



MORAL VALUE- AN UNAVOIDABLE PART OF MODERN EDUCATION

UDAY GHOSH ¹

¹ STUDENT, DEPT. OF EDUCATION, UNIVERSITY OF KALYANI, NADIA, WB (INDIA)

ABSTRACT:

Schools have long been seen as institutions for preparing children for life, both academically and as moral agents in society. In order to become capable and moral citizens, children need to be provided with opportunities to learn moral values. However, little is known about how teachers enact social and moral values programs in the classroom. The aim of this article is to investigate the moral education of the children with a critical attention paid to the allocation of responsibility. The paper tried to answer the question: 'Who gives the child his moral education, is it a collective responsibility or the sole responsibility of an institution'? The answer is that It's not only teachers in schools that can impart moral education to the children, but that the parents also play an exigent role in making the children aware of the importance of leading life ethically.

KEYWORDS:

CHILDREN, MODERN EDUCATION, MORAL VALUES, PARENTS, TEACHERS.

INTRODUCTION:

According to Jerry Springer: "we are all born as empty vessels which can be shaped by moral values." The increase in use of technology and cyberspace has become a driving force in shaping the behavior and social well-being of people. Humans are highly mesmerized by the technological revolutions, which have not only improved global interaction, but have also raised unethical practices.

Today, there is a gradual moral decline in society's and humankind's values. Wars ravage nations, indifference marks general human relations, love refers more to the body than to the mind, and redeeming the society of evils that stalk it is more of a vision of the future than an immediate need. It is time that educators stepped in and made efforts to rekindle the desire of human beings to develop personal, social, and professional moral values. Today, there is a need to re-introduce the subject of moral values in the curriculum of Indian students, especially in the higher education sector, since society seems to have lost much of its faith in the ethical values of humanity.

Moral values are guiding principles of life. They are responsible for the all-round development of an individual. Values reflect one's personality, his attitude, behavior, his mission and vision. Values are the backbone of any personality, religion, society or a nation. Moral values can bring in peace of mind, joyful environment, better quality of life, sustainability, harmony in the global society. Countries like India have a tradition of moral values and their education at various stages. Being a diversified country in religion as well as geographical region, moral education in India was basically through religious talks or otherwise.

OBJECTIVES OF THE STUDY:

- To study the need of Moral Values.
- To identify the role of education and parents to

inculcate Moral Values in modern education system.

LITERATURE REVIEW:

Lawrence Kohlberg (1975) built on Piaget's early work regarding children's construction of morality. Using a method similar to Piaget's stages of child development, Kohlberg suggested a theory of moral reasoning based on three levels and six stages, whereby children progress through pre-conventional (based on personal needs and others' rules), conventional (based on others' approval, expectations, or values), and post-conventional moral reasoning (based on social contracts and individual principles). Kohlberg's theory has been the basis for a number of programs aimed at moral education. His ideas, coming on the heels of the social justice movement, led to moral development becoming—a major topic in psychological textbooks and found its way into the school in many guises, such as 'value clarification' curriculums [sic] (Elkind, 2001, p. 12). Like Piaget's work, Kohlberg's theory is often used as a basis of argument for morality education in schools.

Tigay, H.Z. quoted in Smetana (2004) on the other hand in addition to the roles of schools and parents in the moral development of the child has also emphasized the role of religious institutions. Tigay in fact is of the opinion that the religious bodies have a major part to play in the moral education of the child than any of the other agents.

According to Frankena (1973) and Armon (1984, 1993), moral values can be divided into five categories, the deontic, teleological, aretaic, intrinsic, and extrinsic. Deontic values are concerned with the moral right—issues of justice, fairness, rights, and responsibilities. Most educational institutions have structures in place that explicitly address issues that involve the moral right, at least in terms of the obligations and rights of

students, faculty, and staff. Teleological values relate to issues of moral good, or concern over the welfare of others. These are often not explicitly addressed within American schools, though services such as school lunch programs, student counseling, and immunization drives are expressions of the moral good. Aretaic values involve judgments about the moral worth of individuals and institutions.

Eisenberg (1999) focused his dissertation research "The search for integrity: A leadership impact study" on integrity. He considered integrity to be a unique individual characteristic because it is one of the few personality variables required of every person. Integrity is an ethical value that plays a fundamental role in leadership and integrates other values such as trust, honesty, truthfulness, rightness, role modeling, the value of wholeness, and others. Eisenberg goes even further when he says that in any organization, integrity is necessary from each member of the organization, independent of the position, hierarchy, status or title.

Cummings & Harlow (2000) speak for many cognitive development lists when they say: "Piaget's constructivist theory of the development of moral reasoning holds promise as a foundation for formal education" The Piagetian model of moral education includes teaching core values, but goes beyond this to encourage children to question authority and to promote the dialogue and interaction that will help them discover mutual respect and autonomy (Cummings & Harlow, 2000). Piaget's views are widely used to argue for morality education in public schools.

METHODOLOGY:

This is a qualitative study. This paper is basically descriptive and analytical in nature. Here an attempt has been made to analyze the place and importance of moral values in modern education system. This study has been done on the basis of secondary sources of data like books, research journals, newspaper articles, online blogs etc. Collected data was analyzed qualitatively.

MORAL VALUE:

Moral values are set of some precious values which helps us in becoming a good human being these values involve a lot of factors like morality, respecting others, helping others, loving others etc. The concept of morality has been variously defined by philosophers and psychologist but in common terms it can be interpreted to mean a person's or society's view of what is perceived to be the highest good. Such a view is based on a set of principles, ideas and norms that are used to distinguish between right and wrong. Though the notion what is good and what constitutes happiness has a definite cultural bias, morality generally refers to attitudes and predispositions that foster respect, responsibility, integrity and honesty. Lickona (1996) argue that respect and responsibility are the two core components of morality from which any other principle derives. The term respect includes two aspects, which are respect of oneself and respect for others (their beliefs,

opinions and culture). Responsibility involves an acceptance for one's own life and deeds and the commitment to the welfare of the society generally through an active participation in the socio-economic, political, cultural activities of the community.

Morality is viewed as the system of rules that regulate the social interactions and social relationships of individuals within societies and is based on concepts of welfare (harm), trust, justice (comparative treatment and distribution) and rights (Smetana 1999). This is how humans determine their actions based on their cognitive abilities to interpret a social situation. Issues of reasoning, problem solving skills, self-control and adaptability are components in exhibiting key components of the moral process.

Why Moral Values for Pupils? As parents and educators, we should all advocate the teaching of moral values in our schools for the following reasons:

1. Knowledge gained in school is only one goal of education. The primary goals of education should be enabling students to gain knowledge and moral values. Our kids will need both in preparing themselves to be good parents and citizens in society.
2. If all parents were teaching their children moral values in the home, it would not be necessary for the schools to do this work, the sad fact is that a lot of kids are not learning from their parents the difference between right and wrong. This is because most mothers and fathers in their busy work days spend only a few hours with their children. In many families there is only one parent and no other role models for kids to follow.
3. Every day students are exposed to violence, dishonesty, and other social problems in the media and the real world. How many times have we heard about school shootings? What about other times when students are caught cheating on exams? Then, too, we read about bullying in school and fights between gangs. If moral values were taught in schools, we would have fewer of these problems.
4. Unfortunately, many of the role models of young people are setting bad examples. These bad examples range from sexual promiscuity, degrading of women, advocacy of violence, and the condoning of dishonesty in order to succeed.
5. There is an increasing moral complexity in the contemporary world, and pupils are expected to face more complicated decision-making situations about issues involving values. They should be helped in developing the ability to make proper choices in such situations.

MORAL VALUE AND THE EDUCATIONAL INSTITUTION:

In Moral Education of the child educational institutions are strategically placed to make children and youth with learning experiences which relate, as far as possible, to the challenges of their everyday lives and by so doing play their appropriate role as exemplars of values and moral action. For this to be possible, institutions must act out of a

fundamental understanding of the multiplicity of factors which influence the development of children and youth. They must focus on working with all social action groups with viable programs which cater to children and youth and this should include parents and community groups. School rules and regulations, teaching and other staff relationships must be infused with democratic principles and the quality of the physical environment must be shaped deliberately to continually and consistently provide opportunities that support and reinforce the adoption of positive values within the school, the family and the nation. The role of school is also to provide an environment, which challenges the moral reasoning of children, and force them to see contradictions in their reasoning.

MORAL VALUE AND THE TEACHER:

Teacher through positive approach need to make the youth of India realizes that they are the future of India. Teachers need to teach how lack of humanism and less consideration for the society and colleagues due to lust of money and only enjoying the pleasure of materialistic life would dangerous for India's development. Teaching moral values in personality development classes can promote individual and social welfare, love, peace, good will and understanding.

Role of the teachers in institution of higher education in inculcating values among students becomes important, as education is a forceful tool for the civilization of social and moral values. The teachers have to reflect the value of honesty, integrity, compassion and justice in his own behavior. The teacher should possess the core values like honesty, transparency, sincerity, truthfulness, secular outlook, scientific temperament, emotional balance of commandership and compassion and position positive thinking. A teacher should try to create awareness about rights and responsibilities of being a good citizen. It is the teacher's personality that makes the deepest impression on a student. A teacher should never humiliate the student but encourage the young ones by making positive comments, constructive criticism and appreciation.

A teacher should learn the art of shaping students' character. He should help him to develop moral values, good habits and thinking skills. Students interact with his teacher in institution and understand the values like friendship, brotherhood, nonviolence, peace etc. Moral education cannot be given by book only. One needs an example in order to develop faith in moral principles. Teachers are the role models for the renewal and improvement of moral behavior. A teacher should appreciate the importance of understanding the factors and contexts which are influencing the behavior, choices, life styles, health and welfare of students and their families. A teacher should help students to acquire and practice specific skills that support positive values. He should implement appropriate evaluation strategies to monitor progress made by students towards acquiring positive values. Students often idealize their teachers watch them closely and also try to emulate their behavior.

Students may view their teachers as authorities on subjects and their advice on many issues related to character and values. Teachers are responsible for the teaching honesty, dedication and right behavior.

MORAL VALUE AND THE CURRICULUM:

Curriculum design is a specialized aspect of curriculum development dealing with the preparation of curriculum plans and materials for use potentially by any students or teachers of a given description. In most studies on teaching strategies for curriculum-oriented moral education we found the following elements: problem-based learning, working in groups, discussions, and using subject topics incorporating moral issues, dilemmas and values.

Frequently, a problem-based instructional design is chosen. What has been learnt must be meaningful in the context of students' personal objectives and they must be able to connect the learning content with their prior knowledge. Many morals and values education curricula have tended to change by accretion with units of the curriculum centered on specific values or principles.

In a situation where there is obviously an overloading of the curriculum in schools, teachers find themselves constantly trying to keep up with new knowledge or the reinterpretation of old ones, and the even more difficult situation of trying to find connections between seemingly separate and specialized bits and pieces of knowledge. The design of the curriculum reflects the concepts outlined in the conceptual framework and implications for the roles of schools, families, NGOs, and teachers. It also attempts to respond to the concerns about the degree of effectiveness of traditional approaches to the teaching of morals and values. To do this effectively, there is a deliberate shift away in this document away from the traditional approaches to the organization of the curriculum.

MORAL VALUE AND THE PARENT:

- 1) The parents ought to be ideal role models for their children. They must not resort to double standards (mismatch between preaching and doing) at home.
- 2) 'Mother' being the 'first teacher' of the child ought to discharge her duties meticulously both through her words and her actions.
- 3) Parents ought to keep a watchful eye on the activities of their wards. Constructive feedback should be given and corrective measures need to be taken whenever and wherever required.
- 4) Parents should keep in touch with school teachers / principal apropos the progress and behavior pattern of their wards. They may give their constructive feedback to the teachers as well as welcome constructive feedback given to them by the teacher (s) of any.
- 5) Parents should devote at least sometime daily telling the importance of moral values to their wards by means of fables, moral stories, anecdotes, etc.
- 6) Parents should not generally condemn their wards. Things may be got done through love and affection.

7) Parents should duly appreciate and aptly reinforce the endeavors of their wards as this would give their children a sense of pride, recognition and belongingness.

CONCLUSION:

The present study clearly established that the school has a definite and inevitable role to play in providing moral education in a multicultural society. However, this role has constantly evolved over time and the manner in which moral education was carried out previously no longer caters to the expectations and aspirations of all stakeholders. With rapid technological, economic and cultural change, schools will have to develop a variety of means to morally stimulate adolescents and make them committed to moral action. The success of our nation's endeavor to educate our young people in the democratic tradition that respects and nurtures the cultural diversity we have inherited hinges precariously on our ability to transmit this rich moral heritage and our common moral solutions to the future generation. It requires of us adults to display the imagination, resourcefulness and creativity to stimulate young people into the ongoing process of moral action and reflection. Our schools have thus to be restructured afresh, its partnership with parents, inspectors, nongovernmental organizations revived and our traditional and teacher centered approach reconsidered in a bid to ensure currency and relevance in our moral education programs.

In the present time moral degeneration are occurred. The main causes of value degeneration are: -

- Lack of respect for the sanctity of human life.
- Breakdown of parental control of children in families.
- Lack of respect for authority seen through the brazen breaking of the law and total disregard for rules and regulations.
- Crime and corruption.
- Abuse of alcohol and drugs.
- Abuse of women and children and other vulnerable members of society.
- Lack of respect for other people and property.

To solve all these type problems, it is necessary to know the main causes of the above problems. We know today children are tomorrow's citizens. If we give good education to the present-day children, the future of the next generations will be well. My opinion education is the solution for all types of the problems. Now we are living in

the modern century. If we use science and technology in the proper way it is not difficult for us to solve all the problems of the non-moral and value things. The main object of the study is to inculcate moral and value-based education in schools and colleges and to know the attitude of intermediate students towards moral education.

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