IMPACT OF VALUES EDUCATION ON MORAL DEVELOPMENT AT ELEMENTARY SCHOOL LEVEL

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ABSTRACT

The intellectual as well as spiritual development of an individual is the main purpose of education. In the school, education creates an aura, where ethical along with psychological regulations may work at the topmost level. Similarly, thinking abilities of a child start to operate as a base for dealing and including decisions as well as moral issues. Major purpose of current study was to investigate the impact of values education on moral development elementary school level. All students of public elementary school (6th, 7th and 8th) both girls and boys in District Pakpattan were included in population. By keeping in mind nature of the study, the multistage sampling technique was adopted for choosing accurate representation from population. 240 elementary school students from District Pakpattan were included in sample. Data were analyzed quantitatively. The results of research study indicated and concluded that the values education has significant impact on moral development of elementary school students.

KEYWORDS

Values Education, Moral Development, Elementary School Students

INTRODUCTION

Education based on values consist the methods of learning and teaching morality that a community considers vital (Lovat & Toomey, 2007). Construction of values as a permanent behavior in students is an important goal of values education. In our state, the process of values addition to human-beings in educational projects is being accomplished by separate educational programs like social studies, life sciences, human rights and citizenship education (Akengin, Saglam, & Dilek, 2002). Value education can take many forms, but an essential aim is to present this to pupils in educational organizations and to know the significance of values that are good. Values are used by students in their educational institutions and their attitudes and behaviors reflect those values; that eventually provide a community with fine liability along with ethical behavior. Violence, wars, terrorism, political as well as religious animosity appears to be a trivial phenomenon in this universe, and every day these problems are faced by the people at the

cost of their lives (Cubukcu, 2014).In recent years, illicit exercises, violation of ethics, and unfair movements in academic organizations containing harassment, have become a serious concern inside as well as outside the educational institutions. Dishonesty in academic institutions, fraud, suicide, were common in academic organizations including the region of South Asia. Different kinds of institutional dishonesty during private and public exams are an indication of students' lack of morality. This situation shows that values need to be emphasized in educational institutions. Those events and activities prompted intellectuals plus teachers to debate on the issues related to value and moral education in institutional organizations (Akyuz, 2013).

Values education implants in children the special moral, ethical, cultural, social and spiritual values which are necessary for their complete growth. This further cultivates the attitude and individuality of human beings (Awasthi, 2014). Values as well as moral education are seen as a vital part, which helps young people to become interested as well as responsible inhabitants of this universe (Çubukçu, 2014).Delivery of education is very strong and effective tool which can train the individual physically, mentally, morally and ideologically in such a way that they may be fully acquainted with their mission and determination in life and can accomplish that drive successfully. This device can be helpful in bringing about spiritual progress and material realization of human beings. Besides this education can adorn the individuals with the values of righteousness and piety in such a way that that they can form a good Islamic society. Growing importance of education, now education has become as the basic right of every individual as stated also in the constitution of Pakistan. Furthermore, the constitutional commitment of the government emphasizes that every individual should be given an early access to education. As elaborated in the constitution of Pakistan, there is a definite democratic logic behind the education which is based on the values which are the basics of economical process.

Values education is the education which causes positive change in the behavior of the students and ensures as a whole progress of their personalities and participates in the socio-economic wellbeing of a state. Values are shown by the product of personalities whose achievements and performance are admirable by the society. On the other hand, the low value of education is the low level of achievement and mediocre kinds of student's attainment assessed by means of examination. Imran (2008) opines that value education is the outcome of good performance of school. Value indicates the usefulness, desire and respect for the word value (Soykan, 2007). In sociology, values recognize the similar things in common as well as mutual requirements. Moral beliefs as well as standards comprise social values, acknowledge by the most to make sure the sustainability of community (Ergil, 1984). Besides these qualities, values indicate what should exist in community in the shape of moral decree? Not what exists already (Inkeles, 1964). In view of this, values are perceived as real ideas as well as a gauge for judgment for which reason a society expects. Value education is a school-based activity; the one inspires pupils' perceptions as well as consciousness as a person and as a representative of a bigger society. It develops skills and characteristics that enable students to acquire and act on specific values. Value education, which is a common term, depends on collective, positive moral values that contribute an awareness of direction as well as thought to create a stable and a sound community (Hawkes, 2009). Similarly,

education covers the full growth of the human heart and mind. In the meanwhile, education covers the spiritual and emotional spheres of the heart as well as the intellectual sphere of the mind. The emotional and spiritual realms make the value scheme for beginners. In values formation, a culture, a religion, traditions of someone's community play an eminent role.

The goal of value learning is to construct values as well as nurture human beings who transform his/her beliefs into behavior. Values could not be achieved by explaining but exploring. Values must be directly experienced, brought to the inner state, and be granted with the sensations, associated with values. It takes a little time to discover your values. Values evolve into personality through practice. A prerequisite for value education is to create an environment in which the child can exercise his / her freedom. Education through persuasion, oppression, and conditioning leads to the realization of more desires than someone possess. A particular aim of education is that it provides confidence to the individual as well as a sense of belongingness to oneself. Unconscious and over-socialized people cannot be creative. In extreme socialization, it is better to load knowledge than to load knowledge. Lack of trust and creativity negatively affects social development (Nickolov, 1991). In this situation, societies must become active members of society by teaching individuals the values they possess. The development of morality in a human being revolves around a number of qualities that a curriculum provides ample opportunities for. According to his research, some important moral qualities that should be promoted in schools are: respect for oneself, also a wish to honor remnants, self-disciplined, honesty in deeds and words, duty and compassion, truthfulness and honesty. Moral development is the processes of developing behavior based on cultural, social norms, laws and rules, and build a relation to other members of society.

The school's role in the spiritual upbringing of a kid is very important. Different moral qualities can be developed in students by organizing different teachings and learning programs by the teacher. Teachers can develop moral traits like love, sympathy, self-control, honesty, self-sacrifice, self-respect and so on in the students. Teachers can emphasize many moral qualities, but also can teach social issues, ethics, languages and other topics for moral development. Moral development is not a natural gift of man, but depends on the nature of the teachings and practices that are reconciled at home, at school, neighborhood, also in the community above all. A good moralistic character in a child can be developed through the constant efforts of both the home and the school. It is the day when the spiritual structure of many individuals is completely destroyed (Crain, 1985).Recent researches show that the basic unity of moral character gradually develops in the composition of very smart doctrines; this allows an individual to generate decisions as well as moral judgments. That is known as cognitive approach because this recognizes that education comprises moral values occurs when a kid consumes his own demanding rational abilities to acknowledge ethical issues to generate moral outcomes. The intellectual as well as spiritual development of an individual is the main purpose of education. In the school, education creates an aura, where ethical along with psychological regulations may work at the topmost level. Similarly, thinking abilities of a child start to operate as a base for dealing and including decisions as well as moral issues (Kohlberg, 1966, 1975).This access is named development because this recognizes goals of education comprise morality as action via many moral levels (Kohlberg, 1975). In that

broadening access, moral perceptions have risen to a higher level of understanding of equality issues as man progresses at different levels and stages (Akbash, 2004). According to Aspin (2003), Kohlberg regarded children as moral philosophers because of their ability to think critically and to create the meaning of their experiences in a sensitive way. Consequently, a task of a teacher is to generate such atmosphere that inspired the usual development of ethical responsibility and also provided a spiritually developed experience which based on education. After a review of the literature, it was observed by the researcher that much has been written on the values education as well as moral development. The researcher found a gap of between these two variables i.e. values education and moral development. The rationale of the current research was the impact of values education on moral development elementary school level.

RESEARCH QUESTIONS

Major purpose of current study was to investigate the impact of values education on moral development elementary school level. Following research questions were formulated to achieve the research objectives.
1. What is the values education?
2. Is there any significant difference between urban and rural students' moral development?
3. What is the impact of values education on moral development of elementary school students?

RESEARCH METHODOLOGY

This research was a descriptive study by nature. The purpose of the study was to find the impact of values education on moral development elementary school level. Values education was the independent variable and moral development was a dependent variable. All students of public elementary school (6th, 7th and 8th) both girls and boys in District Pakpattan were included in population. By keeping in mind nature of the study, the multistage sampling technique was adopted for choosing accurate representation from population. 240 elementary school students from District Pakpattan were included in sample. Detail of the sample is given in table 1 below.

Table 1
Detail of Sample (N=240)

Tehsil	6th Class		7th Class		8th Class		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Pakpattan	20	20	20	20	20	20	120
Arif Wala	20	20	20	20	20	20	120
Total	40	40	40	40	40	40	240

Validity and measured through expert opinions. More than 90% items approved from experts were included in research tool. Reliability of the research tool was measured through SPSS Software while extracting the average value of Chronbach Alpha and Split Half. Only more than 0.8 value items were included in a self-developed questionnaire

after necessary literature review.

RESULTS AND DISCUSSION

In current research, the primarily focus was on values education and its impact on elementary school students' moral development.

Table 2
Factor Analysis of the Items of impact of Values Education
on Students' Moral Development

Items	Factors Loadings							
	1	2	3	4	5	6	7	8
Aim for excellence.	.867							
Do the best.	.867							
Treated equally.	.867							
Everyone gets a fair go.	.527							
Stand up for other students.	.476							
Someone at this school would help me.	.461							
Students are generally honest.	.457							
Students act according to how they feel.	.450							
Students show respect to people.		.742						
Students are well mannered with students.		.697						
Students are well mannered with teachers.		.691						
Awareness about behavior impacts.		.572						
Get involved in school community.		.556						
Get along with students.			.696					
Good relationship with teachers.			.594					
Believe on valuable things.			.573					
No particular ethnic groups.			.466					
Resolve conflicts with students.				.654				
Values of this school and my family are similar.				.568				
Teacher teaches about Values regularly in the classroom.				.554				
Teachers encourage the students to adopt values.				.465				
Teacher gives special attention to the values related contents.					.743			
Teachers pave the way towards moral development through observation of the conduct of the students.					.699			

Items	Factors Loadings							
	1	2	3	4	5	6	7	8
Teacher relates contents related to the values to the daily life.					.543			
Teachers talk informally with students for the promotion of values.						.841		
Teachers always teach the students to become a good citizen.						.617		
Teachers encourage those students who exhibit good character.						.542		
Teachers give value to those who shows good values.							.733	
Teachers are the role models as far as values are concerned.							.733	
Teachers respect all the students of the class.							.536	
Teachers support the needy students of the class.							.529	
Teachers respect all of his colleagues.								.789
Teacher shows good behavior to his students.								.764
Social Environment of your school promotes moral development.								.745
Overall school environment inculcate in the students a sense of values.								.611
School environment enforced the students to be disciplined.								.482
Eigen value	6.36	4.22	4.11	3.54	4.46	2.42	2.33	4.31
Percentage of Variance	11.43	7.67	10.32	8.91	16.31	11.01	14.01	8.35

Results Table 2 presents that Exploratory Factor Analysis (EFA) of 36-items of questionnaire with Principal Components Analysis (PCA) followed by Varimax rotation extracted an eight-factor structure with each of their eigenvalues greater than 2.0 and accounted for more than 55% of the common variance. This result is consistent with the scale's theoretical suggestions. Further Confirmatory Factor Analysis (CFA) for the instrument indicated significantly high correlations among the error variances of item 01, 02, 07, 08, 09, 15, 16, 20, 23, 25, 28, 29, 30, 31, 41 and 45. Modification indices indicated that removal of these items could improve the goodness of fit. The results of CFA for remaining items demonstrated that the remaining factors CFA model fitted the data very well (Chi-square goodness of fit = 7.532, p = 0.033; CFI = 0.86; NNFI = 0.86; RMSEA = 0.048; IFI = 0.79; RFI = 0.81; NFI = 0.79) while the Cronbach's alpha coefficient of the overall scale was 0.801 (See Table 2).

Table 3
Correlation Matrix between Values Education and Moral Development

	Values Education	Moral Development
Values Education	1	.789**
Moral Development	.789**	1

**Significant at 0.01 level, *Significant at 0.05 level

In Table 3, results show correlation coefficients among values education and moral development. The correlation between values education and moral development was high positive ($r = .789$, $p < .01$).

Table 4
Location wise Impact of Values Education on Students' Moral Development

Variable	Location	N	Mean	t	P	Sig.
Values Education	Urban	129	2.47	2.97	.003	.083
	Rural	102	2.41			
Moral Development	Urban	129	2.71	2.77	.006	.000
	Rural	102	2.54			

Independent sample T-Test was run to find out the location wise impact on values education and moral development. The result of this table shows that significant difference was noticed between urban and rural students' moral development (t = 2.77, p = .000). The high mean score of urban area students show that they are more agreed regarding to moral development as compare to rural area students.

Table 5
Effects of Values Education on Students' Moral Development

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	5.323	.000
Moral Development	.080	.015	.242		

a. Dependent Variable: Moral Development
b. Independent Variable: Values Education

Table 5 displays the values education significantly effect on moral development of elementary school students. Values education increase the positive social behaviour (Beta .242). It shows that one unit increase in values education will cause increase 24.2% in moral development.

RECOMMENDATIONS

- Religious subjects should be incorporated in syllabi for elementary classes of the schools; this may promote the moral growth of students as well as the teachers.
- A valuable material on Values education as well as moral development should be incorporated in curriculum content of all the subjects in all the schools.
- Values education should be instilled in students of every class practically. It should be the teacher's responsibility to become a role model for students, so that processes of moral development become effective in real sense.

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