wonder why not we recycle these things instead of reusing them? Recycling requires some quantity of energy, transport time, fuel for transport if we reuse the material time, energy and fuel could be saved too.

There is a list of objects, can you write down how these can be reused? You may do so after discussing with your friend next to you. (Display the items on the screen so that the students see it)

1. Carry bags
2. News papers
3. Magazines
4. Jars
5. Pots
6. Old clothes
7. Tyres
8. Wood
9. Text books
10. Scrap paper
11. Old furniture
12. Decorations
13. Chart papers
14. Used pens
15. Tea cups
16. Metal cans
17. Drinking straws
18. Old CD's and DVD's

Tips to help you reuse these items:

Teacher after listening to few students explains the ways in which these can be reused;

Carry bags :

- They can be used to collect the waste material as you travel in the car
- They could be used for packing
- You can wash them and give them to a vendor close by to be reused
- To cover your waste bins in the house, wash rooms etc.



News papers / magazines / scrap papers :

- To wrap things that are easily broken
- For the padding of things
- For the shoe fill

Jars / pots / metal cans:

- To crate lovely flower vases
- To create a decorative piece with coloured stones
- To store oils
- Fill some mud and plant a seed
- To store homemade cosmetics
- To store small items that can easily be misplaced
- To prepare bottle crafts



Old clothes :

- Donate old clothes to the needy, the homeless and poor
- Convert them into dusters for cleaning your room
- Give it to the tailor for the necessary use



- Restyle your clothes
- You may make fabric accessories
- Can create toys
- Make new curtains
- Make bed covers



Old furniture / wood:

- Donate them to the needy
- Convert them into new furniture
- Make a storage box
- Make a shoe rack
- Make a picture frame
- Create a outdoor swing for the children



Tyres:

- Prepare the swings
- Garden stairs
- An arm chair
- Decorative piece for the flowers
- Stand for the Umbrella



Decorations / chart papers / drinking straws / old pens

/ tea cups / old CD"s, DVD"s:

- Use as markers in the gardens
- Use to make decorative items
- Recreate creative items



Text books / books:

- Sell them off as second hand books
- Donate to another kid who cannot afford to buy new one
- Create a book bank in the school
- Create a library for the future use
- Use pictures from the books for the projects



Let's now be creative and see what we can make out of these things that are placed in front of you. (Teacher asks the students to get paired up and pick up the various things needed to create something new from the waste that is displayed in front of them. At the end of the task the created things are displayed in the class for the students to see.)



Look for things in your house that can be reused and make a list of them. Explain to the parents about the same and see what you can do out of them. Prepare a list and the things can be prepared.

Things Found in my home	Can be reused as:

Let's see few things that are reused in different forms: (teacher puts them up on the board)



MODULE - 8

SAVE SPACE – RECYCLE

Grade: 6-8

Objectives:



- To be able to define recycler
- To be able to understand and differentiate between the materials that could be recycled so as to decrease the amount of waste that goes to the landfill.
- To know how to separate the material into different bins
- To be able to do the composting of waste material in school and at home

Material needed:

- Household recyclable items
- Slide of coloured recycling bins
- Video – save our world
- Video – Man
- Video - Recycling

Procedure:

At the beginning of the class as an introduction the video on —Save our world is shown to the students. —Then the following questions are asked to the students:

- What do you appreciate in our world?
- What are the things you think we can improve for our world?
- What do you think we can do to improve the present scenario of solid waste of our world or at least our native land?

When we cannot reduce the wastage or reuse the same then we need to think of recycling. It is the last resort that we need to take. Ask yourself if the unwanted item is recyclable or compostable? These days we are recycling more materials than ever—approximately 50 percent of



household waste can be recycled. When we recycle, we give material a new life and save it from going to the landfill. Materials like glass, plastic, aluminium, and paper can be mass collected, broken or melted down, and made into entirely new products. Then few more of them like food waste, waste from the garden can be compostable. Recycling is a process of converting the waste material into another product or object which can be used.

For this we should know what can be recycled and what can be compost. If both are not possible then we send that material as waste to the landfill. Let us see some of the common household materials that can be recycled:

Junk mail	Cards	Plastic bags
Papers	Books	CD/ DVD
Disposable cups, plates	Cardboard	Batteries
Power cords	TV set	
Glass material		
Steel	Tin boxes	Cloth
Rubber	Socks	Flowers

There are many more of them, when you do not want to use them any more they need to be placed in proper bins for the recycling. Remember the lesson that you had learnt, —I love to be Orderly and place waste in the appropriate bin which makes it easier to recycle, compost or send for the landfill. We see these coloured bins in our own school campus and also in many other places. Have you observed them anywhere? Can you tell me where have you seen them? And what is the colour of the bins and what should be placed in them? (After gathering responses from the students) **slide of colour bins** is displayed on the board.



Blue coloured bins are used for the paper – all coloured and non coloured paper, news papers, magazines, letters, card board, calendars, envelops, copy pages etc. care should be taken not to add tissue paper, laminated paper, dirty paper, carbon paper, aluminium coated paper.

Green coloured bins are used to separate all coloured and non coloured glass bottles which include all cosmetic bottles, soft drink bottles, food containers etc. we should take care not to add in them crystal, mirrors, window panes, lab material, ceramic, metal, jars.

Yellow coloured bins are utilized for plastics; all kinds of plastic materials are placed in this bin. This could later be sent for recycling.

Red coloured bins are used for the metals; all kind of coloured or non coloured aluminium sheets, tin sheets, steel etc. taking care to see that toxic and paint boxes are not into it.

These are commonly used coloured bins; beside this you can also have one **black bin** and a **grey bin**

Grey bin could be used to place all the kitchen waste, garden waste, cooked or uncooked food, cut flowers, leaves etc.

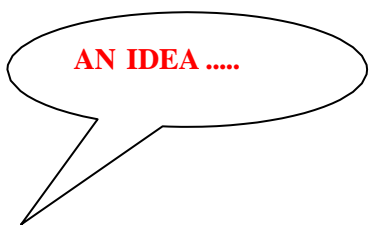
Black bins / garbage bins could be used to drop the material that does not fit in any of the five bins- which could be sent for the waste material to be thrown in landfills

All the four coloured bin materials i.e. blue, green, yellow and red could be sent for respective recycling the grey bin material could be used for compost and black bin material to the landfill.

Composting of waste is nature's way of recycling the waste material. It is the converting the biodegradable waste into natural fertilizer. This could be used



effectively for our plants in the garden or pots. Let us learn today how we can prepare this compost in our own homes and use it for our plants.



Let us learn to prepare the natural manure from the biodegradable waste from

our kitchen: (students are taken for a practical lesson near the school compost pit)



If you have space in the garden then dig a pit in it. If you are in the midst of the city, then you might prepare the manure in a big drum or a big container.

First add a thin layer of mud in it, and then place the kitchen waste into it evenly spread and above that again a layer of soil, repeat these layers one over the other and then soak it with water and leave it open for the sufficient supply of air and sunlight. Once the container is full leave it aside for few weeks. Meanwhile you may use another container for the same purpose. Once the manure is ready, you may put it for your garden, plants or trees. This manure will be pure and good for the soil. Secondly by this way you will reduce the wastage sent to the landfill.

Before you throw anything in the garbage make sure to try the 3R's first. The garbage should be your last resort after you've tried the 3 R's and there is no other option.

It's not easy to find a new location for a landfill but if we all practice the three R's we can reduce the need for new landfills and extend the life of current ones.

A video on the process of recycling of paper is shown.

Each student is asked to prepare a compost place in his/ her home (student from the neighbourhood will evaluate it)

MODULE - 2

SOMEONE ELSE'S SHOES

Grade: 6 - 8

Objectives: Students will

- Talk about the meaning of the word **empathy**
- Practice the technique of empathetic listening
- Cultivate the vocabulary of empathy
- Understand how to be empathetic
- Learn to be non-judgemental listeners

Materials Needed:

- —Slide of the pictures showing empathy
- Take cards of case studies
- Video on empathy

Procedure: What do you think is happening in these pictures? What is the feeling shown?

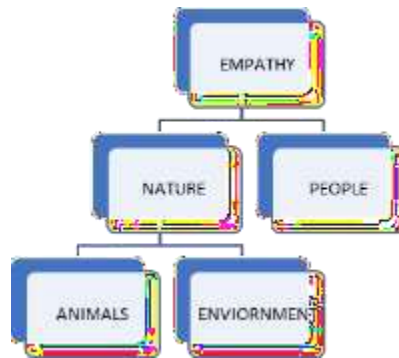


Once the students identify the feelings, speak to them about the word meaning Empathy and what it means to be in someone's shoes. Then show them the **video on empathy**. After that ask them about their own examples of experiencing empathy from others (In the school, at home or in the society).

Empathy is the ability to understand the world from another's point of view and motivation to treat another kindly based on that understanding. Empathy has an emotional and thinking component. To have empathy means to feel another's feelings (pain, sorrow, happiness and all other kind of emotions). To have empathy one must



also understand intellectually, what state of mind the other person is and act accordingly. (Teacher gives examples from her/his life or familiar examples showing empathy to the others including animals and nature)

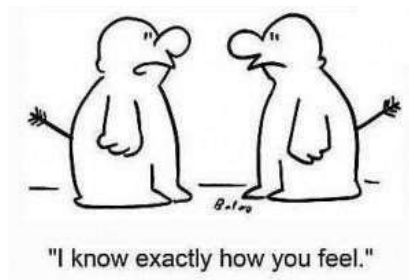


After which the teacher shows the short slide show – *Unsung Hero*

Once the children have understood what empathy is, then she tells them how to show it while listening to the others.

Steps to Empathetic Listening:

- Listen with your full attention
- Open yourself to the other
- Offer physical affection whenever needed
- Focus your attention on the feelings of the other
- Be nonjudgmental.



Make sure that they have followed the steps, teacher demonstrates the steps to the students taking few examples from the class room (student coming to the teacher to clear the doubts, students expressing his desire and need to go back home since she is unwell, student complaining about another child etc.) and then the following activity is being conducted.

Activity:

Instructions for the activity: Take one character card, pair up with a classmate, and read your card, understand the situation and then tell your personified story while your partner practices being an empathetic listener. Then, switch roles: practice being empathetic as your partner, as his character, tells you what he is experiencing. (Teacher

takes one card and shows what is to be done with the help of one student who is pre prepared for the activity)

<p>Amrit is a best player back on the school football team. During one of the final games of the season, he was injured badly, so badly that he couldn't play in the rest of the games, nor could he go to school for three months.</p>	<p>All of Rashi's friends are constantly talking about the movie and shopping —the dresses they're going to buy, how they're going to do their hair, where they're going to eat. Rashi wants to go, but the tickets are expensive, and her mom just lost her job.</p>
<p>Seema always admired her friend Zeena's wardrobe. One day, when they were hanging out at Zeena's house, Seema asked to borrow Zeena's expensive blue sweater. Zeena said she could, but then made fun of Seema, telling everyone at school that Seema couldn't afford her own nice clothes.</p>	<p>Romy was one of five students selected to represent her school in a national math competition. The final showdown was between Romy's team and another school. The score was tied with only one question remaining. The question went to Romy, who got it wrong, allowing the other team to win.</p>
<p>During a school field trip, Jessie had a seizure in front of his entire class. He came out of it to find all his classmates staring at him. His doctors told him he has a condition where he could have a seizure anytime.</p>	<p>Ronnie has worked at the same pizza place for over a year and has always done a great job. One day, he overcharged a customer by accident. The new boss thought Ronnie did it on purpose to pocket the difference and fired him.</p>
<p>Anita's best friend confided in her about a surprise birthday party she had planned to throw for her brother. Anita accidentally let the secret slip, and now her best friend won't talk to her</p>	<p>Shaun's brother's friend accompanied Shaun at a school dance last weekend. Shaun didn't want it, but he decided not to tell his brother about the incident just to be safe. Shaun's brother found out anyway and is angry with him.</p>
<p>After practicing for months, Sheena tripped and fell during her routine for the school talent show. One of her classmates, who was using a cell phone to videotape the show, posted the clip of Sheena's fall on the Internet the next day.</p>	<p>Rohit messaged Shelly, admitting that he likes her. Shelly forwarded the message to all of her friends, some of whom then teased Rohit on a social networking site about his crush on Shelly.</p>
<p>Gurmeet found out that a nasty rumour being spread about her was started by a former friend.</p>	<p>Jaspal discovered that his teammate cheated by copying from his paper during the Maths final.</p>
<p>Harish's grandparents are not earning anymore. They are old and Harish's parents feel that they are a burden to them. They want to send them to old age home. Harish is very much attached to them.</p>	<p>Leela loved her younger sister very much. She fell ill few months ago and was hospitalized. Now she is no more. She passed away from this world.</p>

At the end of the activity teacher asks few students to share their experience of listening to the other and sharing with the other their experience. Listen to them and write some points on the board such as their feelings, ways in which empathy shown etc. Teacher will make the students realize how important to be empathetic towards the others.

Extended work:

Talk to your maid / gardener / driver / cook, any one domestic helper today and find out the following from them and write a brief report to be presented in the class.

1. How many members are there in their family?
2. Who is the bread winner of the family?
3. How does she feel at the end of the day, after a whole day's work?
4. What are the difficulties they face in their work place and how did they over come?
5. Were they doubted for something that they did not do / were they misunderstood / scolded for wrong reasons?

Talk to your classmate / schoolmate who is ill;

1. How do you feel when you have to miss school because of illness?
2. I think it is very painful stay indoors when your friends are playing and moving around. What do you think?

Then the teacher asks the students to identify the feelings shown in the pictures. The slides are put up.



AN IDEA.....

Teacher asks the students to collect the photos of people in various moods; like happy, sad, frustrated, angry, understanding, showing love and care, helpful etc. (if the student is not able to collect photos then collect pictures from the magazine or news papers) and name the feeling below each photograph.

MODULE - 3

I AM COMPASSIONATE

Grade: 6 - 8

Objectives: Students will

- Talk about the meaning of the word **compassion**.
- Understand how to be compassionate
- Practice the technique of being compassionate in words

Materials Needed:

- Case studies
- Video — what is it
- Video on compassion

(As an introduction to the lesson few students are trained to act out this story, and the students act it out for the class)

Long ago in India, there lived a young boy by the name of Raman.

One winter's night, Raman's mother developed a high fever.

She could not sleep and was feeling very restless. In the middle of the night, she felt thirsty and asked her son to fetch a glass of water. Raman got up immediately and went to the kitchen to fetch the glass of water for his beloved mother.



daily use.

Raman was in a dilemma. Should he tell his mother that there was no water left in the pot and ask her to wait till morning when their cook would fetch water from the spring?



It would mean that his mother would not be able to quench her thirst till the morning. Could Raman bear seeing his mother suffer for so long? No, never!

So he left the house that cold night and went to the village spring to fetch water. He filled the pot with water and carried the heavy pot all the way back home. When he reached the house, he quickly poured the water into a glass and brought it to his mother. However, when he entered her room, he found his mother fast asleep.



Raman was again in a dilemma. Should he wake his mother up to drink or should he just let her sleep through? Well, Raman decided not to wake her up. He sat in a chair by her bedside holding the glass of water in his hand to make sure he did not spill it.

When his mother woke up a while later, she found, to her great surprise, Raman sitting by her bedside holding a glass of water in his hand. When Raman saw that his mother was awake, he quickly handed the glass of water to her with much care. He said: —Sorry I was not able to give you the water earlier. I went



to the well to get the water and was waiting for you to wake up so I could give it to you.

Raman's mother drank the glass of water with gratitude and pride. She truly knew then how much her son loved her and was deeply moved by his compassionate act.

Questions:

1. What were the compassionate acts that Raman performed that winter's night when his mother was ill in bed?
2. Why did Raman's mother drink the glass of water with gratitude and pride when Raman handed it to her?
3. Is there something that we can learn from Raman?

Teacher teaches the song to the students: —There's my neighbour so lone and forgotten

Scenarios for reflection with children:

Reflect on the following situations with your students and discuss possible ways of showing compassion under the different circumstances.

1. There is a new student in your class from a different school (new admission) and she/he is feeling awkward as her/ his ways of talking, dealing with situations and people are different from other students in the class.
2. Mum looks very tired and has yet to wash the dishes heaped high in the kitchen sink at night after family has had their food.
3. Your younger sister/ brother seems bored and she has no one to play with.
4. A friend is sad because the teacher has just scolded her for her carelessness in her homework.
5. A dog in the neighbourhood is tangled up in his leash and is screaming continuously.
6. You are sitting when travelling on a bus when a pregnant lady / sick person / lady carrying a baby gets on and is unable to find a seat.
7. When your grandfather / grandmother wants go out for a walk but is feeling weak
8. When your parents are deciding to send your grandparents to the old age home.
9. When your classmate is tagged always by your teachers as a good for nothing student.

Teacher shows them the video “ what is it?”

Short-term projects: (Class picks up one project to be done immediately in the next class)

1. Visit the sick in the neighbourhood / nearby hospital
2. Feed birds and fish in the park
3. Visit an orphanage and help to celebrate a birthday, watch a movie together, share a story, share some delicious food or teach them a song or a dance.
4. Offer free babysitting to a busy mother
5. Visit a Old age home and listen to the people and share with them joyful experiences of school.

Long-term projects: (one project is picked up as a class for the semester to be started in the following class)

1. Arrange special outings in nature and help children notice details such as a small ants carrying food and birds making nests
2. Keep a pet at home and allow your child to feed it, play with it, give it a bath, touch and care for it.
3. Allow your child to have his or her own pet plant in the garden or in a flowerpot. He or she will be responsible for watering it, using fertilizer, and exposing it to the sun.
4. With your child, regularly visit an old friend or relative. Discuss beforehand what help he or she might need. Involve your child to cook or clean for them
5. In class, the teacher can encourage the students who are strong in one subject to tutor the students who might need help.



A teacher monitors the work of the students. Encourages them constantly and appreciates them for each compassionate deed done.

As a conclusion of the lesson Singa and kindness cubbies (compassion video is shown to the students)

As a home assignment the students are asked to watch their TV show carefully and see how many people there practice compassion and in what way. Make a list of the acts”.

MODULE - 4

I AM EMPATHETIC

Grade : 6 - 8

Objectives: Activities will help students:

- understand empathy
- practice ways to be more understanding
- practice words of empathy
- reflect on the effects of empathetic listening



Material needed:

- Video Song —Tell me Why
- Check list of empathy
- Musical instruments
- Video – Singa and the kindness cubbies

Essential Questions

- What does it mean to put yourself in someone else’s shoes? (from previous lesson)
- How empathetic am I?
- How can I show better empathy toward others?

Tell me why, song is played for the students. Then the following questions are asked:

1. What are things that the boy is questioning?
2. Do we see the same things that the boy saw? Do those things affect us?
3. What is it that you liked in the song?



4. How empathetic are you? Can you grade yourself for empathy?

After listening to the students empathetically teacher makes some concluding remarks; all of see the water swelling, forests burning, poor dying, sick uncared for, but our hearts need to be trained to be responding to these situation. It is another human being who is suffering; it is my mother earth who is crying. The daily situations around us need to affect us and we need to be attuned to the needs of the other.

Then the checklist for empathy is given to the students to evaluate themselves

Are You Empathetic? Read each item below. Circle “yes” if the statement describes you or “no” if it does not.

- | | | |
|--|-----|----|
| 1. I often think about other people’s feelings. | Yes | No |
| 2. I don’t make fun of other people because I can imagine what it feels like to be in their shoes. | Yes | No |
| 3. I listen to others about what they’re going through. | Yes | No |
| 4. I try to understand other people’s point of view. | Yes | No |
| 5. I am aware that not everyone reacts to situations the same way I do. | Yes | No |
| 6. I feel sympathy for the helpless and needy I see on the road side | Yes | No |
| 7. I am moved to do something for them | Yes | No |
| 8. I am generous during the Social Service week in school | Yes | No |
| 9. I am kind toward my domestic helpers at my home | Yes | No |
| 10. I feel bad to see the polluted environment and I take care of it | Yes | No |
| 11. I do not litter the ground / classroom / home | Yes | No |
| 12. If I find the ground littered, I clean it up | Yes | No |

(Teacher discusses with the students)

1. If you answered mostly —yes, you probably do a good job of showing empathy toward other people. The statements you answered —no, to are things you could do to be more empathetic.
2. As a class, are you empathetic? To discuss how you can follow the behaviours suggested showing empathy toward others we need to show empathy even in our words.

Let us now see what the steps for empathetic language are;

Empathic Language

The language of empathy moves away from making judgments and toward describing things accurately. Here is another exercise in which students take on roles and respond from different viewpoints to given social scenarios. Tell the students that you (teacher) will leave the classroom and then come back. Their job is to closely observe your behaviour and write down on a note card what they notice. Leave the class and then walk back into the classroom and make several mistakes in the process: talk loudly, eat some food without permission, take somebody's pencil without asking, just drop your bag on another's seat, spill water on the floor, etc. Tell students to Collect the cards, and read them aloud. As students listen, ask them to signal one way when they hear descriptive language, and another way when they hear judgmental language. Follow this by providing a quick definition: empathetic language is descriptive, not judgmental.

Four steps of empathetic language

Teach students the following sequence of descriptive, non-judgmental (empathetic) language:

1. I saw . . . (describe what happened)
2. I felt . . .(describe how you felt when you saw what you saw)
3. I need . . . (describe what you need/would like)
4. I request . . .(make a request for the future)

Example of using the four steps:

Situation: Exclusion-a student is left out of a party

1. You didn't invite me to your party. (statement is a description, not a judgment)
2. I felt upset. I thought we were friends.
3. I need to know if you're angry at me.
4. —Next time, will you let me know when you're angry

The fourth step is especially challenging because it requires students to identify and express a need through a specific request. Initially, teachers may decide to leave it out. On the other hand, it models ideal behaviour, even though it may seem unlikely that students will be able to achieve that level of civility at this time.

Practicing

Use drama scenarios to practice the language of empathy in social situations students are likely to encounter. Describe the situation (do not act out the negative behaviours) and then have students try it using the four steps of empathetic language in response to the situation (this is the part to act out). You can use the following ideas or provide your own examples, and then ask students to brainstorm a list of scenarios.

- One student is left out of a football game at recess.
- Two girls are gossiping about a third girl as she unexpectedly passes, overhearing them.
- A student is repeatedly asked to share his homework with friends, even though the work is supposed to be done independently.
- A student is being pressured to join a gang.
- A boy with poor social skills tends to ostracize himself from the group with awkward, annoying, or slightly antisocial behaviour. The group wants to help, but isn't sure how.



Sharing in the Circle of Power and Respect

Try whip shares, where each person in the circle gives a one-word response to a question. Afterwards, invite students to ask follow-up questions.

Examples of whip-share topics that can build empathy:

A pet you've known has passed away

A painful trip to the dentist

A time you were ill or hurt

An experience with baby siblings or other baby relatives

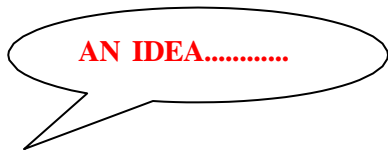
An experience with puppies, kittens, and other baby animals

A time when you felt left out

An embarrassing moment

Getting cut from a team

Examples of follow-up questions about a time when you were sick or hurt: Sunny, how did you get help after you fell? How long were you out of school, and what did you do during that time?



Weave these ways of building empathy into the class period on another day, in next week.

At the end of the lesson as an encouragement to practice empathy Video on Singa and Kindness Cubbies

Song “There’s my neighbour so lone and forgotten” is sung.

The list of modules is given below

Table: 3.27 List of the modules

S. No.	Module No.	Name of the Module	Page no.
Modules for Responsibility			
1	1	Collaboration	1-5
2	2	Golden Rule	6 – 9
3	3	I Appreciate Everyone	10 – 14
4	4	I am Responsible	15 – 18
Modules for Environment Concern (Respect)			

S. No.	Module No.	Name of the Module	Page no.
5	1	I love my City	19 – 23
6	2	I care for my Environment	24 – 28
7	3	Earth is calling Me	29 – 33
8	4	I love to be Orderly	34 – 39
8	5	Rate of Decomposition	40 – 43
10	6	Save Space – Reduce	44 – 47
11	7	Save Space – Reuse	48 – 53
12	8	Save Space – Recycle	54 – 58
Modules for Empathy			
13	1	Everyone is Unique	59 – 64
14	2	Someone else’s Shoes	65 – 70
15	3	I am Compassionate	71 – 74
16	4	I am Empathetic	75 – 79

3.9 STATISTICAL TECHNIQUES

The following statistical techniques have been employed to analyze the data:

1. —Means and standard deviations are employed to understand the nature of data on the scores of Aggression and Civic Responsibility and self-efficacy of the teachers for moral Education.
2. Repeated measure ANOVA is employed to find the significant effect of moral Education on the development of civic Responsibility in the light of teacher self-efficacy for moral Education and Aggression of students.
3. Regression analysis is utilized to predict the effectiveness of the Module and Civic Responsibility - Aggression association.

CHAPTER – 4

ANALYSIS AND INTERPRETATION

This chapter is entirely devoted to the analysis of the collected data and the interpretation of the results. Analysing the data helps the one who reads to understand what those numerical mean. Interpretation of the data relates the collected data to our objectives, making the understanding clear and meaningful. Analysis and interpretation is a conscientious assessment of the whole study. It makes the study meaningful to society and especially to the reader. In this chapter, the researcher has analysed the data and presented it objective and hypothesis wise as mentioned here under,

- 4.1 DESCRIPTIVE ANALYSIS OF AGGRESSION, CIVIC RESPONSIBILITY AND TEACHER SELF-EFFICACY FOR MORAL EDUCATION OF THE MIDDLE SCHOOL STUDENTS**
- 4.2 INFERENCIAL ANALYSIS OF CIVIC RESPONSIBILITY AND AGGRESSION OF THE MIDDLE SCHOOL STUDENTS.**
- 4.3 INFERENCIAL ANALYSIS OF TEACHER SELF-EFFICACY FOR MORAL EDUCATION OF TEACHERS**
- 4.4 INFERENCIAL ANALYSIS OF CIVIC RESPONSIBILITY OF THE MIDDLE SCHOOL STUDENTS WITH HIGH AND LOW AGGRESSION**
- 4.5 REGRESSION ANALYSIS OF THE IMPACT OF CIVIC RESPONSIBILITY ON THE AGGRESSION OF STUDENTS**

Following acronyms have been used in this chapter to make the reading simpler,

ANOVA	Analysis of Variance
Df	Degree of freedom
CR	Civic Responsibility
Agg	Aggression
Sig	Significance
CRS	Civic Responsibility Survey
M	Mean
Md	Median
Sk	Skewness
Kurt	Kurtosis
SE	Standard Error

4.1 DESCRIPTIVE ANALYSIS OF AGGRESSION, CIVIC RESPONSIBILITY AND TEACHER SELF-EFFICACY FOR MORAL EDUCATION OF MIDDLE SCHOOL STUDENTS

With the view to interpret the collected data, it was quantified and processed for calculating descriptive statistics, and the results have been reported in the following table 4.1

Table 4.1

Summary of Descriptive analysis of Aggression, Civic Responsibility and Teacher self-efficacy for Moral Education

		M	Md	Σ	Sk	SE(sk)	z(sk)	Kurt	SE(kurt)	z(kurt)
		Summary of Aggression Scores								
Aggression	Pre-test – Aggression	87.71	89	16.664	-.063	.098	-.642	-.371	.196	-1.89
	Post-test 1- Aggression	85.69	86	16.040	-.039	.98	-.039	-.236	.196	-1.20
	Post-test 2 Aggression	81.35	82	14.778	.099	.098	1.010	.104	.196	.530
	Post-test 3 Aggression	79.51	80	14.711	.194	.98	.197	.113	.196	.576
		Summary of Civic responsibility Scores								
Civic Responsibility	Pre-test CR	40.80	41	7.757	-.475	.098	-4.84	-.031	.196	-.158
	Post-test 1 CR	46.01	47	7.198	-.914	.098	-9.32	-.722	.196	-3.68
	Post-test 2 CR	46.82	48	6.222	-.719	.098	-7.33	-.322	.196	-1.64
	Post-test 3 CR	48.09	48	4.999	-.708	.098	-7.22	-.710	.196	-3.62
		Summary of Teacher Efficacy of Moral Education Scores								
	TEME	89.60	90	2.302	-1.03	.913	-1.13	-1.129	2.00	-.564

It is clear from table 4.1 that in the summary of Aggression scores, for the Pre-test scores, the mean (M), median (Md), standard deviation (σ), skewness (Sk), standard error of skewness (SE(Sk)), z skewness (zsk), kurtosis (kurt), standard error of kurtosis

(SE(kurt)) and z kurtosis (z(kurt)) were found to be, 87.71, 89, 16.664, -.063, .098, -.642, -.371, .196 and -1.89 respectively. For Post-test 1 Aggression scores, it was 85.69, 86, 16.040, .099, .098, -.039, .104, .196 and -1.20 respectively. For the Post-test 2 the values were found to be, 81.35, 82, 14.778, .099, .098, 1.01, .104, .196 and .530 the scores for the third Post-test were, 79.51, 80, 14.711, .194, .98, .197, .113, .196 and .576 respectively.

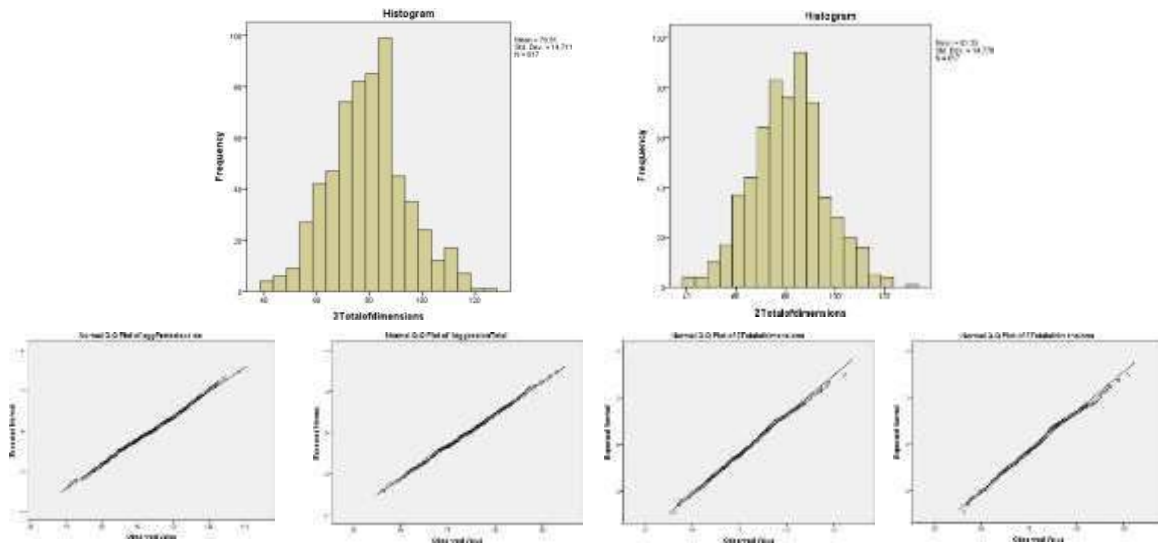


Fig. 4.1: Histogram and Q-Q Plot depicting Frequency of Aggression

The data was collected for the Civic Responsibility making use of the Civic responsibility Survey (CRS). The summary of civic responsibility scores was tested for —the mean (M), Median (Md), standard deviation (σ), skewness (Sk), standard error of skewness (SE(Sk)), z skewness (z(sk)), kurtosis (Kurt), standard error of kurtosis (SE(Kurt)) and z kurtosis (z(Kurt)). The pre-test CR scores were tested for Normality, and the values obtained were 40.80, 41, 7.757, -.475, .098, -4.84, -.031, .196 and -1.158, respectively. The values for the first post-test were, 46.01, 47, 7.198, -.914, .098, -9.32 - .722, .196 and -3.68 respectively. The values for the second post-test were, 46.82, 48, 6.222, -.719, .98, -7.33 .322, .196 and -1.64 respectively. The values for the third post-test of CR were, 48.09, 48, 4.999, -.708, .098, -7.22 .710, .196 and -3.62 respectively.

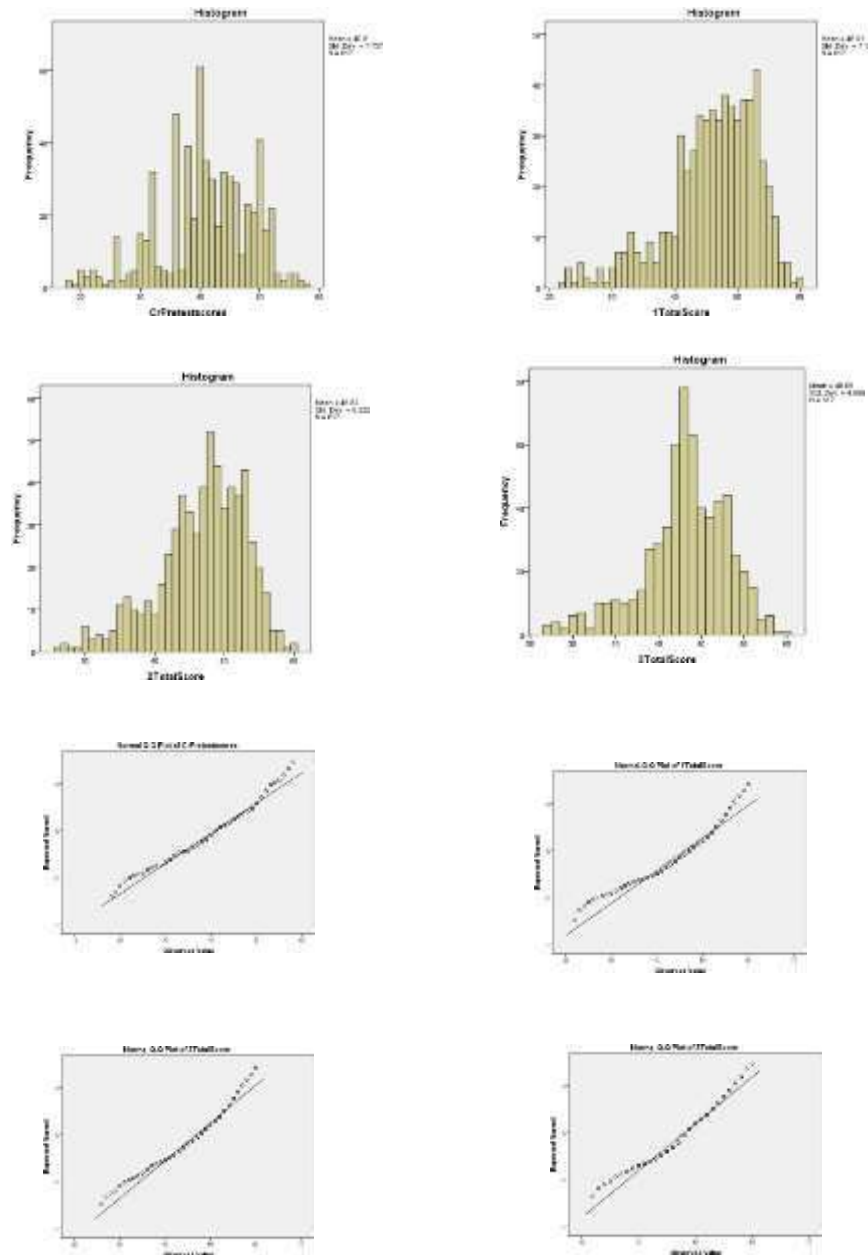


Fig 4.2: Histogram and Q-Q Plot depicting Frequency of Civic Responsibility

The data for Teacher Self-Efficacy for Moral Education (TSEME) was also collected from the teachers teaching Moral Education for middle-class students. The number of teachers was few. However, the mean (M), median (Md), standard deviation (σ), skewness (Sk), standard error of skewness (SE(Sk)), z skewness (z(sk)), kurtosis (Kurt), standard error of kurtosis (SE(Kurt)) and z kurtosis (z (Kurt)) were found to be, 89.60, 90, 2.302, -1.033, .913, -1.13 -1.129, 2 and -.564 respectively.

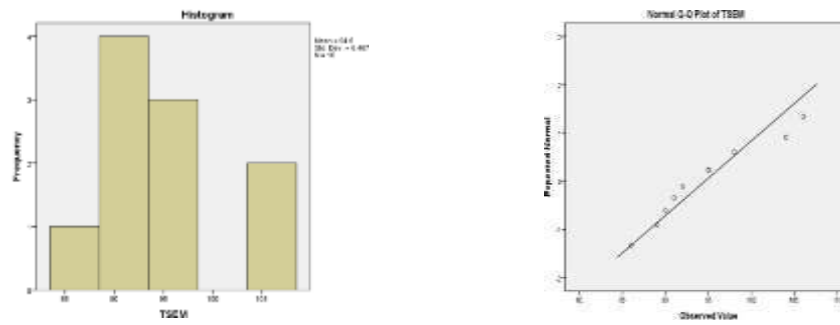


Fig 4.3: Histogram and Q-Q Plot depicting Frequency of TSEME

Although in most of the cases, the z (skewness) and z (kurtosis) are less than 3.29 ($p > 0.001$), with some exceptions, the data is normal for most of the dimensions and total score. Further, since the sample (617) was large and due to which the standard error values are coming very low. In such a situation, the visual representation of the data is good enough to see the normality of the data (Field, 2009). The charts such that histogram and Q-Q plot are also presented for a holistic view of the normality of the sample.

4.2 INFERENCIAL ANALYSIS OF CIVIC RESPONSIBILITY AND AGGRESSION OF THE MIDDLE SCHOOL STUDENTS

A Civic responsibility Survey (CRS) questionnaire developed by Furco, Muller and Ammon (1998) for checking the civic responsibility of the middle school students and Buss Perry Aggression Questionnaire for checking the Aggression was adapted, and validated. Nine hundred middle school students were taken as the sample as described in the previous chapter. The adapted and validated questionnaire was used for the 617 students, and the scores obtained were considered the Pre-test Score. And three subsequent post-tests were conducted. The representation of the civic responsibility and Aggression of middle school students were studied and analysed separately according to the objectives and hypotheses.

Objective 1: To study the civic responsibility and Aggression of middle-class students:

The data was collected from the students four times, namely, for the Pre-test, after three months Post-test 1, after another three months Post-test 2 and after a gap of six months Post-test 3. The data was collected, analysis was done on these scores for all the intervals of time and the data obtained is tabulated as given below in table 4.2 and the following:

H0 1: There is no significant difference in the civic responsibility of middle school students

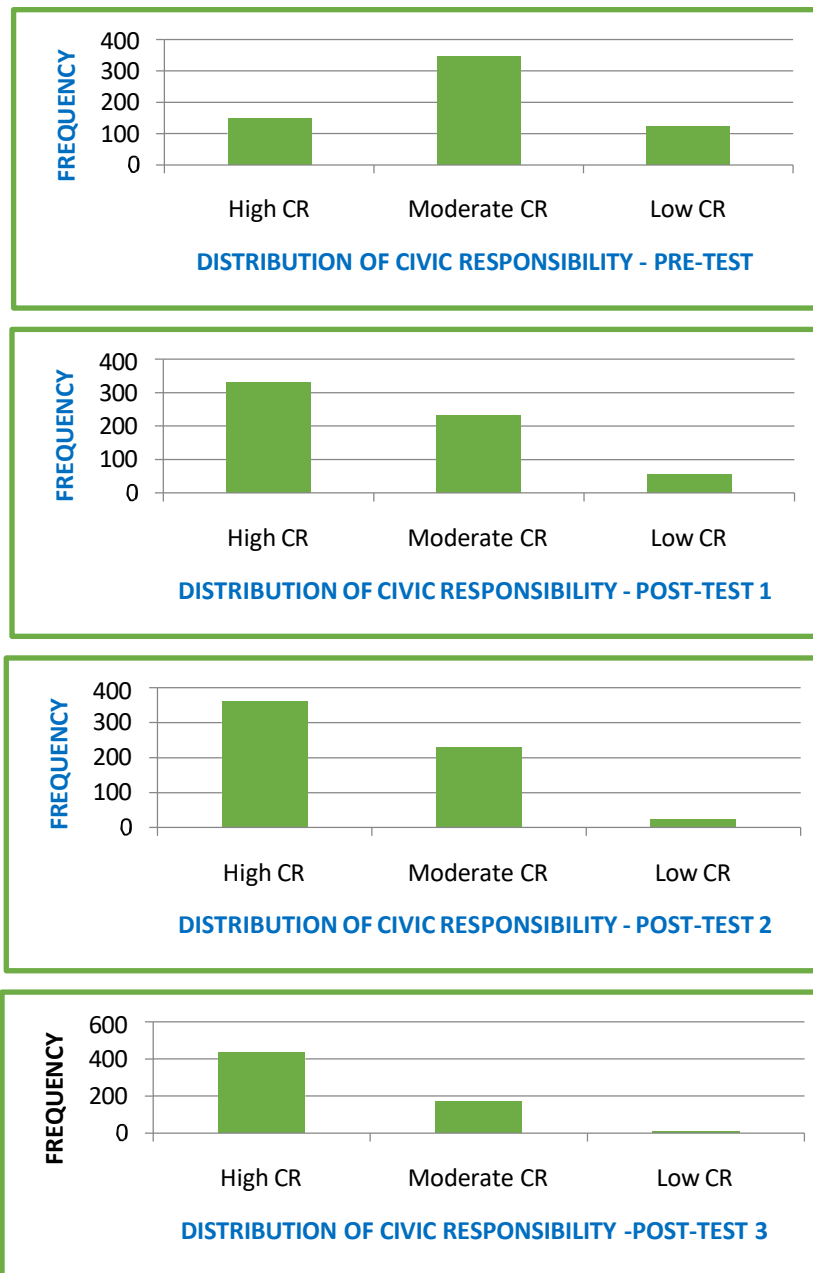


Figure 4.4 to 4.7: Representation of the Frequency of Civic Responsibility scores for different points of time (Pre-test, Post-testg1, Post-test2 and Post-test 3) of middle school students:

Figure 4.1 and Table 4.2 show the Frequency and percentage scores of Civic responsibility scores of Pre-test of the middle school students. It is seen that according to table, 149 students have a high civic responsibility, whereas the percentage value for high civic responsibility is 24.15%. 347 students have a moderate civic responsibility that is 56.14% of the total students; 121 students are observed to have very low civic responsibility that is 19.16%. In Frequency and percentage scores of Civic responsibility scores of Post-test 1, of the middle school students, it is seen that, according to table, 329 students have a high civic responsibility. The percentage value for the students having high civic responsibility is 53.32%. 233 students have a moderate civic responsibility making it 37.76% students out of the total number of students; 55 students are observed to have low civic responsibility that is 8.91%. The frequency and percentage scores of civic responsibility scores of post-test 2 of the middle school students, which is conducted after six months of the carrying out of the modules for Moral Education by the teachers with low and high self-efficacy for the moral education is seen as 361 students having the high civic responsibility which is 58.51% of the students. There are 230 students possessing moderate civic responsibility, which is 37.28%, and 26 students are observed to have very low civic responsibility making it to be 4.21%. Figure 4.1 shows the distribution of data of post-test 3, and this test is conducted after six months of the carrying out of the modules for Moral Education by the teachers having low and high self-efficacy for moral education. Therefore, when this test was implemented, the students had undergone training for six months with all the teaching-learning and the activities and had a gap period of six months. According to the figure, 437 students have high civic responsibility that is 71% of the students, 171 students having a moderate civic responsibility, that is, 28% and 9 students are observed to have a low civic responsibility, that is 1% of the students.

The researcher ran a chi-square test on the data to test and see the variation in the distribution of scores of civic responsibility among the middle school students at different points in time.

Table 4.2

Summary of Chi-Square analysis on the Civic Responsibility Scores at different points of time (Pre-test, Post-test 1, Post-test 2 and Post-test 3) of the middle school students

Time	Type	Frequency	Percentage	Residual	Chi-Square	Df	Asymp. Sig
Pre-test	High CR	149	24.15	-56.7			
	Moderate CR	347	56.24	141.3	147.592	2	.000
	Low CR	121	19.61	-84.7			
	Total	617	100				
Post-test 1	High CR	329	53.32	123.3			
	Moderate CR	233	37.76	27.3	187.968 ^a	2	.000
	Low CR	55	8.91	-150.7			
	Total	617	100				
Post-test 2	High CR	361	58.51	155.3			
	Moderate CR	230	37.28	24.3	277.151 ^a	2	.000
	Low CR	26	4.21	-179.7			
	Total	617	100				
Post-test 3	High CR	437	71	231.3			
	Moderate CR	171	28	-34.7	454.107 ^a	2	.000
	Low CR	9	1	-196.7			
	Total	617	100				

Table above 4.2 shows the value of Chi-Square for pre-test, Post-test1, post-test 2 and post-test 3 are found to be 147.592, 187.968, 277.151 and 454.107 & all the p values are less than .01, and hence it shows for sure that there is a significant difference in the Civic Responsibility of the middle school students belonging to high, moderate and low CR groups at Pre-test, Post-test1, post-test 2 and post-test 3. Therefore, the null hypothesis, There is no significant difference in the Civic Responsibility of the middle school student, is rejected in the data obtained for all the different stages. From the count of students, it can be concluded that the highest number 347, of students, are showing moderate civic responsibility, and the 149 students showed high, and 121

students showed low Civic responsibility respectively in the Pre-test, in Post-test 1, the highest number of students, are showing high civic responsibility after the implementation of the moral education modules for three months, as suggested by Ehrlich, (2001). There are 233 students having moderate and 55 students having low civic responsibility. In Post-test 2, the Highest number of students after implementing the moral education modules for six months show high civic responsibility. There are fewer students, i.e. 230 and 26 having moderate and low civic responsibility, respectively. The data obtained for the Post-test 3 maximum number 437 out of 617 students are under the high civic responsibility group, 171 are in the moderate and 9 in the low civic responsibility group.

From the discussion above, it could be seen that the p-value is significant in the —pre-test and all the post-tests. Therefore, it could be said that the null hypothesis (1), There is no significant difference in the civic responsibility of middle school students, is rejected for the pre as well as post-test data obtained from the middle school students at different times intervals (After 3 months, After 6 months and after 1 year). This result is supported by the studies done by (Ballard 2014) who studied 22 students from different 16–18-year-old age group. He reported that adolescents have different beliefs, desires, interests and concerns, which are leading them towards or away from civic involvement, motivation towards civic responsibilities is constantly needed for the students. It is also evident from the results, that civic responsibility is increasing after the treatment over time.

H0 2: There is no significant difference in the Aggression of middle school students.

Similar to the civic responsibility, the data for Aggression was collected from the students four times namely, Pre-test, after the interval of three months —Post-test 1, after another three months Post-test 2 and after a gap of six months Post-test 3. Analysis was done on these scores and the data obtained is tabulated as below;

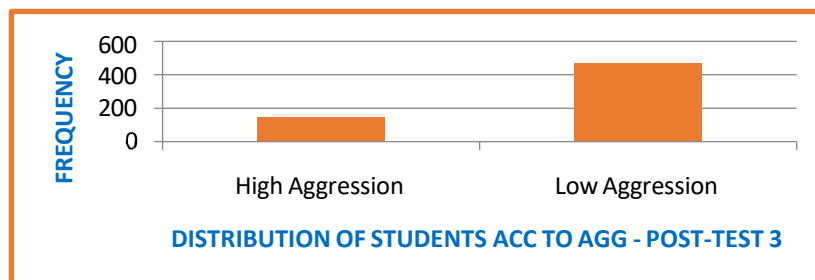
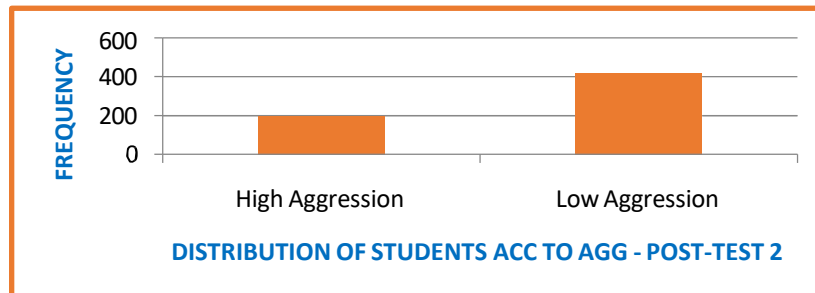
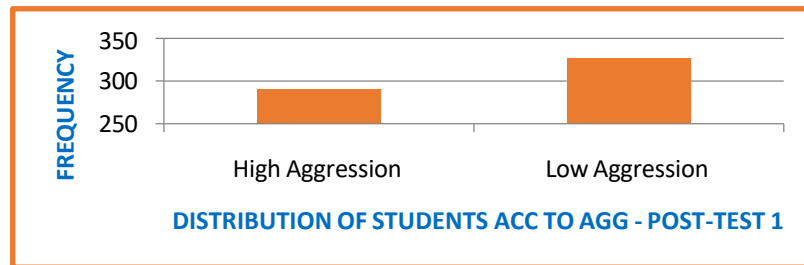
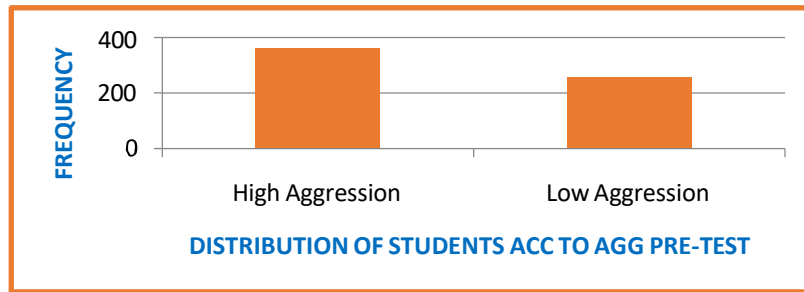


Figure 4.8 to 4.11: Representation of the Frequency of Aggression scores for different points of time “(Pre-test, Post-testg1, Post-test2 and Post-test 3)” of middle school students

Figure 4.2.1 shows the Frequency and percentage scores of Aggression scores of Pre-test of middle school students. It is seen that 321 middle school students have been classified as High aggressive students, which forms 58.5%, and 296 students were identified as Low aggressive students, which makes it to be 41.5% of the students in the Pre-test. For the Post-test 1, it is seen that 291 students were classified as high

aggression students, which is 47% of the total number of students, after three months of the implementation of the modules and 326 students were seen as low aggression students that are 53%. The above figure shows the Frequency and percentage scores of aggression scores of Post-test 2 of the middle school students. It is seen that there are 198 students with high Aggression making the percentage 32%. The low aggression students were found to be 419, with a portion of 68%. It is seen that 469 students had Low Aggression, and the rate of low aggression students is 76%, and 148 students were observed to be having high Aggression making the percentage 24% in Post-test 3.

The researcher ran a chi-square test on the data to test and see the variation in the distribution of Aggression scores among the middle school students at different points in time.

Table 4.3

Summary of Chi-Square analysis on the Aggression Scores at different points of time (Pre-test, Post-test 1, Post - test 2 and Post-test 3) of the middle school students

Time	Type	Frequency	Percentage	Residual	Chi-Square	Df	Asymp. Sig.
Pre-test	High Aggression	321	58.5	53.5			0.014
	Low Aggression	296	41.5	-52.5	1.013 ^a	1	
	Total	617					
Post-test 1	High Aggression	291	47	-17.5			0.159
	Low Aggression	326	53	17.5	1.985 ^a	1	
	Total	617					
Post-test 2	High Aggression	198	32	-110.5			0.000
	Low Aggression	419	68	110.5	79.159 ^a	1	
	Total	617	100				
Post-test 3	High Aggression	148	24	-160.5			0.000
	Low Aggression	469	76	160.5	167.003 ^a	1	
	Total	617	100				

Table above 4.3 shows the value of Chi-Square for pre-test, Post-test 1, post-test 2 and post-test 3 and are found to be 1.013, 1.985, 79.159 and 167.003 & the p values for Pre-test, Post-test 2 and Post-test 3 are less than .01. Hence, it shows for sure that there is a significant difference in the Aggression of the middle school students at Pre-test, Post-test 2 and Post-test 3. Therefore, the Null Hypothesis There is no significant difference in the aggression of the middle school students is rejected in the data obtained for the Pre-test, Post-test 2, Post-test 3. However, the p-value for Post-test 1 is not found to be significant even at the 0.05 level. Hence, the Null Hypothesis There is no significant difference in the aggression of the middle school students is not rejected for Post-test 1 for the obtained data. This is because the number of students from pre-test to post-test 1 with high Aggression got reduced, and the number of students with low Aggression increased, and their difference was not much. From the count of students, it can be concluded that the highest number of students, 321, are showing high Aggression and 296 students are showing low Aggression in Pre-test. It is seen that the higher number 419 out of 617 students are under the low aggression group after the implementation of the moral education modules, and 198 students are classified as high aggression students in Post-test 2. It is observed that the number of students having high Aggression is reduced with the imparting of the moral education modules over some time, Blair, (2018) who says, reactive aggression in the children level of which is different could be treated with active empathy. In Post-test 3, it can be seen that 469 out of 617 students are under the low aggression group after the implementation of the moral education modules, and 148 students are classified as high aggression students.

4.3 INFERENCIAL ANALYSIS OF TEACHER SELF-EFFICACY FOR MORAL EDUCATION OF TEACHERS

The validated scale was used on the 10 middle school moral education teachers of the Sacred Heart Convent School, i.e. 5 low self-efficacy for moral education and 5 high self-efficacy for moral education teachers. The data collected from the teachers was subjected to the application of the t test for the small samples since the number of teachers teaching Moral Science was small for the middle school students.

H0 3: There will be no significant difference in the teacher self-efficacy for moral education among teachers of middle school students.

Table 4.4

Representation of Homogeneity on the Teacher self-efficacy for the moral education of the teachers teaching moral education

	Levene's Statistic	df1	df2	Sig.
Based on Mean	7.346	1	8	0.087
Based on Median	2.441	1	8	0.157
Based on Median and with adjusted df	2.441	1	5.83	0.171
Based on trimmed mean	6.889	1	8	0.06

In table 4.4, the p values are .087 based on mean, .157 based on Median, .171 based on Median with an adjusted degree of freedom and .060 based on the trimmed mean. All the p values are greater than .05 ($p > .05$), which means they are not significant, meaning that the value represents homogeneity of groups. After running the t-test, the unequal variance result has been used since the p-value for **Levene's Test for Equality of Variances** is less than 0.05, and hence unequal variances results have been used for interpretation. Further the mean, SD and N for TSEME of teachers are presented below.

Table 4.5

Summary of Mean, SD and N for Teacher Self-Efficacy for Moral Education

CLASSIFICATION	N	Mean	Std. Deviation	Std. Error Mean
High	5	99.60	5.128	2.293
Low	5	89.60	2.302	1.030

Further the results of independent sample t test into equal variances not assumed are presented below for interpreting the hypothesis

Table 4.6

Independent Samples t Test (Equal variances not assumed) of Teacher Self-Efficacy for Moral Education Scores of Teachers

Levene's Test for Equality of Variances		t-test for Equality of Means		
F	Sig.	T	Df	Sig (2 tailed)
7.346	.027	3.978	5.549	.009

The —teachers with High self-efficacy for moral education had scored ($M = 99.60$, $SE = 2.293$) in comparison to teachers with low self-efficacy for moral education score ($M = 89.60$, $SE = 1.030$). The t-test result shows that the difference is significant $df (5.549) = 3.978$, $p < .05$. Therefore, the null hypothesis (3) that There is no significant difference in the teacher self-efficacy for moral education among teachers of middle school students is rejected. From the means, it is clear that teachers designated as High self-efficacy for the ME group had scored significantly higher than the teachers designated as Low self-efficacy for ME. The finding is supported by Barni, Danioni and Benevene (2019), who had reported teacher self-efficacy for a subject makes the teacher better at achieving what she desires to achieve.

4.4 DIFFERENTIAL ANALYSIS OF CIVIC RESPONSIBILITY OF THE MIDDLE SCHOOL STUDENTS

To determine the significant difference in the CR due to the Aggression, teacher self-efficacy for moral education and Time (Moral Education), three-way repeated measure ANOVA has been applied. Herein, TSEME (High TSEME and Low TSEME) and Aggression (High Aggression, Low Aggression) have been studied as between- group variables, and Time (Moral Education) is studied as a within-subject variable. There were four levels of measurements, i.e. Pre-test, Post-test1, Post-test 2 and Post- test 3 for within variable.

The analysis has been done using SPSS 24.0. Hypothesis 4, 5, 6 and 7 have been analysed through the application of the 3 way repeated measure ANOVA. The objective under study is given below:

Objective: To study the effect of —teacher self-efficacy for moral education on the development of moral values with respect to civic responsibility.

The related hypotheses framed for the objective are listed below and are tested subsequently.

Hypotheses:

1. There is no significant effect of moral education on the civic responsibility of middle school students over time.
2. There is no significant difference in the civic responsibility of middle school students with high and low Aggression.
3. There is no significant difference in the civic responsibility of children taught by teachers with high and low self-efficacy for moral education.
4. There is no significant interaction effects of;
 - a) Teacher self-efficacy and Time (Moral Education);
 - b) Aggression and Time (Moral Education); Aggression and Teacher self-efficacy for Moral Education
 - c) Time (Moral Education), Aggression and Teacher Self-Efficacy for Moral education; on the development of civic responsibility among middle school students.

The analysis has been done for all the middle school students collectively and gender-wise for boys and girls separately. The hypothesis related has been tested wherever needed in the investigation. The analysis is presented under the following headings:

- 4.4.1 Differential analysis on the scores of Civic Responsibility with respect to Aggression, Time (Moral education) and Teacher self-efficacy for Moral Education for the middle school students

4.4.2 Differential analysis on the scores of Civic Responsibility with respect to Aggression, time (Moral education) and Teacher self-efficacy for Moral Education for the of middle school female students

4.4.3 Differential analysis on the scores of Civic Responsibility with respect to Aggression, time (Moral education) and Teacher self-efficacy for Moral Education for the middle school male students

4.4.1 Differential analysis on the scores of Civic Responsibility with respect to Aggression, Time (Moral education) and Teacher self-efficacy for Moral Education for the middle school students: To analyse the differences in Civic Responsibility of middle school students, Aggression (High and Low Aggression); TSEME (High and Low TSEME) and Time (Moral Education) (Pre-test, Post-test 1, Post-test 2 and Post-test 3), 3 way repeated measure ANOVA has been applied and the descriptive statistics for various subgroups are presented below;

Table 4.4.1.1

Summary of descriptive statistics on CR scores with respect to Aggression and TSEME at various points of time, i.e. Pre-test, PT1, PT2, and PT3

	Pre-test Aggression Classification	Self- Efficacy for Moral Education Teacher Classification	Mean	Std. Deviation	N
Civic Responsibility Pretest Scores	High Aggression	High Self-Efficacy for ME	37.04	5.79	161
		Low Self-Efficacy for ME	36.71	8.07	160
		Total	36.88	7.01	321
	Low Aggression	High Self-Efficacy for ME	45.53	5.70	148
		Low Self-Efficacy for ME	44.57	6.49	148
		Total	45.05	6.12	296
	Total	High Self-Efficacy for ME	41.11	7.14	309
		Low Self-Efficacy for ME	40.48	8.33	308
		Total	40.80	7.75	617
Civic	High Aggression	High Self-Efficacy for ME	46.35	6.71	161

	Pre-test Aggression Classification	Self- Efficacy for Moral Education Teacher Classification	Mean	Std. Deviation	N
Responsibility Post-test 1 Scores		Low Self-Efficacy for ME	43.90	8.84	160
		Total	45.13	7.93	321
	Low Aggression	High Self-Efficacy for ME	47.66	5.88	148
		Low Self-Efficacy for ME	46.28	6.45	148
		Total	46.97	6.19	296
	Total	High Self-Efficacy for ME	46.98	6.34	309
		Low Self-Efficacy for ME	45.05	7.86	308
		Total	46.01	7.20	617
	Civic Responsibility Post-test 2 Scores	High Aggression	High Self-Efficacy for ME	46.90	5.90
Low Self-Efficacy for ME			45.04	7.67	160
Total			45.98	6.89	321
Low Aggression		High Self-Efficacy for ME	48.32	4.97	148
		Low Self-Efficacy for ME	47.16	5.50	148
		Total	47.74	5.27	296
Total		High Self-Efficacy for ME	47.58	5.51	309
		Low Self-Efficacy for ME	46.06	6.79	308
		Total	46.82	6.22	617
Civic Responsibility Post-test 3 Scores	High Aggression	High Self-Efficacy for ME	48.18	4.60	161
		Low Self-Efficacy for ME	46.18	6.52	160
		Total	47.18	5.72	321
	Low Aggression	High Self-Efficacy for ME	49.52	3.67	148
		Low Self-Efficacy for ME	48.61	3.99	148
		Total	49.06	3.85	296
	Total	High Self-Efficacy for ME	48.82	4.23	309
		Low Self-Efficacy for ME	47.35	5.58	308
		Total	48.09	5.00	617

A. Multivariate Tests

The results for analysing the above objectives have been reported from both angles, such that the multivariate tests and the univariate tests as generated in the output by the software. Firstly, for the interpretation of multivariate tests, the box's test of equality of covariance matrices was checked. Since the ratio of N's of the largest and the smallest group size is less than 1.5 ($161/148 = 1.09$), the results of the multivariate tests can be considered reasonably robust (Pituch & Stevens, 2016)

To test the assumption of equality variance-covariance matrices of different scores between groups, i.e. for Aggression and Teacher Self-Efficacy for Moral Education over time for groups, Box's test has been applied and presented below:

Table 4.4.1.2

Summary of Box's Test of Equality of Covariance Matrices with respect to Aggression and TSEME

Box's M	391.172
F	12.886
df1	30
df2	1021045
Sig.	0.000

It is clear from table 4.5.1.2 that Box's 391.172 , $F(30, 1021045.0) = 12.886$, $p < .001$, which is found to be significant. This indicates that equality of variance and covariance cannot be assumed. Therefore, the assumption is violated, and Pillai's Trace has been used to interpret the results for multivariate tests and is presented below in table 4.5.1.3.

Table 4.4.1.3

Multivariate tests – Summary of MANOVA (Pillai’s Trace) for 4 x 2 x 2 design with respect to CR in relation to Aggression, Time (Moral Education), TSEME of middle school students

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^c
Time (Moral Education)	.731	553.161 ^b	3	611	.000	.731	1659.483	1.000
Time (Moral Education) * Teacher Self-efficacy for moral education	.034	7.113 ^b	3	611	.000	.034	21.339	.982
Time (Moral Education) * Aggression	.408	140.294 ^b	3	611	.000	.408	420.881	1.000
Time (Moral Education) * Aggression * Teacher Self-Efficacy for moral education	.020	4.206 ^b	3	611	.006	.020	12.618	.857

The data in table 4.4.1.3 shows that the main effect of repeated measurement over time as a result of moral education is statistically significant, Pillai’s Trace .731, $F(3,611)=553.161$, $p < 0.001$. Hence, hypothesis (4), **There is no significant effect of moral education on the civic responsibility of middle school students**, is rejected. This result has been supported by Rusmin et al (2020) in their paper say, moral education from the early ages is important so that the child applies those values in the social living. In order to see the effect of Moral Education, a pairwise comparison of civic responsibility at different points of time is also made, and the results are presented in table below:

Table 4.4.1.4**Pairwise Comparisons of Civic Responsibility Scores over Time**

Civic Responsibility Scores		Mean Difference (I-J)	Std. Error	Sig.^b
Pre -test	Post- Test 1	-5.087*	.160	.000
Pre -test	Post -Test 2	-5.893*	.162	.000
Pre -test	Post -Test 3	-7.160*	.177	.000
Post- Test 1	Post- Test 2	-.806*	.073	.000
Post-Test 1	Post -Test 3	-2.072*	.131	.000
Post -Test 2	Post- Test 3	-1.266*	.086	.000
Based on estimated marginal means				
*a. The mean difference is significant at the .05 level.				
b. Adjustment for multiple comparisons: Bonferroni.				

There is a significant improvement in the civic responsibility scores from pre-test to post-test 1, as is evident from the p-value (.000) for the pairwise differences for pre-test and post-test 1. This means that the treatment given to the students has resulted in increasing their CR. Similarly, the p-value for Bonferroni pairwise comparison for post-test 1-Post-test 2 (mean difference = .806), post-test 2 – Post-test 3 (mean difference = 1.266), pre-test – post 2 (mean difference =5.893), pre-test- post-test 3 (mean difference = 7.160) and post-test 1 – Post-test 3 (mean difference =2.072) have also been found to be significant at .01 level of confidence as is evident from the p values for the different pairs. The treatment given of ME for the first three months has resulted in a sharp increase in the CR of the students though the next three months of treatment (teaching ME) resulted in a little improvement in CR. Also, the teaching of ME has continued even six months after the treatment.

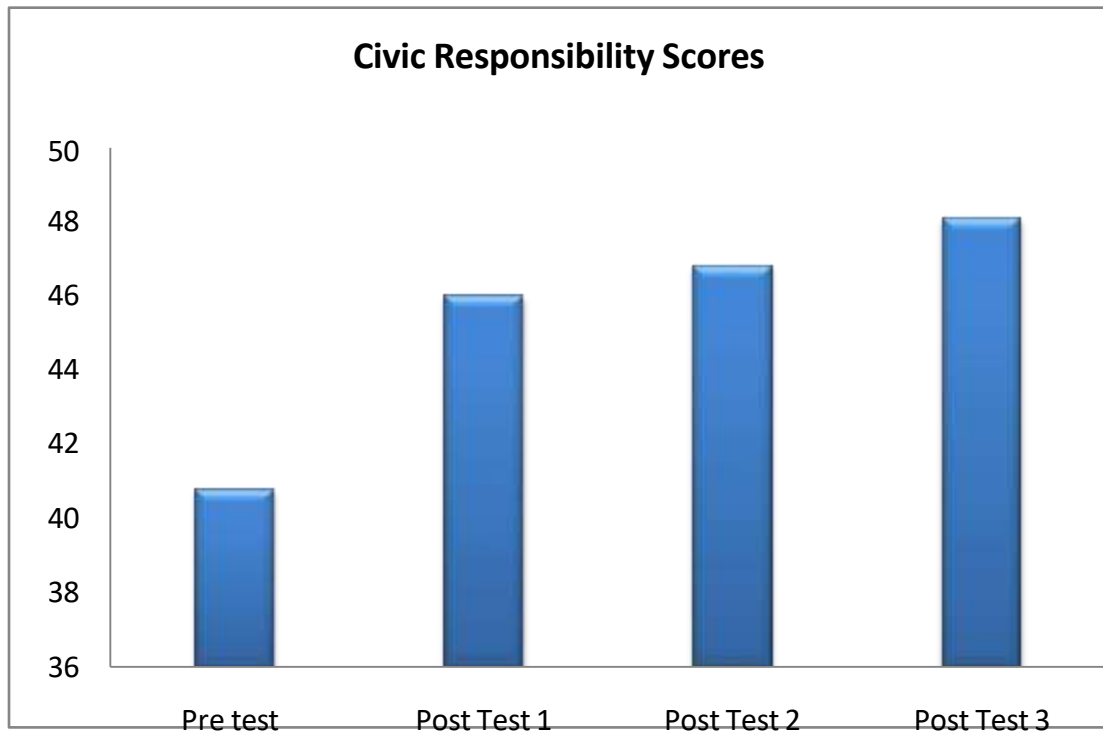


Figure: 4.12 Representation of Civic Responsibility Scores over Time

We see in figure 4.12 that there is a continuous increase in the civic responsibility of the middle school students after the teaching of moral education over a period of time. There is a significant effect of moral education on middle school students.

Further, table 4.5.1.3 shows the interaction effect of TSEME and Time (Moral Education) on the development of CR. From, table it is clear that the result is statistically significant, Pillai's Trace .034, $F(3,611) = 7.113$, $p < 0.001$. Hence, the hypothesis (7a) **There is no significant interaction effect of Teacher self-efficacy and Time (Moral Education) on the development of civic responsibility among middle school students** is rejected. In order to see the group-wise differences due to interaction, the wise pair comparison of civic responsibility scores between subgroups has been made using a t-test. The results of the same are presented in table below:

Table 4.4.1.5

Summary of t ratios for the significant differences due to interaction effect of Teacher self-efficacy for moral education and Time (ME) on the development of Civic Responsibility of the middle school students

Groups	Parameter	Groups	Parameter	t values
HTSEME Pre- test	M = 41.11	HTSEME Post-test 1	M = 46.98	10.81**
	SD = 7.14		SD = 6.34	
	N = 309		N = 309	
HTSEME Pre -test	M = 41.11	HTSEME Post-test 2	M = 47.58	12.57**
	SD = 7.14		SD = 5.11	
	N = 309		N = 309	
HTSEME Pre -test	M = 41.11	HTSEME Post-test 3	M = 48.82	16.29**
	SD = 7.141		SD = 4.27	
	N = 309		N = 309	
HTSEME Pre- test	M = 41.11	LTSEME Pre-test	M = 40.4838	1.002
	SD = 7.141		SD = 8.3297	
	N = 309		N = 308	
HTSEME Pre- test	M = 41.11	LTSEME Post-test 1	M = 45.05	6.516**
	SD = 7.141		SD = 7.859	
	N = 309		N = 308	
HTSEME Pre- test	M = 41.110	LTSEME Post-test 2	M = 46.06	8.82**
	SD = 7.141		SD = 6.786	
	N = 309		N = 308	
HTSEME Pre- test	M = 41.110	LTSEME Post-test 3	M = 47.35	12.09**
	SD = 7.141		SD = 5.58	
	N = 309		N = 308	
HTSEME Post- test 1	M = 46.98	HTSEME Post-test 2	M = 47.58	3.295**
	SD = 6.339		SD = 5.111	
	N = 309		N = 309	
HTSEME Post-test 1	M = 46.98	HTSEME Post-test 3	M = 48.82	4.23**
	SD = 6.339		SD = 4.27	
	N = 309		N = 309	
HTSEME Post-test 1	M = 46.98	LTSEME Pre-test	M = 40.4838	10.898**
	SD = 6.339		SD = 8.3297	

Groups	Parameter	Groups	Parameter	t values
	N = 309		N = 308	
HTSEME Post-test 1	M = 46.98	LTSEME Post-test 1	M = 45.05	3.356**
	SD = 6.339		SD = 7.859	
	N = 309		N = 308	
HTSEME Post-test 1	M = 46.98	LTSEME Post-test 2	M = 46.06	-1.74
	SD = 6.339		SD = 6.786	
	N = 309		N = 308	
HTSEME Post-test 1	M = 46.98	LTSEME Post-test 3	M = 47.35	1.769
	SD = 6.339		SD = 5.58	
	N = 309		N = 308	
HTSEME Post- test 2	M = 47.58	HTSEME Post-test 3	M = 48.82	3.27**
	SD = 5.111		SD = 4.27	
	N = 309		N = 309	
HTSEME Post- test 2	M = 47.58	LTSEME Pre-test	M = 40.4838	12.74**
	SD = 5.111		SD = 8.3297	
	N = 309		N = 308	
HTSEME Post- test 2	M = 47.58	LTSEME Post-test 1	M = 45.05	4.74**
	SD = 5.111		SD = 7.859	
	N = 309		N = 308	
HTSEME Post -test 2	M = 47.58	LTSEME Post-test 2	M = 46.06	3.14**
	SD = 5.111		SD = 6.786	
	N = 309		N = 308	
HTSEME Post- test 2	M = 47.58	LTSEME Post-test 3	M = 47.35	-0.53
	SD = 5.111		SD = 5.58	
	N = 309		N = 308	
HTSEME Post- test 3	M = 48.82	LTSEME Pre-test	M = 40.4838	15.63**
	SD = 4.27		SD = 8.3297	
	N = 309		N = 308	
HTSEME Post -test 3	M = 48.82	LTSEME Post-test 1	M = 45.05	7.4**
	SD = 4.27		SD = 7.859	
	N = 309		N = 308	
HTSEME Post -test 3	M = 48.82	LTSEME Post-test 2	M = 46.06	6.04**
	SD = 4.27		SD = 6.786	
	N = 309		N = 308	

Groups	Parameter	Groups	Parameter	t values
HTSEME Post -test 3	M = 48.82	LTSEME Post-test 3	M = 47.35	3.67**
	SD = 4.27		SD = 5.58	
	N = 309		N = 308	
LTSEME Pre-test	M = 40.4838	LTSEME Post-test 1	M = 45.05	6.99**
	SD = 8.3297		SD = 7.859	
	N = 308		N = 308	
LTSEME Pre-test	M = 40.4838	LTSEME Post-test 2	M = 46.06	9.108**
	SD = 8.3297		SD = 6.786	
	N = 308		N = 308	
LTSEME Pre-test	M = 40.4838	LTSEME Post-test 3	M = 47.35	12.018**
	SD = 8.3297		SD = 5.58	
	N = 308		N = 308	
LTSEME Post- test 1	M = 45.05	LTSEME Post-test 2	M = 46.06	-1.71
	SD = 7.859		SD = 6.786	
	N = 308		N = 308	
LTSEME Post -test 1	M = 45.05	LTSEME Post-test 3	M = 47.35	4.19**
	SD = 7.859		SD = 5.58	
	N = 308		N = 308	
LTSEME Post -test 2	M = 46.06	LTSEME Post-test 3	M = 47.35	2.58*
	SD = 6.786		SD = 5.58	
	N = 308		N = 308	

*significant at 0.05 level of confidence, **significant at 0.01 level of confidence

From table 4.4.1.1, it is clear that the mean values for civic responsibility in each test is on the increase (M = 41.11), (M = 46.98), (M = 47.58), (M = 48.82) in each post-test after the pre-test for the interaction of teacher with high Self-Efficacy for moral education with time (Moral Education). Similarly, civic responsibility scores for the interaction of teacher low Self-Efficacy for moral education with time (Moral Education), after each test increased i.e. (M = 40.48), (M = 45.05), (M = 46.06) and (M = 47.35).

Further, it is clear from table 4.4.1.5 that the t value for civic responsibility scores for students of group pairs, High TSEME Pre-test (41.11) – High TSEME post- test 1 (46.98); High TSEME Pre-test (41.11) – High TSEME post-test 2 (47.58); &

High TSEME Pre-test (41.11) – High TSEME post-test 3 (48.82) came out to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of middle school students. On analysis from the table, the CR mean scores of students taught by teachers with High TSEME at Post-test 1, Post-test 2 and Post-test 3 were significantly higher than CR mean scores of students at the pre-test. It shows that the teaching of Moral Education by the teachers having High TSEME helped significantly improve the development of the CR in the middle school students.

Further, it is clear from table 4.4.1.5 that the t value for civic responsibility scores for students of group pair, High TSEME Pre-test (41.11) – Low TSEME pre-test (40.48), is not found to be significant even at 0.05 level of confidence. This means that at the pre-test stage, both the group of students taught by High and low TSEME teachers were not significantly different with respect to their civic responsibility scores. However, the t value for civic responsibility scores for students of group pairs, High TSEME Pre-test (41.11) – Low TSEME post-test 1 (45.05); High TSEME Pre-test (41.11) – Low TSEME post-test 2 (46.06); & High TSEME Pre-test (41.11) – Low TSEME post-test 3 (47.35) came out to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of middle school students. On analysis from the table, the CR mean scores of students taught by the teachers with Low TSEME at Post-test 1, Post-test 2 and Post-test 3 were significantly higher than CR mean scores of students taught by teachers with High TSEME at the pre-test. It shows that the teaching of Moral Education by the teachers, even with Low TSEME, helped significantly improve the development of the CR in middle school students. It further reflects the effectiveness of the module developed for the intervention of moral education for the students.

Further, it is clear from table 4.4.1.5 that the t value for civic responsibility scores for students of group pairs, High TSEME Post-test 1 (46.98) – High TSEME post-test 2 (47.58); & High TSEME Post-test 1 (46.98) – High TSEME post-test 3 (48.82) came out to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of middle school students. On

analysis from table, the CR mean scores of students taught by teachers with High TSEME at Post-test 2 and Post-test 3 were significantly higher than CR mean scores of students at the post-test 1. It shows that the teaching of Moral Education by the teachers having High TSEME helped significantly improve the development of the CR in the middle school students from post-test 1 to post-test 2, and also their effect also increased during the absence of intervention.

Further, it is clear from table 4.4.1.5 that the t value for civic responsibility scores for students of group pairs, High TSEME Post-test 1 (46.98) – Low TSEME pre- test (40.48); & High TSEME Post-test 1 (46.98) – Low TSEME post-test 1 (45.05), is found to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of middle school students. On analysis from table, the CR mean scores of students taught by teachers with High TSEME at Post-test 1 were significantly higher than CR mean scores of students taught by teachers with Low TSEME at the pre-test and post-test 1. It shows that the teaching of Moral Education by the teachers with High TSEME develop the CR far greater than the teachers with Low TSEME at the pre-test and post-test 1.

Further, it is clear from table 4.4.1.5 that the t value for civic responsibility scores for students of group pairs, High TSEME post-test 2 (47.58) – High TSEME post-test 3 (48.82), came out to be significant at 0.01 level of confidence. This shows that the subgroups differ significantly on the development of CR of the middle school students. From the means, it is clear that the CR mean scores of students taught by teachers with High TSEME at Post-test 3 was significantly higher than CR mean scores of students at post-test 1. It shows that the teaching of Moral Education by the teachers having High TSEME continued even in the absence of intervention for 6 months. This speaks of the effectiveness of the module of moral education.

Further, it is clear from table 4.4.1.5 that the t value for civic responsibility scores for students of group pairs, High TSEME post-test 2 (47.58) – Low TSEME post-test 2 (46.06), came out to be significant at 0.01 level of confidence. This shows that the subgroups differ significantly on the development of CR of the middle school

students. From the means, it is clear that the CR mean scores of students taught by teachers with High TSEME at Post-test 2 was significantly higher than CR mean scores of students taught by teachers with Low TSEME at Post-test 2. It shows that the teaching of Moral Education by the teachers having High TSEME at post-test 2 is greater than the students from the group taught by teachers having Low TSEME at post-test 2. This reflects the importance of teacher self-efficacy for teaching moral education in the teaching of moral education.

Similarly, it is clear from table 4.4.1.5 that the t value for civic responsibility scores for students of group pairs, High TSEME post-test 3 (48.82) – Low TSEME post-test 3 (47.35), came out to be significant at 0.01 level of confidence. This shows that the subgroups differ significantly on the development of CR of the middle school students. From the means, it is clear that the CR mean scores of students taught by teachers with High TSEME at Post-test 3, was significantly higher than CR mean scores of students taught by teachers with Low TSEME at Post-test 3. It shows that the teaching of Moral Education by the teachers having High TSEME at post-test 3 is greater than the students from group taught by teachers having Low TSEME at post-test 3. This reflects the importance of teacher self-efficacy for teaching moral education in the teaching of moral education.

Further, coming on the group of students taught by teachers with LSEME, it is clear from table 4.4.1.5 that the t value for civic responsibility scores for students of group pairs, Low TSEME Pre-test (40.48) – Low TSEME post-test 1 (45.05); Low TSEME Pre-test (40.48) – Low TSEME post-test 2 (46.06); & Low TSEME Pre-test (40.48) – Low TSEME post-test 3 (47.35) came out to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of middle school students. On analysis from table, the CR mean scores of students taught by teachers with Low TSEME at Post-test 1, Post-test 2 and Post-test 3 were significantly higher than CR mean scores of students at the pre-test. It shows that the teaching of Moral Education by the teachers having Low TSEME helped significantly develop the CR in the middle school students.

Further, it is clear from table 4.4.1.5 that the t value for civic responsibility scores for students of group pair, Low TSEME Post-test 1 (45.05) – Low TSEME post- test 2 (46.06), has not come out to be significant even at the 0.05 level of confidence. This shows that these subgroups do not differ significantly on the development of CR of middle school students. This concludes that teachers with low self-efficacy could not contribute effectively to the development of civic responsibility among students. However, t value for civic responsibility scores for students of group pair, Low TSEME Post-test 1 (45.05) – Low TSEME post-test 3 (47.35), came out to be significant at 0.01 level of confidence. Similarly, t value for civic responsibility scores for students of group pair, Low TSEME Post-test 2 (46.06) – Low TSEME post-test 3 (47.35), also came out significant at 0.05 level of confidence. This shows that these subgroups differ significantly on the development of CR of middle school students. On analysis from table, the CR mean scores of students taught by teachers with Low TSEME at Post-test3 were significantly higher than CR mean scores of students at the post-test 1 and 2. It shows that the teaching of Moral Education by the teachers having Low TSEME helped significantly improve the development of the CR in the middle school students from post-test 1 to post-test 3 & from post-test 2 to post-test 3. It reflects of the effectiveness of the module taught by teachers with TSEME even during the absence of intervention.

Further, table 4.4.1.3 shows the interaction effect of Aggression and Time (Moral Education) on the development of CR. From, table it is clear that, the result is statistically significant, Trace = 0.408, $F(3, 611) = 140.294$, $p < 0.001$. Hence, hypothesis (7b) **There is no significant interaction effect of Aggression and Moral Education on the development of civic responsibility among middle school students** is rejected. This result has been supported by Peplak & Zhang (2020) who speak on the reduction of Aggression as a helping agent in the development of moral values such as respect and responsibility. In order to see the GroupWise differences due to interaction, the pair wise comparison of civic responsibility scores between subgroups has been made using t-test. The results of the same are presented in table below:

Table 4.4.1.6

Summary of t ratios for the significant differences due to interaction effect of Aggression and Time (Moral Education) on the development of Civic Responsibility of the middle school students

Groups	Parameter	Groups	Parameter	t values
High Agg Pre-test	M = 36.88	High Agg Post-test 1	M = 45.13	13.81**
	SD = 7.01		SD = 7.93	
	N = 321		N = 321	
High Agg Pre-test	M = 36.88	High Agg Post-test 2	M = 45.98	16.59**
	SD = 7.01		SD = 6.89	
	N = 321		N = 321	
High Agg Pre-test	M = 36.88	High Agg Post-test 3	M = 47.18	20.39**
	SD = 7.01		SD = 5.72	
	N = 321		N = 321	
High Agg Pre-test	M = 36.88	Low Agg Pre-test	M = 45.05	15.45**
	SD = 7.01		SD = 6.12	
	N = 321		N = 296	
High Agg Pre-test	M = 36.88	Low Agg Post-test 1	M = 46.97	18.98**
	SD = 7.01		SD = 6.19	
	N = 321		N = 296	
High Agg Pre-test	M = 36.88	Low Agg Post-test 2	M = 47.74	21.85**
	SD = 7.01		SD = 5.27	
	N = 321		N = 296	
High Agg Pre-test	M = 36.88	Low Agg Post-test 3	M = 49.06	27.02**
	SD = 7.01		SD = 3.85	
	N = 321		N = 296	
High Agg Post-test 1	M = 45.13	High Agg Post-test 2	M = 45.98	1.45
	SD = 7.93		SD = 6.89	
	N = 321		N = 321	
High Agg Post-test 1	M = 45.13	High Agg Post-test 3	M = 47.18	3.75**
	SD = 7.93		SD = 5.72	
	N = 321		N = 321	
High Agg Post-test 1	M = 45.13	Low Agg Pre-test	M = 45.05	0.14
	SD = 7.93		SD = 6.12	

Groups	Parameter	Groups	Parameter	t values
	N = 321		N = 296	
High Agg Post-test 1	M = 45.13	Low Agg Post-test 1	M = 46.97	3.22**
	SD = 7.93		SD = 6.19	
	N = 321		N = 296	
High Agg Post-test 1	M = 45.13	Low Agg Post-test2	M = 47.74	4.84**
	SD = 7.93		SD = 5.27	
	N = 321		N = 296	
High Agg Post-test 1	M = 45.13	Low Agg Post-test 3	M = 49.06	7.92**
	SD = 7.93		SD = 3.85	
	N = 321		N = 296	
High Agg Post-test 2	M = 45.98	High Agg Post-test 3	M = 47.18	2.40*
	SD = 6.89		SD = 5.72	
	N = 321		N = 321	
High Agg Post-test 2	M = 45.98	Low Agg Pre-test	M = 45.05	1.78
	SD = 6.89		SD = 6.12	
	N = 321		N = 296	
High Agg Post-test 2	M = 45.98	Low Agg Post-test 1	M = 46.97	1.96*
	SD = 6.89		SD = 6.19	
	N = 321		N = 296	
High Agg Post-test 2	M = 45.98	Low Agg Post-test 2	M = 47.74	3.57**
	SD = 6.89		SD = 5.27	
	N = 321		N = 296	
High Agg Post-test 2	M = 45.98	Low Agg Post-test 3	M = 49.06	6.92**
	SD = 6.89		SD = 3.85	
	N = 321		N = 296	
High Agg Post-test 3	M = 47.18	Low Agg Pre-test	M = 45.05	4.45**
	SD = 5.72		SD = 6.12	
	N = 321		N = 296	
High Agg Post-test 3	M = 47.18	Low Agg Post-test 1	M = 46.97	0.44
	SD = 5.72		SD = 6.19	
	N = 321		N = 296	
High Agg Post-test 3	M = 47.18	Low Agg Post-test 2	M = 47.74	1.26
	SD = 5.72		SD = 5.27	
	N = 321		N = 296	

Groups	Parameter	Groups	Parameter	t values
High Agg Post-test 3	M = 47.18	Low Agg Post-test 3	M = 49.06	4.82**
	SD = 5.72		SD = 3.85	
	N = 321		N = 296	
Low Agg Pre-test	M = 45.05	Low Agg Post-test 1	M = 46.97	3.79**
	SD = 6.12		SD = 6.19	
	N = 296		N = 296	
Low Agg Pre-test	M = 45.05	Low Agg Post-test 2	M = 47.74	5.73**
	SD = 6.12		SD = 5.27	
	N = 296		N = 296	
Low Agg Pre-test	M = 45.05	Low Agg Post-test 3	M = 49.06	9.54**
	SD = 6.12		SD = 3.85	
	N = 296		N = 296	
Low Agg Post-test 1	M = 46.97	Low Agg Post-test 2	M = 47.74	2.63*
	SD = 6.19		SD = 5.27	
	N = 296		N = 296	
Low Agg Post-test 1	M = 46.97	Low Agg Post-test 3	M = 49.06	4.93**
	SD = 6.19		SD = 3.85	
	N = 296		N = 296	
Low Agg Post-test 2	M = 47.74	Low Agg Post-test 3	M = 49.06	3.48**
	SD = 5.27		SD = 3.85	
	N = 296		N = 296	

*significant at 0.05 level of confidence, **significant at 0.01 level of confidence

From table 4.4.1.1, it is clear that the mean values for Civic Responsibility for High Aggressive students in each test is on the increase (M = 36.88), (M = 45.13), (M = 45.98), (M = 47.18) after the Pre-test for the interaction effect of Aggression and Time (Moral Education). Similarly, the Civic Responsibility scores for the low Aggressive students, continue to increase in each test after Pre-test as a result of interaction effect of Aggression and time (ME) i.e. (M = 45.05), (M = 46.97), (M = 47.74) and (M = 49.06).

Further, it is clear from table 4.4.1.6 that the t value for civic responsibility scores for students of group pairs, High Aggression Pre-test (36.88) – High Aggression

post-test 1 (45.13); High Aggression Pre-test (36.88) – High Aggression post-test 2 (45.98); & High Aggression Pre-test (36.88) – High Aggression post-test 3 (47.18) came out to be significant at 0.01 level of confidence. It shows that these subgroups differ significantly on the development of CR of middle school students. On analysis from table, the CR mean scores of students at Post-test 1, Post-test 2 and Post-test 3 were significantly higher than CR mean scores of students at the pre-test. It shows that the teaching of Moral Education modules helped immensely improve the development of the CR in middle school students with High Aggression.

Further, it is clear from table 4.4.1.6 that the t value for CR scores for students of group pair, High Aggression Pre-test (36.88) – Low Aggression pre-test (45.05), is found to be significant at 0.01 level of confidence. It means that at the pre-test stage, both the group of students with High and low Aggression were significantly different with respect to their civic responsibility scores. It is clear from the mean values that students with low Aggression had significantly higher CR scores than the students with High Aggression at the pre-test stage.

Further, it is clear from table 4.4.1.6 that the t value for CR scores for students of group pair, High Aggression Post-test 1 (45.13) – High Aggression Post-test 2(45.98), is not found to be significant even at 0.05 level of confidence. This shows that these subgroups do not differ significantly on the development of Civic Responsibility of the middle school students. This concludes that High Aggression is not conducive for the development of Civic Responsibility among middle school students, and 3month treatment in the first phase did not result in improvement in CR scores. However, the t-test values for the group pair High Aggression Post-test1 (45.13) – High Aggression Post-test 3 (47.18) came to be significant at 0.01 level of confidence. It reflects that 6 months of treatment was able to enhance the CR of the High Aggressive students.

Further, it is clear from table 4.4.1.6 that the t-test value for CR scores for students of group pair, High Aggression Post-test 1 (45.13) – Low Aggression Post-test 1 (46.97), came out to be significant at 0.01 level of confidence. This shows that this subgroup differs significantly on the development of CR of the middle school students.

On analysis from table, the CR scores of Low Aggressive students at Post-test 1 was considerably higher than the CR scores High Aggressive students.

Further, it is clear from table 4.4.1.6 that the t-test value for CR scores for students of group pair, High Aggression Post-test 2 (45.98) – High Aggression post-test 3 (47.18), is found to be significant at 0.01 level of confidence. This shows that the subgroups differ significantly on the development of CR of the middle school students. From the means, it is clear that the CR scores of students at Post-test 3, was significantly higher than the CR scores of students at Post-test 2 among High Aggressive group. It shows that the teaching of Moral Education has impacted the development of Civic Responsibility in the High Aggression students due to the modules that have been taught to them.

Similarly, it is clear from table 4.4.1.6 that the t value for CR scores for students of group pairs, High Aggression Post-test 2 (45.99) – Low Aggression Post-test 2 (47.74) & High Aggression Post-test 3 (47.18) – Low Aggression Post-test 3 (49.06) came out to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of middle school students. On analysis from table, the CR scores at Post-test 2 and post-test 3 stages among Low Aggressive group was more significant than the High Aggressive group. It shows that Low Aggression is more favourable for the development of the CR in middle school students.

Further, it is clear from table 4.4.1.6 that the t value for CR scores for students of group pairs, Low Aggression Pre-test (45.05) – Low Aggression Post-test 1 (46.97); Low Aggression Pre-test (45.05) – Low Aggression Post-test 2 (47.74); Low Aggression Pre-test (45.05) – Low Aggression Post-test 3 (49.06) came out to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of middle school students. On analysis from table, the CR scores of students at Post-test 1, Post-test 2 and Post-test 3 were significantly higher than CR mean scores at the pre-test among Low aggressive group. It shows that the teaching of Moral Education for the students with Low Aggression

helped significantly improve the development of the CR in middle school students. Similarly, t value for CR scores of group pairs, Low Aggression Post-test 1 (46.97) – Low Aggression Post-test 2 (47.74); Low Aggression Post-test 1 (46.97) – Low Aggression Post-test 3 (49.06), came out to be significant at 0.01 level of confidence. Showing the Low Aggression to be more favourable for the development of the CR in the middle school students & effectiveness of module of moral development.

Further, it is clear from table 4.4.1.6 that the t value for CR scores for students of group pairs, Low Aggression Post-test 2 (47.74) – Low Aggression Post-test 3 (49.06), came out to be significant at 0.01 level of confidence. This shows that this subgroup differs significantly on the development of CR of the middle school students. On analysis from the table, the CR scores of students at Post-test 3 were significantly higher than CR mean scores at the post-test 2 among Low aggressive group. It shows that the teaching of Moral Education for the students with Low Aggression helped significantly improve the development of the CR in middle school students.

However, the effect of 3 way interaction shown in table 4.4.1.3, Time (ME) x Aggression x TSEME is not found to be significant, Pillai's Trace = 0.020, $F(3, 611) = 4.206$ $p > 0.001$. Hence, the hypothesis (7c) that **“There is no significant interaction effect of Time (Moral Education), Aggression and Teacher Self-Efficacy for moral education for the development of CR among the middle school students”** is not rejected. This indicates that repeated measurements over time did not vary as a function of group membership due to Time (Moral Education), Aggression and TSEME.

B. Univariate Tests (Within-Subject)

Secondly, after the multivariate test, the other way to interpret the above hypothesis is through the univariate results given below in table 4.4.1.8. For the univariate tests, the Sphericity assumptions need to be checked and hence reported below to verify the results for hypotheses 4, 7a, 7b, and 7c. The results checked the sphericity assumption through the Mauchly's Test of Sphericity is presented below:

Table 4.4.1.7
Mauchly's Test of Sphericity

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	Df	Sig.	Epsilon		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
Moral Education	.247	854.924	5	.000	.640	.645	.333

From table 4.4.1.7, it is clear that Mauchly's test is found to be significant, which indicates that the variances of the differences between all combination of related groups due to Aggression, TSEME and Time (Moral Education) are not equal. Therefore, it needs to report the corrections to Sphericity ($\epsilon = 1$). Herein, the Greenhouse Geisser correction (Girden, 1992) will be used since the Greenhouse Geisser epsilon (ϵ) value (0.640) is less than 0.75 for the univariate test of mean differences for Civic Responsibility scores. This may be due to the unequal time span between different measurement occasions. In order to see the result of main and interaction effects of Time (Moral Education), Aggression and TSEME on the Civic Responsibility scores, the Test of Within - Subject Effects were reported here under;

Table: 4.4.1.8

Summary of Univariate Test of Within - Subject Effect on the score of CR with respect to Time (Moral Education), TSEME, Aggression of middle school students

Source		Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Moral Education	Greenhouse-Geisser	18236.16	1.919	9500.652	1048.046	0.000	0.631
(time) Moral Education* aggression	Greenhouse-Geisser	4648.577	1.919	2421.81	267.157	0.000	0.304
(time) Moral Education * Self-Efficacy for moral education teacher	Greenhouse-Geisser	129.542	1.919	67.489	7.445	0.0011	0.012
(time) Moral Education * aggression *Self-Efficacy for moral education teacher	Greenhouse-Geisser	75.97	1.919	39.579	4.366	0.014	0.007

From table 4.4.1.8 Test of Within - Subject Effect, it is clear that the main effect of repeated measurements over time as a result of Moral Education is statically significant using Greenhouse Geisser GG correction, $F(1.919, 9500.652) = 1048.046, p < 0.001$. The Partial Eta Squared indicates a moderate effect size = 0.631 (Cohen,1988; Pituch& Stevens, 2016; Field, 2018).

Similar results have been reported for 2 order interactions, Time (Moral Education) x Aggression Interaction, $(F(1.919, 2421.81) = 267.157, p < 0.001)$. Time (Moral Education) x TSEME $(F(1.919, 67.489) = 7.445, p < 0.001)$. The Partial Eta Squared for Time (ME) x Aggression interaction is 0.304 which shows moderate effect size and for Time (ME) x TSEME interaction it is 0.012 which is moderate.

Also, for 3 order interaction of Time (ME) x TSEME x Aggression, $F(1.919, 39.579) = 4.366, p > 0.001$. These results confirmed the previous results.

C. Within - Subject Contrasts (Trending over Time)

Further to see the assessment of the type of trending overtime for the implementation of the modules of ME as well as the kind of differential trending across groups by TSEME and Aggression on the improvement of Civic Responsibility, the Test of Within - Subject Contrasts are reported below. The linear trend means that there is a straight line of the trend either going upwards or downwards. A quadratic trend means that there will be a consistent curving pattern, either upward or downward, marked by a dramatic increase or decrease of means overtime or repeated measurement. A cubic trend is one that is reflected by a shift in curvature from upward to downward or downward to upward due to a change in means over repeated measurements.

Table 4.4.1.9
Test of within-subject contrasts for the scores of CR

Source	Moral_	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^a
	Education								
Moral Education	Linear	15295.587	1	15295.587	1555.083	0.000	0.717	1555.083	1.000
	Quadratic	2248.128	1	2248.128	370.324	0.000	0.377	370.324	1.000
	Cubic	692.446	1	692.446	463.619	0.000	0.431	463.619	1.000
Time (Moral Education) *	Linear	2766.537	1	2766.537	281.27	0.000	0.315	281.27	1.000
	Quadratic	1599.51	1	1599.51	263.48	0.000	0.301	263.48	1.000

Source	Moral_	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^a
	Education								
Aggression	Cubic	282.53	1	282.53	189.164	0.000	0.236	189.164	1.000
Time(Moral Education)* Self-Efficacy for moral education teacher	Linear	31.048	1	31.048	3.157	0.076	0.005	3.157	0.426
	Quadratic	67.27	1	67.27	11.081	0.001	0.018	11.081	0.914
	Cubic	31.224	1	31.224	20.905	0.000	0.033	20.905	0.995
Time(Moral Education)* Aggression* Self-Efficacy for moral education teacher	Linear	43.604	1	43.604	4.433	0.036	0.007	4.433	0.557
	Quadratic	16.413	1	16.413	2.704	0.101	0.004	2.704	0.375
	Cubic	15.953	1	15.953	10.681	0.001	0.017	10.681	0.904
Error(Moral Education)	Linear	6029.387	613	9.836					
	Quadratic	3721.346	613	6.071					
	Cubic	915.556	613	1.494					

a. Computed using alpha = .05

From table 4.4.1.9, it is seen that trend over time for Civic Responsibility due to moral education has been found to be significant for linear [$F(1, 613) = 1555.083, p < .001$]; quadratic [$F(1, 613) = 370.324, p < .001$]; and cubic [$F(1, 613) = 463.619, p < .001$]. This means that the data is not only following the linear trend but also the quadratic and cubic trend for the means of civic responsibility over time (Moral Education). It also indicates that due to the implementation of the modules on moral development, the CR scores continued increasing over time (from the initial 3 months treatment to 1 year). The same can be seen through the plot given below.

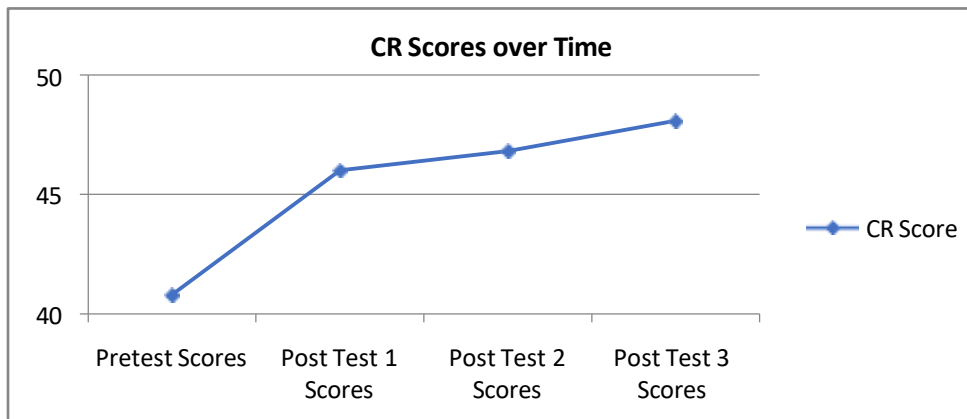


Fig: 4.13 CR scores over time from pre-test to post-test 3

Also, differential trending across the groups for 2 and 3 order interactions are reported below. The differential trending across groups seen for the time (Moral Education) x Aggression & time (Moral Education) x TSEME is reported below.

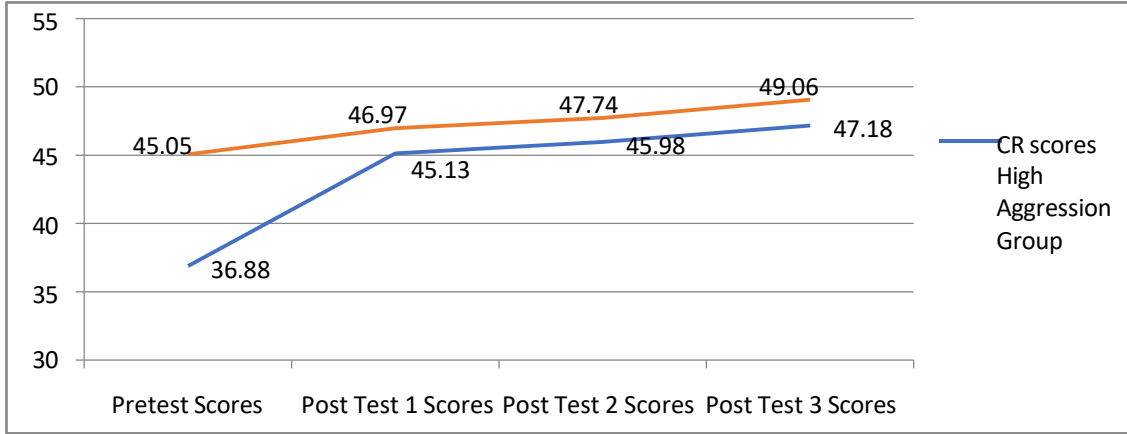


Fig: 4.14 CR scores of High & Low Aggression group over time from pre-test to post-test 3

From table 4.4.1.9, it is clear that the test of the interaction between the linear component of the trend and level of aggression group is found significant $F(1, 613) = 281.27, p < .001$. Also, the interaction between the level of Aggression and higher-order quadratic component [$F(1, 613) = 263.48, p < .001$]; and the higher-order cubic component $F(1, 613) = 189.164, p < .001$ is found significant. Moreover, looking at the profile plots of means, it is observed after some linear trend, there is a curvilinear and cubic trend visible. It also suggests that trends are not parallel.

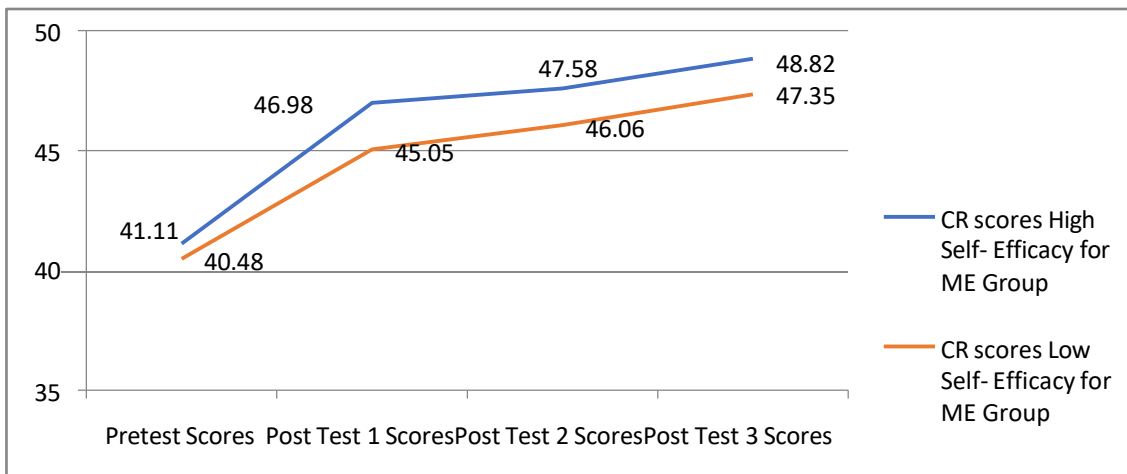


Fig: 4.15 CR scores of High & Low TSEME group over time from pre-test to post-test 3

Similarly, the differential trending across groups for interaction between moral education (time) × TSEME of civic responsibility is tested and found that the interaction for higher-order quadratic component and type of TSEME [F (1, 613) = 11.081, p = .001]; and higher-order cubic component and type of TSEME [F (1, 613) = 20.905, p < .001] is significant. From the profile plots, it is visible that the trend for the interaction takes shape S and U shaped curvature.

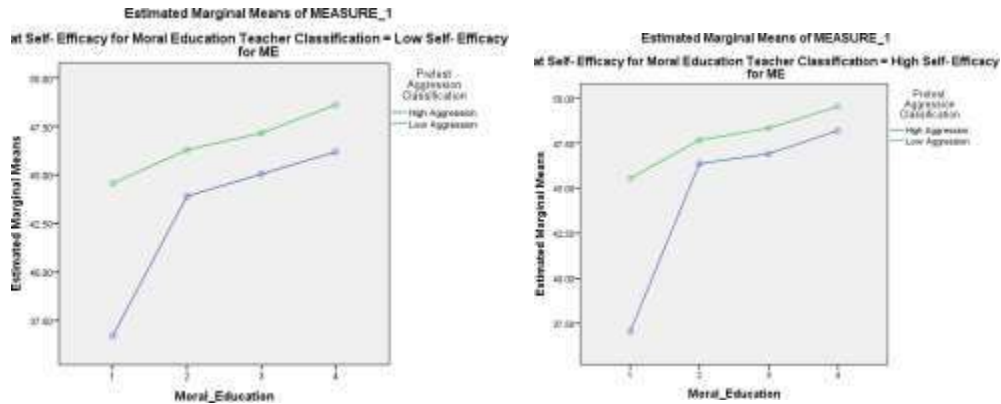


Fig 4.16 :Trending across groups for interaction between (time) ME × TSEME of CR

Also, differential trending across groups for the interaction between Moral Education (time) x type of TESEME x levels of Aggression of civic responsibility is tested from table 4.4.1.7. It is clear that the test of interaction for the linear component of trend and level of Aggression by type of TSEME is found significant [F (1,613) = 4.433, p < .005]. Also, the higher-order cubic component trend and level of Aggression by type of TSEME is found to be significant [F(1, 613) = 10.681, p = .001]. This means that the curvature of the lines is for some of the groups in profile plots are taking the S shape.

D. Univariate Tests (Between-Subjects Effects)

Further, to study the main effects and interaction effect of the grouping variables, i.e. TSEME and Aggression at each point of time of measurement (Pre-test, post-test 1, post-test 2, post-test 3), univariate ANOVA or Between Subject Effects were calculated and are presented below. Since Levene’s Test of Equality of Error, Variances was an assumption to be met for the interpretation of Between Subject effect, hence presented below.

Table 4.4.1.10
Levene's Test of Equality of Error Variances

Points of Measurement	F	df1	df2	Sig.
Civic Responsibility Pre-test Scores	8.670	3	613	.000
Post-test 1 Civic Responsibility Total Score	10.169	3	613	.000
Post-test 2 Civic Responsibility Total Score	11.458	3	613	.000
Post-test 3 Civic Responsibility Total Score	20.886	3	613	.000

Above table 4.4.1.6 Levene's Test of Equality of Error Variances shows that intercept of Aggression, TSEME and Aggression x TSEME. The p-value for CR scores for different points of measurement is less than .05; hence, the assumption has not been met. Though violation of this assumption is not an issue since the ratio of N's of the largest and the smallest group size is less than 1.5 ($161/148 = 1.09$), the results of the univariate ANOVA can be considered fairly robust (Petuch and Stevens, 2016).

Table 4.4.1.11
Summary of Univariate ANOVA on the Scores of CR due to Aggression and Teacher Self-Efficacy for Moral Education across time

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared	Non-cent. Parameter	Observed Power ^a
Intercept	5100473.241	1	5100473.241	37104.760	.000	.984	37104.760	1.000
Aggression	7197.370	1	7197.370	52.359	.000	.079	52.359	1.000
Teacher Self-Efficacy for moral education	1180.037	1	1180.037	8.584	.004	.014	8.584	.833
Aggression * Teacher Self-Efficacy for moral education	47.492	1	47.492	.345	.557	.001	.345	.090
Error	84263.855	613	137.461					

a. Computed using alpha = .05

MAIN EFFECTS

AGGRESSION

From the above table, **Table 4.4.1.11**, it is clear that the F ratio for the averaged CR scores across time for high and low aggressive groups has been found to be 52.359. The value is found to be significant at 0.01 level of confidence. This indicates that the 2 groups of High and Low Aggressive groups differ significantly on the CR scores averaged for different measurement points of the study. Hence, the hypothesis (5), —There no significant difference in the civic responsibility of middle school students with high and low aggression is rejected. This result has been supported by Maysless & Scharf (2021) respecting others and caring could reduce the aggression in the children who are aggressive. To further see the differences averaged across time for CR scores, table has been presented below.

Table 4.4.1.12
Means of CR Scores wrt Aggression

Aggression	Mean	Std. Error
High Aggression	43.79	0.33
Low Aggression	47.21	0.34

Table 4.4.1.13
Pairwise Comparisons for CR scores Averaged Across Time wrt Aggression

Aggression		Mean Difference	Std. Error	Sig.^b
Low Aggression	High Aggression	3.418*	.472	.000
Based on estimated marginal means				
*a. The mean difference is significant at the .05 level.				
b. Adjustment for multiple comparisons: Bonferroni.				

From **Table 4.4.1.12**, it is found that the Low Aggressive students had scored significantly higher than the high Aggressive students on their CR scores averaged across time. Also, from table 4.4.1.6, the t ratios for high and low aggressive student groups' scores for CR are found to be 15.45, 3.22, 3.57 & 4.82 at different measurement points, i.e. Pre-test, Post-test 1, Post-test 2 and Post-test 3. All the t ratios were found to be significant at 0.01 level of confidence. And at all points of measurement, the low aggressive students mean scores were found greater than the high aggressive students.

TSEME

From the above table **4.4.1.11**, it is clear that F ratio for the averaged CR scores across time for high and low TSEME groups have been found to be 8.584. The value is found to be significant at 0.05 level of confidence. This indicates that the 2 groups of students taught by teachers with High and Low TSEME differ significantly on their CR scores averaged for different measurement points of the study. Hence, hypothesis (6), There is no significant difference in the civic responsibility of children taught by teachers with high and low self-efficacy for moral education, is rejected. This result has been supported by Gibson and Dembo (1984), who say that teacher with efficacy for a subject tend to attain what they intend to achieve. To further see the differences averaged across time for CR scores, table has been presented below.

Table 4.4.1.14
Means of CR Scores wrt TSEME

TSEME Classification	Mean	Std. Error
High Self- Efficacy for ME	46.19	.33
Low Self- Efficacy for ME	44.81	.33

Table 4.4.1.15
Pairwise Comparisons for CR scores Averaged Across Time for TSEME

TSEME Classification		Mean Difference	Std. Error	Sig.^b
High Self- Efficacy for ME	Low Self- Efficacy for ME	1.38*	.47	.004
Based on estimated marginal means				
*a. The mean difference is significant at the .05 level.				
b. Adjustment for multiple comparisons: Bonferroni.				

From Table 4.4.1.14, it is found that the High TSEME teachers had scored significantly higher than the low TSEME teachers on their CR scores averaged across time. Also, from table 4.4.1.5, the t ratios for high and low TSEME groups' scores for CR are found to be 1.002, 3.36, 3.14 & 3.67 at different measurement points, i.e. Pre-test, Post-test 1, Post-test 2 and Post-test 3. All the t ratios were found to be significant at 0.01 level of confidence except at the time of pre-test. And at Post-test 1, Post-test 2 and Post-test 3 points of measurement, the students taught by teachers with High TSEME were found to have greater mean CR scores than students taught by teachers with low TSEME.

AGGRESSION × TSEME

From the above **Table 4.4.1.11**, it is clear that the F ratio for the averaged CR scores across time for the groups as a result of interaction between TSEME and Aggression have been found to be 0.345. The value is not found to be significant even at the 0.05 level of confidence. This, indicates that the groups as a result of interaction between TSEME and Aggression do not differ significantly on their CR scores averaged over time. Hence, the hypothesis (7d), There are no significant interaction effects of Aggression and Teacher self-efficacy for moral education among the middle school students, is not rejected.

4.4.2 Differential analysis on the scores of Civic Responsibility with respect to Aggression, Time (Moral education) and Teacher self-efficacy for Moral Education for the middle school Female students: To analyse the differences in Civic Responsibility of middle school students, Aggression (High and Low Aggression); TSEME (High and Low TSEME) and Time (Moral Education) (Pre-test, Post-test 1, Post-test 2 and Post-test 3), 3 way repeated measure ANOVA has been applied and the descriptive statistics for various subgroups are presented below;

Table 4.4.2.1

Summary of descriptive statistics on CR scores with respect to Aggression and TSEME at various points of time, i.e. Pre-test, PT1, PT2, and PT3

	Pre-test Aggression Classification	Self- Efficacy for Moral Education Teacher Classification	Mean	Std. Deviation	N
Civic Responsibility Pre-test Scores	High Aggression	High Self-Efficacy for ME	37.21	5.25	78
		Low Self-Efficacy for ME	35.68	7.86	79
		Total	36.44	6.71	157
	Low Aggression	High Self-Efficacy for ME	45.97	5.21	64
		Low Self-Efficacy for ME	42.68	6.27	62
		Total	44.35	5.96	126
	Total	High Self-Efficacy for ME	41.16	6.81	142
		Low Self-Efficacy for ME	38.76	7.98	141
		Total	39.96	7.50	283
Civic Responsibility Post-test 1 Scores	High Aggression	High Self-Efficacy for ME	47.24	6.10	78
		Low Self-Efficacy for ME	42.44	9.13	79
		Total	44.83	8.12	157
	Low Aggression	High Self-Efficacy for ME	48.14	5.58	64
		Low Self-Efficacy for ME	44.35	6.24	62
		Total	46.28	6.19	126
	Total	High Self-Efficacy for ME	47.65	5.87	142
		Low Self-Efficacy for ME	43.28	8.02	141
		Total	45.47	7.34	283
Civic Responsibility Post-test 2 Scores	High Aggression	High Self-Efficacy for ME	47.73	5.21	78
		Low Self-Efficacy for ME	43.57	7.80	79
		Total	45.64	6.94	157
	Low Aggression	High Self-Efficacy for ME	48.67	4.80	64
		Low Self-Efficacy for ME	45.48	5.33	62
		Total	47.10	5.30	126
	Total	High Self-Efficacy for ME	48.15	5.04	142
		Low Self-Efficacy for ME	44.41	6.87	141
		Total	46.29	6.30	283
Civic Responsibility Post-test 3 Scores	High Aggression	High Self-Efficacy for ME	48.69	4.08	78
		Low Self-Efficacy for ME	45.08	6.54	79
		Total	46.87	5.74	157
	Low Aggression	High Self-Efficacy for ME	50.20	3.26	64
		Low Self-Efficacy for ME	47.37	3.45	62
		Total	48.81	3.63	126
	Total	High Self-Efficacy for ME	49.37	3.80	142
		Low Self-Efficacy for ME	46.09	5.51	141
		Total	47.73	5.00	283

A. Multivariate Tests

The results for analysing the above objectives have been reported from both angles, such that the multivariate tests and the univariate tests as generated in the output by the software. Firstly, for the interpretation of multivariate tests, the box's test of equality of covariance matrices was checked. Since the ratio of N's of the largest and the smallest group size is less than 1.5 ($79/62 = 1.27$), the results of the multivariate tests can be considered fairly robust (Pituch & Stevens, 2016). To test the assumption of equality variance-covariance matrices of different scores between groups, i.e. for Aggression and Teacher Self-Efficacy for Moral Education over time for groups, Box's test has been applied and presented below:

Table 4.4.2.2

Summary of Box's Test of Equality of Covariance Matrices with respect to Aggression and TSEME for Female students

Box's M	261.178
F	8.478
df1	30
df2	196186.497
Sig.	.000

It is clear from table 4.4.2.2 that Box's 261.178, $F(30, 196186.497) = 8.478$, $p < .001$, which is found to be significant. This indicates that equality of variance and covariance cannot be assumed. Therefore, the assumption is violated, and Pillai's Trace has been used to interpret the results for multivariate tests and is presented below in table 4.5.2.3.

Table 4.4.2.3

Multivariate tests – Summary of MANOVA (Pillai's Trace) for 4 x 2 x 2 design with respect to CR in relation to Aggression, Time (Moral Education), TSEME of middle school female students

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^d
Time (Moral Education)	.750	276.651 ^c	3	277	.000	.750	829.954	1.000
Time (Moral Education) * Teacher Self-efficacy for moral education	.063	6.218 ^c	3	277	.000	.063	18.654	.963
Time (Moral Education) * Aggression	.417	66.147 ^c	3	277	.000	.417	198.440	1.000
Time (Moral Education) * Pre-test aggression * Teacher Self-efficacy for moral education	.032	3.028 ^c	3	277	.030	.032	9.083	.709

The data in table 4.4.2.3 shows that the main effect of repeated measurement over time as a result of moral education is statistically significant, Pillai's Trace .750, $F(3, 277) = 276.651$, $p < 0.001$. Hence, hypothesis (4), **There is no significant effect of moral education on the civic responsibility of middle school female students**, is rejected. This result has been supported by Rusmin et al (2020) in their paper say, moral education from the early ages is important so that the child applies those values in the social living. In order to see the effect of Moral Education pair wise comparison of civic responsibility at different points of time is also made, and the results are presented in Table 4.5.2.4 below:

Table 4.4.2.4
Pair wise Comparisons of Civic Responsibility Scores over Time

Civic Responsibility Scores		Mean Difference (I-J)	Std. Error	Sig. ^c
Pre-test	Post-test 1	-5.162 [*]	.237	.000
Pre-test	Post-test 2	-5.980 [*]	.234	.000
Pre-test	Post-test 3	-7.452 [*]	.260	.000
Post-test1	Post-test 2	-.819 [*]	.114	.000
Post-test1	Post-test 3	-2.290 [*]	.203	.000
Post-test1	Post-test 3	1.472 [*]	.134	.000
Based on estimated marginal means				
a*. The mean difference is significant at the .05 level.				
b. Gender = Female				
c. Adjustment for multiple comparisons: Bonferroni.				

There is a significant improvement in the civic responsibility scores from pre- test to post-test 1, as is evident from the p-value (.000) for the pair wise differences for pre-test and post-test 1. This means that the treatment given to female students has resulted in increasing their CR. Similarly, the p-value for Bonferroni pair wise comparison for post-test 1-Post-test2 (mean difference = .819), post-test 2 – Post-test 3 (mean difference = 2.290), pre-test – post 2 (mean difference =5.980), pre-test- post-test3 (mean difference = 7.452) and post-test 1 – Post-test3 (mean difference =1.472) have also been found to be significant at .01 level of confidence as is evident from the p

values for the different pairs. The treatment given of ME for the first three months has resulted in a sharp increase in the CR of the female students though the next three months of treatment (teaching ME) resulted in a little improvement in CR. Also, the improvement in CR has continued even six months after the treatment.

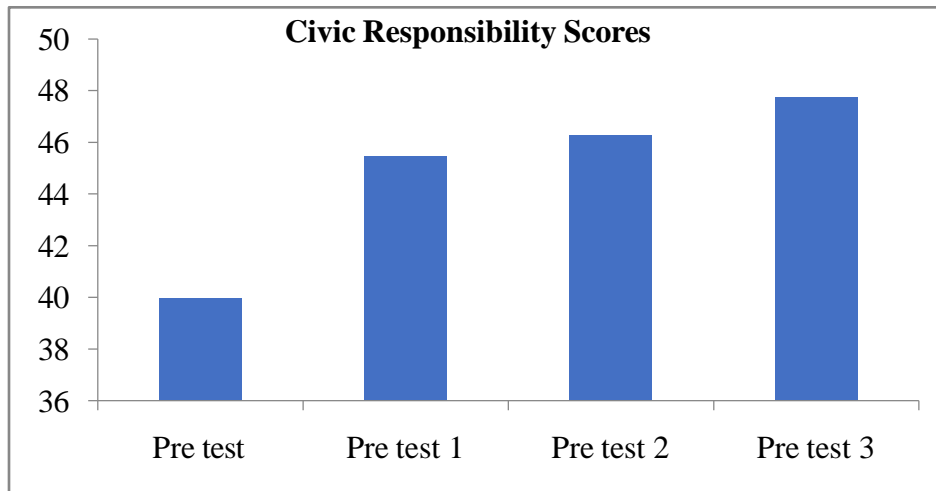


Figure: 4.17 Representation of Civic responsibility Scores over Time

We see in figure 4.17 that there is a continuous increase in the civic responsibility of the middle school female students after moral education is being taught over a period of time. There is a significant effect of moral education on middle school female students.

Further, table 4.4.2.3 shows the interaction effect of TSEME and Time (Moral Education) on the development of CR. From, table it is clear that the result is statistically significant, Pillai's Trace 0.063, $F(3,277)=6.218$, $p < 0.001$. Hence, the hypothesis (7a) **There is no significant interaction effect of Teacher self-efficacy and Time (Moral Education) on the development of civic responsibility among middle school students** is rejected for female students. In order to see the group-wise differences due to interaction, the pair wise comparison of civic responsibility scores between subgroups has been made using a t-test. The results of the same are presented in table 4.4.2.5 below:

Table 4.4.2.5

Summary of t ratios for the significant differences due to interaction effect of Teacher self-efficacy for moral education and Time (ME) on the development of Civic Responsibility of the middle school female students

Groups	Parameter	Groups	Parameter	t values
HTSEME Pre-test	M = 41.16	HTSEME Post-test 1	M = 47.65	8.60**
	SD = 6.81		SD = 5.87	
	N = 142		N = 142	
HTSEME Pre-test	M = 41.16	HTSEME Post-test 2	M = 48.15	9.83**
	SD = 6.81		SD = 5.04	
	N = 142		N = 142	
HTSEME Pre-test	M = 41.16	HTSEME Post-test 3	M = 49.37	12.55**
	SD = 6.81		SD = 3.80	
	N = 142		N = 142	
HTSEME Pre-test	M = 41.16	LTSEME Pre-test	M = 38.76	1.73
	SD = 6.81		SD = 7.98	
	N = 142		N = 141	
HTSEME Pre-test	M = 41.16	LTSEME Post-test 1	M = 43.28	2.40*
	SD = 6.81		SD = 8.02	
	N = 142		N = 141	
HTSEME Pre-test	M = 41.16	LTSEME Post-test 2	M = 44.41	3.996**
	SD = 6.81		SD = 6.87	
	N = 142		N = 141	
HTSEME Pre-test	M = 41.16	LTSEME Post-test 3	M = 46.06	6.66**
	SD = 6.81		SD = 5.51	
	N = 142		N = 141	
HTSEME Post-test 1	M = 47.65	HTSEME Post-test 2	M = 48.15	2.77**
	SD = 5.87		SD = 5.04	
	N = 142		N = 142	
HTSEME Post-test 1	M = 47.65	HTSEME Post-test 3	M = 49.37	2.93**
	SD = 5.87		SD = 3.80	

Groups	Parameter	Groups	Parameter	t values
	N = 142		N = 142	
HTSEME Post-test 1	M = 47.65	LTSEME Pre-test	M = 38.76	10.66**
	SD = 5.87		SD = 7.98	
	N = 142		N = 141	
HTSEME Post-test 1	M = 47.65	LTSEME Post-test 1	M = 43.28	5.23**
	SD = 5.87		SD = 8.02	
	N = 142		N = 141	
HTSEME Post-test 1	M = 47.65	LTSEME Post-test 2	M = 44.41	4.26**
	SD = 5.87		SD = 6.87	
	N = 142		N = 141	
HTSEME Post-test 1	M = 47.65	LTSEME Post-test 3	M = 46.06	2.35*
	SD = 5.87		SD = 5.51	
	N = 142		N = 141	
HTSEME Post-test 2	M = 48.15	HTSEME Post-test 3	M = 49.37	2.30*
	SD = 5.04		SD = 3.80	
	N = 142		N = 142	
HTSEME Post-test 2	M = 48.15	LTSEME Pre-test	M = 38.76	11.82**
	SD = 5.04		SD = 7.98	
	N = 142		N = 141	
HTSEME Post-test 2	M = 48.15	LTSEME Post-test 1	M = 43.28	6.11**
	SD = 5.04		SD = 8.02	
	N = 142		N = 141	
HTSEME Post-test 2	M = 48.15	LTSEME Post-test 2	M = 44.41	5.22**
	SD = 5.04		SD = 6.87	
	N = 142		N = 141	
HTSEME Post-test 2	M = 48.15	LTSEME Post-test 3	M = 46.06	3.33**
	SD = 5.04		SD = 5.51	
	N = 142		N = 141	
HTSEME Post-test 3	M = 49.37	LTSEME Pre-test	M = 38.76	14.26**
	SD = 3.80		SD = 7.98	

Groups	Parameter	Groups	Parameter	t values
	N = 142		N = 141	
HTSEME Post-test 3	M = 49.37	LTSEME Post-test 1	M = 43.28	8.15**
	SD = 3.80		SD = 8.02	
	N = 142		N = 141	
HTSEME Post-test 3	M = 49.37	LTSEME Post-test 2	M = 44.41	7.51**
	SD = 3.80		SD = 6.87	
	N = 142		N = 141	
HTSEME Post-test 3	M = 49.37	LTSEME Post-test 3	M = 46.06	5.88**
	SD = 3.80		SD = 5.51	
	N = 142		N = 141	
LTSEME Pre-test	M = 38.76	LTSEME Post-test 1	M = 43.28	4.74**
	SD = 7.98		SD = 8.02	
	N = 141		N = 141	
LTSEME Pre-test	M = 38.76	LTSEME Post-test 2	M = 44.41	6.37**
	SD = 7.98		SD = 6.87	
	N = 141		N = 141	
LTSEME Pre-test	M = 38.76	LTSEME Post-test 3	M = 46.06	8.94**
	SD = 7.98		SD = 5.51	
	N = 141		N = 141	
LTSEME Post-test 1	M = 43.28	LTSEME Post-test 2	M = 44.41	1.27
	SD = 8.02		SD = 6.87	
	N = 141		N = 141	
LTSEME Post-test 1	M = 43.28	LTSEME Post-test 3	M = 46.06	3.39**
	SD = 8.02		SD = 5.51	
	N = 141		N = 141	
LTSEME Post-test 2	M = 44.41	LTSEME Post-test 3	M = 46.06	2.22*
	SD = 6.87		SD = 5.51	
	N = 141		N = 141	

*significant at 0.05 level of confidence, **significant at 0.01 level of confidence

From table 4.4.2.1, it is clear that the mean values for civic responsibility in each test is on the increase (M = 41.16), (M = 47.65), (M = 48.15), (M = 49.37) in each post-test after the pre-test for the interaction of teacher with high Self-Efficacy for moral education with time (Moral Education). Similarly, civic responsibility scores for the interaction of teacher with low Self-Efficacy for moral education with time (Moral Education), after each test increased i.e. (M = 38.76), (M = 43.28), (M = 44.41) and (M = 46.09).

Further, it is clear from table 4.4.2.5 that the t value for civic responsibility scores for female students of group pairs, High TSEME Pre-test (41.16) – High TSEME post-test 1 (47.65); High TSEME Pre-test (41.16) – High TSEME post-test 2 (48.15); & High TSEME Pre-test (41.16) – High TSEME post-test 3 (49.37) came out to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of the middle school female students. On analysis from table, the CR mean scores of female students taught by teachers with High TSEME at Post-test 1, Post-test 2 and Post-test 3 were significantly higher than CR mean scores of female students at the pre-test. It shows that the teaching of Moral Education by the teachers having High TSEME helped significantly improve the development of the CR in the middle school female students.

Further, it is clear from table 4.4.2.5 that the t value for civic responsibility scores for female students of group pair, High TSEME Pre-test (41.16) – Low TSEME pre-test (38.76), is not found to be significant even at 0.05 level of confidence. This means that at the pre-test stage, both the groups of female students taught by High and low TSEME teachers were not significantly different with respect to their civic responsibility scores. However, the t value for civic responsibility scores for female students of group pairs, High TSEME Pre-test (41.16) – Low TSEME post-test 1(43.28); High TSEME Pre-test (41.16) – Low TSEME post-test 2 (44.41); & High TSEME Pre-test (41.16) – Low TSEME post-test 3 (46.06) came out to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of the middle school female students. On analysis from table, the CR mean scores of female students taught by teachers with Low TSEME at Post-test 1, Post-test 2 and Post-test 3 were significantly higher than CR mean scores of female students taught by teachers with High TSEME at the pre-test. It shows that the teaching

of Moral Education by the teachers, even with Low TSEME, helped significantly improve the development of the CR in the middle school female students. It further reflects the effectiveness of the module developed for the intervention of moral education for female students.

Further, it is clear from table 4.4.2.5 that the t value for civic responsibility scores for female students of group pairs, High TSEME Post-test 1 (47.65) – High TSEME post-test 2 (48.15); & High TSEME Post-test 1 (47.65) – High TSEME post-test 3 (49.37) came out to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of the middle school female students. On analysis from table, the CR mean scores of female students taught by teachers with High TSEME at Post-test 2 and Post-test 3 were significantly higher than CR mean scores of students at the post-test 1. It shows that the teaching of Moral Education by the teachers having High TSEME helped significantly improve the development of the CR in the middle school female students from post-test 1 to post-test 2. Their effect also increased during the absence of intervention.

Further, it is clear from table 4.4.2.5 that the t value for civic responsibility scores for female students of group pairs, High TSEME Post-test 1 (47.65) – Low TSEME pre-test (38.76); & High TSEME Post-test 1 (47.65) – Low TSEME post-test 1 (43.28); High TSEME Post-test 1 (47.65) – Low TSEME Post-test 2 (44.41); High TSEME Post-test 1 (47.65) – Low TSEME Post-test 3 (46.06) is found to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of the middle school female students. On analysis from table, the CR mean scores of students taught by teachers with High TSEME at Post-test 1 were significantly higher than CR mean scores of students taught by teachers with Low TSEME at the pre-test and post-test 1, post-test 2 and post-test 3. It shows that the teaching of Moral Education by the teachers with High TSEME develop the CR far greater than the teachers with Low TSEME at the pre-test and post-test 1, Post-test2 and Post-test3.

Further, it is clear from table 4.4.2.5 that the t value for civic responsibility scores for female students of group pairs, High TSEME post-test 2 (48.15) – High TSEME post-test 3 (49.37), came out to be significant at 0.01 level of confidence. This shows that the

subgroups differ significantly on the development of CR of the middle school female students. From the means, it is clear that the CR mean scores of female students taught by teachers with High TSEME at Post-test 3 was significantly higher than CR mean scores of female students at the post-test 2. It shows that the teaching of Moral Education by the teachers having High TSEME continued even in the absence of intervention for 6 months. This speaks of the effectiveness of the module of moral education.

Further, it is clear from table 4.4.2.5 that the t value for civic responsibility scores for female students of group pairs, High TSEME post-test 2 (48.15) – Low TSEME post-test 2 (44.41), came out to be significant at 0.01 level of confidence. This shows that the subgroups differ significantly on the development of CR of the middle school female students. From the means, it is clear that the CR mean scores of female students taught by teachers with High TSEME at Post-test 2 was significantly higher than CR mean scores of students taught by teachers with Low TSEME at Post-test 2. It shows that the teaching of Moral Education by the teachers having High TSEME at Post-test 2 is greater than the female students from group taught by teachers having Low TSEME at Post-test 2. This reflects the importance of teacher self-efficacy for teaching moral education in the teaching of moral education.

Similarly, it is clear from table 4.4.2.5 that the t value for civic responsibility scores for female students of group pairs, High TSEME Post-test 3 (49.37) – Low TSEME Post-test 3 (46.06), came out to be significant at 0.01 level of confidence. This shows that the subgroups differ significantly on the development of CR of the middle school female students. From the means, it is clear that the CR mean scores of female students taught by teachers with High TSEME at Post-test 3 was significantly higher than CR mean scores of female students taught by teachers with Low TSEME at Post-test 3. It shows that the teaching of Moral Education by the teachers having High TSEME at Post-test 3 is greater than the female students from group taught by teachers having Low TSEME at Post-test 3. This reflects the importance of teacher self-efficacy for teaching moral education in the teaching of moral education.

Further, coming on the group of female students taught by teachers with LSEME, it is clear from table 4.4.2.5 that the t value for civic responsibility scores for

female students of group pairs, Low TSEME Pre-test (38.76) – Low TSEME Post-test 1 (43.28); Low TSEME Pre-test (38.76) – Low TSEME Post-test 2 (44.41); & Low TSEME Pre-test (38.76) – Low TSEME Post-test 3 (46.06) came out to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of the middle school female students. On analysis from the table, the CR mean scores of female students taught by teachers with Low TSEME at Post-test 1, Post-test 2 and Post-test 3 were significantly higher than CR mean scores of female students at the Pre-test. It shows that the teaching of Moral Education by the teachers having Low TSEME helped the development of the CR in the middle school female students significantly.

Further, it is clear from table 4.4.2.5 that the t value for civic responsibility scores for female students of group pair, Low TSEME Post-test 1 (43.28) – Low TSEME Post-test 2 (44.41), has not come out to be significant even at the 0.05 level of confidence. This shows that these subgroups do not differ significantly on the development of CR of the middle school female students. This concludes that teachers with low Self-Efficacy were not able to contribute effectively to the development of civic responsibility among female students. However, t value for civic responsibility scores for students of group pair, Low TSEME Post-test 1 (43.28) – Low TSEME Post-test 3 (46.06), came out to be significant at 0.01 level of confidence. Similarly, t value for civic responsibility scores for students of group pair, Low TSEME Post-test 2 (44.41) – Low TSEME Post-test 3 (46.06), also came out significant at 0.05 level of confidence. This shows that these subgroups differ significantly on the development of CR of the middle school female students. On analysis from the table, the CR mean scores of female students taught by teachers with Low TSEME at Post-test 3 were significantly higher than CR mean scores of female students at Post-test 1 and 2. It shows that the teaching of Moral Education by the teachers having Low TSEME helped significantly improve the development of the CR in the middle school female students from Post-test 1 to Post-test 3 & from Post-test 2 to Post-test 3. It reflects the effectiveness of the module taught by teachers with TSEME even during the absence of intervention.

Further, table 4.4.1.3 shows the interaction effect of Aggression and Time (Moral Education) on the development of CR. From, table it is clear that, the result is statistically significant, Trace = 0.417, $F(3, 277) = 66.147$, $p < 0.001$. Hence, the hypothesis (7b) **There is no significant interaction effect of Aggression and Moral Education on the development of civic responsibility among middle school female students** is rejected. This result has been supported by Peplak & Zhang (2020) who speak on the reduction of Aggression as a helping agent in the development of moral values such as respect and responsibility. In order to see the group-wise differences due to interaction, the pair wise comparison of civic responsibility scores between subgroups has been made using a t-test. The results of the same are presented in the table below:

Table 4.4.2.6

Summary of t ratios for the significant differences due to interaction effect of Aggression and Time (Moral Education) on the development of Civic Responsibility of the middle school Female students

Groups	Parameter	Groups	Parameter	t values
High Agg Pre-test	M = 36.44	High Agg Post-test 1	M = 44.83	9.98**
	SD = 6.71		SD = 8.12	
	N = 157		N = 157	
High Agg Pre-test	M = 36.44	High Agg Post-test 2	M = 45.64	11.94**
	SD = 6.71		SD = 6.94	
	N = 157		N = 157	
High Agg Pre-test	M = 36.44	High Agg Post-test 3	M = 46.87	14.80**
	SD = 6.71		SD = 5.74	
	N = 157		N = 157	
High Agg Pre-test	M = 36.44	Low Agg Pre-test	M = 44.35	10.48**
	SD = 6.71		SD = 5.96	
	N = 157		N = 126	
High Agg Pre-test	M = 36.44	Low Agg Post-test 1	M = 46.28	12.8**
	SD = 6.71		SD = 6.19	
	N = 157		N = 126	
High Agg Pre-test	M = 36.44	Low Agg Post-test 2	M = 47.10	14.93**
	SD = 6.71		SD = 5.30	
	N = 157		N = 126	
High Agg Pre-test	M = 36.44	Low Agg Post-test	M = 48.81	19.77**

Groups	Parameter	Groups	Parameter	t values
	SD = 6.71	3	SD = 3.63	
	N = 157		N = 126	
High Agg Post-test 1	M = 44.83	High Agg Post-test 2	M = 45.64	0.95
	SD = 8.12		SD = 6.94	
	N = 157		N = 157	
High Agg Post-test 1	M = 44.83	High Agg Post-test 3	M = 46.87	2.57*
	SD = 8.12		SD = 5.74	
	N = 157		N = 157	
High Agg Post-test 1	M = 44.83	Low Agg Pre-test	M = 44.35	0.57
	SD = 8.12		SD = 5.96	
	N = 157		N = 126	
High Agg Post-test 1	M = 44.83	Low Agg Post-test 1	M = 46.28	2.70**
	SD = 8.12		SD = 6.19	
	N = 157		N = 126	
High Agg Post-test 1	M = 44.83	Low Agg Post-test 2	M = 47.10	2.83**
	SD = 8.12		SD = 5.30	
	N = 157		N = 126	
High Agg Post-test 1	M = 44.83	Low Agg Post-test 3	M = 48.81	5.49**
	SD = 8.12		SD = 3.63	
	N = 157		N = 126	
High Agg Post-test 2	M = 45.64	High Agg Post-test 3	M = 46.87	2.71**
	SD = 6.94		SD = 5.74	
	N = 157		N = 157	
High Agg Post-test 2	M = 45.64	Low Agg Pre-test	M = 44.35	1.68
	SD = 6.94		SD = 5.96	
	N = 157		N = 126	
High Agg Post-test 2	M = 45.64	Low Agg Post-test 1	M = 46.28	0.818
	SD = 6.94		SD = 6.19	
	N = 157		N = 126	
High Agg Post-test 2	M = 45.64	Low Agg Post-test 2	M = 47.10	2.006*
	SD = 6.94		SD = 5.30	
	N = 157		N = 126	
High Agg Post-test 2	M = 45.64	Low Agg Post-test 3	M = 48.81	4.94**
	SD = 6.94		SD = 3.63	
	N = 157		N = 126	
High Agg Post-test 3	M = 46.87	Low Agg Pre-test	M = 44.35	3.59**
	SD = 5.74		SD = 5.96	
	N = 157		N = 126	
High Agg Post-test 3	M = 46.87	Low Agg Post-test 1	M = 46.28	0.822
	SD = 5.74		SD = 6.19	
	N = 157		N = 126	

Groups	Parameter	Groups	Parameter	t values
High Agg Post-test 3	M = 46.87	Low Agg Post-test 2	M = 47.10	0.349
	SD = 5.74		SD = 5.30	
	N = 157		N = 126	
High Agg Post-test 3	M = 46.87	Low Agg Post-test 3	M = 48.81	3.46**
	SD = 5.74		SD = 3.63	
	N = 157		N = 126	
Low Agg Pre-test	M = 44.35	Low Agg Post-test 1	M = 46.28	2.52*
	SD = 5.96		SD = 6.19	
	N = 126		N = 126	
Low Agg Pre-test	M = 44.35	Low Agg Post-test 2	M = 47.10	3.870**
	SD = 5.96		SD = 5.30	
	N = 126		N = 126	
Low Agg Pre-test	M = 44.35	Low Agg Post-test 3	M = 48.81	7.17**
	SD = 5.96		SD = 3.63	
	N = 126		N = 126	
Low Agg Post-test 1	M = 46.28	Low Agg Post-test 2	M = 47.10	1.96*
	SD = 6.19		SD = 5.30	
	N = 126		N = 126	
Low Agg Post-test 1	M = 46.28	Low Agg Post-test 3	M = 48.81	3.96**
	SD = 6.19		SD = 3.63	
	N = 126		N = 126	
Low Agg Post-test 2	M = 47.10	Low Agg Post-test 3	M = 48.81	2.98**
	SD = 5.30		SD = 3.63	
	N = 126		N = 126	

From table 4.4.2.1, it is clear that the mean values for Civic Responsibility for High Aggressive female students in each test is on the increase (M = 36.44), (M = 44.83), (M = 45.64), (M = 46.87) after the Pre-test for the interaction effect of Aggression and Time (Moral Education). Similarly, the Civic Responsibility scores for the low Aggressive female students, continue to increase in each test after Pre-test as a result of interaction effect of Aggression and time (Moral Education) i.e. (M = 44.35), (M = 46.28), (M = 47.10) and (M = 48.81).

Further, it is clear from table 4.4.2.6 that the t value for civic responsibility scores for female students of group pairs, High Aggression Pre-test (36.44) – High Aggression Post-test 1 (44.83); High Aggression Pre-test (36.44) – High Aggression Post-test 2 (45.64); & High Aggression Pre-test (36.44) – High Aggression Post-test 3 (46.87) came out to be significant at 0.01 level of confidence. This shows that these

subgroups differ significantly on the development of CR of the middle school female students. On analysis from the table, the CR mean scores of female students at Post-test 1, Post-test 2 and Post-test 3 were significantly higher than CR mean scores of female students at the Pre-test. It shows that the teaching of Moral Education modules helped significantly improve the development of the CR in the middle school female students with High Aggression.

Further, it is clear from table 4.4.2.6 that the t value for CR scores for female students of group pair, High Aggression Pre-test (36.44) – Low Aggression Pre-test (44.35), is found to be significant at a 0.01 level of confidence. This means that at the Pre-test stage, both the group of female students with High and low Aggression were significantly different with respect to their civic responsibility scores. It is clear from the mean values that female students with low aggression had significantly higher CR scores than the female students with High Aggression at the Pre-test stage.

Further, it is clear from table 4.4.2.6 that the t value for CR scores for female students of group pair, High Aggression Post-test 1 (44.83) – High Aggression Post-test 2 (45.64), is not found to be significant even at a 0.05 level of confidence. This shows that these subgroups do not differ significantly on the development of Civic Responsibility of the middle school female students. This concludes that High Aggression is not conducive for the development of Civic Responsibility among middle school female students, and 3-month treatment in the second phase did not result in improvement in CR scores. However, the t-test values for the group pair High Aggression Post-test1 (44.83) – High Aggression Post-test 3 (46.87) came to be significant at a 0.05 level of confidence. It reflects that 6 months of treatment was able to enhance the CR of the High Aggressive female students.

Further, is clear from table 4.4.2.6 that the t-test value for CR scores for female students of group pair, High Aggression Post-test 1 (44.83) – Low Aggression Post-test 1 (46.28), came out to be significant at 0.01 level of confidence. This shows that this subgroup differs significantly on the development of CR of the middle school female students. On analysis from the table, the CR scores of Low Aggressive female students at Post-test 1 was significantly higher than the CR scores of High Aggressive female students.

Further, it is clear from table 4.4.2.6 that the t-test value for CR scores for female students of group pair, High Aggression Post-test 2 (45.64) – High Aggression Post-test 3 (46.87), is found to be significant at a 0.05 level of confidence. This shows that the subgroups differ significantly on the development of CR of the middle school female students. From the means, it is clear that the CR scores of female students at Post-test 3, was significantly higher than CR scores of female students at Post-test 2 among the High Aggressive group. It shows that the teaching of Moral Education has made an impact on the development of Civic Responsibility in the High Aggression female students due to the modules that have been taught to them.

Similarly, it is clear from table 4.4.2.6 that the t value for CR scores for female students of group pairs, High Aggression Post-test 2 (45.64) – Low Aggression Post-test 2 (47.10) & High Aggression Post-test 3 (46.87) – Low Aggression Post-test 3 (48.81) came out to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of the middle school female students. On analysis from the table, the CR scores at Post-test 2 and Post-test 3 stages among the Low Aggressive group was greater than the High Aggressive group. It shows that Low Aggression is more favourable for the development of the CR in middle school female students.

Further, it is clear from table 4.4.2.6 that the t value for CR scores for female students of group pairs, Low Aggression Pre-test (44.35) – Low Aggression Post-test 1 (46.28); Low Aggression Pre-test (44.35) – Low Aggression Post-test 2 (47.10); Low Aggression Pre-test (44.35) – Low Aggression Post-test 3 (48.81) came out to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of the middle school female students. On analysis from the table, the CR scores of female students at Post-test 1, Post-test 2 and Post-test 3 were significantly higher than CR mean scores at the Pre-test among Low aggressive group. It shows that the teaching of Moral Education for the female students with Low Aggression helped significantly improve the development of the CR in the middle school female students. Similarly, t value for CR scores of group pairs, Low Aggression Post-test 1 (46.28) – Low Aggression Post-test 2 (47.10); Low Aggression Post-test 1 (46.28) – Low Aggression Post-test 3 (48.81) came out to be significant at 0.01 level of confidence. Showing the Low

Aggression to be more favourable for the development of the CR in the middle school female students & effectiveness of module of Moral development.

Further, it is clear from table 4.4.2.6 that the t value for CR scores for female students of group pairs, Low Aggression Post-test 2 (47.10) – Low Aggression Post-test 3 (48.81), came out to be significant at a 0.01 level of confidence. This shows that this subgroup differs significantly on the development of CR of the middle school female students. On analysis from the table, the CR scores of female students at Post-test 3 were significantly higher than CR mean scores at the Post-test 2 among Low aggressive group. It shows that the teaching of Moral Education for the female students with Low Aggression helped significantly improve the development of the CR in the middle school female students.

However, the effect of 3way interaction shown in table 4.4.2.3, Time (ME) x Aggression x TSEME is not found to be significant, Pillai’s Trace = 0.032, F (3, 277) = 3.028 p > 0.001. Hence, the hypothesis (7c) that **“There is no significant interaction effect of Time (Moral Education), Aggression and Teacher Self-Efficacy for moral education for the development of CR among the middle school students”** is not rejected for female students. This indicates that repeated measurements over time did not vary as a function of group membership due to Time (Moral Education), Aggression and TSEME.

B. Univariate Tests (Within-Subject)

Secondly, after the multivariate test, the other way to interpret the above hypothesis is through the univariate results given below in table 4.4.2.8. For the univariate tests, the Sphericity assumptions need to be checked and hence reported below to verify the results for hypotheses 4, 7a, 7b, and 7c. The results checked the Sphericity assumption through the Mauchly’s Test of Sphericity is presented below:

**Table 4.4.2.7
Mauchly’s Test of Sphericity**

Within Subjects Effect	Mauchly’s W	Approx. Chi-Square	df	Sig.	Epsilon		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
Moral Education	.288	346.060	5	.000	.671	.683	.333

From table 4.4.2.7, it is clear that Mauchly's test is found to be significant, which indicates that the variances of the differences between all combinations of related groups due to Aggression, TSEME and Time (Moral Education) are not equal. Therefore, it needs to report the corrections to Sphericity ($\epsilon = 1$). Herein, the Greenhouse Geisser correction (Girden, 1992) will be used since the Greenhouse Geisser epsilon (ϵ) value (0.671) is less than 0.75 for the univariate test of mean differences for Civic Responsibility scores. This may be due to the unequal time span between different measurement occasions. In order to see the result of main and interaction effects of Time (Moral Education), Aggression and TSEME on the Civic Responsibility scores, the Test of Within-Subject Effects were reported hereunder;

Table 4.4.2.8

Summary of Univariate Test of Within - Subject Effect on the score of CR with respect to Time (Moral Education), TSEME, Aggression of middle school female students

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Moral Education	Greenhouse-Geisser	8807.462	2.012	4376.990	502.828	.000	.643
Time (Moral Education) * Aggression	Greenhouse-Geisser	2091.786	2.012	1039.542	119.422	.000	.300
Time (Moral Education) * Teacher Self-Efficacy for moral education	Greenhouse-Geisser	132.173	2.012	65.685	7.546	.001	.026
Time (Moral Education) * aggression * Teacher Self-Efficacy for moral education	Greenhouse-Geisser	95.619	2.012	47.519	5.459	.004	.019

From table 4.4.2.8 Test of Within - Subject Effect, it is clear that the main effect of repeated measurements over time as a result of Moral Education is statically significant using Greenhouse Geisser GG correction, $F(2.012, 4376.990) = 502.828, p < 0.001$. The Partial Eta Squared indicates a moderate effect size = 0.643 (Cohen, 1988; Pituch & Stevens, 2016; Field, 2018). Similar results have been reported for 2 order interactions, Time (Moral Education) x Aggression Interaction, ($F(2.012, 1039.542) = 119.422, p < 0.001$). Time (Moral Education) x TSEME ($F(2.012, 65.685) = 7.546, p < 0.001$). The Partial Eta Squared for Time (ME) x Aggression interaction is 0.300 which shows moderate effect size and for Time (ME) x TSEME interaction it is 0.026 which is moderate. Also, for

3 order interaction of Time (ME) x TSEME x Aggression, $F(2.012, 47.519) = 5.459, p > 0.001$. These results confirmed the previous results.

C. Within - Subject Contrasts (Trending over Time)

Further to see the assessment of the type of trending overtime for the implementation of the modules of ME as well as the type of differential trending across groups by TSEME and Aggression on the improvement of Civic Responsibility, the Test of Within - Subject Contrasts are reported below. The linear trend means that there is a straight line of the trend either going upwards or downwards. A quadratic trend means that there will be a consistent curving pattern, either upward or downward, marked by a dramatic increase or decrease of means overtime or repeated measurement. A cubic trend is one that is reflected by a shift in curvature from upward to downward or downward to upward due to a change in means over repeated measurements.

Table 4.4.2.9
Test of within-subject contrasts for the scores of CR

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Moral Education	Linear	7506.760	1	7506.760	783.442	.000	.737	783.442	1.000
	Quadratic	951.763	1	951.763	151.923	.000	.353	151.923	1.000
	Cubic	348.939	1	348.939	209.030	.000	.428	209.030	1.000
Moral Education (Time) * aggression	Linear	1120.203	1	1120.203	116.910	.000	.295	116.910	1.000
	Quadratic	843.861	1	843.861	134.699	.000	.326	134.699	1.000
	Cubic	127.722	1	127.722	76.511	.000	.215	76.511	1.000
Moral Education (Time) * Self-Efficacy for moral education teacher	Linear	11.764	1	11.764	1.228	.269	.004	1.228	.197
	Quadratic	95.430	1	95.430	15.233	.000	.052	15.233	.973
	Cubic	24.979	1	24.979	14.963	.000	.051	14.963	.971
Moral Education(Time) * Pre-test aggression * Self-Efficacy for moral education teacher	Linear	50.729	1	50.729	5.294	.022	.019	5.294	.630
	Quadratic	38.621	1	38.621	6.165	.014	.022	6.165	.697
	Cubic	6.269	1	6.269	3.755	.054	.013	3.755	.489
Error(Moral Education)	Linear	2673.313	279	9.582					
	Quadratic	1747.871	279	6.265					
	Cubic	465.742	279	1.669					
a. Gender = Female									
b. Computed using alpha = .05									

From table 4.4.2.9, it is seen that trend over time for Civic Responsibility due to moral education has been found to be significant for linear [$F(1, 279) = 783.442, p < .001$]; quadratic [$F(1, 279) = 151.923, p < .001$]; and cubic [$F(1, 279) = 209.030, p < .001$]. This means that the data is not only following the linear trend but also the quadratic and cubic trend for the means of civic responsibility over time (Moral Education). It also indicates that due to the implementation of the modules on moral development, the CR scores continued increasing over time (from the initial 3 months of treatment to 1 year). The same can be seen through the plot given below.

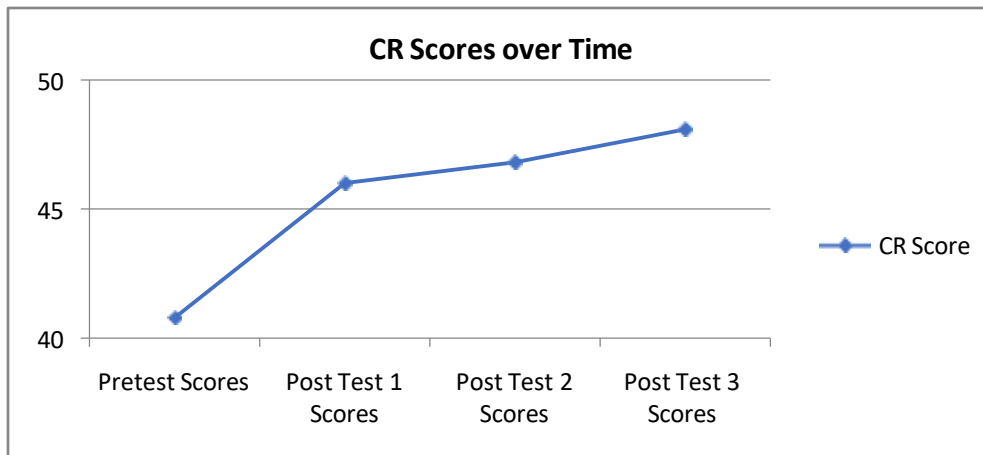


Fig:4.18 CR scores over time from Pre-test to Post-test 3

Also, differential trending across the groups for 2 and 3 order interactions are reported below. The differential trending across groups is seen for the Time (Moral Education) x Aggression & Time (Moral Education) x TSEME is reported below.

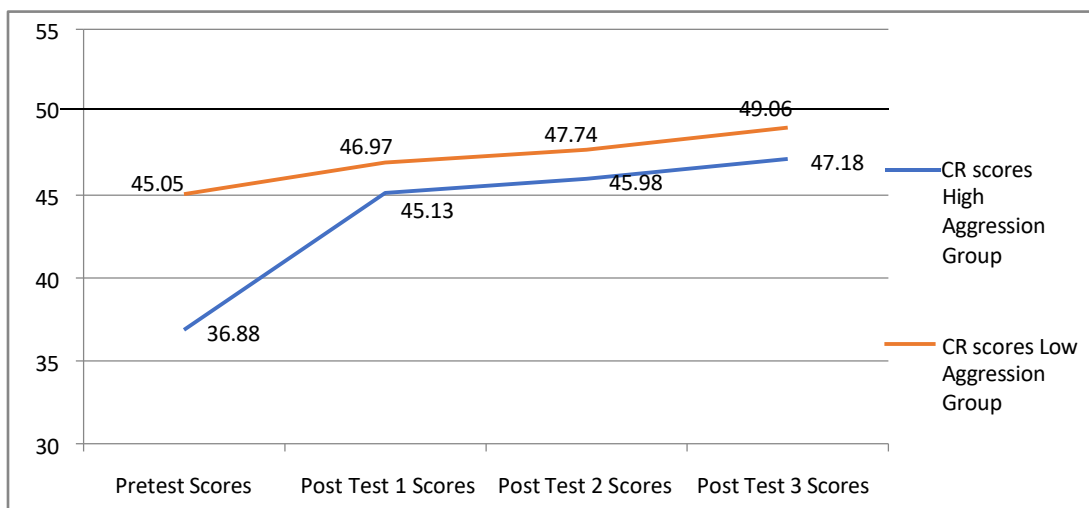


Fig: 4.19 CR scores of High & Low Aggression group over time from Pre-test to post test 3

From table 4.4.1.9, it is clear that the test of the interaction between the linear component of the trend and level of aggression group is found significant [F (1, 279) = 116.910, $p < .001$] Also, the interaction between the level of aggression and higher-order quadratic component [F (1, 279) = 134.699, $p < .001$]; and the higher-order cubic component F [1, 279) = 76.511, $p < .001$] is found significant. Moreover, looking at the profile plots of means, it is observed after some linear trend, there is curvilinear and cubic trend visible. It also suggests that trends are not parallel.

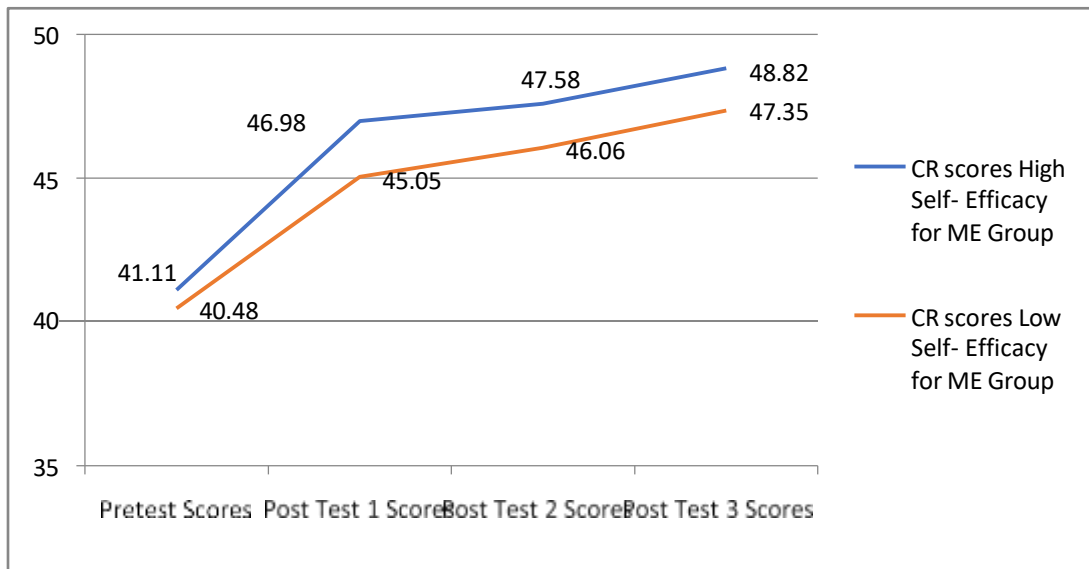


Fig: 4.20 CR scores of High & Low TSEME group over time from Pre-test to Post-test 3

Similarly, the differential trending across groups for interaction between moral education Time(ME) x TSEME of civic responsibility is tested and found that the interaction for higher-order quadratic component and type of TSEME [F (1, 279) = 15.233, $p = .001$]; and higher-order cubic component and type of TSEME [F (1, 279) = 14.963, $p < .001$] is significant. From the profile plots, it is visible that the trend for the interaction takes shape S and U shaped curvature.

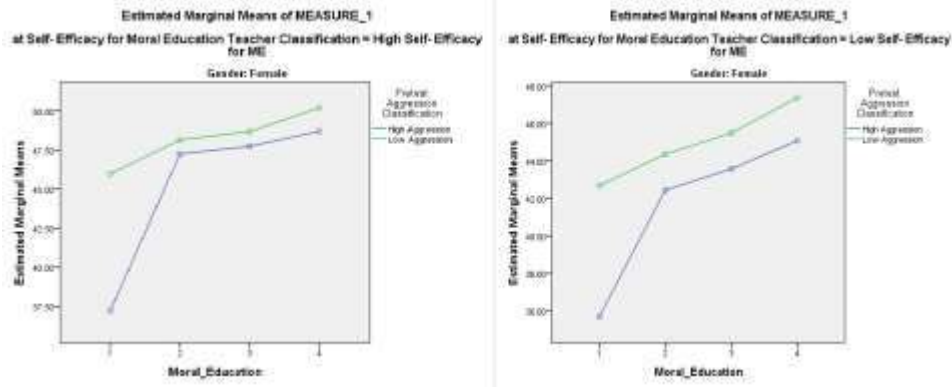


Fig: 4.21 Trending across groups for interaction between Time(ME) x TSEME of CR

Also, differential trending across groups for the interaction between Moral Education (time) x type of TESEME x levels of aggression of civic responsibility is tested from table 4.4.2.7; it is clear that the test of interaction for the linear component of trend and level of aggression by type of TSEME is found significant $F(1,279) = 5.294, p < .05$. Also, the higher-order Quadratic component trend and level of aggression by type of TSEME is found to be significant $F(1, 279) = 6.165, p = .05$. This means that the curvature of the lines in profile plots are taking the S shape.

D. Univariate Tests (Between-Subjects Effects)

Further, to study the main effects and interaction effect of the grouping variables, i.e. TSEME and Aggression at each point of time of measurement (Pre-test, Post-test 1, Post-test 2, Post-test 3), univariate ANOVA or Between Subject Effects were calculated and are presented below. Since Levene’s Test of Equality of Error, Variances was an assumption to be met for the interpretation of Between Subject effect, hence presented below.

Table 4.4.2.10
Levene’s Test of Equality of Error Variances^{a,b}

Points of measurements	F	df1	df2	Sig.
Civic Responsibility Pretest Scores	5.588	3	279	.001
Post-test 1 Civic Responsibility Total Score	9.554	3	279	.000
Post-test 2 Civic Responsibility Total Score	8.692	3	279	.000
Post-test 3 Civic Responsibility Total Score	19.285	3	279	.000

Above table 4.4.2.10 Levene’s Test of Equality of Error Variances shows the intercept of Aggression, TSEME and Aggression x TSEME. The p-value for CR scores for different points of measurement is less than .05. Hence, an assumption has not been made. Though violation of this assumption is not an issue since the ratio of N’s of the largest and the smallest group size is less than 1.5 ($79/62 = 1.27$), the results of the univariate ANOVA can be considered fairly robust (Petuch and Stevens, 2016).

Table 4.4.2.11

Summary of Univariate ANOVA on the Scores of CR due to Aggression and Teacher Self-Efficacy for Moral Education across time

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Intercept	2267680.045	1	2267680.045	17622.761	.000	.984	17622.761	1.000
Aggression	2779.998	1	2779.998	21.604	.000	.072	21.604	.996
Teacher Self-Efficacy for moral education	3230.983	1	3230.983	25.109	.000	.083	25.109	.999
Aggression * Teacher Self-Efficacy for moral education	4.389	1	4.389	.034	.854	.000	.034	.054
Error	35901.453	279	128.679					
a. Gender = Female								
b. Computed using alpha = .05								

MAIN EFFECTS

AGGRESSION

From the above table, **Table 4.4.2.11**, it is clear that the F ratio for the averaged CR scores across time for high and low aggressive groups has been found to be 21.604. The value is found to be significant at a 0.01 level of confidence. This indicates that the 2 groups of High and Low Aggressive groups differ significantly on the CR scores averaged for different measurement points of the study. Hence, the hypothesis (5), **“There no significant difference in the civic responsibility of middle school**

students with high and low aggression, is rejected. This result has been supported by Mayseless & Scharf (2021) respecting others and caring could reduce the aggression in the children who are aggressive. To further see the differences averaged across time for CR scores, the table has been presented below.

Table 4.4.2.12

Means of CR Scores wrt Aggression

Aggression	Mean	Std. Error
High Aggression	43.455	.453
Low Aggression	46.609	.505
a. Gender = Female		

Table 4.4.2.13

Pairwise Comparisons for CR scores Averaged Across Time wrt Aggression

Aggression		Mean Difference	Std. Error	Sig.^c
Low Aggression	High Aggression	3.153*	.678	.000
Based on estimated marginal means				
*. The mean difference is significant at the .05 level.				
a. Gender = Female				
c. Adjustment for multiple comparisons: Bonferroni.				

From **Table 4.4.2.12**, it is found that the Low Aggressive students had scored significantly higher than the high Aggressive students on their CR scores averaged across time. Also, from table 4.4.2.6, the t ratios for high and low aggressive student groups' scores for CR are found to be 10.48, 2.70, 2.006 & 3.46 at different measurement points, i.e. Pre-test, Post-test 1, Post-test 2 and Post-test 3. All the t ratios were found to be significant at 0.01 level of confidence. And at all points of measurement, the low aggressive students mean scores were found greater than the high aggressive students.

TSEME:

From the above table 4.4.2.11, it is clear that F ratio for the averaged CR scores across time for high and low TSEME groups have been found to be 25.109. The value is found to be significant at 0.01 level of confidence. This indicates that the 2 groups of students taught by teachers with High and Low TSEME differ significantly on their CR scores averaged for different measurement points of the study. Hence, hypothesis (6), **“There is no significant difference in the civic responsibility of children taught by teachers with high and low Self-Efficacy for moral education”** is rejected. This result has been supported by Gibson and Dembo (1984), who say that teacher with efficacy for a subject tend to attain what they intend to achieve. To further see the differences averaged across time for CR scores, table has been presented below.

Table 4.4.2.14

Means of CR Scores wrt TSEME

TSEME Classification	Mean	Std. Error
High Self- Efficacy for ME	46.732	.478
Low Self- Efficacy for ME	43.332	.481
a. Gender = Female		

Table 4.4.2.15

Pairwise Comparisons for CR scores Averaged Across Time for TSEME

TSEME Classification		Mean Difference	Std. Error	Sig. ^c
High Self- Efficacy for ME	Low Self- Efficacy for ME	3.400*	.678	.000
Based on estimated marginal means				
*. The mean difference is significant at the .05 level.				
a. Gender = Female				
c. Adjustment for multiple comparisons: Bonferroni.				

From Table 4.4.2.14, it is found that the High TSEME teachers had scored significantly higher than the low TSEME teachers on their CR scores averaged across time. Also, from table 4.4.2.5, the t ratios for high and low TSEME groups' scores for CR are found to be 1.73, 5.23, 5.22 & 5.88 at different measurement points, i.e. Pre-test, Post-test 1, Post-test 2 and Post-test 3. All the t ratios were found to be significant at a 0.01 level of confidence except at the time of the Pre-test. And at Post-test 1, Post-test 2 and Post-test 3 points of measurement, the students taught by teachers with High TSEME were found to have greater mean CR scores than students taught by teachers with low TSEME.

AGGRESSION x TSEME

From the above **Table 4.4.2.11**, it is clear that the F ratio for the averaged CR scores across time for the groups as a result of interaction between TSEME and Aggression has been found to be 0.034. The value is found to be significant at the 0.05 level of confidence. This, indicates that the groups as a result of interaction between TSEME and Aggression do differ significantly on their CR scores averaged over time. Hence, the hypothesis (7d), —There is no significant interaction effects of Aggression and Teacher Self-Efficacy for moral education among the middle school students, is rejected for the female students.

4.4.3 Differential analysis on the scores of Civic Responsibility with respect to Aggression, Time (Moral Education) and Teacher Self-Efficacy for Moral Education for the middle school male students: To analyse the differences in Civic Responsibility of middle school male students, Aggression (High and Low Aggression); TSEME (High and low TSEME) and Time (Moral Education); (Pre-test, Post-test 1, Post-test 2 and Post-test 3), 3 way repeated measure ANOVA has been applied and the descriptive statistics for various subgroups are presented below;

Table 4.4.3.1

Summary of descriptive statistics on CR scores with respect to Aggression and TSEME at various points of time, i.e. Pre-test, PT1, PT2, and PT3 of middle school male students

	Aggression Classification	Self-Efficacy for ME Teacher Classification	Mean	Std. Deviation	N
Civic Responsibility Pre-test Scores	High Aggression	High Self-Efficacy for ME	36.89	6.29	83
		Low Self-Efficacy for ME	37.70	8.19	81
		Total	37.29	7.28	164
	Low Aggression	High Self-Efficacy for ME	45.20	6.06	84
		Low Self-Efficacy for ME	45.93	6.34	86
		Total	45.57	6.20	170
	Total	High Self-Efficacy for ME	41.07	7.44	167
		Low Self-Efficacy for ME	41.94	8.36	167
		Total	41.51	7.91	334
Civic Responsibility Post-test 1 Scores	High Aggression	High Self-Efficacy for ME	45.52	7.17	83
		Low Self-Efficacy for ME	45.32	8.35	81
		Total	45.42	7.75	164
	Low Aggression	High Self-Efficacy for ME	47.30	6.07	84
		Low Self-Efficacy for ME	47.67	6.27	86
		Total	47.49	6.16	170
	Total	High Self-Efficacy for ME	46.41	6.68	167
		Low Self-Efficacy for ME	46.53	7.43	167
		Total	46.47	7.05	334
Civic Responsibility Post-test2 Scores	High Aggression	High Self-Efficacy for ME	46.12	6.41	83
		Low Self-Efficacy for ME	46.48	7.30	81
		Total	46.30	6.84	164
	Low Aggression	High Self-Efficacy for ME	48.06	5.11	84
		Low Self-Efficacy for ME	48.36	5.33	86
		Total	48.21	5.21	170
	Total	High Self-Efficacy for ME	47.10	5.86	167
		Low Self-Efficacy for ME	47.45	6.41	167
		Total	47.27	6.13	334
Civic Responsibility Post-test 3 Scores	High Aggression	High Self-Efficacy for ME	47.70	5.02	83
		Low Self-Efficacy for ME	47.26	6.36	81
		Total	47.48	5.71	164
	Low Aggression	High Self-Efficacy for ME	49.00	3.89	84
		Low Self-Efficacy for ME	49.50	4.13	86
		Total	49.25	4.01	170
	Total	High Self-Efficacy for ME	48.35	4.52	167
		Low Self-Efficacy for ME	48.41	5.43	167
		Total	48.38	4.99	334

A. Multivariate Tests

The results for analysing the above objectives have been reported from both angles, such that the multivariate tests as well as the univariate tests as generated in the output by the software. Firstly for the interpretation of multivariate tests, the box's test of equality of covariance matrices was checked. Since the ratio of N's of the largest and the smallest group size is less than 1.5 ($86/81 = 1.06$), the results of the multivariate tests can be considered fairly robust (Pituch & Stevens, 2016)

To test the assumption of equality variance-covariance matrices of different scores between groups, i.e. for Aggression and Teacher Self-Efficacy for Moral Education over time for groups, Box's test has been applied and presented below:

Table 4.4.3.2

Summary of Box's Test of Equality of Covariance Matrices with respect to Aggression and TSEME

Box's M	200.690
F	6.544
df1	30
df2	298398.960
Sig.	.000

It is clear from table 4.4.3.2 that Box's 200.690, $F(30, 298398.960) = 6.544$, $p < .001$, which is found to be significant. This indicates that equality of variance and covariance cannot be assumed. Therefore, the assumption is violated, and Pillai's Trace has been used to interpret the results for multivariate tests and is presented below in table 4.4.3.3.

Table 4.4.3.3

Multivariate tests – Summary of MANOVA (Pillai’s Trace) for 4 x 2 x 2 design with respect to CR in relation to Aggression, Time (Moral Education), TSEME of middle school male students

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^d
Moral Education	Pillai’s Trace	.716	275.403 ^c	3	328	.000	.716	826.210	1.000
Time (Moral Education) * Teacher Self-Efficacy for moral education	Pillai’s Trace	.026	4.889 ^c	3	328	.000	.026	8.668	.687
Time (Moral Education) * aggression	Pillai’s Trace	.405	74.377 ^c	3	328	.000	.405	223.130	1.000
Time (Moral Education) * Teacher Self-Efficacy for moral education	Pillai’s Trace	.026	4.889 ^c	3	328	.000	.026	8.668	.687
Time (Moral Education) Aggression * Teacher Self-Efficacy for moral education	Pillai’s Trace	.040	4.507 ^c	3	328	.004	.040	13.521	.880

The data in table 4.4.3.3 shows that the main effect of repeated measurement over time as a result of moral education is statistically significant, Pillai’s Trace .716, $F(3,328)=275.403$, $p < 0.001$. Hence the hypothesis (4) **“There is no significant effect of moral education on the civic responsibility of middle school students”**, is rejected for the male students. This result has been supported by Rusmin et al (2020) in their paper say, moral education from the early ages is important so that the child applies those values in the social living. In order to see the effect of Moral Education, pair wisecomparison of Civic Responsibility at different points of time is also made, and the results are presented in Table 4.4.3.4 below.

Table 4.4.3.4**Pair wise Comparisons of Civic Responsibility Scores over Time**

Civic Responsibility Scores		Mean Difference (I-J)	Std. Error	Sig. ^c
Pre-test	Post-test 1	-5.021*	.216	.000
Pre-test	Post-test 2	-5.824*	.223	.000
Pre-test	Post-test 3	-6.933*	.243	.000
Post-test 1	Post-test 2	-.803*	.096	.000
Post-test 2	Post-test 3	-1.912*	.170	.000
Post-test 1	Post-test 3	-1.109*	.110	.000
Based on estimated marginal means				
*a. The mean difference is significant at the .05 level.				
b. Gender = Male				
c. Adjustment for multiple comparisons: Bonferroni.				

There is a significant improvement in the civic responsibility scores from Pre- test to Post-test 1, as is evident from the p-value (.000) for the pair wise differences for Pre-test and Post-test 1. This means that the treatment given to the male students has resulted in increasing their CR. Similarly, the p-value for Bonferroni pair wise comparison for Post-test 1-Post-test 2 (mean difference = .803), Post-test 2 – Post-test 3 (mean difference = 1.912), Pre-test – post 2 (mean difference =5.824), Pre-test- Post- test 3 (mean difference = 6.933) and Post-test 1 – Post-test 3 (mean difference =1.109) have also been found to be significant at .01 level of confidence as is evident from the p values for the different pairs. The treatment given of ME for first three months has resulted in a sharp increase in the CR of the male students though the next three months of treatment (teaching ME) resulted in a little improvement in CR. Also, the improvement in CR has continued even six months after the treatment.

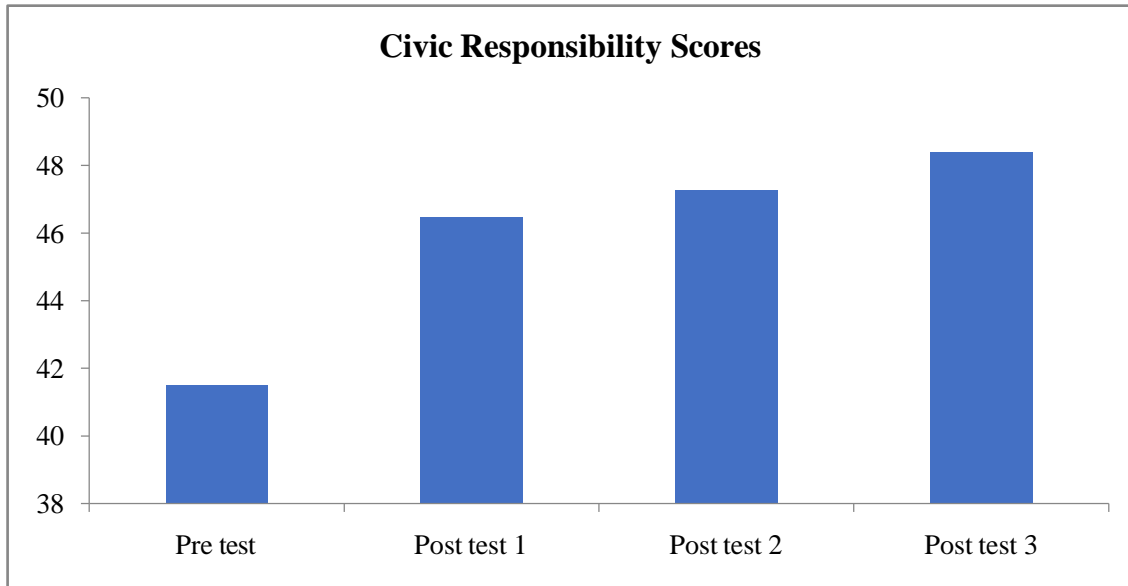


Figure: 4.21 Representation of Civic Responsibility Scores over Time

We see in figure 4.21 that there is a continuous increase in the civic responsibility of the middle school male students after moral education is being taught over a period of time. There is a significant effect of moral education on middle school male students.

Further, table 4.4.3.3 shows the interaction effect of TSEME and Time (Moral Education) on the development of CR. From the table, it is clear that the result is statistically significant, Pillai's Trace 0.026, $F(3,328) = 4.889$, $p < 0.001$. Hence, the hypothesis (7a) **There is no significant interaction effect of Teacher Self-Efficacy and Time (Moral Education) on the development of civic responsibility among middle school students** is rejected for male students. In order to see the group-wise differences due to interaction, the pair wise comparison of civic responsibility scores between subgroups has been made using a t-test. The results of the same are presented in table 4.4.3.5 below:

Table 4.4.3.5

Summary of t ratios for the significant differences due to interaction effect of Teacher Self-Efficacy for moral education and Time (ME) on the development of Civic Responsibility of the middle school male students

Groups	Parameter	Groups	Parameter	t values
HTSEME Pre-test	M = 41.07	HTSEME Post-test 1	M = 46.41	6.91**
	SD = 7.43		SD = 6.68	
	N = 167		N = 167	
HTSEME Pre-test	M = 41.07	HTSEME Post-test 2	M = 47.10	8.23**
	SD = 7.43		SD = 5.86	
	N = 167		N = 167	
HTSEME Pre-test	M = 41.07	HTSEME Post-test 3	M = 48.35	10.81**
	SD = 7.43		SD = 4.52	
	N = 167		N = 167	
HTSEME Pre-test	M = 41.07	LTSEME Pre-test	M = 41.94	1.01
	SD = 7.43		SD = 8.36	
	N = 167		N = 167	
HTSEME Pre-test	M = 41.07	LTSEME Post-test 1	M = 46.53	6.72**
	SD = 7.43		SD = 7.43	
	N = 167		N = 167	
HTSEME Pre-test	M = 41.07	LTSEME Post-test 2	M = 47.45	8.40**
	SD = 7.43		SD = 6.41	
	N = 167		N = 167	
HTSEME Pre-test	M = 41.07	LTSEME Post-test 3	M = 48.41	10.31**
	SD = 7.43		SD = 5.43	
	N = 167		N = 167	
HTSEME Post-test 1	M = 46.41	HTSEME Post-test 2	M = 47.10	2.003*
	SD = 6.68		SD = 5.86	
	N = 167		N = 167	
HTSEME Post-test 1	M = 46.41	HTSEME Post-test 3	M = 48.35	3.11**
	SD = 6.68		SD = 4.52	
	N = 167		N = 167	

Groups	Parameter	Groups	Parameter	t values
HTSEME Post-test 1	M = 46.41	LTSEME Pre-test	M = 41.94	5.39**
	SD = 6.68		SD = 8.36	
	N = 167		N = 167	
HTSEME Post-test 1	M = 46.41	LTSEME Post-test 1	M = 46.53	2.16*
	SD = 6.68		SD = 7.43	
	N = 167		N = 167	
HTSEME Post-test 1	M = 46.41	LTSEME Post-test 2	M = 47.45	2.45*
	SD = 6.68		SD = 6.41	
	N = 167		N = 167	
HTSEME Post-test 1	M = 46.41	LTSEME Post-test 3	M = 48.41	3.00**
	SD = 6.68		SD = 5.43	
	N = 167		N = 167	
HTSEME Post-test 2	M = 47.10	HTSEME Post-test 3	M = 48.35	2.18*
	SD = 5.86		SD = 4.52	
	N = 167		N = 167	
HTSEME Post-test 2	M = 47.10	LTSEME Pre-test	M = 41.94	6.53**
	SD = 5.86		SD = 8.36	
	N = 167		N = 167	
HTSEME Post-test 2	M = 47.10	LTSEME Post-test 1	M = 46.53	2.78**
	SD = 5.86		SD = 7.43	
	N = 167		N = 167	
HTSEME Post-test 2	M = 47.10	LTSEME Post-test 2	M = 47.45	2.52*
	SD = 5.86		SD = 6.41	
	N = 167		N = 167	
HTSEME Post-test 2	M = 47.10	LTSEME Post-test 3	M = 48.41	2.12*
	SD = 5.86		SD = 5.43	
	N = 167		N = 167	
HTSEME Post-test 3	M = 48.35	LTSEME Pre-test	M = 41.94	8.72**
	SD = 4.52		SD = 8.36	
	N = 167		N = 167	
HTSEME Post-test 3	M = 48.35	LTSEME Post-test 1	M = 46.53	2.71**
	SD = 4.52		SD = 7.43	

Groups	Parameter	Groups	Parameter	t values
	N = 167		N = 167	
HTSEME Post-test 3	M = 48.35	LTSEME Post-test 2	M = 47.45	1.48
	SD = 4.52		SD = 6.41	
	N = 167		N = 167	
HTSEME Post-test 3	M = 48.35	LTSEME Post-test 3	M = 48.41	2.11*
	SD = 4.52		SD = 5.43	
	N = 167		N = 167	
LTSEME Pre-test	M = 41.94	LTSEME Post-test 1	M = 46.53	5.30**
	SD = 8.36		SD = 7.43	
	N = 167		N = 167	
LTSEME Pre-test	M = 41.94	LTSEME Post-test 2	M = 47.45	6.76**
	SD = 8.36		SD = 6.41	
	N = 167		N = 167	
LTSEME Pre-test	M = 41.94	LTSEME Post-test 3	M = 48.41	8.39**
	SD = 8.36		SD = 5.43	
	N = 167		N = 167	
LTSEME Post-test 1	M = 46.53	LTSEME Post-test 2	M = 47.45	2.21*
	SD = 7.43		SD = 6.41	
	N = 167		N = 167	
LTSEME Post-test 1	M = 46.53	LTSEME Post-test 3	M = 48.41	2.64**
	SD = 7.43		SD = 5.43	
	N = 167		N = 167	
LTSEME Post-test 2	M = 47.45	LTSEME Post-test 3	M = 48.41	1.96*
	SD = 6.41		SD = 5.43	
	N = 167		N = 167	

*significant at 0.05 level of confidence, **significant at 0.01 level of confidence

From table 4.4.3.1, it is clear that the mean values for civic responsibility in each test is on the increase (M = 41.07), (M = 46.41), (M = 47.10), (M = 48.35) in each Post-test after the Pre-test for the interaction of the teacher with high Self-Efficacy for moral education with time (Moral Education). Similarly, civic responsibility scores for the interaction of teacher with low Self-Efficacy for moral education with time (Moral

Education), after each test increased i.e. (M = 41.94), (M = 46.53), (M = 47.45) and (M = 48.41).

Further, it is clear from table 4.4.3.5 that the t value for civic responsibility scores for female students of group pairs, High TSEME Pre-test (41.07) – High TSEME Post-test 1 (46.41); High TSEME Pre-test (41.07) – High TSEME Post-test 2 (47.10); & High TSEME Pre-test (41.07) – High TSEME Post-test 3 (48.35) came out to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of the middle school male students. On analysis from the table, the CR mean scores of male students taught by teachers with High TSEME at Post-test 1, Post-test 2 and Post-test 3 were significantly higher than CR mean scores of male students at the Pre-test. It shows that the teaching of Moral Education by the teachers having High TSEME helped significantly improve the development of the CR in the middle school male students.

Further, it is clear from table 4.4.3.5 that the t value for civic responsibility scores for male students of group pair, High TSEME Pre-test (41.07) – Low TSEME Pre-test (41.94) is not found to be significant even at 0.05 level of confidence. This means that at the Pre-test stage, both the groups of male students taught by High and low TSEME teachers were not significantly different with respect to their civic responsibility scores. However, the t value for civic responsibility scores for male students of group pairs, High TSEME Pre-test (41.07) – Low TSEME Post-test 1 (46.53); High TSEME Pre-test (41.07) – Low TSEME Post-test 2 (47.45); & High TSEME Pre-test (41.07) – Low TSEME Post-test 3 (48.41) came out to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of the middle school male students. On analysis from the table, the CR mean scores of male students taught by teachers with Low TSEME at Post-test 1, Post-test 2 and Post-test 3 were significantly higher than CR mean scores of male students taught by teachers with High TSEME at the Pre-test. It shows that the teaching of Moral Education by the teachers, even with Low TSEME, helped significantly improve the development of the CR in the middle school male students. It further reflects the effectiveness of the module developed for the intervention of moral education for the male students.

Further, it is clear from table 4.4.3.5 that the t value for civic responsibility scores for female students of group pairs, High TSEME Post-test 1 (46.41) – High TSEME Post-test 2 (47.10); & High TSEME Post-test 1 (46.41) – High TSEME Post-test 3 (48.35) came out to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of the middle school male students. On analysis from the table, the CR mean scores of male students taught by teachers with High TSEME at Post-test 2 and Post-test 3 were significantly higher than CR mean scores of students at Post-test 1. It shows that the teaching of Moral Education by the teachers having High TSEME helped significantly improve the development of the CR in the middle school male students from Post-test 1 to Post-test 2, and also their effect also increased during the absence of intervention.

Further, it is clear from table 4.4.3.5 that the t value for civic responsibility scores for male students of group pairs, High TSEME Post-test 1 (46.41) – Low TSEME Pre-test (41.94); & High TSEME Post-test 1 (46.41) – Low TSEME Post-test 1(46.53); High TSEME Post-test 1 (46.41) – Low TSEME Post-test 2 (47.45); High TSEME Post-test 1 (46.41) – Low TSEME Post-test 3 (48.41) is found to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of the middle school male students. On analysis from the table, the CR mean scores of students taught by teachers with High TSEME at Post-test 1 were significantly higher than CR mean scores of students taught by teachers with Low TSEME at the Pre-test and Post-test 1, Post-test 2 and Post-test 3. It shows that the teaching of Moral Education by the teachers with High TSEME develop the CR far greater than the teachers with Low TSEME at the Pre-test and Post-test 1, Post-test2 and Post-test3.

Further, it is clear from table 4.4.3.5 that the t value for civic responsibility scores for male students of group pairs, High TSEME Post-test 2 (47.10) – High TSEME Post-test 3 (48.35), came out to be significant at 0.01 level of confidence. This shows that the subgroups differ significantly on the development of CR of the middle school male students. From the means, it is clear that the CR mean scores of female students taught by teachers with High TSEME at Post-test 3, was significantly higher than CR mean scores of male students at Post-test 2. It shows that the teaching of Moral

Education by the teachers having High TSEME continued even in the absence of intervention for 6 months. This speaks of the effectiveness of the module of moral education.

Further, it is clear from table 4.4.3.5 that the t value for civic responsibility scores for female students of group pairs, High TSEME Post-test 2 (47.10) – Low TSEME Post-test 2 (47.45), came out to be significant at a 0.05 level of confidence. This shows that the subgroups differ significantly on the development of CR of the middle school male students. From the means, it is clear that the CR mean scores of male students taught by teachers with High TSEME at Post-test 2 was significantly higher than CR mean scores of students taught by teachers with Low TSEME at Post-test 2. It shows that the teaching of Moral Education by the teachers having High TSEME at Post-test 2 is greater than the male students from group taught by teachers having Low TSEME at Post-test 2. This reflects that the importance of teacher Self- Efficacy for teaching moral education in the teaching of moral education.

Similarly, it is clear from table 4.4.3.5 that the t value for civic responsibility scores for female students of group pairs, High TSEME Post-test 3 (48.35) – Low TSEME Post-test 3 (48.41) came out to be significant at 0.01 level of confidence. This shows that the subgroups differ significantly on the development of CR of the middle school female students. From the means, it is clear that the CR mean scores of female students taught by teachers with High TSEME at Post-test 3 was significantly higher than CR mean scores of female students taught by teachers with Low TSEME at Post-test 3. It shows that the teaching of Moral Education by the teachers having High TSEME at Post-test 3 is greater than the female students from group taught by teachers having Low TSEME at Post-test 3. This reflects that the importance of teacher Self- Efficacy for teaching moral education in the teaching of moral education.

Further, coming on the group of male students taught by teachers with LSEME, it is clear from table 4.4.3.5 that the t value for civic responsibility scores for male students of group pairs, Low TSEME Pre-test (41.94) – Low TSEME Post-test 1(46.53); Low TSEME Pre-test (41.94) – Low TSEME Post-test 2 (47.45); & Low TSEME Pre-test (41.94) – Low TSEME Post-test 3 (48.41) came out to be significant at

0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of the middle school male students. On analysis from the table, the CR mean scores of male students taught by teachers with Low TSEME at —Post-test 1, Post-test 2 and Post-test 3 were significantly higher than the CR mean scores of male students at the Pre-test. It shows that the teaching of Moral Education by the teachers having Low TSEME helped significantly the development of the CR in the middle school male students.

Further, it is clear from table 4.4.3.5 that the t value for civic responsibility scores for female students of group pair, Low TSEME Post-test 1 (46.53) – Low TSEME Post-test 2 (47.45), has come out to be significant at the 0.05 level of confidence. This shows that these subgroups do not differ significantly on the development of CR of the middle school male students. This concludes that teachers with low Self-Efficacy were not able to contribute effectively to the development of civic responsibility among male students. However, t value for civic responsibility scores for students of group pair, Low TSEME Post-test 1 (46.53) – Low TSEME Post-test 3 (48.41), came out to be significant at 0.01 level of confidence. Similarly, t value for civic responsibility scores for students of group pair, Low TSEME Post-test 2 (47.45) – Low TSEME Post-test 3 (48.41), also came out significant at 0.05 level of confidence. This shows that these subgroups differ significantly on the development of CR of the middle school male students. On analysis from the table, the CR mean scores of male students taught by teachers with Low TSEME at Post-test 3 were significantly higher than CR mean scores of male students at Post-test 1 and 2. It shows that the teaching of Moral Education by the teachers having Low TSEME helped significantly improve the development of the CR in the middle school male students from —Post-test 1 to Post-test 3 & from Post-test 2 to Post-test3. It reflects the effectiveness of the module taught by teachers with TSEME even during the absence of intervention.

Further, table 4.4.3.3 shows the interaction effect of Aggression and Time (Moral Education) on the development of CR. From, table it is clear that, the result is statistically significant, Trace = 0.405, $F(3, 328) = 74.377$, $p < 0.001$. Hence, the hypothesis (7b) **There is no significant interaction effect of Aggression and Moral Education on the development of civic responsibility among middle school female**

students is rejected. This result has been supported by Peplak & Zhang (2020) who speak on the reduction of Aggression as a helping agent in the development of moral values such as respect and responsibility. In order to see the group-wise differences due to interaction, the pair wise comparison of civic responsibility scores between subgroups has been made using a t-test. The results of the same are presented in table 4.4.3.6 below:

Table 4.4.3.6

Summary of t ratios for the significant differences due to interaction effect of Aggression and Time (Moral Education) on the development of Civic Responsibility of the middle school male students

Groups	Parameter	Groups	Parameter	t values
High Agg Pre-test	M = 37.29	High Agg Post-test 1	M = 45.42	9.79**
	SD = 7.28		SD = 7.75	
	N = 164		N = 164	
High Agg Pre-test	M = 37.29	High Agg Post-test 2	M = 46.30	11.55**
	SD = 7.28		SD = 6.84	
	N = 164		N = 164	
High Agg Pre-test	M = 37.29	High Agg Post-test 3	M = 47.48	14.10**
	SD = 7.28		SD = 5.71	
	N = 164		N = 164	
High Agg Pre-test	M = 37.29	Low Agg Pre-test	M = 45.57	11.17**
	SD = 7.28		SD = 6.20	
	N = 164		N = 170	
High Agg Pre-test	M = 37.29	Low Agg Post-test 1	M = 47.49	13.80**
	SD = 7.28		SD = 6.16	
	N = 164		N = 170	
High Agg Pre-test	M = 37.29	Low Agg Post-test 2	M = 48.21	15.72**
	SD = 7.28		SD = 5.21	
	N = 164		N = 170	
High Agg Pre-test	M = 37.29	Low Agg Post-test 3	M = 49.25	18.50**
	SD = 7.28		SD = 4.01	
	N = 164		N = 170	
High Agg Post-test 1	M = 45.42	High Agg Post-test 2	M = 46.30	1.09
	SD = 7.75		SD = 6.84	
	N = 164		N = 164	
High Agg Post-test 1	M = 45.42	High Agg Post-test 3	M = 47.48	2.74**
	SD = 7.75		SD = 5.71	

Groups	Parameter	Groups	Parameter	t values
	N = 164		N = 164	
High Agg Post-test 1	M = 45.42	Low Agg Pre-test	M = 45.57	0.19
	SD = 7.75		SD = 6.20	
	N = 164		N = 170	
High Agg Post-test 1	M = 45.42	Low Agg Post-test 1	M = 47.49	2.70**
	SD = 7.75		SD = 6.16	
	N = 164		N = 170	
High Agg Post-test 1	M = 45.42	Low Agg Post-test 2	M = 48.21	3.85**
	SD = 7.75		SD = 5.21	
	N = 164		N = 170	
High Agg Post-test 1	M = 45.42	Low Agg Post-test 3	M = 49.25	5.64**
	SD = 7.75		SD = 4.01	
	N = 164		N = 170	
High Agg Post-test 2	M = 46.30	High Agg Post-test 3	M = 47.48	1.96*
	SD = 6.84		SD = 5.71	
	N = 164		N = 164	
High Agg Post-test 2	M = 46.30	Low Agg Pre-test	M = 45.57	1.02
	SD = 6.84		SD = 6.20	
	N = 164		N = 170	
High Agg Post-test 2	M = 46.30	Low Agg Post-test 1	M = 47.49	1.69
	SD = 6.84		SD = 6.16	
	N = 164		N = 170	
High Agg Post-test 2	M = 46.30	Low Agg Post-test 2	M = 48.21	2.86**
	SD = 6.84		SD = 5.21	
	N = 164		N = 170	
High Agg Post-test 2	M = 46.30	Low Agg Post-test 3	M = 49.25	4.79**
	SD = 6.84		SD = 4.01	
	N = 164		N = 170	
High Agg Post-test 3	M = 47.48	Low Agg Pre-test	M = 45.57	2.93**
	SD = 5.71		SD = 6.20	
	N = 164		N = 170	
High Agg Post-test 3	M = 47.48	Low Agg Post-test 1	M = 47.49	0.02
	SD = 5.71		SD = 6.16	
	N = 164		N = 170	
High Agg Post-test 3	M = 47.48	Low Agg Post-test 2	M = 48.21	1.22
	SD = 5.71		SD = 5.21	
	N = 164		N = 170	
High Agg Post-test 3	M = 47.48	Low Agg Post-test 3	M = 49.25	3.27**

Groups	Parameter	Groups	Parameter	t values
	SD = 5.71		SD = 4.01	
	N = 164		N = 170	
Low Agg Pre-test	M = 45.57	Low Agg Post-test 1	M = 47.49	2.86**
	SD = 6.20		SD = 6.16	
	N = 170		N = 170	
Low Agg Pre-test	M = 45.57	Low Agg Post-test 2	M = 48.21	4.25**
	SD = 6.20		SD = 5.21	
	N = 170		N = 170	
Low Agg Pre-test	M = 45.57	Low Agg Post-test 3	M = 49.25	6.50**
	SD = 6.20		SD = 4.01	
	N = 170		N = 170	
Low Agg Post-test 1	M = 47.49	Low Agg Post-test 2	M = 48.21	2.16*
	SD = 6.16		SD = 5.21	
	N = 170		N = 170	
Low Agg Post-test 1	M = 47.49	Low Agg Post-test 3	M = 49.25	3.12**
	SD = 6.16		SD = 4.01	
	N = 170		N = 170	
Low Agg Post-test 2	M = 48.21	Low Agg Post-test 3	M = 49.25	2.06*
	SD = 5.21		SD = 4.01	
	N = 170		N = 170	

From table 4.4.3.1, it is clear that the mean values for Civic Responsibility for High Aggressive male students in each test is on the increase ($M = 37.29$), ($M = 45.42$), ($M = 46.30$), ($M = 47.48$) after the Pre-test for the interaction effect of Aggression and Time (Moral Education). Similarly, the Civic Responsibility scores for the low Aggressive male students, continue to increase in each test after Pre-test as a result of interaction effect of Aggression and time (Moral Education) i.e. ($M = 45.57$), ($M = 47.49$), ($M = 48.21$) and ($M = 49.25$).

Further, it is clear from table 4.4.3.6 that the t value for civic responsibility scores for male students of group pairs, High Aggression Pre-test (37.29) – High Aggression Post-test 1 (45.42); High Aggression Pre-test (37.29) – High Aggression Post-test 2 (46.30); & High Aggression Pre-test (37.29) – High Aggression Post-test 3 (47.48) came out to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of the middle school male

students. On analysis from the table, the CR mean scores of male students at Post-test 1, Post-test 2 and Post-test 3 were significantly higher than CR mean scores of male students at the Pre-test. It shows that the teaching of Moral Education modules helped significantly improve the development of the CR in the middle school female students with High Aggression.

Further, it is clear from table 4.4.3.6 that the t value for CR scores for male students of group pair, High Aggression Pre-test (37.29) – Low Aggression Pre-test (45.57), is found to be significant at a 0.01 level of confidence. This means that at the Pre-test stage, both the group of male students with High and low Aggression were significantly different with respect to their civic responsibility scores. It is clear from the mean values that male students with low aggression had significantly higher CR scores than the female students with High Aggression at the Pre-test stage.

Further, it is clear from table 4.4.3.6 that the t value for CR scores for male students of group pair, High Aggression Post-test 1 (45.42) – High Aggression Post-test 2 (46.30), is not found to be significant even at 0.05 level of confidence. This shows that these subgroups do not differ significantly on the development of Civic Responsibility of the middle school male students. This concludes that High Aggression is not conducive for the development of Civic Responsibility among middle school male students, and 3-month treatment in the second phase did not result in improvement in CR scores. However, the t-test values for the group pair High Aggression Post-test1 (45.42) – High Aggression Post-test 3 (47.48) came to be significant at a 0.05 level of confidence. It reflects that 6 months of treatment was able to enhance the CR of the High Aggressive male students.

Further, is clear from table 4.4.3.6 that the t-test value for CR scores for male students of group pair, High Aggression Post-test 1 (45.42) – Low Aggression Post-test 1 (47.49), came out to be significant at 0.01 level of confidence. This shows that this subgroup differs significantly on the development of CR of the middle school male students. On analysis from the table, the CR scores of Low Aggressive male students at Post-test 1 were significantly higher than the CR scores High Aggressive male students.

Further, it is clear from table 4.4.3.6 that the t-test value for CR scores for male students of group pair, High Aggression Post-test 2 (46.30) – High Aggression Post-test 3 (47.48), is found to be significant at a 0.05 level of confidence. This shows that the subgroups differ significantly on the development of CR of the middle school male students. From the means, it is clear that the CR scores of male students at Post-test 3, was significantly higher than CR scores of male students at Post-test 2 among High Aggressive group. It shows that the teaching of Moral Education has made an impact on the development of Civic Responsibility in the High Aggression female students due to the modules that have been taught to them.

Similarly, it is clear from table 4.4.3.6 that the t value for CR scores for male students of group pairs, High Aggression Post-test 2 (46.30) – Low Aggression Post-test 2 (48.21) & High Aggression Post-test 3 (47.48) – Low Aggression Post-test 3 (49.25) came out to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of the middle school male students. On analysis from the table, the CR scores at —Post-test 2 and Post-test 3 stages among the Low Aggressive group was greater than the High Aggressive group. It shows that Low Aggression is more favourable for the development of the CR in middle school male students.

Further, it is clear from table 4.4.3.6 that the t value for CR scores for male students of group pairs, Low Aggression Pre-test (45.57) – Low Aggression Post-test 1 (47.49); Low Aggression Pre-test (45.57) – Low Aggression Post-test 2 (48.21); Low Aggression Pre-test (45.57) – Low Aggression Post-test 3 (49.25) came out to be significant at 0.01 level of confidence. This shows that these subgroups differ significantly on the development of CR of the middle school male students. On analysis from the table, the CR scores of male students at —Post-test 1, Post-test 2 and Post-test 3 were significantly higher than CR mean scores at the Pre-test among Low aggressive group. It shows that the teaching of Moral Education for the male students with Low Aggression helped significantly improve the development of the CR in middle school male students. Similarly, t value for CR scores of group pairs, Low Aggression Post-test 1 (45.42) – Low Aggression Post-test 2 (48.21); Low Aggression Post-test 1 (45.42) – Low Aggression Post-test 3 (49.25) came out to be significant at

0.01 level of confidence. Showing the Low Aggression to be more favourable for the development of the CR in the middle school male students & effectiveness of module of Moral development.

Further, it is clear from table 4.4.3.6 that the t value for CR scores for male students of group pairs, Low Aggression Post-test 2 (48.21) – Low Aggression Post-test 3 (49.25), came out to be significant at a 0.01 level of confidence. This shows that this subgroup differs significantly on the development of CR of the middle school male students. On analysis from the table, the CR scores of male students at Post-test 3 were significantly higher than CR mean scores at the Post-test 2 among Low aggressive group. It shows that the teaching of Moral Education for the male students with Low Aggression helped significantly improve the development of the CR in —middle school male students.

However, the effect of 3 way interaction shown in table 4.4.3.3, Time (ME) x Aggression x TSEME is not found to be significant, —Pillai’s Trace = 0.040, F (3, 328) = 4.507 $p > 0.001$. Hence, the hypothesis (7c) that **“there is no significant interaction effect of Time (Moral Education), Aggression and Teacher Self-Efficacy for moral education for the development of CR among the middle school students”** is not rejected for male students. This indicates that repeated measurements over time did not vary as a function of group membership due to Time (Moral Education), Aggression and TSEME.

B. Univariate Tests (Within-Subject)

Secondly, after the multivariate test, the other way to interpret the above hypothesis is through the univariate results given below in table 4.4.3.8. For the univariate tests, the Sphericity assumptions need to be checked and hence reported below to verify the results for hypotheses 4, 7a, 7b, and 7c. The results checked the Sphericity assumption through the Mauchly’s Test of Sphericity is presented below:

Table 4.4.3.7
Mauchly's Test of Sphericity

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
Moral Education	.209	514.948	5	.000	.608	.617	.333

From table 4.4.3.7, it is clear that Mauchly's test is found to be significant, which indicates that the variances of the differences between all combinations of related groups due to Aggression, TSEME and Time (Moral Education) are not equal. Therefore it needs to report the corrections to Sphericity ($\epsilon = 1$). Herein, the Greenhouse Geisser correction (Girden, 1992) will be used since the —Greenhouse Geisser epsilon (ϵ) value (0.608) is less than 0.75 for the univariate test of mean differences for Civic Responsibility scores. This may be due to the unequal time span between different measurement occasions. In order to see the result of main and interaction effects of Time (Moral Education), Aggression and TSEME on the Civic Responsibility scores, the Test of Within-Subject Effects were reported hereunder;

Table 4.4.3.8

Summary of Univariate Test of Within - Subject Effect on the score of CR with respect to Time (Moral Education), TSEME, Aggression of middle school male students

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Moral Education	Greenhouse-Geisser	9406.980	1.824	5157.793	548.113	.000	.624
Time (Moral Education) * Aggression	Greenhouse-Geisser	2530.197	1.824	1387.293	147.426	.000	.309
Time (Moral Education)* Teacher Self-Efficacy for moral education	Greenhouse-Geisser	28.266	1.824	15.498	1.647	.196	.005
Time (Moral Education) *aggression * Teacher Self-Efficacy for moral education	Greenhouse-Geisser	15.736	1.824	8.628	.917	.393	.003

From table 4.4.3.8 Test of Within - Subject Effect, it is clear that the main effect of repeated measurements over time as a result of Moral Education is statically significant using Greenhouse Geisser GG correction, $F(1.824, 5157.793) = 548.113, p < 0.001$. The Partial Eta Squared indicates a moderate effect size = 0.643(Cohen, 1988; Pituch& Stevens, 2016; Field, 2018).

Similar results have been reported for 2 order interactions, Time (Moral Education) x Aggression Interaction, $(F(1.824, 1387.293) = 147.426, p < 0.001)$. Time (Moral Education) x TSEME $(F(1.824, 15.498) = 1.647, p < 0.001)$. The Partial Eta Squared for Time (ME) x Aggression interaction is 0.309 which shows moderate effect size and for Time (ME) x TSEME interaction it is 0.005 which is moderate.

Also, for 3 order interaction of Time (ME) x TSEME x Aggression, $F(1.824, 8.628) = 0.917, p > 0.001$. These results confirmed the previous results.

C. Within - Subject Contrasts (Trending over Time)

Further to see the assessment of the type of trending overtime for the implementation of the modules of ME as well as the type of differential trending across groups by TSEME and Aggression on the improvement of Civic Responsibility, the Test of Within - Subject Contrasts are reported below. The linear trend means that there is a straight line of the trend either going upwards or downwards. A quadratic trend means that there will be a consistent curving pattern, either upward or downward, marked by a dramatic increase or decrease of means overtime or repeated measurement. A cubic trend is one that is reflected by a shift in curvature from upward to downward or downward to upward due to a change in means over repeated measurements.

Table 4.4.3.9

Summary of the test of within-subject contrasts for the male students

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Moral Education	Linear	7788.165	1	7788.165	774.182	.000	.701	774.182	1.000
	Quadratic	1277.122	1	1277.122	221.983	.000	.402	221.983	1.000
	Cubic	341.693	1	341.693	253.219	.000	.434	253.219	1.000
Moral Education (Time) * aggression	Linear	1611.404	1	1611.404	160.182	.000	.327	160.182	1.000
	Quadratic	767.296	1	767.296	133.368	.000	.288	133.368	1.000
	Cubic	151.498	1	151.498	112.271	.000	.254	112.271	1.000
Moral Education (Time) * Self-Efficacy for moral education teacher	Linear	16.330	1	16.330	1.623	.204	.005	1.623	.246
	Quadratic	3.003	1	3.003	.522	.470	.002	.522	.111
	Cubic	8.933	1	8.933	6.620	.011	.020	6.620	.728
Moral Education(Time) * Pre-test aggression * Self-Efficacy for moral education teacher	Linear	6.199	1	6.199	.616	.433	.002	.616	.123
	Quadratic	.608	1	.608	.106	.745	.000	.106	.062
	Cubic	8.930	1	8.930	6.618	.011	.020	6.618	.727
Error(Moral Education)	Linear	3319.754	330	10.060					
	Quadratic	1898.567	330	5.753					
	Cubic	445.302	330	1.349					
a. Gender = Male									
b. Computed using alpha = .05									

From table 4.4.3.9, it is seen that trend over time for Civic Responsibility due to moral education has been found to be significant for linear [$F(1,330) = 774.182, p < .001$]; quadratic [$F(1, 330) = 221.983, p < .001$]; and cubic [$F(1,330) = 253.219, p < .001$]. This means that the data is not only following the linear trend but also a quadratic and cubic trend for the means of civic responsibility over time (Moral Education). It also indicates that due to the implementation of the modules on moral development, the CR scores continued increasing over time (from the initial 3 months of treatment to 1 year). The same can be seen through the plot given below.

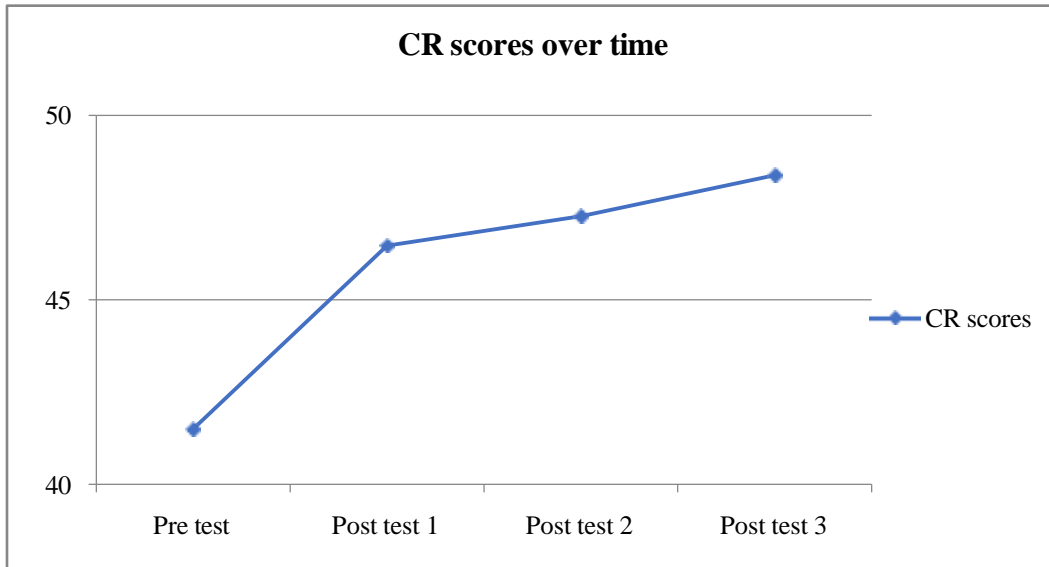


Fig: 4.22 CR scores over time from Pre-test to Post-test 3

Also, differential trending across the groups for 2 and 3 order interactions are reported below. The differential trending across groups seen for the time (Moral Education) x Aggression & time (Moral Education) x TSEME is reported below.

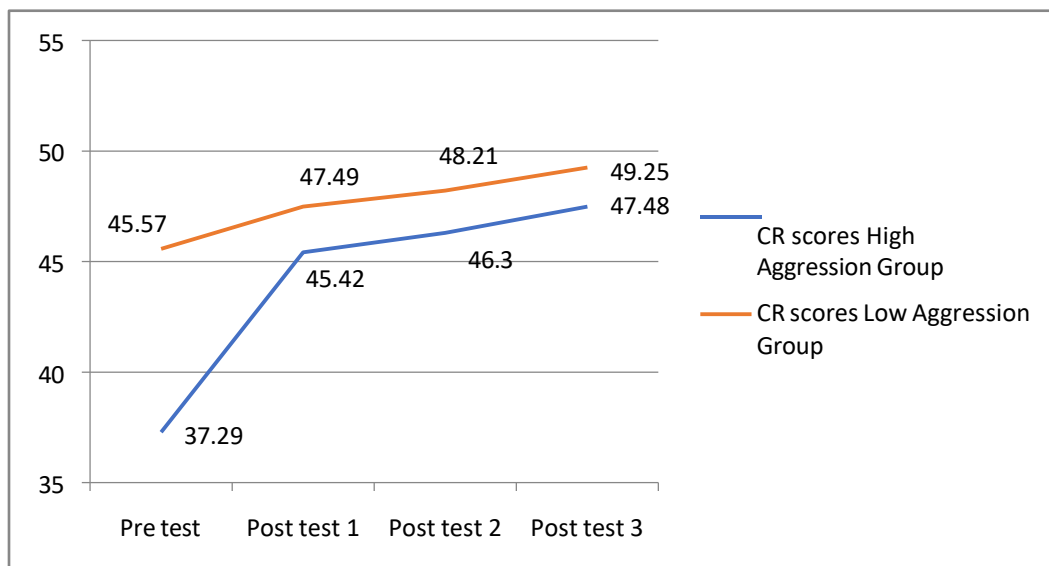


Fig: 4.23 CR scores of High & Low Aggression group over time from “Pre-test to Post-test 3”

From table 4.4.1.9, it is clear that the test of the interaction between the linear component of the trend and level of aggression group is found significant [F (1, 330) = 160.182, p<.001] Also, the interaction between the level of aggression and higher-

order quadratic component [$F(1, 330) = 133.368, p < .001$]; and the higher-order cubic component [$F(1, 330) = 112.271, p < .001$] is found significant. Moreover, looking at the profile plots of means, it is observed after some linear trend, there is a curvilinear and cubic trend visible. It also suggests that trends are not parallel.

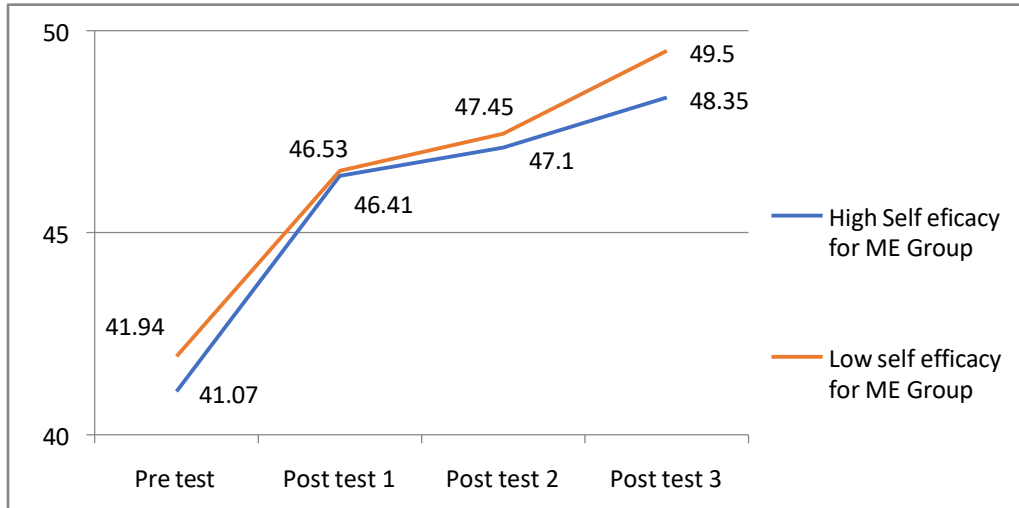


Fig: 4.24 CR scores of High & Low TSEME group over time from “Pre-test to Post-test 3”

Similarly, the differential trending across groups for interaction between moral education (time) x TSEME of civic responsibility is tested and found that the interaction for higher-order cubic component and type of TSEME [$F(1, 330) = 6.620, p < .05$] is significant. From the profile plots, it is visible that the trend for the interaction takes shape S and U shaped curvature.

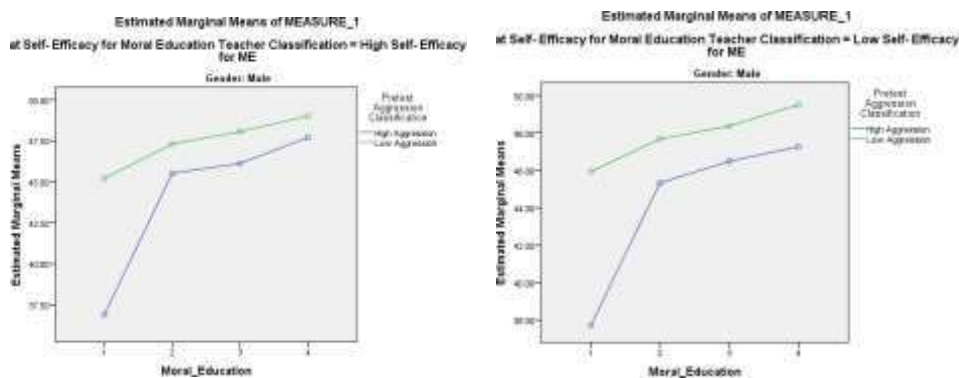


Fig: 4.25 Trending across groups for interaction between (time) ME x TSEME of CR

Also, differential trending across groups for the interaction between Moral Education (time) x type of TSEME x levels of aggression of civic responsibility is tested from table 4.5.3.7. It is clear that the test of interaction for the cubic component of trend and level of aggression by type of TSEME is found significant $F(1,330) = 6.620, p < .05$. Also, the higher-order cubic component trend and level of aggression by type of TSEME is found to be significant $F(1, 330) = 6.618, p = .05$. This means that the curvature of the lines is for some of the groups in profile plots are taking the S shape.

D. Univariate Tests (Between-Subjects Effects)

Further, to study the —main effects and interaction effect of the grouping variables, i.e. TSEME and Aggression at each point of time of measurement (Pre-test, Post-test 1, Post-test 2, Post-test 3), univariate ANOVA or Between Subject Effects were calculated and are presented below. Since Levene’s Test of Equality of Error, Variances was an assumption to be met for the interpretation of Between Subject effect, hence presented below.

Table 4.4.3.10
Levene’s Test of Equality of Error Variances^{a,b}

	F	df1	df2	Sig.
Civic Responsibility Pretest Scores	3.518	3	330	.015
Post-test 1 Civic Responsibility Total Score	2.916	3	330	.034
Post-test 2 Civic Responsibility Total Score	4.291	3	330	.005
Post-test 3 Civic Responsibility Total Score	5.984	3	330	.001

Above table 4.4.3.10 Levene’s Test of Equality of Error Variances shows the intercept of Aggression, TSEME and Aggression x TSEME. The p-value for CR scores for different points of measurement is less than .05, hence, assumption has not been met. Though violation of this assumption is not an issue, since the ratio of N’s of the largest and the smallest group size is less than 1.5 ($86/81 = 1.06$), the results of the univariate ANOVA can be considered fairly robust (Petuch and Stevens, 2016).

Table 4.4.3.11

Summary of Univariate ANOVA on the Scores of CR due to Aggression and Teacher Self-Efficacy for Moral Education across time

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Intercept	2810467.160	1	2810467.160	20235.368	.000	.984	20235.368	1.000
Aggression	4098.446	1	4098.446	29.509	.000	.082	29.509	1.000
Teacher Self-Efficacy for moral education	31.110	1	31.110	.224	.006	.001	.224	.076
Aggression * Teacher Self-Efficacy for moral education	9.777	1	9.777	.070	.791	.000	.070	.058
Error	45833.323	330	138.889					
a. Gender = Male								
b. Computed using alpha = .05								

MAIN EFFECTS

AGGRESSION

From the above table **Table 4.4.3.11**, it is clear that F ratio for the averaged CR scores across time for high and low aggressive groups has been found to be 29.509. —The value is found to be significant at 0.01 level of confidence. This indicates that the 2 groups of High and Low Aggressive groups differ significantly on the CR scores averaged for different measurement points of the study. Hence, the hypothesis (5), **“There no significant difference in the civic responsibility of middle school students with high and low aggression**, is rejected. . This result has been supported by Mayselless & Scharf (2021) respecting others and caring could reduce the aggression in the children who are aggressive. To further see the differences averaged across time for CR scores, the table has been presented below.

Table 4.4.3.12
Means of CR Scores wrt Aggression

Aggression	Mean	Std. Error
High Aggression	44.124	.460
Low Aggression	47.628	.452
a. Gender = Male		

Table 4.4.3.13
Pairwise Comparisons for CR scores Averaged Across Time wrt Aggression

Aggression		Mean Difference	Std. Error	Sig.^c
Low Aggression	High Aggression	3.504*	.645	.000
Based on estimated marginal means				
*. The mean difference is significant at the .05 level.				
a. Gender = Male				
c. Adjustment for multiple comparisons: Bonferroni.				

From **Table 4.4.3.12**, it is found that the Low Aggressive students had scored significantly higher than the high Aggressive students on their CR scores averaged across time. Also, from table 4.4.3.6, the t ratios for high and low aggressive student groups' scores for CR are found to be 11.17, 2.70, 2.86, 3.27 at different measurement points, i.e. —Pre-test, Post-test 1, Post-test 2 and Post-test 3. All the t ratios were —found to be significant at a 0.01 level of confidence. And at all points of measurement, the low aggressive students mean scores were found greater than the high aggressive students.

TSEME

From the above table **4.4.3.11**, it is clear that the F ratio for the averaged CR scores across time for high and low TSEME groups have been found to be 0.224. The value is found to be significant at a 0.05 level of confidence. This indicates that the 2 groups of students taught by teachers with High and Low TSEME differ significantly on their CR scores averaged for different measurement points of the study. Hence,

hypothesis (6), “There is no significant difference in the civic responsibility of children taught by teachers with high and low Self-Efficacy for moral education”, is rejected. This result has been supported by Gibson and Dembo (1984), who say that teacher with efficacy for a subject tend to attain what they intend to achieve. To further see the differences averaged across time for CR scores, the table has been presented below.

Table 4.4.3.14
Means of CR Scores wrt TSEME

TSEME Classification	Mean	Std. Error
High Self- Efficacy for ME	46.029	.456
Low Self- Efficacy for ME	45.724	.456
a. Gender = Male		

Table 4.4.3.15
Pairwise Comparisons for CR scores Averaged Across Time for TSEME

TSEME Classification		Mean Difference	Std. Error	Sig. ^b
Low Self- Efficacy for ME	High Self- Efficacy for ME	3.400*	.678	.000
Based on estimated marginal means				
a. Gender = Male				
b. Adjustment for multiple comparisons: Bonferroni.				

From Table 4.4.3.14, it is found that the High TSEME teachers had scored significantly higher than the low TSEME teachers on their CR scores averaged across time. Also, from table 4.5.1.5, the t ratios for high and low TSEME groups’ scores for CR are found to 1.01, 2.16, 2.52 & 2.11 at different measurement points, i.e. Pre-test, Post- test 1, Post-test 2 and Post-test 3. All the t ratios were found to be significant at a 0.05 level of confidence except at the time of the Pre-test. And at Post-test 1, Post-test 2 and Post-test 3 points of measurement, the students taught by teachers with High TSEME were found to have greater mean CR scores than students taught by teachers with low TSEME.

AGGRESSION x TSEME

From the above **Table 4.4.3.11**, it is clear that the F ratio for the averaged CR scores across time for the groups as a result of interaction between TSEME and Aggression has been found to be 0.070. The value is not found to be significant even at the 0.05 level of confidence. This, indicates that the groups as a result of interaction between TSEME and Aggression do not differ significantly on their CR scores averaged over time. Hence, the hypothesis (7d), There is no significant interaction effects of Aggression and Teacher Self-Efficacy for moral education among the middle school students, is not rejected.

4.5 REGRESSION ANALYSIS: IMPACT OF CIVIC RESPONSIBILITY ON THE AGGRESSION OF STUDENTS

To study the impact of civic responsibility on the aggression of students, the regression analysis has been applied. Herein, civic responsibility has been studied as an independent variable, and aggression has been studied as a dependent variable. There were four levels of measurements, i.e. Pre-test, Post-test1, Post-test 2 and Post-test 3 for the within a variable.

The analysis has been done using SPSS 23.0. Hypotheses 8 and 9 have been analysed through the application of the regression analysis. The objective under study is given below:

Objective: To study the impact of civic responsibility on the aggression of students.

The related hypotheses framed for the objective are listed below and are tested subsequently.

Hypotheses:

8. There is no significant relationship between civic responsibility and aggression of middle school students
9. There is no significant impact of civic responsibility on the aggression of middle school students.

The analysis has been done for all the middle school students collectively as well as gender wise for boys and girls separately. The hypothesis related has been tested wherever needed in the analysis. The analysis is presented under the following headings:

4.5.1 The Impact of Civic Responsibility on the Aggression of the Middle School Students

4.5.2 The Impact of Civic Responsibility on the Aggression of the Female and Male Middle School Students

4.5.1 The Impact of Civic Responsibility on the Aggression of the Middle School Students

Hypothesis (8) - There is no significant relationship between civic responsibility and aggression of middle school students.

It was calculated through SPSS 23, Civic responsibility was negatively related to Aggression, and is presented in table below for different points of time.

Table 4.5.1
Correlations between civic responsibility and aggression

Time	Pearson Correlation	Sig. (2-tailed)	N
Pre-Test Scores	-.577**	0.00	617
Post-test 1	-.164**	0.00	617
Post-test 2	-.199**	0.00	617
Post-test 3	-.254**	0.00	617
** . Correlation is significant at the 0.01 level (2-tailed)			

Table 4.6.1 shows that Pearson Correlation coefficient for the aggression and civic responsibility for middle school students at different points of time is found as -.577, -.164, -.199 and -.254. The value of correlation shows that there is a significant negative relationship between the aggression and civic responsibility. The p-value for

the relationship between aggression and civic responsibility for middle school students at different points of time is .000, which is less than 0.01. Hence, hypothesis (8), **There is no significant relationship between civic responsibility and aggression of middle school students**, is rejected. The results of the studies suggest that there is a negative relationship between aggression and CR. (Guest, Dagli & Machlouzarides, 2022). From the results, it is clear that civic responsibility and aggression have a significant negative relationship. Meaning thereby, that when civic responsibility increases, the aggression decreases and when aggression increases, the civic responsibility decreases. Further, from the results, it is found that with the implementation of the module for moral development, the value of the correlation coefficient between aggression and civic responsibility decreases over time from Pre- test to Post-test among middle school students.

Further, to test the hypothesis related to the impact of civic responsibility on the aggression of all the middle school students, the regression has been applied and is presented below for the different measurement points, i.e. Pre Test, Post-test 1, Post-test 2 and Post-test 3.

Hypothesis 9- There is no significant impact of civic responsibility on the aggression of middle school students.

Table 4.5.2

Model Summary of Regression Analysis of the impact of CR on the Aggression of Middle School Students

Time	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Pre-test	1	.577 ^a	.333	.332	13.62
Post-test 1	1	.164 ^a	.027	.025	15.84
Post-test 2	1	.199 ^a	.040	.038	14.49
Post-test 3	1	.254 ^a	.064	.063	14.24
a. Predictors: (Constant), Post-test 3 Civic Responsibility Total Score					

Table 4.5.3
Summary of ANOVA^a on the Score of CR due to Aggression

Model		Sum of Squares	df	Mean Square	F	Sig.
Pre-test	Regression	56901.82	1.00	56901.82	306.57	.000 ^b
	Residual	114147.66	615.00	185.61		
	Total	171049.49	616.00			
Post-test 1	Regression	4238.20	1.00	4238.20	16.90	.000 ^b
	Residual	154246.05	615.00	250.81		
	Total	158484.25	616.00			
Post-test 2	Regression	5322.42	1.00	5322.42	25.33	.000 ^b
	Residual	129203.35	615.00	210.09		
	Total	134525.78	616.00			
Post-test 3	Regression	8597.20	1.00	8597.20	42.39	.000 ^b
	Residual	124718.98	615.00	202.80		
	Total	133316.18	616.00			
a. Dependent Variable: Post-test 3 Aggression Total Score						
b. Predictors: (Constant), Post-test 3 Civic Responsibility Total Score						

Table 4.5.4
Summary of Relative Contribution of CR on Aggression

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
Pretest	(Constant)	138.25	2.94		47.05	0.00
	Civic Responsibility	-1.24	0.07	-.577	-17.51	0.00
Post-test 1	(Constant)	102.46	4.13		24.82	0.00
	Civic Responsibility	-0.36	0.09	-.164	-4.11	0.00
Post-test 2	(Constant)	103.47	4.43		23.34	0.00
	Civic Responsibility	-0.47	0.09	-.199	-5.03	0.00
Post-test 3	(Constant)	115.44	5.55		20.81	0.00
	Civic Responsibility	-.747	0.11	-.254	-6.51	0.00
a. Dependent Variable: Post-test 3 Aggression Total Score						

4.5.2 The Impact of Civic Responsibility on the Aggression of the Female and Male Middle School Students

A Pearson correlation was also conducted to examine the relationship between Civic Responsibility – Aggression in the field of moral education among girls and boys. Civic responsibility was more strongly negatively related to Aggression, $r(283) = -.327$, $p < .01$. A list of correlation is presented in the table below:

Table 5.2 shows that the Pearson Correlation value lies between +1 and -1, that is, -.567, -.154, -.240 and -.327, which shows that there is a strong negative relationship between the aggression and civic responsibility. This tells us that when civic responsibility increases, the aggression decreases and when aggression increases, the civic responsibility decreases among the girls. The p-value is .000, which is less than 0.01 hence civic responsibility and aggression have a significant correlation between them since the p-value is .000, which is less than 0.01.

Table 5.3 shows that the Pearson Correlation value lies between +1 and -1, that is, -.581, -.166, -.159 and -.190, which shows that there is a strong negative relationship between aggression and civic responsibility among boys. This tells us that when civic responsibility increases, the aggression decreases and when aggression increases the civic responsibility decreases. The p value is .000 which is less than 0.01 hence civic responsibility, and aggression has a significant correlation between them since the p-value is .000, which is less than 0.01.

Table 4.5.5
Gender wise Correlation for Aggression and Civic responsibility
(N = 283 for Female) (N = 334 for Male)

Aggression & Civic Responsibility	Female (r)	p value	Male (r)	p-value
Pre-test	-.567**	.000	-.581**	.000
Post-test 1	-.154**	.010	-.166**	.002
Post-test 2	-.240**	.000	-.159**	.004
Post-test 3	-.327**	.000	-.190**	.000

** . Correlation is significant at the 0.01 level (2-tailed).

Females have a stronger negative correlation to Aggression and Civic responsibility in comparison to Males, which is clearly seen in the table above.

H09: There is no significant impact of civic responsibility on the aggression of middle school students.

The simple regression results of civic responsibility with aggression was found for finding the impact of Civic responsibility on the aggression of the middle school female students. Civic responsibility was predicted to have an impact on the aggression of the middle school female students with $R^2 = .322, .024, .058, .107$ respectively, which means maximum 32% of change in aggression is seen with the development of civic responsibility. The value of p, which is .000, is significant, showing that Civic responsibility has an impact on the Aggression of female students.

Table 4.5.6

Summary of Simple of liner Regression for the civic responsibility and aggression for the female middle school students

R	R^2	p value
Pre-test		
.567	.322	.000
Post-test 1		
.154	.024	.010
Post-test 2		
.240	.058	.000
Post-test 3		
.327	.107	.000

The simple regression results of civic responsibility with aggression was found for finding the impact of Civic responsibility on the aggression of the middle school male students. Civic responsibility was predicted to have impact on the aggression of the middle school male students with $R^2 = .337, .027, .025$ and .152 respectively

which means maximum 34% of change in aggression is seen with the development of civic responsibility. The value of p which is .000 is significant showing that the Civic responsibility has a impact on the Aggression on the male students.

Table 4.5.7

Summary of Simple of liner Regression for the civic responsibility and aggression for the male middle school students

R	R^2	p value
Pre-test		
.581	.337	.000
Post-test 1		
.166	.027	.002
Post-test 2		
.159	.025	.004
Post-test 3		
.390	.152	.000

From the above discussion, it is concluded that the impact of civic responsibility is on the aggression of the middle school female as well as male students. Hence null hypothesis that there is no significant impact of civic responsibility on the aggression of the middle school students, and the alternative hypothesis that there is significant impact of civic responsibility on the aggression of the middle school students is not rejected.

CHAPTER – 5

CONCLUSIONS, LIMITATIONS, SUGGESTIONS FOR FUTURE RESEARCH AND EDUCATIONAL IMPLICATIONS

This chapter is basically divided into five sections. Firstly, it consists of the conclusions of the present study, secondly the limitations of the study. We then have the recommendations followed by the suggestions for the future research and educational implications of the present study.

5.1 FINDINGS:

Objective wise findings of the study are here below:

Objective 1: To study the civic responsibility and aggression of the middle classes students.

1. A difference in the Civic Responsibility among the middle school students was seen, 24.15% of the students had high civic responsibility, 56.14% of the students moderate and 19.16% of the students had low civic responsibility.
2. A considerable difference in the Aggression of the middle school students was seen, 58.5% of the students were seen to have high aggression and 41.5% of the students with low aggression.

Objective 2: To study the Teacher self-efficacy for moral education

1. The teacher self-efficacy for moral education is significantly different between teachers with high and low self-efficacy for moral education. This means that teachers with high self-efficacy for moral education are better equipped to teach moral education in comparison to teachers with low self-efficacy for moral education.
2. High self-efficacy for moral education was helpful in the development of the Civic Responsibility of the students. It was found that teacher with high self-efficacy for moral education had each mean values were on the increase from the pretest to

posttest stages 1, 2 and 3). It is found more profoundly when looked into boys and girls middle school students' separately in development of Civic Responsibility.

3. Low self-efficacy for teaching of moral education was not very conducive for the development of the Civic Responsibility among the middle school students as seen from the mean values from pretest to posttest 3 stages. Further, the same trend is visible in the separate analyses of boys and girls middle school students.

Objective 3: To develop and validate the module for development of civic responsibility and moral value.

1. Activity based modules for the development of Civic Responsibility were efficient for the middle school students.
2. The effect of the teaching of modules was seen even when the teaching was discontinued for a period of six months.

Objective 4: To study the effect of “teacher self-efficacy for moral education” on development of moral values with respect to civic responsibility.

1. A marked effect of moral education on the development of the Civic Responsibility was seen from the scores of pretest – posttests stages in all the middle school students taken together as well as among the girls and boys samples taken separately.
2. The interaction effect of Teacher self-efficacy and moral education on the development of the Civic Responsibility of the middle school students is clearly seen in the summary of MANOVA which is indicated through Pillai's Trace.
3. The interaction effect of Teacher self-efficacy and moral education on the development of the Civic Responsibility of the middle school female students is more in comparison to male students.
4. Low aggressive students had scored significantly higher scores in civic responsibility across time. Low aggressive students' mean scores of civicresponsibility were also found higher in comparison to high aggressive students as a result of the moral education. This is found true in case of girls and boys middle school students separately also.

Objective 5: To study the impact of civic responsibility on the aggression of students

1. It was found that there a significant relationship exists between civic responsibility and aggression of middle school students. Aggression and civic responsibility have a significant negative relationship. It was also found that with the implementation of module for moral development, the value of correlation coefficient (-.164, -.199, and -.254) between aggression and civic responsibility becomes stronger over time showing more the civic responsibility increases, the more the aggression among the middle school students is going to decrease. This finding is found similarly in the separate samples of boys and girls students taken separately due to the implementation of moral education.
2. 32-34 percent impact of civic responsibility was found on reducing the aggression among the middle school boys and girls middle school students.

5.2 CONCLUSIONS BASED ON THE FINDINGS

Objective 1: To study the civic responsibility and aggression of the middle classes“ students.

1. Since the findings show that there is only 24.15 percent middle school students exhibited the high civic responsibility. Hence, it can be concluded that there is need to be a constant awareness of the education which relates easily to the society. The education which drives the students towards the building up of the society through active participation in all the activities that are related to the society as said by (Jacoby,2009). Along with the personal development, one needs to think of the community development only then there could be an education for transformation and the students turn out to be transformed transformers.
2. Almost 50 percent students have shown high aggression. This leads to conclusion that the Aggression is a problem in all the educational institutions as well as homes and society. Aggressive children are result of the vicious environment in the society. When the unchecked anger is allowed to be acted then there could be murders (U.S

Federal Bureau of Investigation, 2010). Therefore, a constant monitoring of the students need to take place from the moment the young ones come to the school. The patterns of aggression need to be recognized, intimated to the people concerned and the proper way of dealing with the aggression need to take place.

Objective 2: To study the “teacher self-efficacy for moral education”

1. From the results it can be concluded that the high teacher self efficacy is instrumental in developing the civic responsibility among the middle schools students. Whereas, low self efficacy teachers for moral education could not produce similar results in the development of civic responsibility. Here it can be pointed out that Teacher self-efficacy is linked to persistence and effort during instruction(Gibson and Dembo, 1984). Because of the complications in developing student moral character, this same persistence and effort in teachers are required for effective moral character education (Watson, 2003). Teacher self-efficacy is related to a more democratic classroom style and teacher practices that promote cooperation among students (Solomon, Watson, and Battistich, 2002). In democratic classrooms, students develop skills for discussion, decision making, social problem solving, and conflict resolution. These kinds of classrooms can lead not only to mastery learning orientations in students but also to ethical skill development.
2. There is a trend in India that the people do not choose to be teachers since the this is a low paid profession when compared to the other jobs (Krishna Kumar director, NCERT,2009). It entails a lot of hard work and monitoring and mentoring of the humans beyond the job description of a teacher. Therefore, teachers do not have the efficacy that they need to teach the young ones. The efficacy of the teachers for teaching needs to be checked before getting them into the profession, more so for moral education.

Objective 3: To develop and validate the module for development of civic responsibility and moral value.

1. Activity based modules for the development of Civic Responsibility were efficient for the middle school students and the well prepared modules were seen to leave their effects even in case of discontinuation. Thus, the old proverb —Practice makes

the man perfect becomes true here. When a child learns through activities the retention is maximum (smile foundation, October 2022). When the lessons are given to a student with many practical examples, and hands on learning activates, there could be an assurance that we can bring back the lost morality to the society to some extent (Olayinka Akanle, 2021).

Objective 4: To study the effect of “teacher self-efficacy for moral education” on development of moral values with respect to civic responsibility.

1. The treatment of moral education generates effects in terms of development of the Civic Responsibility in all the middle school students taken together as well as among the girls and boys samples taken separately. This leads to conclusion that moral education helps in making the student responsible citizens, hence that educators should devote more time in teaching moral education through activity orientation. Further, the teacher self efficacy is important in getting the desired results in the development of responsible citizens. Aggression and civic responsibility are at opposite ends on the line showing that high aggressive are bound to less civic oriented whereas low aggressive will be more civic oriented. It is supported by the fact that Teacher Self-Efficacy among the many teacher beliefs and behaviours studied concerning important student outcomes and efficient teaching practices, and teaching efficacy has proved to be one of the most powerful factor in teaching. In classrooms with teachers of high instructional self-efficacy, students are more academically motivated (Midgley, Feldlaufer and Eccles, 1989), students are likely to have high self-efficacy themselves (Anderson, Greene, and Loewen, 1988) and students are likely to attain academic success (Armor et al., 1976; Ashton and Webb, 1986; Moore and Esselman, 1992; Ross, 1992). In other words, students profit a lot from having teachers with high self-efficacy. So it is with moral education, if the society intends to bring in a change, this needs to be taken care of.

Objective 5: To study the impact of civic responsibility on the aggression of students

1. Strong negative relationship exists between the civic responsibility and aggression of middle school students. This finding is found similarly in the separate samples of

boys and girls students taken separately due to the implementation of moral education. Further, the 32-34 percent impact of civic responsibility was found on reducing the aggression among the middle school boys and girls middle school students. Hence, the educators must understand importance of moral education to reduce aggression in the society and make them more civic. Teachers' need to work on the school children by building their self-confidence, developing the empathy in them and cultivating the social skills in them. The meaningful involvement of the students in the positive activities of empathy and respect will result in the 32% of the aggression of the students (Inomjonovna & Erkinovna, 2022).

5.3 EDUCATIONAL IMPLICATIONS:

Based on the conclusions of the study, the possible educational implications of the study are:

1. Moral education is important and the need of the hour. Aggression among the students could be due to low family sizes, lot of violence in the films and other entertainment gaming platforms. The planners need to think that the Aggression is a problem in all the educational institutions as well as homes and society (Emma 2005; Gini et al. 2022; Chauhan 2023). It needs to be checked in order to avoid the violence related incidents in the schools.
2. Middle school students is a tender age of moral development as per Kohlberg and same has been verified by the results of the study that the children of this age shall be exposed to the moral education in a big way. Further, the study has pointed out that the High teacher self efficacy for teaching moral education is very important parameter for selection of teacher for teaching moral education if we really want to develop the civic responsibility among the middle schools students (Kadivar 2003). Therefore, the selection procedures shall be designed to identify the better teachers for teaching of the subject.
3. Activity based modules for the development of Civic Responsibility were efficient for the middle school students and the well prepared modules were seen to leave their effects even in case of discontinuation. Hence, more trained teachers on life

skills shall be engaged and plan should be made for their regular training on the subject in terms of the changes in the society.

4. Moral values can be taught and developed in the young minds. The findings suggest that there is a great responsibility on the teachers, parents and adults of the society to give right values to the children in the family, society and in the educational Institutions (Veugelers, 2008; Jarrar, 2013; Cohen, 2013; Sison & Redin, 2022 & Fagan et al., 2023).
5. Administrators should recruit teachers for Moral Education who have self-efficacy for Moral Education.
6. Administrators should allocate Moral Education to the teachers who have efficacy for Moral Education after assessing their self-efficacy for Moral Education.
7. Administrators need to organize in-service training to enhances the knowledge, methodology as well as skills of the teachers. The teachers once appointed need to be given proper training so as to make their teaching effective.
8. Teachers should monitor the psychometric analysis with respect to Civic Responsibility and Aggression of the students whom they teach.
9. Teachers need to prepare the modules based on the new methodology of teaching Moral Education – methods such as, involvement of digital technology, activity based, hands on practice, visits to various places etc.
10. There are two periods of Moral Education per week at present, the Policy Makers need to think in terms of increasing the number of periods allotted to teach Moral Education to the students.
11. Policy makers need to plan out policy guidelines for the recruitment of Moral Education teachers.

5.4 LIMITATIONS

The study's limitations are those design or methodology that influence the interpretation and explanation of the results. For the present study, the researcher found the following limitations:

1. Collecting data for the validation of Tools from various schools was a tedious task since the principals were not easily available or the teachers were not available due to their disinterest in filling up the data and their teaching schedule.

2. Research on Moral Education and Teacher self-efficacy for Moral Education in the Indian context is very limited. As a result, quality literature reviews to these topics are insufficient.
3. Making proper arrangements for the classes with the required number of students in the classrooms
4. Training the teachers within the school schedule

5.5 RECOMMENDATIONS

The following recommendations are based on the study

1. Efforts must be made in the schools in the early years of students to notice their aggressive behaviour and proper treatment need to be given to reduce aggression and increase Civic Responsibility, Doriana Chialant (2016), (Berardi et al. 2020; Silke et al. 2020; Inomjonovna & Erkinovna 2022; Gomide 2022; Cricchio 2022 and Yuhan Zhou 2023).
2. It is required to check the self-efficacy of the teachers for the moral education before assigning them the subject to be taught, since High self-efficacy for moral education will enhance the development of moral values in the students (Milson and Mehlig, 2002).
3. Preparation of activity based modules for the building up / developing values in the students is needed to be taken care of (Coelho and Menezes, 2021).
4. Aggression of the students is a hindrance to the development of the moral values, Gamze and Serap (2023); therefore, the school management needs to pay attention towards the type of material used for the development of the moral values in the students.
5. Constant monitoring of the students to monitor their tendencies towards harming the others and use corrective measures to improve them.
6. There is a serious need to look at the moral education curriculum of the students in all the schools, so as to move the students from only attaining the grades / marks to gaining moral values and improve the society as a whole, (Jindal, 2012).

5.6 SUGGESTIONS FOR FUTURE RESEARCH

Based on the research the following suggestions are made for the future Research

1. As the study was confined to only one school elite school, replica of studies could be taken up in other schools of various types such as, Government, Rural and Nonelite schools.
2. Since the study was done only in one state, it could be extended to other states of India too.
3. Since validation of the scales was done on the sample of Punjab & Haryana states only, it is suggested that validation of the scales could be done by taking the sample from other states of India too.
4. The present study was done only Moral Education. Replicated studies can be done in other school subjects.
5. Present study was conducted only on sample taken from a school affiliated with CBSE board. Similar studies can be done on other board students.
6. Development and implementation of modules for advancing values among the other students too.

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APPENDICES

Appendix - A

Aggression Questionnaire (Buss & Perry, 1992)

Instructions:

Using the 5 point scale shown below, indicate how uncharacteristic or characteristic each of the following statements is in describing you. Place your rating in the box to the right of the statement.

1. = extremely uncharacteristic of me
2. = somewhat uncharacteristic of me
3. = neither uncharacteristic nor characteristic of me
4. = somewhat characteristic of me
5. = extremely characteristic of me

- | | | |
|-----|---|----|
| 1. | Some of my friends think I am a hothead | A |
| 2. | If I have to resort to violence to protect my rights, I will. | PA |
| 3. | When people are especially nice to me, I wonder what they want. | H |
| 4. | I tell my friends openly when I disagree with them. | VA |
| 5. | I have become so mad that I have broken things. | PA |
| 6. | I can't help getting into arguments when people disagree with me. | VA |
| 7. | I wonder why sometimes I feel so bitter about things. | H |
| 8. | Once in a while, I can't control the urge to strike another person. | PA |
| 9.* | I am an even-tempered person. | A |
| 10. | I am suspicious of overly friendly strangers. | H |
| 11. | I have threatened people I know. | PA |
| 12. | I flare up quickly but get over it quickly. | A |
| 13. | Given enough provocation, I may hit another person. | PA |
| 14. | When people annoy me, I may tell them what I think of them. | VA |

- | | | |
|------|---|----|
| 15. | I am sometimes eaten up with jealousy. | H |
| 16.* | I can think of no good reason for ever hitting a person. | PA |
| 17. | At times I feel I have gotten a raw deal out of life. | H |
| 18. | I have trouble controlling my temper. | A |
| 19. | When frustrated, I let my irritation show. | A |
| 20. | I sometimes feel that people are laughing at me behind my back. | H |
| 21. | I often find myself disagreeing with people. | VA |
| 22. | If somebody hits me, I hit back. | PA |
| 23. | I sometimes feel like a powder keg ready to explode. | A |
| 24. | Other people always seem to get the breaks. | H |
| 25. | There are people who pushed me so far that we came to blows. | PA |
| 26. | I know that —friends talk about me behind my back. | PA |
| 27. | My friends say that I'm somewhat argumentative. | H |
| 28. | Sometimes I fly off the handle for no good reason. | A |
| 29. | I get into fights a little more than the average person. | PA |

Scoring

The two questions with the asterisk are reverse scored.

The Aggression scale consists of 4 factors, Physical Aggression (PA), Verbal Aggression (VA), Anger (A) and Hostility (H). The total score for Aggression is the sum of the factor scores.

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Appendix - B

Civic Responsibility Survey Level 2 (Middle School)

Instrument: Civic Responsibility Survey

Scale/Subscale Name: Civic Responsibility Survey Level 2 (middle school)

Developers: The Civic Responsibility Survey (1998) was developed by A. Furco, P. Muller, and M.S. Ammon at the Service-Learning Research & Development Center, University of California, Berkeley.

Year: 1998

Target Audience(s): Middle school youth (level 2)

Data collected: Quantitative

Data collection format: Self report - Pre/post

Reading Level: Grade 6,7 and 8

Existence of test/technical manuals, user guides, supplemental materials:

Contact developers at the Service Learning Research and Development Center, University of California, Berkeley. Complete survey available at <http://www.peecworks.org/index>. No cost is associated with use of this scale; however, users must properly cite the developers.

Level of training necessary for administration/scoring/interpretation: None necessary. Paper and pencil scoring with the sum of ratings used as a total scale score.

Description:

- The survey may be used in its entirety as a measure of civic responsibility. Alternately, there are three clusters of questions. These include Connection to Community (level 2=items 1,2,7,10), Civic Awareness (level 2=3,4,6), and Civic Efficacy (level 2=5,8,9).

Psychometrics:

Information on reliability and validity are provided below. If information on a particular psychometric was not found, it is indicated as —no information provided. It should be noted that this is not necessarily an indication of a lack of reliability or validity within a particular scale/instrument, but rather a lack of rigorous testing, for various reasons, by the developers or other researchers.

Reliability: A correlation of at least .80 is suggested for at least one type of reliability as evidence; however, standards range from .5 to .9 depending on the intended use and context for the instrument.

Internal Consistency:

Level 2: overall=.84, connection to community=.63, civic awareness=.77,civic efficacy=.70

Rating Scale:

- 1=Strongly disagree
- 2=Disagree
- 3= Slightly disagree
- 4=Slightly agree
- 5=Agree
- 6=Strongly agree

Instructions: Please indicate how strongly you disagree or agree with each statement. Circle the number that best describes your response.

Items:

1. I feel like I am a part of the community.
2. I pay attention to news events that affect the community.
3. Doing something that helps others is important to me.
4. I like to help other people, even if it is hard work.
5. I know what I can do to help make the community a better place.
6. Helping other people is something everyone should do, including me.
7. I know a lot of people in the community, and they know me.
8. I feel like I can make a difference in the community.
9. I try to think of ways to help other people.
10. Everyone should pay attention to the news, including myself.

Scoring:

- No items are reverse coded.
- Sum all item ratings together and subtract by 10. Range of scores= 0 to 50.
- Higher scores indicate greater sense of civic responsibility.

Appendix - C

Character Education Efficacy Belief Instrument

Directions:

As you read each of the following statements, please indicate your level of agreement by circling the appropriate letters in the left column.

SA= Strongly Agree A= Agree U = Uncertain D = Disagree SD = Strongly Disagree

- | | |
|-------------|--|
| SA A U D SD | I am usually comfortable discussing issues of right and wrong with my students. |
| SA A U D SD | When a student has been exposed to negative influences at home, I do not believe that I can do much to impact that child's character. ^a |
| SA A U D SD | I am confident in my ability to be a good role model. |
| SA A U D SD | Teachers are usually not responsible when a child becomes more courteous. ^a |
| SA A U D SD | When a student shows greater respect for others, it is usually because teachers have effectively modeled that trait. |
| SA A U D SD | I am usually at a loss as to how to help a student be more responsible. ^a |
| SA A U D SD | I know how to use strategies that might lead to positive changes in students' character. |
| SA A U D SD | I am not sure that I can teach my students to be honest. ^a |
| SA A U D SD | When students demonstrate diligence it is often because teachers have encouraged the students to persist with tasks. |
| SA A U D SD | Teachers who spend time encouraging students to be respectful of others will see little change in students' social interaction. ^a |

- SA A U D SD I am able to positively influence the character development of a child who has had little direction from parents.
- SA A U D SD If parents notice that their children are more responsible, it is likely that teachers have fostered this trait at school.
- SA A U D SD Some students will not become more respectful even if they have had teachers who promote respect.^a
- SA A U D SD When I have a student who lies regularly, I can usually convince him to stop lying.
- SA A U D SD If students are inconsiderate it is often because teachers have not sufficiently modeled this trait.^a
- SA A U D SD If responsibility is not encouraged in a child's home, teachers will have little success teaching this trait at school.^a
- SA A U D SD I often find it difficult to persuade a student that respect for others is important.^a
- SA A U D SD When a student becomes more compassionate, it is usually because teachers have created caring classroom environments.
- SA A U D SD I will be able to influence the character of students because I am a good role model.
- SA A U D SD Teaching students what it means to be honest is unlikely to result in students who are more honest.^a
- SA A U D SD I sometimes don't know what to do to help students become more compassionate.^a

SA A U D SD Teachers cannot be blamed for students who are dishonest. ^a

SA A U D SD I am continually finding better ways to develop the character of my students.

SA A U D SD Teachers who encourage responsibility at school can influence students' level of responsibility outside of school.

^a Indicates an item that was reverse scored during data analysis

Please help me to classify your responses by responding to each of the following.

- 1. Gender**
- Female
 Male

- 2. Have you received any coursework or staff development in character education?**

Yes

If yes, please check all that apply

- Undergraduate coursework that addressed character education
 Graduate coursework that addressed character education
 Attended a character education session at a conference
 Attended a staff development workshop on character education
 Other training - please describe: _____

In which type of community do the students who attend your school live?

Check all that apply

- Urban
 Suburban
 Rural

How would you describe the socio-economic status (SES) of the majority of students who attend your school?

- Y Low family income
- Y Middle family income
- Y High family income

In which type of school do you teach?

- Y Public school
- Y Private school with a religious mission
- Y Private school without a religious mission
- Y Other: please describe ____

Overall, how many total years of teaching experience have you completed?

- Y This is my first-year teaching
- Y 1-3 years
- Y 4-6 years
- Y 7-10 years
- Y 11-19 years
- Y More than 20 years

APPENDIX – D
Permission letter



SACRED HEART CONVENT SCHOOL

P.B. 370, Sarabha Nagar, Ludhiana, 141 001. Ph. : 0161 - 2455877
Under the Management of Bethany Educational Society (Regd.)
Mauragahate - Reg. Number 17/1948-1949
E-mail : shcsids@gnail.com visit us at : www.sacredheartsarabhanagar.com

Dated: 02 March 2016

Ref. No. _____

TO WHOM IT MAY CONCERN

SCHOOL PERMISSION FOR CONDUCTING THE RESEACH STUDY

The purpose of this letter is to inform you that I **Sr Reshmi, the Principal** of Sacred Heart Convent School, Ludhiana, give permission to **Ophilia Lobo** a research scholar Lovely Professional University, Phagwara to conduct the research titled **"Effect of Teacher Self Efficacy for Moral Education on the development of Moral Values among middle school students with respect to their Civic Responsibility and Aggression"** at **Sacred Heart Convent School, Ludhiana.**

Wishing you success.

Sincerely


(Sr Reshmi)
Principal
Principal
Sacred Heart Convent
Senior Secondary School
Sarabha Nagar, Ludhiana

Publication Details

S.No	Type of Paper (Journal Paper/Conference proceeding/Book Chapter)	Name of the Journal/Conference/Book	Title of the Paper	Published Date	Volume & Issue Number	ISSN/IS BN Number	Type of paper (Research/ Review)	Web link of journal indexing
1	Book Chapter	Diffusion of ICT in Education	ICT - Affordability and Digital Divide: Connect Leading to Disconnect	2018		ISBN: 978-93-85503-85-6	review	Print
2	Book Chapter	Student's Behavior in 21 st Century	Media: Elevation of the Adolescents' Education	2018		ISBN:978-93-80633-59-6	review	Print
3	Book Chapter	Moral Values	Formation for Transformation: Moral Values and Ethics in Teaching	2019		ISBN:978-93-82181-21-7	review	Print
4	Journal	IAHRW INTERNATIONAL JOURNAL OF SOCIAL SCIENCES	Deterioration of Moral Values	01.06.2018	Vol 6, No 4 (2018),pg 700-702	--	review	Print
5	Journal	UTKAL Historical Research Journal	Citizenship Education: A quest for Inclusion	Jan-21		ISSN:0976-2132	review	Print
6	Conference	International Multidisciplinary Conference	Moral Values in Teaching the senior secondary students	22.05.2021	International Multidisciplinary Conference		review	Print
7	Conference	National Multidisciplinary Conference	Citizenship Education: Real time needed Education	28.05.2021	National Multidisciplinary Conference		review	Print
8	Journal	Ensemble	IN VIEW OF THE THIRD WAVE, RESPONSE OF HUMANITY TO COVID-19	25.09.2021		ISSN: 2582 - 0427	Research	https://www.ensemblejournals.in/current-issue/conference-special-issue-no-1/
9	Journal	JHETP	Validation of Teacher Self Efficacy for Moral Education Scale in the Indian Context	06.10.2023	Vol 23(15)		Research	https://doi.org/10.33423/jhetp.v23i15

Signature of Research Scholar:

Name of Research Scholar: Ophilia Lobo

Registration Number: 41500103

Signature of Supervisor:

Name and UID of Supervisor: 11060