

Moral Values Among Primary School Children

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ABSTRACT

Today, there is a lot of degradation of values. People run after material wealth and want to make money through immoral means. Moral values give meaning and purpose to our lives. They play a supreme role in the making of the individual as well as the nation. The present study attempts to analyze the moral values of elementary school students about gender and residential background. The present study aimed to know the moral values among primary school children. It also aimed to check moral values with reference to type of school and gender. The Moral Value Scale (MVS) by Dr. Alpana Sen Gupta & Dr. Arun Kumar Singh (2016) was used. The sample constituted total 120 primary school children out of which 60 were from municipal primary school (30 boys and 30 girls) and 60 from granted primary school (30 boys and 30 girls). The data was collected from Ahmedabad District. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that 1. There is no significant difference in the mean score of moral values among the municipal and granted primary school children, 2. The boys primary school children group is having more moral values than girls primary school children group and 3. There is no significant difference in the interactive effect of the mean scores of moral values with regards to the type of school and gender.

Keywords: *Moral Values, Boys and Girls, Municipal Primary School and Granted Primary School*

Moral values are an integral part of what makes us human. They are what makes us humane. They are standards that help an individual choose between right and wrong or good and evil. This understanding of morals is absolutely essential for anyone to make honest, credible, and fair decisions and relations in their daily lives. Moral development is an essential process of overall human development. And this should start right from early childhood. Following moral values, children can shape a good character and a pleasant personality. It has been long known that the child's family plays a crucial role in guiding, supporting, and hand-holding them and instilling key values during their growing-up years.

What is the Importance of Moral Values in Students' Life?

Moral values play an essential role in any student's life. They help build a positive character with traits such as compassion, respect, kindness, and humility. They can make students distinguish between right and wrong or good and bad. And it can eventually promote rational

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Moral Values Among Primary School Children

thinking and unbiased judgment among students. Inculcating moral values to students in the longer run works as a moral compass that helps them stay off the negative influence of peers, social media, or society in general, as they grow into teens and then into adults. Moral values also help in shaping students' attitudes and beliefs towards various aspects of life and provide them with a unique perspective.

How to Teach Moral Values to Students?

The importance of teaching moral values to students should begin right at home and from the very beginning. Parents must take charge in shaping their kids' lives at early stages. Children learn from the people around them, so to teach your kids good values, you must model them in your life, first. You may verbally explain numerous values, but your kid will only pick up the ones you showcase through your behavior. Personal experiences are like stories, and all kids love hearing stories. Share stories from your own life, where abiding by a moral value had a positive experience in your life, and your child is bound to understand better. Come up with a system, where you reward your child for using these values in his/her life. Praise and rewards are positive reinforcement that works incredibly well in shaping children. Students can also benefit from moral education being included in the pedagogy. Schools play an essential role in teaching moral values as well.

Important Types of Moral Values Children Should Learn

Respect: Many parents make the mistake of teaching their children only about respect for elders, but that is wrong. Everyone deserves respect, regardless of age or social standing. Respect is an essential moral value that your child must know about at a young age, as it plays an important role in his/her behavior around strangers and elders. Toddlers that learn to respect their peers and elders from a young age will benefit from this, in the future. Even when the times get tough in the future, your child will be more solicitous of others.

Family: Family is an integral part of kids' lives. It shapes and nurtures them into adults. Therefore, it is important to give your children a sense of family and help them understand why family is important. Do that, and it's more likely your children will grow up respecting and loving their family through thick and thin.

Adjusting and Compromising: Children must know that not everything works according to them. Teach them from a young age that when it is necessary, they may have to try and adjust. Your child must be taught to adjust and compromise, only if their own life is not at stake here. While adjusting sounds great in principle, there is a thin line where it crosses over to compromise. If the child ends up on the losing end because of a compromise, it not only is detrimental but also curbs identity.

Helping Mentality: Your child must be taught to help others from a young age, even if it may be a stranger. You have to teach your child why helping others is so important and how you always get it back when you help someone. To be a functional part of society, your child must be empathetic to others' needs.

Respecting Religion: Your child should be brought up, not just to respect his religion, but also to understand that every person has the right to choose his/her religion.

Justice: A moral compass and a sense of justice are two of the most important values that any child must have from a young age. This is important because the sense of justice decides

Moral Values Among Primary School Children

the moral character of an individual and also plays an important role in the kind of life they choose to live in.

Honesty: Honesty is always the best policy, and students must be encouraged to tell the truth regardless of whatever mistakes he/she may have committed. A fear of punishment or negative reinforcement should never be used when a child is telling the truth. Rewarding the child in such a time is of extreme importance.

Never Hurt Anyone: Students must be taught and made aware of the physical as well as psychological effects of hurting someone.

Theft: Theft is wrong, no matter what the justification behind it may be; this is one of the good values for children. Moral values inculcated at the right stage can make an individual realize their importance and embrace these for a long time.

Cultivate Love for Education: Education is the biggest weapon one can have, and the thing that has the most impact on where you end up in life. Cultivating a habit of learning is extremely important because this habit can help an individual adapt to this ever-changing world.

Equality: Equality is an integral part of several moral values, such as justice. Treating all individuals equally in terms of rights, opportunities, and status is essential for eradicating thoughts of supremacy.

Lakhveer Kaur (2016) had conducted the moral values among the one hundred (50 boys and 50 girls) students from different private schools of Dist; Sri Muktsar Sahib, Punjab (India). The data was collected from their personal/private tuition centers through purposive sampling. The student's age ranged between 9 to 10 years old. Moral Value Scale (MVS; Gupta and Singh, 2010) was used. Moral Value Scale is standardized. The question were explained and asked from the student. To get maximum good answer, a friendly behaviour was created with them. Results indicated that girls had high moral values than their counter parts. But in overall results, it was found that both boys and girls had very low moral values.

Objective

The objectives are:

1. To Study moral values of the municipal and granted primary school children.
2. To Study moral values of the boys and girls primary school children.
3. To study the interactive effect of moral values with regards to type of school and gender.

METHODOLOGY

Hypothesis

1. There will be no significant difference in the mean score of moral values among the municipal and granted primary school children.
2. There will be no significant difference in the mean score of moral values among the boys and girls primary school children.
3. There will be no significant difference in the interactive effect of the mean scores of moral values with regards to the type of school and gender.

Moral Values Among Primary School Children

Sample

The sample constituted total 120 primary school children out of which 60 were from municipal primary school (30 boys and 30 girls) and 60 from granted primary school (30 boys and 30 girls). The data was collected from Ahmedabad District.

Research Design

A total sample of 120 primary school children equally distributed between type of school and gender from Ahmedabad District selected for the research study.

Showing the table of Sample Distribution

Gender	Types of School		Total
	Municipal School	Granted School	
Boys	30	30	60
Girls	30	30	60
Total	60	60	120

Variable

Independent Variable

1. **Type of School:** Municipal and Granted Primary School Children.
2. **Gender:** Boys and Girls Primary School Children.

Dependent Variable: Moral values Score.

Tools

The Moral Value Scale (MVS) by Dr. Alpana Sen Gupta & Dr. Arun Kumar Singh (2016). The test has been divided into four dimensions, like (a) Lying, (b) Dishonesty, (c) Stealing, (d) Cheating. Each dimension contained 12 items. The test-retest reliability of 0.86 and the split-half reliability of 0.87, and validity of 0.28.

Procedure

The permission was granted from various primary schools for data collection in Ahmedabad District after the establishment of rapport, personal information and the 'Moral Value Scale (MVS)' was administrated the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

RESULT AND DISCUSSION

Table: 1 The Table showing sum of variance mean 'F' value and level of significance of Type of School and Gender.

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	42.01	1.67	N.S.
SS _B	1	138.68	5.52	0.05*
SS _{A*B}	1	63.07	2.51	N.S.
SS _{Error}	116	2916.17	—	—
SS _{Total}	119	3159.93	—	—

*0.05=3.92, **0.01=6.84, N.S.= Not Significant

A = Type of School,

B = Gender

A₁ = Municipal School

B₁ = Boys

A₂ = Granted School

B₂ = Girls

Moral Values Among Primary School Children

Table: 2 The Table showing the Mean Score of moral values of municipal and granted primary school.

	A (Gender)		'F' value	Sign.
	A ₁ (Municipal School)	A ₂ (Granted School)		
M	20.87	19.68	1.67	N.S.
N	60	60		

The above table no.2 shows the mean score of moral values among municipal and granted primary school children. The mean score of municipal primary school children group is 20.87 and granted primary school children group is 19.68. The 'F' value is 1.67, which was found to be not-significant level at 0.05. Therefore, the hypothesis no.1 that, "There is no significant difference in the mean score of moral values among the municipal and granted primary school children" is accepted.

Table: 3 The Table showing the Mean Score of moral values of boys and girls.

	B (Gender)		'F' value	Sign.
	B ₁ (Boys)	B ₂ (Girls)		
M	21.35	19.20	5.52	0.05
N	60	60		

The above table no.2 shows the mean score of moral values of gender. The mean score of boys primary school children group is 21.35 and girls primary school children group is 19.20. The 'F' value is 5.52 is significant at 0.05 level. This means that the two group interaction effect under study differ significantly in relation to moral values and gender. It should be remembered here that, according to scoring pattern, higher score indicates higher moral values. Thus, from the result it could be said that, the boys primary school children group is having more moral values than girls primary school children group. Therefore, the hypothesis no.2 that, "There is no significant difference in the mean score of moral values among the boys and girls primary school children" is rejected.

Table: 4 The Table showing the interactive effect of the Mean Score of moral values of type of school and gender.

			A		'F' value	Sign.
			A ₁	A ₂		
M	B	B₁	22.67	20.03	2.51	N.S.
		B₂	19.07	19.33		
N			60	60		

The above table shows the interactive effect of the moral values of the type of school and gender. The result was found to be not significant from table no.4 shows that 'F' value 2.51 is not significant at 0.05 level. The mean score is 22.67 for the boys of municipal primary school children, the mean score is 19.07 for the boys of granted primary school children, the mean score is 20.03 for the girls of municipal primary school children and the mean score is 19.33 for the girls of granted primary school children. Therefore, the hypothesis no.3 that, "There is no significant difference in the interactive effect of the mean scores of moral values with regards to the type of school and gender" is accepted.

CONCLUSION

1. There is no significant difference in the mean score of moral values among the municipal and granted primary school children.
2. The boys primary school children group is having more moral values than girls primary school children group.
3. There is no significant difference in the interactive effect of the mean scores of moral values with regards to the type of school and gender.

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Conflict of Interest

The author(s) declared no conflict of interest.

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