EDUCATIONAL INFLUENCE ON MORAL DEVELOPMENT: THE ROLE OF TEACHERS AND CURRICULUM

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ABSTRACT:
By including ethical education into their curricula and cultivating strong teacher-student connections, schools may significantly influence children's moral development. This essay investigates how educational establishments affect schoolchildren's moral development. It investigates how well moral education initiatives, character development exercises, and conversations about ethical quandaries might improve moral thinking. The research also assesses how mentoring, disciplinary measures, and value-based learning strategies help instructors mould students' moral behaviour. The study highlights the difficulties in putting ethical lessons into practice in a variety of classroom contexts and identifies excellent methods in moral education using information from case studies and student feedback. The results indicate that students' capacity to make moral judgements and cultivate a sense of social responsibility is much improved by an organised curriculum that incorporates experiential learning techniques...

Keywords: Moral education, teachers' role, ethical learning, school curriculum, character building, value-based learning, student mentorship.

INTRODUCTION

When parents are actively engaged in their children lives, they have the desire to mold their children& moral growth and assist them in internalizing the norms of conduct that society expects of them. The capacity of the kid to testify to the soundness of their parents; practices, which are most visible in their social interactions and compliance with rules, is a critical factor in determining the efficacy of the educational process. In this article, many methods to parenting are discussed, as well as the process by which adolescents acquire their morality and the characteristics that distinguish them from other people.

Parenting style and numerous dimensions of personality in adolescent

We observed substantial associations between parenting style and numerous dimensions of personality in adolescents between the ages of 15 and 17 years old. Character-related elements, temperament, social communication, mental (in)stability, and activity/passivity are all included in these qualities, which have a strong biological basis and comprise a wide range of aspects.

A process that is known as socialization is something that youngsters go through in order to develop into adults who are able to make positive contributions to society. The standards, expectations, beliefs, and practices of a community are something that children need to internalize in order to learn how to fit in with their community as they grow into adults. This is necessary in order for children to achieve this goal. In a more general sense, socialization may be seen as the process of transmitting one's cultural traditions from one generation to the next. The term "socialization" refers to the process of change that occurs throughout a person's whole life, beginning at birth and continuing all the way to adulthood.

Teaching Values

Instilling moral principles in children at a young age is crucial. Home and school should both teach it. Similar to the chisel used by a sculptor to create a statue, teaching children values is essential. The lesson will guide kids in making moral decisions. As a bonus, the lessons the kid learns will be useful when they face problems in their own lives. A person's values provide the groundwork for comprehending their demeanor and actions. Additionally, it affects the individual's perspective and the value he places on other people. Their principles illuminate the road they have taken to realize their dreams and provide them the utmost joy. An individual's values are the standards of conduct that are highly prized and deemed desirable by the community in which they reside. How we treat other people, whether they be friends, family, or coworkers, is shaped by our values. Our character and spirituality are reflected in it.

A person's moral principles are their defining characteristics. It provides us with benefits, and when we put them to good use, they bring us joy. Principles provide an encouraging environment, teach moral reasoning, and outline the steps of an apprenticeship. Values (humanity, compassion, kindness, bravery, etc.) shape one's character. They find it useful for determining right from wrong. Because of this, they develop a new worldview (i.e., kids who have strong moral principles will speak up when they see injustice). It shapes how they act as adults. Because of this, individuals are able to resist negative peer pressure, which is a significant obstacle. Children who are raised with strong moral principles tend to have more self-confidence. For them, it's a means of getting through tough times. Having faith in oneself is enhanced.

Teaching Values to Children

It is possible that the method used by a parent might have an indirect effect on the moral and social development of their kid. It is essential for parents to provide a positive example for their children by demonstrating the qualities they want them to learn by demonstrating those values themselves. The children who are brought up in this way are more committed to a cause than children who are brought up by parents who do not live by the ideas that they educate their children about. The instillation of a profound respect for space in children at an early age is something that parents should do in order to assist their children in maturing into better persons and more useful members of society. Their early education will form them into responsible adults who have strong values and impressions that they will carry with them throughout their lives.

The employment of a strength-based strategy is something that parents could consider when it comes to establishing moral beliefs in their children. Parents have the ability to emphasize their child's strengths by stressing their child's capabilities, skills, talents, and traits of character.

Efficiency, vitality, and application are the three primary components that make up power. Having energy indicates that we feel good when we do it, and high usage means that we prefer to do it. When we speak about performance, we are referring to the fact that we are outstanding at something. A child's happiness, self-confidence, and competence may all be improved via the practice of parenting that is focused on the child's strengths. Facilitating the development of strength is accomplished via the cultivation of psychological processes such as the construction of attitudes, management, role modeling, scaffolding, and proximal developmental practice.

Parenting Styles

The parenting style of a parent may be defined by the mix of the parent's aggressive and accommodating conduct toward their children and the sensitive environment in which the behavior takes place.

History of Parenting Styles

Beginning in the 1930s and continuing through the 1960s, academics used a wide variety of theoretical and methodological frameworks to investigate how observers judge broad parenting features. This allowed them to identify the most significant components. Using adjectives such as stern, inviting, and harsh, the researchers in the usual study assessed parents on a Likert scale. This was done in order to determine the overall characteristics of parents. In addition to this, they conducted interviews with parents, monitored them over extended periods of time, or combed through vast files. This European-American sample from the middle class has formed the foundation of the majority of feature study.

OBJECTIVES OF THE STUDY

1. To study on Teaching Values to Children
2. To study on Parenting style and numerous dimensions of personality in adolescent

RESEARCH METHOD

"Parenting Family Values And Educational Influence: An Approach To Moral Development In School Children" is the title of the study that is described in this chapter. It provides as an explanation of the research. In this section, the technique that was employed to carry out the research is discussed in depth. The primary purpose of this study was to evaluate the manner in which different parenting approaches influence the moral development of children born between the ages of 9 and 12 years old.

Study Location

The present study was conducted in co-educational schools located within the municipal boundaries of Udaipur city. This was done in order to give the greatest possible personal relationships for the purpose of data collection so that results could be obtained.

Sample Selection

In the present investigation, the sample was selected with consideration given to socioeconomic status and gender. A total of three hundred children, ranging in age from nine to twelve years old (the late childhood years), were included in the sample. These children were from low-,

middle-, and high-income nuclear families. In order to do this, the investigator made contact with the Udaipur District Education Office in order to get a list of institutions that are willing to house kids of both sexes. A total of five schools that are situated inside the limits of Udaipur city were selected by the researcher. In order to choose respondents who fit within the boundaries of the research, we decided to acquire permission to run the survey by contacting the principals and administrators of their respective schools. The authorization letter that is supplied was used to conduct a preliminary consultation with the principal of the school.

Data Collecting Procedure

After the preliminary survey, the instrument was used to collect background information from a sample of three hundred children ranging in age from nine to twelve years old on topics that were pertinent to the variables under investigation. Following our efforts to ensure that the school administrators and principals were aware of the purpose of the study, we reached out to them in order to gain permission to collect data. After assuring the students that their names would be concealed and that the information they provided would be used only for research reasons, we extended an invitation to them to participate in our survey. During the time that the investigator was present, the students were provided with the appropriate instructions and finished filling out the proforma. The administration of the school used the Parental Practices Questionnaire and the Moral Values System Scale, both of which were distributed to the students at their own discretion, in order to obtain the data that was required.

Table 1 Sample Specification for case study

S.no.	Level of Parental practices	Level of moral values	High-income group	Middle Income group	Low Income group
1.	Highest	Highest	1	1	1
2.	Highest	Lowest	1	1	1
3.	Lowest	Highest	1	1	1
Total number of Case Studies= 9					

Data Analysis

Methods such as coding, categorising, scoring, and statistical analysis were used to the data that was obtained in order to examine it and achieve the overall objectives of the research. The following section makes an attempt to highlight the investigator's approach to the processing and analysis of data during the investigation.

RESULTS

Assessment and Comparison Of Moral Value System Of Children (9-12 Years Of Age)

An individual's moral values are the criteria by which they determine whether an action is appropriate or inappropriate. These values are based on the individual's own ideas about the nature of good and evil. For the purpose of this study, a number of moral principles that are pertinent to the years of late childhood were evaluated. These principles included a sense of right and wrong, accountability, respect, generosity, honesty, and honesty, as well as negative moral principles such as dishonesty, envy, theft, selfishness, and self-centeredness. The examination and comparison of different moral value systems based on gender and socioeconomic situation are topics that are discussed in this section.

Table-2: Percentage distribution for the level of moral values in late childhood years based on gender

S.NO.	VALUE	BOYS (n1=150)			GIRLS (n2=150)		
		High	Moderate	Low	High	Moderate	Low
		%	%	%	%	%	%
1	Sense of right & wrong	82.66	17.33	-	83.33	16.66	-
2	Responsibility	93.33	6	0.66	90	10	-
3	Respect	90.66	9.33	-	88	12	-
4	Generosity	86.66	12	3	85.33	12.66	2
5	Truthfulness	90.66	8	1.33	87.33	8	2
Overall Positive Values		88.8	10.53	0.66	87.33	11.86	0.8
6	Cheating	2.66	8	89.33	0.66	12	87.33
7	Jealousy	-	14	86	0.66	16	83.33
8	Stealing	2.66	14	83.33	3	12.66	88
9	Greed	3.33	14	82.66	-	12	88
10	Self-centeredness	-	10	90	-	7.33	92.66
Overall Negative Values		1.73	12	86.26	0.53	12	87.46

It can be concluded that, on general, males possess a greater number of good moral values than females do. With the exception of morality, where girls scored slightly better than boys, it is evident that men scored higher than girls on all positive moral value categories. This is the case with the exception of morality. On the scale that measures moral values, there is a little disparity between the scores that boys (88.8) and girls (87.33) received, despite the fact that the majority of respondents from both groups had high scores. Regarding the acquisition of negative qualities, girls did better than boys in terms of the development of jealousy and thieving characteristics. The majority of boys (86.26) and girls (87.46) learnt a reduced number of negative moral principles, which is essentially identical to what was found in comparison to the majority of females.

The study indicates that children's negative values are influenced by a number of different elements operating at different levels. While lying is connected with a number of factors at the child level, some of these factors include cognitive (such as theory of mind and executive functioning), social (such as moral understanding), personality, and age. Determinants at the familial and community level of the child include the family (for example, parenting methods, the frequency of parents' poor acts in front of the kid, the presence of siblings), peers (for

example, affiliation with deviant peers), and the environment of the area. On a worldwide scale, the cultural perspectives and beliefs that people have about what makes an acceptable lie have a huge effect in the way that people behave to one another. In light of the fact that, contrary to what the current study suggests, a different study conducted by the American Psychiatric Association (2013) reveals that girls often have lesser incidences of behavioural disorders than boys, gender is an important factor that should be taken into consideration in this research. Academics feel that there is a great deal of controversy about gender differences in moral reasoning, and they believe that everyone has the right to form their own opinions on the subject. Men, in contrast to women, tend to adopt a more autonomous approach to moral reasoning, and they base their moral reasoning on more abstract ideals such as justice and fairness.

Relationship Between Children's Views Of Parental Behaviour And Their Adoption Of Moral Principles (9-12 Years Of Age)

In order to shape children's moral behavior, adult standards and the consequences of complying or violating those norms are an important factor. As to Kohlberg's theory, those who are at the conventional level of morality, which includes late childhood, adolescents, and adults, are the ones who internalize the moral rules that are accepted by adults. It is essential, as a result, to emphasize the significance of the love and bond that parents provide. Children who have a strong relationship with their parents are more likely to act in accordance with their values. In this section, we will explain how children comprehend the behaviors of their parents and how this understanding is connected to their own sense of what is both good and wrong. During the course of this investigation, a chi-square test was computed in order to ascertain the link.

Overall correlation between late childhood moral value acquisition and how parents are seen

The chi-square values for the overall connection between how parents are seen and the ethics their children grow up with.

Table-3: Overall association between parental practices and moral value system

Chi Square	p-value
19.22	0.000*

*significant at 5 percent level of significance

The association between parenting styles and the formation of children's moral character is demonstrated. An association between the two variables that is statistically significant enough to be deemed significant was shown by the calculated p-value (0.000) at the 0.05 level of significance. The moral compass that children acquire and the behaviors of their parents have a positive and reciprocal impact on each other's development.

The results of a previous study are in line with the current investigation. That study looked into the connection between children's pro-social behavior and parenting practices. The results of this study showed a strong correlation between parenting techniques and pro-social behavior. Depending on the parenting approach taken and the initiatives taken to further social justice, the nature of this relationship changed. Instilling moral values in children is one of the most important parts of a parent's duty. Socialization and child supervision are just two of the many

tasks that fall under this obligation. According to a study on how parenting practices affect kids' moral development, parents can either help or hinder their kids' ability to internalize principles.

Children are more likely to happily internalize the moral principles that their parents have taught them when they have responsive parent-child connections. The crucial role that parents play is undeniable, and there is evidence that suggests parenting may have evolved over time as a form of adaptation. Parents who make the decision to spend a lot of time with their children are better able to understand their needs and respond appropriately. Another significant factor that influences how well children internalize values is the type of disciplinary measures that are employed.

A young person who has strong moral values and has a comprehensive awareness of the parenting practices that his parents use. A young child whose mother is a homemaker and whose father works in administrative services served as the first example for the research project. Both of the child's parents are employed outside the house. His age was eleven, and he was in the seventh grade at the time. The age difference between him and his brother is two years, and he is now in the fifth grade. When asked about his sense of responsibility at home, in the classroom, and in the community, the subject recalls helping his mother with household chores, keeping his own bedroom clean and organised, going outside to get supplies for the house, completing his homework independently and on time, and being ready to participate in extracurricular activities at school.

CONCLUSION

The children of excellent parents who breach the law will internalize the ideals of society, comprehend the difference between right and wrong, and experience a great lot of regret and misery as a result of their actions. During the formative years of childhood and adolescence, both parents play a significant part in the process of instilling values inside their children. When it comes to their children, parents might either assist or not assist in the process. While on the other hand, a significant amount of research has concentrated on the ways in which parenting affects the way in which children internalize moral beliefs. Within the context of this scenario, acquisition is generally understood to mean adhering to the rules set forth by the parents without receiving either praise or punishment. It was demonstrated, for example, that inductive parenting, which encourages autonomy and helps children learn moral notions, is superior to controlling parenting, which places a focus on power assertion and impedes growth. Inductive parenting also generates an overemphasis on incentives and punishments. The findings of the study suggest that when children have a responsive relationship with their parents, they are more likely to enthusiastically pick up the moral ideals that their parents have instilled inside of them. The activities that fall under the purview of parents include, but are not limited to, the processes of socialization, the methods of parental punishment, and the efforts to instill moral ideals in children. The concepts of liberty, justice, equality, and others that have the ability to explain concerns of right and evil are included in the category of moral ideals. Another illustration of this is the concept of equality.

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