



A Study on the Need of Moral Value Education for Middle School Children in Raipur City

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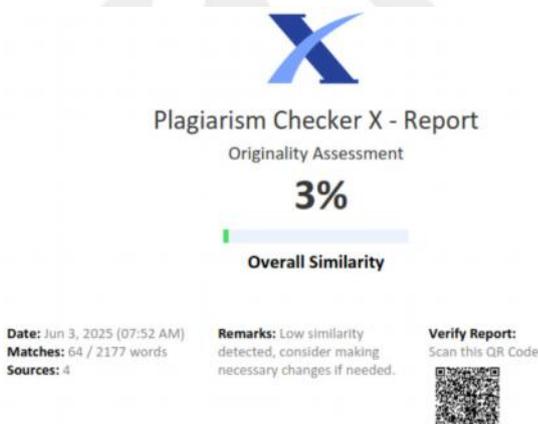
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ABSTRACT

Moral values in children are affected by social environment. Schools are the important socialising agents for child development. This paper aims to examine the moral values of children aged 11 to 14 years by drawing a comparison between the children belonging to four different kinds of school. The participants were interviewed with the help of moral values scale and observed their school and other activities to find out the ground reality of social contexts in the schools. Results revealed that stealing, lying, dishonesty and cheating behaviour were evident in the children of both schools. The findings will be discussed and pointed out. This study aims to explore the central role of moral education in the process of character formation of children. Through a literature review, we investigate the basic and theoretical concepts of moral education, as well as its positive impact on children's character development. An in-depth analysis of the literature shows that moral education includes not only moral norms, but also builds ethical values, empathy, and social responsibility. The research also highlights the linkages between moral education, the moral development of individuals, and their contribution to society more broadly. The results of this study are expected to provide a solid theoretical foundation for further understanding of the importance of moral education in shaping children's character. This study will help the parents and teachers in understanding children's inclination towards the moral values that they believe in and strive towards inculcating moral values in children. Through studies it is noted that reciprocity in the parent child relationship is a favourable condition for the development of moral

judgment in children. It is a known fact that moral values are inculcated in the child primarily at home through imitation of parental behaviour as they are first role for children. Moral values directly affect the way the child will behave in a given situation.

KEY WORDS

Value, Moral Value, Moral Value Education, Middle School Student.

INTRODUCTION

Moral values are guiding principles of life. They are responsible for the all-round development of an individual. Values reflect ones personality, his attitude, behavior, his mission and vision. Values are 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. Country like India has a tradition of moral values and its 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. Our country finds itself faced with serious tensions and challenges of corruption, castes, languish, provincialism, and regionalism etc. Value oriented education can go a long way in curbing these fissiparous tendencies and inculcate the sentiments of unity and solidarity among various sections of the Indian society. Character is the foundation of self development. Character formation requires the development of traits such as purity, perseverance, faith, sincerity, obedience, fortitude, veneration, humanistic tendency etc. Education is a process of developing ones personality and not just gaining a certificates and skills. Education is a process by which character is formed, strength of mind is increased, intellect is expanded and one learns to stand on ones feet.

Literature Review

Studies done by Researches in India

1. **Beg (2005), Kakkar and garden (2006), Garter and Glisman .**Convas “To study the cross cultural effect on the values of staden. The study found that some significant differences in the values of students belonging to different cultures.
2. **BandhyaPadhyay (2007)** “A study on growth and development of moral judgment in children”. He conclude in his studied by showing that moral judgment grow with age.
3. **Byrne (2009)** A comparative study on the relationship between students values and academic success”. The study made on value and academic success and the value of salvation, forgoing love and honesty were ranked highest on students by frequent church attendance.
4. **Kulshrestha R. (2011)** “A Study on value orientation interest and attitudes as correlates of self-concept among male and female adolescents.” The result shows that value orientation affected to the concept of self in adolescents.
5. **Willie (2013)** “To study the value of teachers reared on farms, in small towns, in sub-urban and urban areas.”

Related Review in Foreign

Studies Conducted on Moral values in abroad:

1. **J. F. Morris, in 13 may 2011** studied on the Development of Adolescent value -Judgment.
Objective: To contrasted the Morality of constraints of early childhood with its complete reliance upon external authority and rigid system rules with the morality of cooperation of later phases of development in which there is a flexible interpretation of rules in favor of general interest.
Result: The result shows the social factors affecting decisions and distinguish the different levels at which value judgments influence behavior with a view to the constructive reduction of discrepancies.

2. **Blasi Augusto in July 2016**, Bridging Moral Cognition and Moral Action: A Critical Review of the literature.
Objective: To discuss two opposite conceptual and empirical issues concerning the relation between moral reasoning and moral action.
Result: Overall these studies seem to support the cognitive development perspective, this support needs to be qualified and interpreted in each area.
3. **John Thogerson in July 1, 2016** Recycling and Morality, A Critical Review of the Literature.
Objective: To study in affluent industrial societies, people tend to mentally classify environmental behaviors like recycling within the domain of morality
Result: it concluded within the frame work of cognitive psychology, Schwartz's model of a truistic behavior offers a more satisfying starting point for understanding behavior in affluent industrial societies
4. **Snary, John R. 2018**, Cross Cultural Universality of Social Moral Development: A Critical Review of Kohlbergian Research.
Objective: To study that there is a cross-cultural universality of Moral development.
Result: Findings support the underlying assumptions and identify some major caveats regarding the range and general applicability of the stage across cultures.

Statement of the Problem

In this study the statement of problem is "The need of moral value Education for the middle school children in Raipur city".

Objective of the Study

1. To study the difference between the moral values of boys and girls of middle school children.
2. To study the difference between the moral values in Government and private middle school children.
3. To study the difference between the boys and girls in dishonesty.
4. To study how many boys and girls are lying.
5. To study how many boys and girls are cheating.

Hypothesis on this Research

- H₀₁** There will be no significant difference between the moral value of boys and girls.
H₀₂ There will be no significant difference between Boys and girls in telling lies.
H₀₃ There will be no significant difference between boys and girls in cheating.
H₀₄ There will be no significant difference between boys and girls on the basis of dishonesty.

Data Collection

In this research work both primary & secondary data we used. For collection of primary data 100 boys and 100 girls are selected from Government & private schools and data was collected. Secondary data was collected from books, Journals and Internet.

Moral Value

The origin of word 'Value' is considered from the Latin word 'Vallere' which reveals out the utility specialty and cost of acting. In other words, 'Value is such a code of conduct or the incorporation of virtue following which; the man develops his personality and springs up being powerful and trustworthy in society. Values are guiding principles, or standards of behaviour which are regarded desirable, important and held in high esteem by a particular society in which a person lives. "The Importance of Values and Morals are the code we live by in a civil and just society.

Why Moral Values for Students?

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

- 1. Preparing Our Children For Future Roles In Society:** 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. Many Parents Aren't Teaching Moral Values:** 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. There is Too Much Violence and Dishonesty in Society:** 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. To Counter Bad Influences in Society:** 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.

Moral Value Education

Values are essential for positive human behaviour. Education from time immemorial has focused on values. Values form the core of educational goals and objectives. Education is inherently valuing oriented and must develop in learners caring, co-operation and respect for others. In addition to equipping them with life skills and attitudes, it must prepare them to lead a full life. As a society, the concern with Values Education is not unique to our times but the erosion of values has forced introspection and reflection in education. Values Education is integral to education of any kind and has been focused upon in many educational committees reports in India. Meaning of Value-Education. A value is one of the many alternatives that a person chooses and acts upon because it increases human development. Values constitute that which is accepted by the group, community or society. Hence, all the aspects are important and linked to each other. Value means primarily to prize, to esteem, to appraise, to estimate, it means the act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amounts of values as compared with something else. A value stands for ideas men live for. They are the part and parcel of the philosophy of a nation and that of its educational system. They are the guiding principles of life.

The meaning of Value Education is to teach universal values like moral values, patience, honesty, etc, to the students. The purpose of value education is the development of the personality of the student.

Need of Moral Value Education

The value education need can be understood by dividing the human life in the following four parts:

- 1. Personal Need:** As we all know today's condition, where globalization, fundamentalism have gained stronger roots. Life of fuel of hurry-worry, ups and downs nobody have time for self-awareness. Everybody wants to satisfy they own desires. In this complex background, true is a need to impart value education among youths so that they are not misguided.

2. **Fundamental Need:** In this one focus on developing the fundamental principles of equality : peace, justice, non-violence and tolerance the values which are based on caste, religion, race, gender, country etc. should be abolish from one’s mind.
3. **Social Need:** The growth of new social movements such as environmental groups, feminists groups, civil right groups having multiple agendas, discourses, interests interacting with each other. As various anti-activities are happening in the society therefore there is a need to develop value education among the children from the beginning age.
4. **Family Need:** The family system in India has a long tradition of imparting value education. In true sense, value education is universally valuable to all of us, it makes us to understand our needs and desires and to visualize our goals correctly and also shows direction for their fulfillment. Value education is important for each and every one to developing and improving value system that one can hold and put them use. There are so many values like personal values, societal values, cultural values as well as universal values which one can acquire in his or her life. There is no doubt that value it shapes one’s character, conduct and give him opportunity to stand anywhere in this global stage. A question can arise if a technological student ask what the need of value education is. It is just make him directionless and aimless. Because it is not the responsibility of technology to decide what is valuable. Technology does it work in its own efficient manner. Value itself decide what is valuable. Suppose when we operate a machine and if the components of the machine are o.k. then it will start to move. If we found the internal components are weak it will not move properly. From this example we can see technology does it work in its own effective manner. Here value only can decide which type of value that machine consist for. If it works properly it gives the value of rightly action. If it is not, it gives the value of poor work. When a person understand what is the need of value education and all the circumstances of life that just make him a responsible human being. When this responsibility comes within himself that just give him a confidence level. When he grows this confidence level that just give him inner strength. With the help of this inner strength, he can achieve anything whatever he desired for. Therefore, value education is very much important and necessary to develop one’s skills, knowledge, effort and efficiency that one can know himself or herself in better way to exist in this world.

Data Analysis

Hypothesis 01

Table representing the score of 100 boys and 100 girls of private and Government school’s percentage how many boys and girls are telling lies.

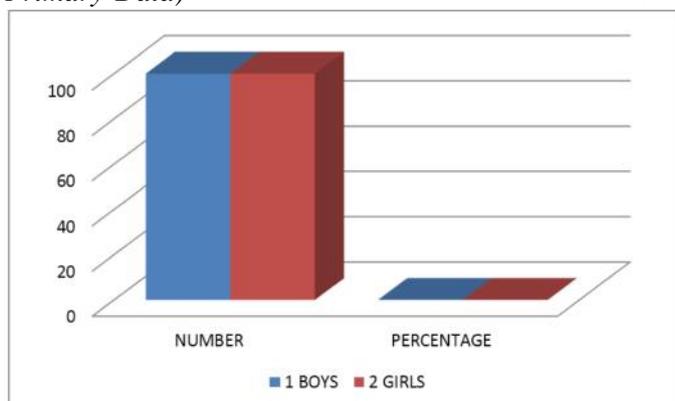
Table 1: Boys and Girls Students of Telling Lies

S.N.	Category	Number	Percentage	Significance/not significance
1	Boys	100	14%	Not significant
2	Girls	100	14%	Not significant

(Source: Primary Data)

As per the table it can be revealed that the Boys and Girls of middle School of class-6th to 8th will not be significant difference on telling lies. By the table 4.1 it is clear that from 100 boys only 14 boys are telling lies. From 100 girls only 14 girls are telling lies.

Hence it is clear by the above result that there will be no significant difference between the telling lies of boys and girls of middle students of class-6th to 8th . So Hypothesis 1 “there will be no



significance between boys and girls in telling lies” is proved or accepted.

Hypothesis 02

Table representing the score of 100 Boys and 100 Girls of private and Government School’s presenting the percentage how many boys and girls are doing dishonesty.

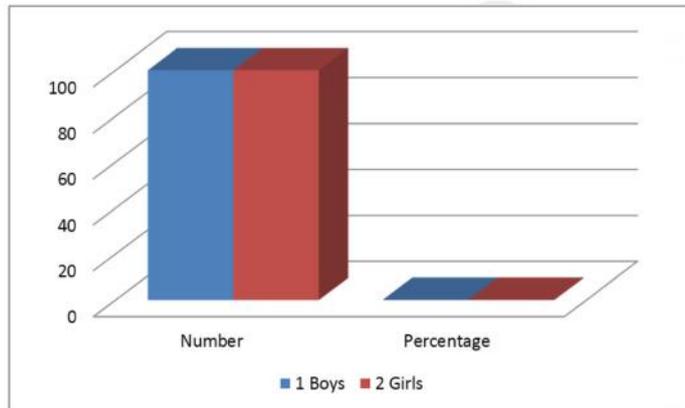
Table 2: Boys and Girls Students of Doing Dishonesty

S.N.	Category	Number	Percentage	Significance/ not Significance
1.	Boys	100	20%	Not Significance
2.	Girls	100	20%	

(Source: Primary Data)

As per the table it can be revealed that the Boys and Girls of middle School of class-6th to 8th will not be significant difference on doing dishonest. By the table 4.2 it is clear that from 100 boys only 20 boys are doing dishonest. Same From 100 girls only 20 girls doing dishonesty.

Hence it is clear by the above result that there will be no significant difference between the dishonesty of boys and girls of middle students of class-6th to 8th. So Hypothesis 2 “There will be no significance between boys and girls in dishonesty” is proved or accepted



Hypothesis 03

Table representing the score of 100 Boys and 100 Girls of private and Government School’s presenting the percentage how many boys and girls are Stealing.

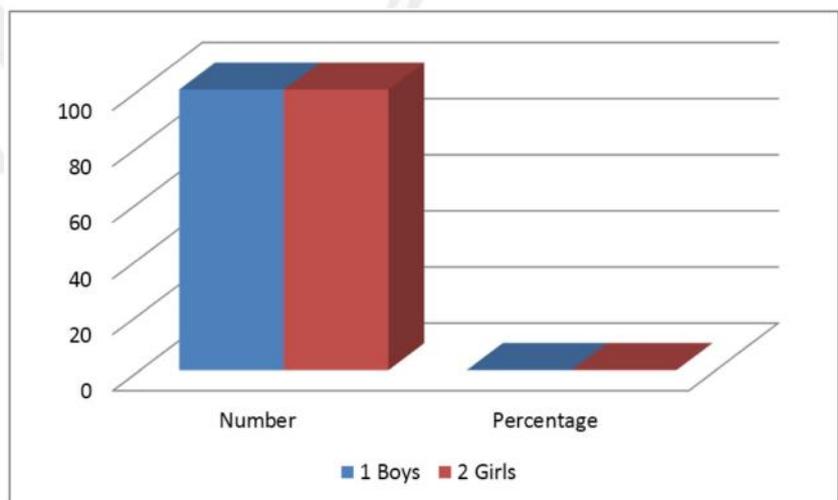
Table 3: Boys and Girls Students of Stealing

S.N.	Category	Number	Percentage	Significance/ not Significance
1.	Boys	100	12%	Not Significance
2.	Girls	100	12%	

(Source: Primary Data)

As per the table it can be revealed that the Boys and Girls of middle School of class-6th to 8th will not be significant difference on Stealing. By the table 4.3 it is clear that from 100 boys only 12 boys are Stealing. Same 100 girls only 12 girls Stealing.

Hence it is clear by the above result that there will be no significant difference between the Stealing of boys and girls of middle students of class-6th to 8th, So Hypothesis 3 “There will be no significance



between boys and girls in doing Steal” is proved or accepted.

Hypothesis 04

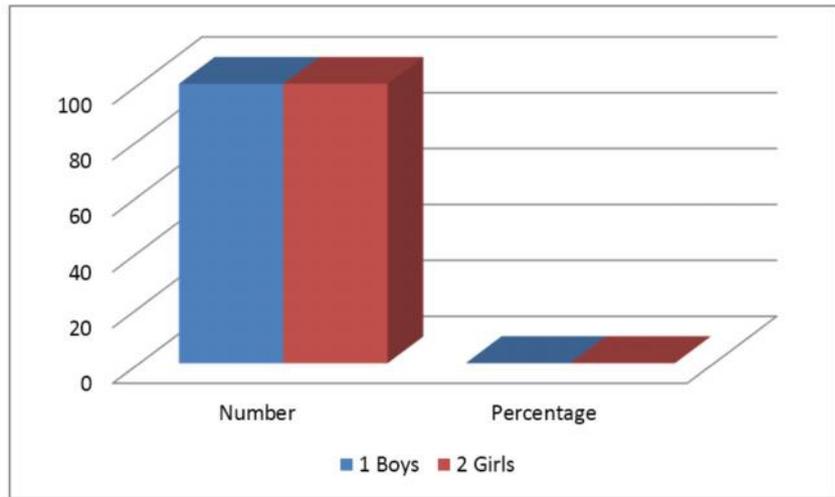
Table representing the score of 100 Boys and 100 Girls of private and Government School’s presenting the percentage how many boys and girls are doing Cheating.

S.N.	Category	Number	Percentage	Significance/ not Significance
1.	Boys	100	10%	Significance
2.	Girls	100	12%	

(Source: Primary Data)

As per the table it can be revealed that the Boys and Girls of middle School of class-6th to 8th will be a little bit difference on doing cheating. By the table 4.4 it is clear that from 100 boys only 10 boys are doing cheating. Same 100 girls only 12 girls doing cheating.

Hence it is clear by the above result that there will be a little bit difference between the cheating of boys and girls of middle students of class-6th to 8th. So Hypothesis 4 “There will be a lilted bit difference between boys and girls in cheating” is rejected.



CONCLUSION

In the present study the data were tabulated, analyzed and hypotheses were verified. The present study has laid down to the following conclusion based on the verifications of hypothesis:

1. There will be significant difference on boys and girls in telling lies.
2. There will be no significant difference in boys and girls on doing dishonest.
3. There will be no significant difference in boys and girls on stealing.
4. There will be significant difference on doing cheating.

Suggestion

Every research work opens areas and situation of concern that need to be headed for development in educational and academic implementation.

Following are the certain suggestion with will help to develop a relation between all the Moral Value of Middle Students of class – 6th to 8th :

1. The efforts should be done to increase the moral values from the childhood. It can be done by different programs should be held.
2. The efforts should be done to develop truthfulness, Honesty, etc. of the middle Student and for that different section of Experts should be organized on time to time basis.
3. The efforts should be done to remove the difference between boys and girls in all the levels of Moral Values.

4. To remove the communication gap between boys and girls the group activities should be organized so that the team spirit should be developed.

Further Study

Having completed the present study, the investigator has put for the some suggestion for further research to be concluded in related areas, which are as follows:

1. A study related to Moral Values of Hindi and English Medium.
2. A study related to how Moral Values of affects the Personality of boys and girls of middle Students.
3. A comparative study of Moral Value.
4. A study related to the Moral Value of Private School and Government Schools.
5. A comparative study of Moral Values toward the life of common being.

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