



Attitude of Teachers towards Moral Education: A Perspective of Primary Level Education

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DOI: <https://doi.org/10.55248/gengpi.5.0324.0876>

ABSTRACT

This study gauges the attitudes of primary level teachers towards Moral Education, specifically focusing on the content, context, and methods in teaching. Grounded in the belief that morality is not innate but cultivated through social interactions, the research explores how educators perceive their role in shaping students' moral development. Using a descriptive survey method, data was collected from 50 primary school teachers in the Burdwan district of West Bengal, with equal representation of male and female teachers. Analysis of the data revealed predominantly positive attitudes towards Moral Education among the sample, with no significant differences observed between male and female teachers in terms of their attitudes towards the content, context, or methods of Moral Education. However, the study acknowledges the limitations of its sampling method and calls for further research to explore attitudes among students at different educational levels and across diverse geographical areas. Despite some challenges and negative attitudes observed, the study underscores the growing importance of Moral Education in fostering positive social behavior and contributing to societal progress.

Keywords: Moral Education, Attitude, Primary teacher, Content, Context, Method.

Introduction

Moral Education is a dynamic curriculum aimed at nurturing universal principles and values among young people, transcending nationality (Arthur, Davison, & Lewis, 2005). Rooted in shared human experiences, it addresses the holistic development needed in today's knowledge-based and interconnected world (Halstead & Taylor, 1996). By encouraging exploration of life's fundamental questions and fostering character building (MacIntyre, 1981), the program aims to cultivate a generation of responsible leaders and role models. It employs a logical approach to instill universal concepts applicable to diverse communities (Radó, 2001). Schools should integrate moral education classes at every level to nurture virtues like honesty, responsibility, and empathy, essential for mature and morally upright individuals (Westbury, Hopmann, & Riquarts, 2000). Beyond technical knowledge, moral education imparts ethical understanding crucial for adhering to rules and fostering diversity and tolerance.

Character Building: Moral education lays the foundation for strong character development in children, providing them with essential virtues and values that shape their identity and guide their actions.

Differentiating Right from Wrong: By teaching moral values, children learn to distinguish between right and wrong from an early age, equipping them with the ethical framework needed to navigate life's challenges and make responsible choices.

Boosting Self-Confidence: Acting in alignment with moral principles fosters feelings of self-worth and confidence in children, empowering them to trust their judgment and contribute positively to their communities.

Shaping Future Behavior: The moral values instilled in childhood serve as a compass for future behavior, influencing how individuals interact with others and contribute to society as adults.

Resilience against Negative Influences: Moral education helps children resist negative peer pressure and external influences by instilling a strong sense of integrity and conviction in their beliefs and values.

Support in Adversity: Moral values provide children with inner strength and resilience, enabling them to face challenges and setbacks with courage, determination, and ethical decision-making.

Enhancing Relationships: Teaching moral values promotes empathy, compassion, and respect for others, fostering positive relationships and creating a harmonious social environment based on mutual understanding and cooperation.

Statement of the Problem:

After considering the background of the study, the present research found the **Attitude of Teachers towards Moral Education: A Perspective of Primary Level Education.**

Objective of the Study:

Objective 1: To find out the attitudinal difference of content between male and female teachers.

Objective 2: To find out the attitudinal difference of context between male and female teachers.

Objective 3: To find out the attitudinal difference of method between male and female teachers.

Research Hypothesis:

H₀₁- There is no significant difference between Male and Female teachers attitude towards Content.

H₀₂- There is no significant difference between Male and Female teachers attitude towards Context.

H₀₃- There is no significant difference between Male and Female teachers attitude towards Method.

Operational Definition:

Moral Education- Moral Education is a subject where a child's environment affects the child financially, socially, psychologically etc. to see the impact on the students.

Attitude- In general, attitude means a perspective towards a person or things. But in the work we mean the attitude of a teacher and content, context and method how much influence is being exerted on the students.

Primary Teachers- In the point of my research work, we understand the definition of primary teacher where 25 male and 25 female teachers from Burdwan district of west Bengal who teach from class I to VIII.

Delimitation of the Study:

- The study has been delimited to only Primary Teachers.
- The study has been delimited to only the West Bengal State.
- The study has been delimited to only Burdwan districts
- The study has been delimited to 50 primary school teachers.
- The study has been delimited to 25 male and 25 female teachers.
- The study has been delimited to only Moral Education.
- The study has been delimited to only three dimensions (content, context and method) of Moral Education.

Review of Research Related Literature:

The below mentioned studies helped to recognize the gap among the researches already have done and the new one.

Siddqui, R. and Habib, Z. (2021), conducted a study on 'Moral education at primary level in selected private schools of Karachi: role of teachers and parents.' The objective of the study was the role parents and teachers for moral education. Mixed method design has been used for the research. Finding of the study was the need for coordinated effort towards moral development of children involving parents, teachers and schools.

Zobbi, S. (2022), conducted a study on "attitudes of teachers relating to school moral atmosphere: empirical research." The objective of the study was found out moral atmosphere of school. Descriptive survey method used for this study. Result of the study analyses revealed three different attitudes of teachers: first generally institutional second, more undecided in nature and a third which was mostly communicative in nature.

Gui, A. K. W and Yasin, M. (2020), conducted a study on role of teacher and challenge in developing student's morality. The study was aimed to examine the role of teachers and their challenges in developing students' morality. The both qualitative and quantitative are reviewed for this study, the finding of the study responsibilities for moral education, school teacher and religious institution.

Sharma, A. and Jahan, T. (2018), conducted a study on "primary education teaching morals and ethics". The aim of the research was to examine moral and ethical instruction in elementary school. The investigation took place qualitatively and was driven by the methodology of exploration. Finding of the study was a way of innovating the institutional president by teaching moral and ethical practices.

Say, S. (2021), conducted a study on "investigation of primary school teachers attitude towards Educational game according to different variable." The aim of the study was enable children to develop their cognitive, social, psycho-motor skills being inspired activities that different from traditional learning environments and they love to do in their daily lives. As a results of the researcher, it was determined that primary school generally have a positive attitude of educational game and no difference in the variable of gender, professional, and working region.

Research Gap:

After going through above review literature, it is observed that, a number of researches were made on various dimension of moral education, but least study was made on the attitude of the teachers on moral education (content, context and method) in primary level. Most of the study emphasis on role of primary teacher on moral education but no formal effort was made to attitude perspective of content, context and method of moral education. So, keeping in view the research gap the present piece of present research work is planned and to be conducted.

Method:

The study was carried out with the Descriptive survey method to collect the data about Attitude of primary teachers about Moral Education.

Population, Sample and Sampling:

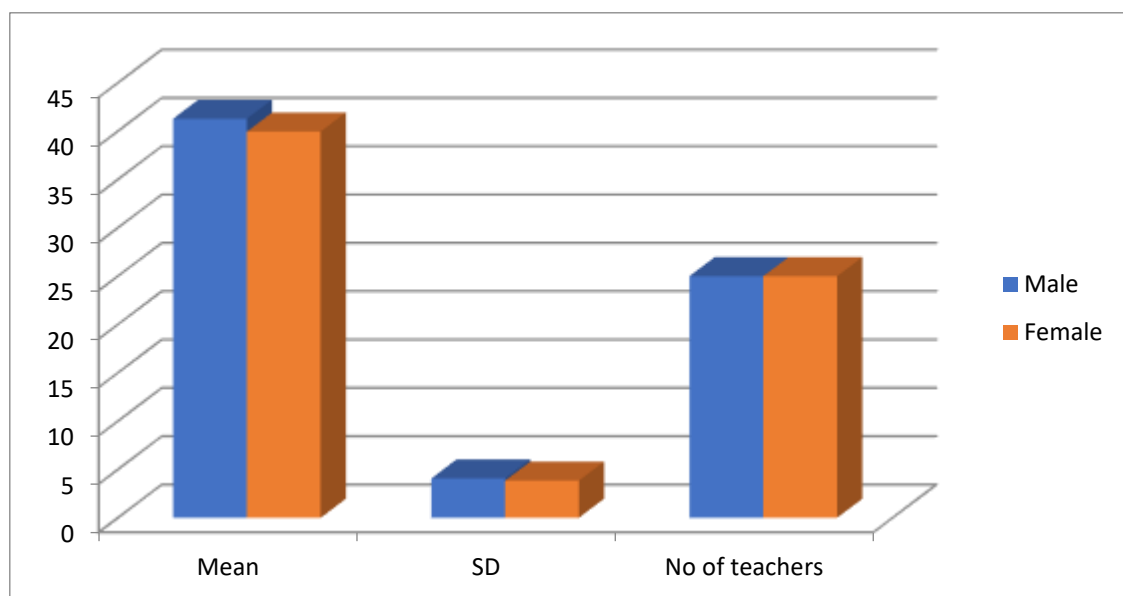
All the primary teachers in Burdwan district of West Bengal had been considered as a population for the presence study. 50 Primary school teachers of Burdwan district had been randomly selected for the present study. 25 male and 25 female primary teachers have been study of my dissertation. Proportionate stratified random sampling technique has been used for the present study.

Tool, Data Collection and Analysis:

For contacting the survey 5 point Attitude scale has been formed to find out the level of attitude towards online learning. By administering this tool developed by researcher quantitative information has been collected. Statistical technique used to analyse the collected data such as Mean, SD, and t-scores method have been used by the researcher.

Data Analysis and Interpretation of Data:

Table 1: Comparison between Male and Female Teachers Attitude towards Content



Gender	N	Mean	SD	Df	t- Value	Critical Value
Male	25	41.28	4.08	48	1.082	2.009
Female	25	39.96	3.85			

Table 1, reveals that the Means score of male teachers is 41.28 with SD 4.08 and the mean of the female teachers is 39.96 with SD 3.85 he t- value found to be 1.082 which is less than critical value 2.009 at 0.05 level of significance with degree of freedom 48. Thus it is not significant. Therefore the null

hypothesis is not rejected and interpreted that there is no significant difference between the attitude of content male and female teachers. It may be said that the attitude of male and female teachers towards content are found to be same.

Table 2: Comparison between Male and Female Teachers Attitude towards Context

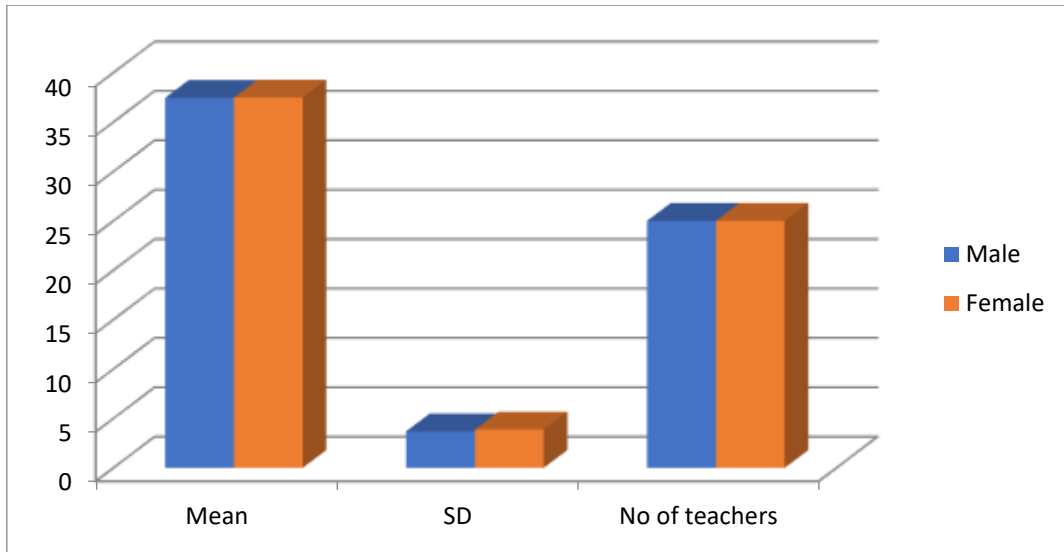
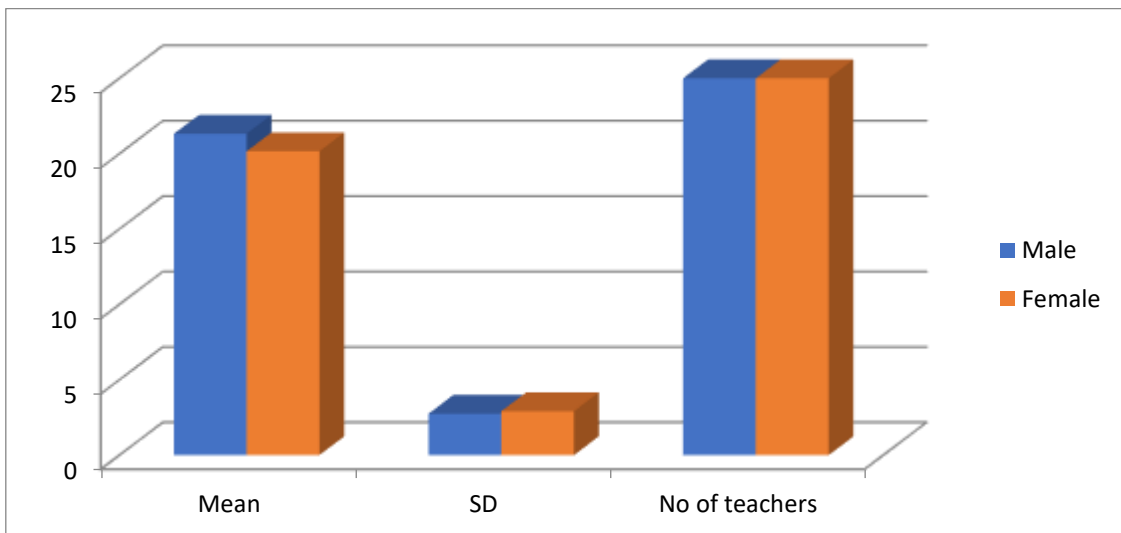


Table 2, reveals that the Means score of male teachers is 37.44 With SD 3.69 and the mean of the female teachers is 37.48 with SD 3.87 .The t- value found to be 0.037 which is less than critical value 2.009 at 0.05 level of significance, with degree of freedom 48. Thus it is not significant.

Gender	N	Mean	SD	Df	t- Value	Critical Value
Male	25	37.44	3.69	48	0.037	2.009
Female	25	37.48	3.87			

Therefore the null hypothesis is not rejected and interpreted that there is no significant difference between the attitude of male and female teachers towards context. It may be said that the attitude of male and female teachers towards context are found to be same.

Table 3: Comparison between Male and Female Teachers towards Method



Gender	N	Mean	SD	Df	t-Value	Critical Value
Male	25	21.32	2.75	48	1.45	2.009
Female	25	20.16	2.91			

Table 3, reveals that the Means score of male teachers is 21.32 With SD 2.75 and the mean of the female teachers is 20.16 with 2.91 The t- value found to be 1.45 which is less than critical value 2.009 at 0.05 level of significance, with degree of freedom 48. Thus it is not significant.

Therefore the null hypothesis is not rejected and interpreted that there is no significant difference between the attitude of male and female teachers towards method. It may be said that the attitude of male and female teachers towards method are found to be same.

To find out the attitudinal difference of content among male female teachers-

By the observation of the above **table-1** we can say that the obtained 't' value is -1.082 which is not significant at 0.05 level of significance with critical value -2.009. Thus the Null hypothesis was accepted. The male and female teachers in primary level do not differ in their attitude towards the content of moral education

To find out the attitudinal difference of context among male female teachers-

By the observation of the above **table-2** we can say that the obtained 't' value is -0.037 which is not significant at 0.05 level of significance with critical value -2.009. Thus the Null hypothesis was accepted. The male and female teachers in primary level do not differ in their attitude towards context of moral education

To find out the attitudinal difference of method among male female teachers.

By the observation of the above **table-3** we can say that the obtained 't' value is -1.45 which is not significant at 0.05 level of significance with critical value -2.009. Thus the Null hypothesis was accepted. The male and female teachers in primary level do not differ in their attitude towards method of moral education

Educational Implications of the Study:

Morality is not inherent but acquired through community living. Both formal and informal education are essential, allowing children to observe cooperative behavior. They should engage in joint activities with peers to foster shared goals. While society sets standards, children should not feel excessive guilt for minor infractions, given their limited understanding. Moral education should not solely focus on intrinsic rightness or wrongness, but also on understanding alternative perspectives. Intellectual discourse on moral issues can accelerate cognitive development. Punishments may not reliably promote moral behavior; instead, positive reinforcement should be emphasized. Parents and teachers should explicitly teach moral reasoning and self-control, explaining rules in terms of community benefit. Children aren't inherently good or bad; moral behavior is learned. Caregivers must create environments challenging children to reason about morality, leading by example.

Conclusion:

The study investigated the attitudes of primary level teachers towards Moral Education regarding content, context, and method. Results showed a predominantly positive attitude among the sample, with no significant differences between male and female teachers (Arthur, Davison, & Lewis, 2005). However, the study's generalizability is limited due to its sampling method. Future research could explore attitudes among students at secondary, H.S., and Ph.D. levels, across various districts and universities (Beijaard, Verloop, & Vermunt, 2000). The findings underscore the importance of Moral Education in reducing criminal tendencies and fostering positive relationships (Carr & Landon, 1998). Despite some negative attitudes observed, Moral Education is increasingly integrated into global educational systems (Halstead & Taylor, 1996). The study highlights the overwhelmingly positive attitudes of primary level teachers towards Moral Education, suggesting its potential for enhancing student maturity and societal progress (Westbury, Hopmann, & Riquarts, 2000).

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