Promotion of Moral Development through Values Education at Elementary School Level: An Exploratory Insight

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Abstract- Moral education refers to school-focused doings that motivate students' opinions and attentions which help them to become affluent and principled citizens. Teaching virtues and morals promote empathy, compassion, kindness and social knowledge about human rights in students. And being a valuable member of such a populous society, values education grants the students to obtain particular values and demands them to act upon. This research seeks an answer to a question that, what is the role of vales education in the promotion of moral development at school level. The study was descriptive research and based on the stakeholder's perspectives. The population of the study was all the students of elementary school in District Pakpattan. Researcher adopted VESS (Values Education Survey for Students) to measure values education. Moreover, a self-developed questionnaire was used to measure the moral development of 8th class students. Cronbach's Alpha was used to measure the reliability of the questionnaires. Statistical analysis of the obtained data was done by Statistical Package for the Social Sciences (SPSS). In present research paper, Mean, T-test, Standard deviation, correlation, regression analysis were used to obtain results from the obtained data. It was concluded that values and ethical education helps students to become honest, virtuous and compassionate. It was recommended that social, religious and moral traditions should the part of school culture and teachers should a role model for young children.

Keywords: Promotion, moral development, values education.

I.   INTRODUCTION

Education is a tool used not only to seek information, but also to make an individuala better and useful member of society. Teachers performtheir role as a facilitatorand attempt to change the opinions and thoughts of their students in a way that they can manage their stress and broaden capacity for reflection. Values,ethics and consciences are best source of embodying a good character in children.The activity of a human being engages mind and heart together. Education flourishesknowledgeable faculties as well as a values system in a pupil. For this purpose, reflection skills and critical thinking skills are needed to be attained by the students.(Noddings, 2002).Moral education is relatively time taking and need special trainings and expertise of the teachers. The reason for the qualities training is to make esteems and raise people who convert their qualities to practices. Qualities can't be picked up by telling or depicting. They ought to be experienced legitimately, disguised and ought to be given with the emotions identified with them. Qualities become characters by experience. The precondition of the qualities training is to plan climate to the youngster where he can utilize his freewill. The training which is given by demanding, persecution and molding prompts completion others demands as opposed to its own. One of the essential objectives of training is to give the individual certainty and the cognizance of being a person. The people who are not given that cognizance and subject to exorbitant socialization can't be innovative. In the exorbitant socialization, transferring information prevails instead of information age. Absence of certainty and innovativeness impacts social advancement in a negative manner (Nickolov, 1991). All things considered, the social orders need to make the people become dynamic individuals from the general public by showing them the qualities that they have.In important investigations (Lovat, Toomey and Ura, 2009; Yasaroglu, 2016), the values training is seen as a covering phrase as this covers up a broad scope of extracurricular and curricular exercises that spill under profound, good, social, social, multicultural, and multifaceted instructive points. Now in more extensive setting, values training incorporate instructing as well as learning political, social,and stylish qualities.Moral instruction tends to equity in political and social viewpoints; character training can be viewed as a far reaching school located

methodology. Moreover, instruction of values is taught practically in entire nations, still it holds a regional undertone. In developed nations, value training alludes to moral instruction. The USA calls this character training & some other nations call this a municipal instruction, instruction for citizenship, and morals training. The points, qualities, and substance of these qualities related trainings are similarly noteworthy, independent of contrasts in the names. From a more extensive perspective, values education was perceived by these courses. All things considered, Lovat& Toomey (2009), called attention to these distinctions, a typical conviction developed, educators as well as schools expected to get the obligations of instilling individual & cultural qualities.

One of the significant marvel of a global world were illegal activities, non-typical practices of various people and various gatherings, for example, indecent practices by learned people in the scholarly community, harassing and shootings in instructive foundations and other such penetrating of moral behaviors in different regions. Investigating the conditions created the impression that it was important to call morals, profound quality in the educational program (Koh, 2012). In this specific situation, everyone is realizing that the present universe is continually modifying; the British training framework chose to manage ethical instruction in the educational program and in instructor training projects and programs (Revel and Arthur, 2007).Moral improvement of an individual infers the advancement of various characteristics for which educational program gives adequate chances (Gupta, 2014). As indicated by their investigation, a portion of the significant good characteristics which should be packed in schools are: sense of pride and wish to regard others, self control, genuineness in deeds and words, obligation cognizance and sympathy, honesty and nobility. Moral improvement is the cycle of appropriate advancement in conduct and disposition towards different citizenry which depends on social, accepted practices, laws and rules. The part of school in moral improvement of kid is significant. Different good characteristics can be encouraged in understudies by sorting out different curricular and co-curricular exercises by the instructor. Instructor may weight on numerous ethical characteristics like love, discretion, honesty and penance and so forth, while training various subjects like social investigations, morals, dialects and others. Moral advancement is anything but a characteristic endowment of man; however it relies upon the idea of the preparation and encounters to which he/she is exposed at home, in the school, in the area and in the general public on the loose. The youngster great good character might be created by the persistent endeavors of both the home and school. It would be inconvenience's day when the ethical structure of numerous thoroughly crumbles (Crain, 2016).

Kohlberg (1981) built up the psychological formative hypothesis to moral instruction. Late exploration demonstrates that central consistency of good character displays a continuous improvement in arrangement of scholarly rules whichconsiders an individual to settle on moral decisions and choices. This methodology is perceived as intellectual since it recognizes that ethical training becomes an integral factor when a kid utilizes their basic intuition abilities to consider moral issues and settle on moral choices. A chief point of instruction is the scholarly and good advancement of an individual. Instruction makes a climate fine in schools where moral and mental standards can capacity to create to their most noteworthy way and fabricate character. Similarly, a kid's reasoning resources start to practice as premise to manage moral issues and choices (Snarey and Samuelson, 2008). The methodology is termed formative as this sees the points of good training related todevelopment during various good phases (Kohlberg, 1975).Within formative methodology (Kohlberg, 1981; Fleming, 2006), ethical recognitions progressed to a greater comprehension of the causes seeing value while the individual travels duringthe various ranks and phases. As per Snarey& Samuelson (2008), they saw youngsters as good rationalists as they might suspect fundamentally & endure the capacity to make important belongings to their encounters in a reasonable manner. Subsequently, the educators' duty was to establish a climate that supported typical headway of good dynamic and proposed an ethically improved instructive experience. Sandeep (2016) brought up that insufficiency of good & profound qualities was a severe emergency in the public arena. Vanity, self-centeredness, personality, wants, and deception, alongside absence of honesty, sympathy, appreciation, love, and friendship twisted the general public and individuals' life. Sandeep& Sharma proceeded with the most modern stage of development in time; this appeared to be amazingly important to make a harmony between information, innovation, religions, and humankind and humanism. Keeping in mind the above reasoning, an examination will be led to research the advancement of good improvement through qualities instruction at elementary level.

Objectives of the Study:
1. To study the current state of moral development in elementary schools
2. To assess the impact of value education in the promotion of moral character
3. To find out the effects of gender in moral development

Research Questions:
- What is the role of values education in inculcating moral behaviors?

- How much schools are successful in achieving the goal of moral development?
- What are the perspectives of the stakeholders regarding school's contribution in bringing change?

II. METHODOLOGY

The intention of this articlewas toexplore the promotion of moral development through values education at elementary level. The study was descriptive in nature.A values Education Survey for Students VESS and a questionnaire was used to collect the data. All elementary school students of district Pakpattan were included in the population. Researcher selected 200 studentsas a sample for research study. Pakpattan was selected districtand two tehsils of Pakpattan were included in the sample. Total 22 schools were visited and 100 students were included in survey from 12 schools of Pakpattan (Tehsil) and 100 students from 10 schools of Arifwala (Tehsil) through systematic random sampling. This research demands two kinds of scales. First kind of scale was used to calculate the values education of elementary schoolstudents & the second one was used to evaluatemoral development of elementary school students. Researcher adopted VESS (Values Education Survey for Students) which was used to measure values education and self-developed questionnaire used to measure the moral development of 8th class students. The Cronbach's Alpha was used to calculate the reliability of the questionnaires. The resultant measured value (0.886) indicated that the data was highlyreliable. (SPSS) software was used to analyze the data.

III. RESULTS

Table 1.Contribution of overall school environment in Moral Development

Items	Mean	SD
Our school staff respects the rights of pupils.	3.68	1.274
Our school head shows good moral behavior.	3.19	1.420
Teachers in our school show good moral behavior.	3.95	1.105
Most pupils in our school tell the truth even incases where they may be punished.	4.08	1.062
The moral atmosphere in our schoolnegatively influences the behavior of many pupils.	2.14	1.006
The moral atmosphere in our school is good.	3.83	1.093
When at school, I feel safe.	4.23	1.072
I learn better moral values at school.	4.38	.938
Most pupils in our school behave well.	3.85	1.133
Accumulative moral development (Mean)	3.90	

The results (See Table 1) described that the most frequently used statement has been "I learn better moral values at school"; the individual students have demonstrated it 4.38 mean score. Also the other kind of statement, for example, When at school, I feel safe(4.23), Most pupils in our school tell the truth even incases where they may be punished (4.08), Teachers in our school show good moral behavior (3.95) on the other hand students disagreed thatthe moral atmosphere in our schoolnegatively influences the behavior of many pupils (2.14) were among the most frequently used statement. Incremental mean score 3.90 shows high existence occupancy of moral development between elementary pupils.

Table 2.Current state of moral aluesin schools

Items	Mean	SD
It is essential to desire for perfection.	4.02	1.295
I always perform outstanding I can.	4.05	1.096
I realize that everyone must be handled on equal basis.	3.92	1.170
Everybody at this institution earns a reasonable opportunity.	3.24	1.496
I will lift the other students up.	4.08	1.129
I understand that somebody at this institution would support me if it happened that someone bullied or rejected my civil liberty as a pupil.	4.10	1.225
Generally, the pupils of this institution are honest toeach another.	3.28	1.360
Pupils at this institution should move according to their will.	4.18	1.150
I respect people without any discrimination.	3.30	1.340
I am polite as well as courteous to other pupils.	4.20	1.057
I am gentle and respectful to instructors.	3.80	1.100
I know how my behavior affects others.	3.99	1.152
I get engaged in the institution community.	3.87	1.127
I have a friendly relationship with pupils who are dissimilar to me.	3.83	1.093

I possess a good understanding with my instructors.	4.06	1.124	
I accept that we can find outuseful things from different cultures.	4.34	.998	
No special communitymembers are omitted from this institution.	3.70	1.242	
I can find solutions to the combats between different students without fighting.	4.09	1.093	
This school values and those ofmy family are similar.	4.34	1.121	
Increasing values education score (Mean)	3.91		

The results (See Table 2) described that the most frequently used statement has been "This school values and those ofmy family are similar." the individual students have demonstrated it 4.34 mean score andI accept that we can find out useful things from different cultures. (4.34). Also the other kind of statement, for example, I am polite as well as courteous to other pupils. (4.20),I can find solutions to the combats between different students without fighting. (4.09 I possess a good understanding with my instructors. (4.06), I always do the best I can (4.05), It is essential to desire for perfection.(4.02) and No special community members are omitted from this institution. (3.70) were among the most frequently used statement. Incremental meanscore 3.91 shows high existence occupancy of valueseducation between elementaryschoolpupils.

Table 3.Gender wise Comparison of moral development and values education

Variable	Location	N	Mean	t	P	sig.
Moral Development	Boys	99	3.96	1.58	.006	.000
	Girls	86	3.61			
Values Education	Boys	99	4.00	2.42	.016	.083
	Girls	86	3.76			

T-test was used to achieve the gender wise comparison of moral development and values education by taking independent sample. The result of this table shows that significant difference was noticed between boys and girls students' moral development factor (t = 1.58, p = .000). Boy's respondents' opinion is more significant as compared to girl's students.

Table 4. Correlation matrix among moral development and values education

S. No	Variables	Mean	SD	1	2
1	Moral development	3.90	0.66	(.760)	.657**
2	Values education	3.91	0.66	.657**	(.880)

** P< 0.01, * P< 0.05
Numbers written in brackets show Cronbach's α (reliability) estimates.
Pearson's correlation matrix reveals statistically high correlation among moral development and values education. Moral development is significantly correlated with values education (r = .657).

Table 5.Promotion of moral development through values education

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Moral development	1.32	.222	.657	5.956	.000

a. Dependent Variable: Moral development
b. Independent Variable: Values education

Table 5 displays the values education significantly impact on moral development. Values education increases the moral development (Beta .657). It is evident that one unit increase in values education (β = .657, p <.01) will cause 65.7% increase in moral development.

IV. DISCUSSION AND CONCLUSION

Maharajh (2014) demonstrated that less families and guardians are taking an interest in developing qualities in youngsters. Thus, schools are taking up extra duties regarding ingraining esteems among

understudies through qualities training (Maharajh, 2014). Then again, it is accepted that youngsters can think fundamentally and to develop feeling of their real factors. Instructors' obligation is establishing a climate where understudies can think normally, settle on moral decisions, and improve their instructive encounters (Snarey and Samuelson, 2008). Considering the importance of this idea, the current research conducted to investigate the promotion of moral development through values education at elementary level. Result comprehensively provide information in this regard by indicating that most of the students are satisfied and agreed that they learn better moral values at school and they said teachers in their school show good moral behavior. Crain (2016) upheld this outcome that the part of school in moral advancement of kid is significant. Different good characteristics can be encouraged in understudies by sorting out different curricular and co-curricular exercises by the instructor. Educator may weight on numerous ethical characteristics like love, discretion, honesty and penance and so on, while instructing various subjects like social examinations, morals, dialects and others.

The primary explanation of the study findings reveals many aspects of respondents' values education. The results show that students agreed with these ideas that they believe they can learn valuable things from other cultures, they are courteous and well-mannered to other students, they can find solutions of clashes with other pupils without encounter, they have a good relationship with their teachers and no special cultural groups are expelled from the schools. As indicated by Yasaroglu (2016) depicted that youngsters find out better by observing models & models for obtaining esteems and shaping integrity. Grown-ups, educators in the network and schools want to exhibit predictable instances of active qualities to the kids independent of circumstances. School assumes a noteworthy function in teaching esteems in understudies. Very much arranged institute plans, composed extra-curricular activities, and a beneficial climate in schools assume a compelling function in developing qualities. Schools should consistently keep up this helpful culture all through the institution. As per Yasaroglu (2016), institutions can rouse understudies to create individual ideas, friendly aptitudes & various qualities. As kids admit in an institution, educators turn into the important individual for instilling esteems. This era needs values education vehemently. Instruction will be deficient, insufficient and will go astray from its key reason on the off chance that it neglected to incorporate qualities into the educational plans and teach esteems into understudies. Instruction should assist understudies with growing high ethics, poise, and right reasoning. Simultaneously, they would develop with deference for other people, love the youth very much, submitting to accepted practices and customs, and mindfulness toward their obligations, maintaining accepted practices and conventions.

V.   RECOMMENDATIONS

This paper was an effort to find out role of elementary schools in moral and value education and development. After concluding the results of the study, the researcher recommends the following steps for further improvement of school based policy and functions. These would be helpful in harnessing the values in students' character.

1. Teaching itself is a moral obligation and the consistency, justice and impartiality is highly required in behavior of the teachers. This can help in bringing a sustainable change in the moral characters of the students.
2. The classrooms relatively free of prejudices, discriminations and injustice provide the students a conducive and free environment which can be supportive in the development of moral values.
3. Schools should take initiatives to organize such activities and festivals which give awareness about social norms and traditions.
4. A review of curriculum and courses to make sure that the content is morally neutral. Teachers should be ready to encounter moral questions and encourage students to ask difficult moral questions of their interest.
5. The children between ages of 5 to 10 are diverse in their opinions and this stage is very crucial and important as far as moral development is concerned. It is the sole responsibility of the elementary schools to help students find the difference between right and wrong. This will help them to face the challenges and predicaments of future roles willingly and spontaneously.

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