

# Inculcating Moral Values in Present Time: Issues and Challenges

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## Abstract

We have value- dignity. Morality is founded in dignity. As such, value reflects a person's sense of right and wrong or what "ought" to be. "Equal rights for all" Excellence deserves admiration and people should be treated with respect and dignity are representative of values. Values tend to influence attitudes and behavior. Therefore, only dignity is an extreme end. The absence of moral values among students is the main cause of school fights, cult activities and negative behavior etc. Moreover, if moral values such as trust, honesty and integrity were completely ignored in organizations, then organizations would find it difficult to survive and prosper. The present study deals with the ways of inculcation of moral values, its challenges.

**Keywords:** Moral Values, Challenges, Conventional.

## Introduction

The word value has its origin in the Latin word Vallerewhich means ability, utility and importance. That is, on the basis of the personwe can say that the quality of a person or thing because of which its use or importance is known is called value. It also expresses human qualities in emotional terms.Values denotes the degree of importance of something or action, with the aim of determining what action are best to do or what way is best to live, or to describe the significance of different actions. Values reflect a person's sense of right and wrong or what "ought" to be. "Equal rights for all", "Excellence deserves admiration" and "People should be treated with respect and dignity" and representatives of values. Values tend to influence attitudes and behavior and these types include moral values, social values and aesthetic values.<sup>3</sup> Value focuses on the moral educational transfer. It is regarding with good attitudes that can support good behavior of the students. In this part, the teacher also tries to teach the students on how to deal with multicultural and changing society with various religions in an open-minded position.<sup>4</sup>This value is dealing with how the teacher can teach the students to reflect the moral values through action. In this case, the students also should take responsibility on their behaviour. Concerning with this of moral values, the teacher can form a dialogue to the students and ask the students to explain why they choose certain ideas and practices. It is only involving moral reasoning on the sensitivity of the teacher when moral values are involved or at stake. Participation and dialogue deal with how the teacher get the students involved in dialogic activities or communication actions to reconstruct and challenge their ideas as well as participation through classroom activities designed by the teacher. In other words, the teacher becomes a facilitator in the classroom so the students can relate between dialogic activity and an action through classroom participation.<sup>4</sup>

Lawrence Kohlberg's stages of moral development constitute an adaptation of a psychological theory originally conceived by the Swiss psychologist Jean Piaget. The theory holds that moral reasoning, a necessary (but not sufficient) condition for ethical behavior, has six developmental stages, each more adequate at responding to moral dilemmas than its predecessor. Kohlberg followed the development of moral judgment far beyond the ages studied earlier by Piaget, who also claimed that logic and morality develop through constructive stages. Expanding on Piaget's work, Kohlberg determined that the process of moral development was principally concerned with justice and that it continued throughout the individual's life, a notion that led to dialogue on the philosophical implications of such research.

The six stages of moral development occur in phases of pre-conventional, conventional and post-conventional morality. For his studies,

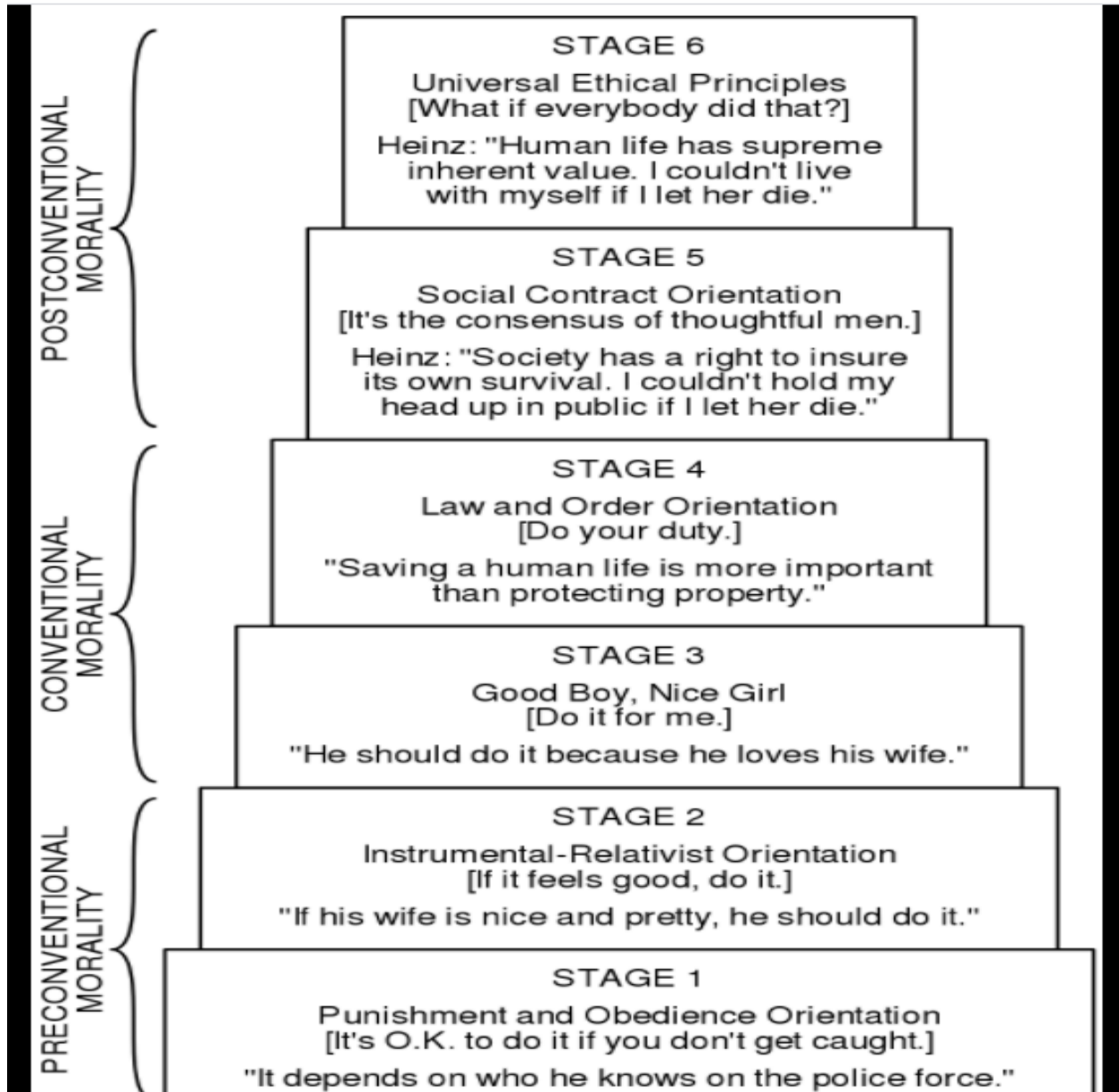


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Kohlberg relied on stories such as the Heinz dilemma and was interested in how individuals would justify their actions if placed in similar moral dilemmas. He analyzed the form of moral reasoning displayed, rather than its conclusion and classified it into one of six stages.<sup>5</sup>In the below given model there are three levels like Pre-Conventional, Conventional and Post-Conventional. The Pre-Conventional includes obedience and punishment orientation and

self-interest orientation. The Conventional includes interpersonal accord and conformity and authority and social-order maintaining orientation. The Post-Conventional includes Social contract orientation and Universal ethical principles. The understanding gained in each stage is retained in later stages, but may be regarded by those in later stages as simplistic, lacking in sufficient attention to detail.<sup>5</sup>



#### Kohlberg's model of moral development<sup>9</sup>

Moral values help shape the character and personality of individuals. Children are taught about it through moral stories. Moral values such as integrity, determination, loyalty, truthfulness, honesty, giving respect to each other etc. should be inherited by every individual. As stated earlier moral values help us distinguish between what's right and wrong, good or bad for you as well as society. So, as a result, your decision-making power improves naturally.<sup>6</sup>

There are several founding principles or common values in Indian Culture, those include<sup>7</sup>:-

1. Tyaga, which is renunciation.
2. Dana, which is liberal giving.
3. Nishtha, which is dedication.
4. Satya, which is truth.
5. Ahinsa, which is non-violence.
6. Upeksha, which is forbearance.

**Objectives of the Study**

1. To study the difference in moral values among secondary school students with respect to gender, type of school and area.
2. To study the level of moral values among secondary school students.

**Hypothesis of the Study**

1. There is no difference in the moral values among secondary school students with respect to gender, type of school and area.
2. There is no difference in the level of moral values among secondary school students.

**Need of the Study**

Swami Vivekananda said of Education: "Education is the manifestation of perfection already in man..."

Society is always looking for values, ideas, aesthetic morality, discipline; matured mind styles from teacher especially from teacher educators. Moral values are the worthy ideals or principles that one

follows to distinguish the right from the wrong. These ideals or qualities are considered worthy in the character building of a person. Moral values mean good qualities like integrity; love, honesty, hard work, respect, and etc. Students are the future of India. The specialty of the country depends on the moral values imparted to them during the lives of their students. They will become engineers, doctors, scientists, politicians, businessmen etc. and hold important positions. Ethical lessons should be properly applied among students in schools and colleges. Children has high observational powers and deep feelings.

**Methodology**

The sample of the present study comprised of 200 secondary school students studying in govt. and private school selected by random sampling basis of Mahendergarh district. Moral Value Scale (MVS) by Dr. Alpna Sen Gupta and Dr. Arun Kumar Singh was used for the investigation.

**Table 1: Value of N, Mean, S.D &  $SE_D$  and t-ratio computed for difference in moral values among private secondary school girls and boys:**

	N	M	S.D	$SE_D$	t	Significance
Girls	45	24	4.33	0.86	2.32	Significant
Boys	45	26				

Table 1 reveals that the calculated value of t is 2.32 which is greater than the table value 1.99 at 0.05 level of significance for 88 degree of freedom. It implies that there is difference in moral values among private Sec. School girls and boys. Hence, the null

hypothesis that there is no significant difference in moral values among private Sec. School girls and boys was rejected.

**Table 2: Value of N, Mean, S.D &  $SE_D$  and t-ratio computed for difference in moral values among government secondary school girls and boys:**

Group	N	M	S.D	$SE_D$	t	Significance
Girls	55	25	4.67	0.79	2.53	Significant
Boys	55	23				

Table 2 reveals that the calculated value of t is 2.53 which is greater than the table value 1.98 which is significant at a 0.05 level of significance for 108 degree of freedom. It implies that there is difference in moral values among secondary school girls and boys. Hence, the null hypothesis that there is no significant difference in moral values among

secondary school girls and boys with respect to moral values was rejected. But the mean value of Sec. school girls (25) is greater than the mean value of Sec. school boys (23). On the basis of the above mean value we can say that Sec. school girls show more moral values than the Sec. school boys.

**Table 3: Value of N, Mean, S.D &  $SE_D$  and t-ratio computed for difference in moral values among private secondary school students and government secondary school students:**

Group	N	M	S.D	$SE_D$	t	Significance
Private Sec. school students	90	25	4.62	0.64	1.56	Not significant
Govt. Sec. school students	110	24				

Table 3 reveals that the calculated value of t is 1.56 which is lower than the table value 1.97 which is not significant even at 0.05 level of significance for 198 degree of freedom. It implies that there is no difference in moral values among private and government secondary school students. From the

above table it is revealed that there is no change in moral values in the long run. Hence, the null hypothesis that there is no significant difference in moral values among private and government sec. school students was accepted.

**Table 4: Value of N, Mean, S.D &  $SE_D$  and t-ratio computed for difference in moral values among urban secondary school girls and boys:**

Group	N	M	S.D	$SE_D$	t	Significance
Urban sec. school Girls	50	25	4.58	0.91	1.09	Not significant
Urban sec. school Boys	50	24				

Table 4 reveals that the calculated value of t is 1.09 which is lower than the table value 1.98 which is not significant even at 0.05 level of significance for 98 degree of freedom. It implies that there is no difference in moral values among urban sec. school

girls and boys. From the above table it is revealed that there is no change in moral values in the long run. Hence, the null hypothesis that there is no significant difference in moral values among urban sec. school girls and boys was accepted. But the mean value of

urban sec. school girls (25) is greater than the mean value of urban sec. school boys (24). On the basis of the mean we can say that urban sec. school girls

have more moral values than the urban sec. school boys.

**Table 5: Value of N, Mean, S.D &  $SE_D$  and t-ratio computed for difference in moral values among rural secondary school girls and boys:**

Group	N	M	S.D	$SE_D$	t	Significance
Rural sec. school girls	50	24	4.76	0.48	0	Not significant
Rural sec. school boys	50	24				

Table 5 reveals that the calculated value of t is 0 which is lower than the table value 1.98 which is not significant even at 0.05 level of significance for 98 degree of freedom. It implies that there is no difference in moral values among private rural secondary school girls and boys. From the above

table it is revealed that there is no change in the moral values in the long run. Hence, the null hypothesis that there is no significant difference in moral values among urban sec. school girls and boys was accepted.

**Table 6: Value of N, Mean, S.D &  $SE_D$  and t-ratio computed for difference in moral values among urban secondary school students and rural secondary school students:**

Group	N	M	S.D	$SE_D$	t	Significance
Urban sec. school students	100	24	4.75	0.67	0	Not significant
Rural sec. school students	100	24				

Table 6 reveals that the calculated value of t is 0 which is lower than the table value 1.97 which is not significant even at 0.05 level of significance for 198 degree of freedom. It implies that there is no

difference in moral values among urban and rural sec. school students. Hence, the null hypothesis that there is no significant difference in moral values among urban and rural sec. school students was accepted.

**Table 7 Value of N, Mean, S.D &  $SE_D$  and t-ratio computed for difference in moral values among private sec. school boys and government sec. school boys:**

Group	N	M	S.D	$SE_D$	t	Significance
Private sec. school boys	45	26	3.92	0.78	3.84	Significant
Govt. Sec school boys	55	23				

Table 7 reveals that the calculated value of t is 3.84 which is higher than the table value 1.98 which is significant at 0.05 level of significance for 98 degree of freedom. It implies that there is difference in moral

values among private and government sec. school boys. Hence, the null hypothesis that there is no significant difference in moral values among private and secondary school boys was rejected.

**Table 8: Value of N, Mean, S.D and t-ratio computed for difference in moral values among private secondary school boys and government secondary school boys:**

Dimensions	Group	N	Mean	Pooled S.D	t-value	Significance
Lying	Private boys	45	6	1.46	3.44	Significant
	Govt. boys	55	5			
Dishonesty	Private boys	45	6	1.73	2.85	Significant
	Govt. boys	55	5			
Stealing	Private boys	45	7	1.53	3.33	Significant
	Govt. boys	55	6			
Cheating	Private boys	45	5	1.52	0	Not significant
	Govt. boys	55	5			

Table 8 reveals that there is significant difference in mean scores of private secondary school boys and government secondary school boys with respect to moral values and its dimensions (lying: the calculated t value is 3.44 for 98 df which is significant at 0.05 level of confidence; in case of dishonesty, the calculated t value is 2.85 which is significant at 0.05 level of confidence; in case of stealing, the calculated value of t is 3.33 which is also significant even at 0.05 level of confidence. It implies that there is difference in moral values among private secondary school boys and government secondary school boys. Hence null hypothesis that there is no significant difference in moral values among private secondary

school boys and government secondary school boys was rejected. The table reveals that there is no difference in mean scores of private secondary school boys and government secondary school boys with respect to moral value and its dimension cheating: the calculated t value is 0 which is not significant even at 0.05 level of confidence. It means that there is no difference in moral values among private secondary school boys and government secondary school boys. Hence null hypothesis that there is no significant difference in moral values among private secondary school boys and government secondary school boys was accepted.

**Table 9 : Value of N, Mean, S.D and t-ratio Computed for Difference in Moral Values among Private Secondary School Girls and Government Secondary School Girls:**

Dimensions	Group	N	Mean	Pooled S.D	t-value	Significance
Lying	Private girls	45	6	1.72	0	Not significant
	Govt. girls	55	6			
Dishonesty	Private girls	45	6	1.55	0	Not significant
	Govt. girls	55	6			
Stealing	Private girls	45	6	2.20	2.27	Significant
	Govt. girls	55	7			
Cheating	Private girls	45	6	1.34	0	Not significant
	Govt. girls	55	6			

Table 9 reveals that there is no significant difference in mean scores of private secondary school girls and government secondary school girls and with respect to moral values and its dimensions (lying: the calculated t value is 0 for 98 df which is not significant even at 0.05 level of confidence; in case of dishonesty, the calculated t value is 0 which is not significant even at 0.05 level of confidence; in case of cheating, the calculated value of t is 0 which is also not significant even at 0.05 level of confidence. It implies that there is no difference in moral values among private secondary school girls and government secondary school girls. Hence null hypothesis that there is no significant difference in moral values among private secondary school girls and government secondary school girls was accepted. The table reveals that there is difference in mean scores of private secondary school girls and government secondary school girls with respect to moral value and its dimension stealing: the calculated t value is 2.27 which is significant at 0.05 level of confidence. It means that there is difference in moral values among private secondary school girls and government secondary school girls. Hence null hypothesis that there is no significant difference in moral values among private secondary school girls and government secondary school girls was rejected.

#### Conclusion

The research in the field of moral values has made the researcher to believe that the school has a definite and inevitable role in providing moral education to the students in a multicultural society. A society whose citizens are not morally mature and cannot trust one another resorts to external force. Similarly, a school whose students are not morally mature is tempted to create an environment of repression.<sup>11</sup> On the basis of these observations following suggestions may be laid down for schools and teachers. This study helps in understanding the moral values. There is a need to arrange activities in teaching that develop moral values. To increase moral values in the students, the educators form partnerships with parents, the mass media, the business community, racial, ethnic and religious groups to develop into morally mature students.

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