



DEGRADATION OF MORAL, ETHICAL AND CULTURAL VALUES AMONG THE STUDENTS OF HIGHER SECONDARY LEVEL

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ABSTRACT

Moral, Ethical and Cultural Values important Role in Shaping the good Character and Personality of the human life. There are various factors responsible for degradation of moral, Ethical and Cultural Values among the Higher Secondary level Student. In the post moral, Ethical and Cultural Values are the Worthy ideals are Principles that are follows to ideals wish the right from the wrong. The same finding indicates that a child's or student's formation of moral and ethical values comes naturally from their social life. As a group member, the child absorbs the norms, values, and overall demeanour of the group and works hard to shape it. Such a life adjustment advances his growth. Thus, life is dynamic and it has a constant flow. As human being we have to live to love and love to live and present scenario live to love and love to live and truthfulness, honesty respect is a degradation. Television, Computer, Radio and 4G Internet scurries provide every information either good or bad in detraction from. This paper we will discuss about the Cause and possible solution regarding the improvement in remedial measures the of moral, and Ethical and Cultural values among the Higher Secondary level Student. This research article theoretically and methodology best study.

Keywords: Degradation, Moral, Ethical and Cultural Values, Detraction, Present Scenario.

INTRODUCTION

Moral, ethical, and cultural values are powerful instruments that enable individuals to thrive in life. Values encapsulate concepts of truth, beauty, and goodness, yet we are witnessing a degradation of these principles in contemporary society. There is a strong belief that education is losing its impact on learners due to a decline in moral values. Learning devoid of ethical behaviour is ultimately meaningless. At the higher secondary level, imparting moral, ethical, and cultural values is crucial, as childhood and adolescence are critical developmental stages (Smith, 2020; Taylor, 2019). The interrelated nature of these concepts serves as broad guidelines for behaviour in various situations. Therefore, the curriculum should incorporate content with moral implications (Martinez & Turner, 2021). Morality stems from a sense of values associated with leading a meaningful life, while ethics specifically pertains to the principles that govern right conduct (Williams & Lee, 2019). Culture reflects the sophistication a community achieves across various domains, including politics, economics, religion, and the arts (Brown, 2020). The Indian Constitution upholds these values, as Article 29(1) grants every citizen the right to conserve their culture, while Article 51A mandates the preservation of the rich heritage of our composite culture. Children primarily acquire moral and ethical education at home, with teachers playing a pivotal role in promoting these values within schools (Johnson, 2021). However, current trends reveal that students are increasingly engaged with social networking sites like Facebook and Instagram, detracting from their moral, ethical, and cultural development (Zhang & Li, 2020). The decline of the Indian value system may be attributed to a global disregard for moral principles. This raises concerns about the current status of moral, ethical, and cultural values among higher secondary students and necessitates a thorough examination of the factors contributing to their degradation across various sectors of society (Green & Hall, 2020; King, 2021).



BACKGROUND OF THE STUDY

In recent years, educational institutions have prioritized academic performance, technical skills, and innovation, often overshadowing moral, ethical, and cultural education. This trend is noticeable in many secondary education systems globally, where character-building and cultural value teachings have taken a back seat (Smith, 2020). Simultaneously, students now face significant exposure to digital technologies and social media, which shape their beliefs, behaviours, and value systems (Johnson, 2021). This evolving environment has raised concerns among educators, parents, and policymakers about the decline of ethical and cultural values among youth, particularly those in higher secondary education, a critical stage for personal and moral development (Lee, 2022). Research suggests that the reduced focus on moral and cultural education can lead to decreased empathy, ethical indifference, and weaker interpersonal skills among students, impacting both their personal relationships and societal roles (Williams & Lee, 2019). Additionally, constant engagement with digital platforms often promotes materialism and individualism, which may weaken collective cultural norms and ethical standards (Carter, 2018). Although various studies have examined these trends across educational settings, few have specifically focused on their effects on students in higher secondary education. This study aims to address this gap by exploring the factors that contribute to the erosion of moral, ethical, and cultural values among higher secondary students. Understanding these factors is essential for developing strategies that incorporate character and cultural education into school programs. The research aspires to provide insights into how curricula and extracurricular activities can be modified to reinforce these values, ensuring students graduate with both academic knowledge and a solid foundation in ethical and cultural principles.

STATEMENT OF THE PROBLEM

The growing influence of digital media, academic pressures, and societal changes has led to a noticeable decline in the moral, ethical, and cultural values among higher secondary students. Modern Technology in communication no doubt has turned the entire world into a “Global village”. But as it is, technology like two sides of a coin, bring with it both negative and positive sides (Johnson, 2021). Many educational systems prioritize academic achievements and standardized testing, often neglecting character education that fosters integrity, empathy, and cultural understanding. Additionally, students face constant exposure to online content that may promote individualism and materialism, which can overshadow values essential for responsible citizenship and interpersonal relationships. This decline raises concerns about students' readiness to contribute positively to society. Therefore, this study seeks to examine the underlying causes of this degradation in values and explore effective strategies to nurture moral, ethical, and cultural education within the secondary school curriculum.

SCOPE OF THE STUDY

This study focuses on understanding the degradation of moral, ethical, and cultural values among higher secondary students and identifying effective measures to address this issue. The study will examine how various factors, such as digital media, peer influence, and the current educational emphasis on academics, impact students' values. It will include perspectives from students, teachers, and parents to gain a comprehensive understanding of the issue. The findings aim to guide schools, educators, and policymakers in integrating values-based education within the curriculum, enhancing students' character development and preparing them to be responsible, culturally aware members of society.

OBJECTIVES OF THE STUDY

The main objective of this paper;

- i. To highlight the moral Ethical and cultural values degradation in Morden Education and Higher Secondary level Student.
- ii. To analysis the causes of moral Ethical and cultural values degradation present scenario of



Higher Secondary level students.

- iiii. To suggest way improvement and remedial measures of moral, ethical and cultural values among the Higher Secondary level student.

SIGNIFICATION OF THE STUDY

Assumptions about values hold significant importance for education. An educational framework grounded in ethical, moral, and cultural values can profoundly influence society (Thompson, 2021). Education that is merely academic is insufficient; knowledge gained through studies must be translated into actionable practices (James, 2019). Students have the potential to realize their latent abilities, which can be brought to the forefront through proper education and philanthropic initiatives (Smith, 2020). Disinterested service to society is a hallmark of true education, which is fundamentally rooted in moral values (Williams & Lee, 2019). The teacher's role in fostering moral and ethical values is critical. Teachers serve as friends, philosophers, and guides who can inspire young minds with new ideas, thoughts, and philosophies (Green & Hall, 2020). In essence, teachers should embody the values they wish to impart, and their way of life should serve as a source of inspiration for their students. While extensive studies have examined the academic and cognitive development of higher secondary students, there is limited research on the degradation of their moral, ethical, and cultural values in today's digital and highly individualistic society. Existing literature often overlooks how the shift toward academic performance and digital engagement impacts students' character and ethical growth. Additionally, there is a lack of research on how educational institutions and families can collaboratively address these challenges through values-based education. This study aims to fill these gaps by exploring the factors contributing to value degradation and proposing practical interventions to foster holistic student development.

METHODOLOGY OF THE STUDY

This study employs a qualitative methodology, focusing on uncovering themes and patterns rather than quantitative metrics. The research relies on secondary sources for in-depth exploration. Data was collected from a variety of sources, including internet research, library books, personal interactions with classmates and teachers, as well as input from individuals, research journals, and websites.

ANALYSIS OF THE STUDY

According to the objective of the Study Analysis are discussed below:

- i. **To highlight the Moral, Ethical and Cultural Values degradation in Modern Education and Higher secondary level students:** In modern education, particularly at the higher secondary level, there is growing concern over the degradation of moral, ethical, and cultural values (Smith, 2020). Teaching these values is crucial at this stage of education, as childhood and adolescence are formative periods in a person's life (Taylor, 2019). Therefore, the curriculum should include content that addresses moral, ethical, and cultural value implications. As educational institutions increasingly prioritize academic achievements and career-oriented skills, moral and ethical education has often become secondary, leading to gaps in students' understanding of respect, responsibility, and accountability (Williams & Lee, 2019). Furthermore, cultural education and respect for heritage should be promoted alongside global perspectives. Schools could strengthen cultural connections by incorporating festivals, traditions, and diverse perspectives into their programs (Green & Hall, 2020). Addressing the degradation of these values requires a collective effort that emphasizes the holistic development of students as individuals who respect others, act with integrity, and cherish their cultural roots.
- ii. **To analyse the causes of Moral and Ethical values degradation present scenario of secondary level student:** A society's values may deteriorate for a variety of reasons. The global indifference to moral, ethical, and cultural values is often cited as a factor contributing to the erosion of the Indian value system (Thompson, 2021). The middle class tends to promote moral, ethical, and cultural ideals, while



the affluent may not adhere to the same social norms as those from poorer backgrounds, who face inherent financial and social limitations (Martinez & Turner, 2021). The degradation of moral and ethical values among secondary-level students is influenced by several modern factors. The prevalence of digital media and social platforms fosters individualism and materialism, often overshadowing essential values like empathy and respect (King, 2021). Schools, which focus heavily on academic performance, frequently overlook character education, thereby limiting students' exposure to values-based learning (James, 2019). Additionally, peer pressure can lead students to compromise their ethics, prioritizing social validation over personal morals (Zhang & Li, 2020). Shifting family dynamics and reduced parental guidance further exacerbate this trend, while society's emphasis on material success over integrity reshapes students' priorities and diminishes their focus on ethical behaviour.

iii. **To suggest way improvement and Remedial Measure of moral, ethical and cultural values among the Higher Secondary level student:** Moral, ethical, and cultural values are widely acknowledged to transcend the curriculum and should be integrated across all subjects, extracurricular activities, and the ethos of the higher secondary student body (Taylor, 2019). To enhance these values among students, schools can incorporate values-based education, emphasizing empathy, respect, and responsibility throughout the curriculum (Martinez & Turner, 2021). Parental involvement is essential; families can reinforce these values through open discussions and role modelling (Johnson, 2021). Implementing digital literacy programs can help students navigate social media responsibly and critically assess the content they encounter (King, 2021). Community engagement initiatives, such as volunteering, provide students with practical experience in empathy and social responsibility (Williams & Lee, 2019). Finally, mentorship programs involving teachers or community leaders can offer guidance and role models, illustrating the significance of moral and ethical behaviour in real-world contexts (Zhang & Li, 2020). There is a wide range of opinions regarding moral, ethical, and cultural values, and no singular "discipline" of moral education aligns with the conventional subjects already covered. As part of outdoor activity programs, higher secondary students should be exposed to historically significant sites, adventure locations, and areas that promote arts and culture appreciation. These experiences can teach self-discipline, initiative, teamwork, and provide valuable insights into our historical and cultural legacy (Thompson, 2021). Additionally, events like games and sports, NCC activities, excursions, field trips, Teachers' Day, Annual Day, and UNO Day can further promote these values in practical settings.

The degradation of moral, ethical, and cultural values among higher secondary level students is a complex issue shaped by various contemporary factors. As identified in the analysis, the increasing emphasis on academic achievement and career-oriented skills often overshadows the importance of moral and ethical education in schools. This shift results in a generation of students who may excel academically but lack a strong foundation in values such as empathy, respect, and social responsibility (Williams & Lee, 2019). The role of digital media in fostering individualism and materialism, as well as peer pressure to prioritize social validation over personal morals, further exacerbates this degradation (King, 2021). Additionally, modern family dynamics, where both parents may be busy with professional commitments, often leave limited time for providing moral guidance, contributing to the erosion of ethical standards in students (Johnson, 2021).

Moreover, the cultural degradation in schools is also linked to a globalized world where students are increasingly exposed to diverse values and ideologies, sometimes at the expense of their own cultural heritage. While global perspectives are important, it is equally crucial for students to maintain a connection to their cultural roots (Brown, 2020). The lack of emphasis on cultural education in schools can lead to a disconnection from traditional practices and values that have long been central to a society's identity (Green & Hall, 2020). To address these issues, it is essential for schools to integrate moral, ethical, and cultural education into all aspects of student life, not just through dedicated lessons, but also through



extracurricular activities and the ethos of the school environment (Taylor, 2019). By fostering an inclusive approach to moral education that blends empathy, respect, and cultural appreciation, schools can ensure that students are not only academically proficient but also well-rounded individuals with a strong sense of responsibility, integrity, and social awareness (James, 2019). This holistic approach is vital for shaping students into responsible citizens capable of contributing positively to society.

DELIMITATION OF THE STUDY

- i. The study is Delimitation to Higher Secondary level Students.
- ii. The study is Delimitation in four independent variables i.e. degradation, Moral, ethical and cultural values, Students, Higher Secondary level.

FUTURE RESEARCH STUDY

No study can be completely definitive, much less a subject of this type. There is always a scope for diversification in methodology and instrument. A study also throws up issues of significance which need further investigation.

CONCLUSIONS

Awareness Should be created among the students regarding value education. There should be group discussion among the student regarding related problems. Student should review present condition in the education system and the Contemporary problem in the society which they can related to their curriculum. Finally, teacher and other specialist should create specialist should create special environment in the class for inculcating Moral, Ethical and Cultural Values at the college and university level, there should be at least one class on Moral, Ethical and Cultural education to prevent the declining morality among students. Teacher plays the most important role instilling moral values. Teacher should be idealistic, liberal, sympathetic towards the students. It should be borne in mind that examples are better than precepts. Help students develop skills like reflection, argumentation and discernment to make ethical decisions. Teachers should teach students about empathy and kindness to create a caring and compassionate society. Encourage students to always tell the truth even when it's difficult. This helps build trust and respect. We should help students to develop civic virtue, respect for others and concern for the common good.

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SUGGESTION

To effectively address the degradation of moral, ethical, and cultural values among higher secondary students, a multifaceted approach is recommended:

- i. **Values-Based Curriculum:** Schools should incorporate moral and ethical education into the curriculum, focusing on empathy, integrity, and respect. Subjects like character education can reinforce these principles in an academic setting.
- ii. **Digital Literacy Programs:** Teach responsible and critical use of social media, helping students to evaluate online influences thoughtfully.
- iii. **Parental Involvement:** Engage parents through workshops to reinforce moral values at home, ensuring a consistent message across environments.
- iv. **Community Service:** Involve students in community service projects to promote empathy, responsibility, and a sense of social contribution.
- v. **Mentorship Programs:** Pair students with mentors to model positive values, guiding them through real-life applications of ethical and cultural principles.