



A Study on the Role of Value-Based Education in Promoting Morality Among University Students

Rameen Fatima

PhD Scholar, Faculty of Education, The Islamia University Bahawalpur, Pakistan
rameenfatemach@gmail.com

Prof. Dr. Irshad Hussain

Dean, Faculty of Education, The Islamia University Bahawalpur, Pakistan

Abstract

This study was designed to assess the role of value-based education in promoting morality among university students. The study was delimited to the three universities of Bahawalpur District. The Islamia University of Bahawalpur, The Govt. Sadiq College Women's University, Bahawalpur, and Cholistan University of Veterinary & Animal Sciences - CUVAS Bahawalpur were included in the study. The study was descriptive so the survey technique was adopted for the current research. A researcher developed a questionnaire for university students. The Population of the study was the students of three universities in the district of Bahawalpur. The simple random sampling technique was adopted for data collection. The researcher personally visited the data sight to collect the data. 400 questionnaires were distributed among students and 365 questionnaires were returned. The collected data was analyzed by SPSS through frequency, percentage, and mean score. It was concluded that Value Based Education develops patience among students, Value Based Education encourages respect for cultural differences, Value Based Education develops honesty among students.

Key Words: Value-based education, Development, Morality,



Introduction

Moral education and morality appear to play an important role in shaping the lives of university students. The students equipped with morality generally observe the moral and cultural norms of the community (Keysers, 2011). Moral education is one of the main issues facing education today. The public's ignorance of moral education would worsen and demoralize society by encouraging moral degeneration (Yulia, 2018).

Furthermore, moral principles also have an impact on students' emotional intelligence; which directly influences their learning performance. Hence, it results in demonstration of students' good moral behavior, effective thinking processes, problem-solving approach, interaction and communication, and academic success (Gupta, 2014). According to Ahmad and Reba (2018), moral growth is the process of appropriate behavior and attitude toward other members of society that is founded on laws, social norms, and culture.

The concepts of morality embedded in the curriculum at higher education level would give better results through classroom instruction and learning activities even outside the classroom. Therefore, Dewey asserted that developing knowledge and abilities of morality is important in reshaping the students' behaviors learnt in the university (Jarrar, 2013) through such curriculum.

The Kohlberg's theory of moral evolution describes that moral character of an individual is an evolving phenomenon and it changes with the passage of time (Arfaoui, Damak-Ayadi, Ghram, & Bouchekoua, 2016). Therefore, in education and training, significant changes in moral development take place and continue throughout the life span of university students and/ or graduates; and the graduates hence demonstrate their good moral character and morality in their future lives (Dellaportas et al. 2006).

University students are in the age group which works as pedestal for the rest of life. They follow the personalities whom they idealize. Their ideals give direction to their grooming and development in terms of morality and character building. The overall personality of an individual is reflected by his/her behavior, attitude practice of values of the society. Similarly, the character of an individual consists of some qualities like purity, resoluteness, faith, and sincerity seen through the interaction and communication with others. Whereas, education particularly higher education aims at personality development of students along with earning the degrees (Shrivastava, 2017).

Literature Review

Higher Education appears as one of the basic tools of overall development of students. Students get into the university to learn the subject knowledge and life skills to live a productive and prosperous life ahead. Therefore, value-based education become necessary to be imparted to the students as part of their formal curriculum and learning activities. The education imparting moral education make a graduate capable of living a balanced-life and productive life. Therefore, moral



education is more beneficial for the university students. It not only impacts the lives of the graduates but others as well who are in their interaction (Yulia, 2018).

Focusing on moral development of the university students through education [instruction] is challenge for educationists, educators and psychologists (Kamii & Joseph, 2003). There is an intensive need to inculcate activities for moral development in instruction and co-curricular activities to build future lives of the graduates. The theory of moral stages (Kohlberg, 1971) set-forth the objectives of moral education based on societal norms and customs, pragmatics, personal preferences and interests, and deference to authority. It is necessary for a teacher to discuss and inculcate morality and moral values through logic and reasoning. Examples from the real life and practice-based activities have a greater potential to transform the behaviors of students to meet the accepted morality standards (Nucci & Narvaez, 2008). Here the teacher becomes a role model for the students: they follow and imitate his/her life patterns. Teacher can aid in shaping behaviors of students (Minharjudin, 2022) through innovative instructional techniques including inspirational talks and contextualization; arranging meetings with parents, opinion leaders and general community to provide a nourishing environment to nurture their behaviors (Novriwandi & Rahim, 2022; Mumtahanah, 2018).

Objectives of the study

This focused on the role of value-based education in promoting morality among university students. It was conducted to (a) explore the effects of value-based education on university students; (b) assess the role of value-based education in promoting social skills among university students; and to (c) identify the ways of developing value-based education among university students.

Delimitation of the study

The study was delimited to three public sector universities in Bahawalpur District i.e. The Islamia University Bahawalpur, Cholistan University of Veterinary & Animal Sciences, and The Government Sadiq College Women University Bahawalpur.

Research Methodology

The study was descriptive in nature so the survey technique was adopted for data collection. The population of the study consisted on the students of Bachelor Studies (BS) Programmes of the sampled universities. After literature review, the researchers developed a questionnaire on five-point Likert scale for university students. The questionnaire was piloted and finalized. The simple random sampling technique was used and 400 students were selected for data collection. The researchers personally visited the universities and collected data after obtaining permission of the class teachers. The students were briefed about the study and how to fill the questionnaire. The participants were also briefed in Urdu language where necessary to do so. Out of 400 distributed copies of the questionnaire, 365 copies complete in all respects were included in the data analysis. The collected data was analyzed by SPSS through frequency, percentage, and mean score.



Analysis of Data

Table 1

Opinion of Participants about Effect of Value-Based Education on University Students

Sr. No	Statements	SA F (%)	A F (%)	UNC F (%)	DA F (%)	SDA F (%)	Mean Score
1.	Value-based education develops patience among students.	108 (29.6)	161 (44.1)	53 (14.5)	27 (7.4)	16 (4.4)	3.87
2.	Value-based education encourages respect for cultural differences.	138 (38.1)	172 (47.1)	39 (10.7)	7 (1.9)	16 (4.4)	4.01
3.	Value-based education develops honesty among students.	102 (27.9)	169 (46.3)	64 (17.5)	22 (6)	8 (2.2)	3.92
4.	Value-based education promotes equality among group members.	110 (30.1)	160 (43.8)	61 (16.7)	28 (7.7)	6 (1.6)	3.93
5.	Value-based education promotes punctuality.	117 (32.1)	163 (44.7)	48 (13.2)	23 (6.3)	14 (3.8)	3.95
6.	Value-based education emphasizes the importance of forgiveness.	100 (27.4)	165 (45.2)	64 (17.5)	22 (6)	14 (3.8)	3.86
Overall		112 (30.8)	165 (45.2)	54 (15.01)	21 (5.88)	12 (3.3)	3.27

It was evident from the data analysis in table-1 that a majority (63.7% with 3.87 mean score) of the respondents were of the view that the value-based education develops patience among university students; while a prominent majority (85.2%) of the respondents (with mean score 4) agreed that value-based education encourages respect for cultural differences among university students. Similarly, 74.2% of the respondents (with mean score 3.92) acknowledged that value-based education develops honesty among university students. Likewise, 73.9% of the respondents affirmed that value-based education promotes equality among group members in the class (the mean score was 3.93). Majority of the respondents (76.8% with a mean score 3.95) viewed the value-based education necessary in promoting punctuality among the university students and 72.6% (with a mean score 3.86) of the respondents agreed that value-based education emphasizes the importance of forgiveness. In overall, 76% the respondents were of the opinion that the value-based Education has positive effect on the lives of university students

Table 2

Opinion of the Participants about Value-Based Education in Promoting Social Skills

Sr. No	Statements	SA F (%)	A F (%)	UNC F (%)	DA F (%)	SDA F (%)	Mean
1.	Value-based education develops cooperative behavior among students.	124 (34)	170 (46.6)	39 (10.7)	20 (5.5)	12 (3.3)	4.02
2.	Value-based education promotes respect for differences of opinion.	124 (34)	161 (44.1)	52 (14.2)	15 (4.1)	13 (3.6)	4.01



3.	Value-Based Education promotes a sense of appreciation in relationships among students.	105 (28.8)	172 (47.1)	55 (15.1)	25 (6.8)	8 (2.2)	3.93
4.	Value-based education develops responsibility among students.	120 (32.6)	166 (45.5)	43 (11.8)	22 (6)	14 (3.8)	3.98
5.	Value-based education motivates students to inspire others.	118 (32.3)	168 (46)	57 (15.6)	13 (3.6)	9 (2.5)	4.02
6.	Value-based education teaches helping those in need.	119 (32.6)	168 (46)	46 (12.6)	19 (5.2)	13 (3.6)	3.99
Overall		118 (32.38)	167 (45.88)	48 (13.33)	19 (5.2)	11 (3.1)	3.98

NOTE: Percentage (%) is given in the parenthesis in the above table.

The data analysis in table 2 demonstrates that a prominent majority (80.6%) of the university students were of opinion that value-based education develops cooperative behavior among students (the mean score was 4); while 78.1% of the respondents (with a mean score 4) agreed that value-based education promotes respect for differences of opinions among their circles. Similarly, 75.9% of the respondents (Mean score 3.93) agreed that value-based education promotes a sense of appreciation and mutual confidence in relationships among students; 78.1% of the respondents viewed the value-based education important in developing sense of responsibility among university students (the mean score was 3.98). Even so, majority of the respondents (78.3%) agreed that value-based education inspires and motivates the university students to help others (the mean score was 4); and 78.6% of the respondents agreed that value-based education develops the empathy among university students (the mean score of the statement was 3.99). In overall majority (78.2%) of the university students appreciated the role of value-based education in promoting social skills among them.

Table 3

Opinion of the Participants about Value-Based Education in Promoting Justice and Ethics among University Students

Sr. No	Statements	SA F (%)	A F (%)	UNC F (%)	DA F (%)	SDA F (%)	Mean
1.	Value-based education develops social justice.	111 (30.4)	158 (43.3)	59 (16.2)	25 (6.8)	12 (3.3)	3.67
2.	Value-based education inspires the sharing of resources.	101 (27.7)	165 (45.2)	63 (17.3)	23 (6.3)	13 (3.6)	3.87
3.	Value-based education develops conflict resolution skills.	123 (33.7)	148 (40.5)	61 (16.7)	21 (5.8)	12 (3.3)	3.98
4.	Value-based education encourages students to show kindness.	130 (35.6)	142 (38.9)	58 (15.9)	19 (5.2)	16 (4.4)	3.98
5.	Value-based education promotes helpful behavior among students.	142 (38.9)	176 (48.2)	31 (8.5)	13 (3.6)	3 (0.8)	4.21
6.	Value-based education encourages a sense of responsibility among students.	156 (42.7)	158 (43.3)	36 (9.9)	7 (1.9)	7 (1.9)	4.23
Overall		127 (34.83)	157 (43.23)	51 (14.08)	18 (4.93)	10 (2.88)	3.28

NOTE: Percentage (%) is given in the parenthesis in the above table.



It was evident from the data analysis in table-3 that a prominent majority (73.7%) of the university students acknowledged the role of value-based education in promoting social justice and ethics (mean score was 3.67); while 72.9% of the respondents agreed that value-based education inspires the sharing of resources (mean score was 3.87). Similarly, 74.2% of the respondents (with mean score 3.98) were of the opinion that value-based education develops conflict resolution skills among university students; 74.5% of the respondents (with a mean score of the statement 3.98) agreed that value-based education encourages university students to show kindness. A prominent majority (87.1%) of the respondents (with a mean score of the statement 4.21) agreed that value-based education promotes helpful behavior among students; likewise, 86% of the respondents affirmed that value-based education encourages a sense of responsibility among university students (the mean score of the statement was 4.23). In overall 78% of the respondents acknowledged the role of value-based education in promoting social justice and ethics among university students.

Table 4

Opinion of the Participants about Value-Based Education in Developing Honesty and Integrity among University Students

Sr. No	Statements	SA F (%)	A F (%)	UNC F (%)	DA F (%)	SDA F (%)	Mean
1.	Value-based education develops the sense of respecting others	211 (57.8)	129 (35.3)	17 (4.7)	5 (1.4)	3 (8)	4.48
2.	Value-based education encourages honesty in daily life.	131 (35.9)	135 (37)	60 (16.4)	27 (7.4)	12 (3.3)	3.95
3.	Value-based education helps in ethical decision-making.	132 (36.2)	164 (44.9)	41 (11.2)	14 (3.8)	14 (3.8)	4.06
4.	Value-based education develops kindness among students.	116 (31.8)	162 (44.4)	55 (15.1)	27 (7.4)	5 (1.4)	3.98
Overall		147 (40.42)	147 (40.40)	43 (11.85)	18 (5)	8 (4.12)	

The data analysis in table-4 showed that a prominent majority (93.1%) of the respondents agreed that value-based education develops the sense of respecting others; while 72.9% of the respondents acknowledged that value-based education encourages honesty in daily life; similarly, 81.1% of the respondents agreed that value-based education helps university students in ethical decision-making; and 76.2% valued the role of value-based education in developing kindness among them. In overall, a prominent majority (80.8%) of the respondents appreciated the role of value-based education in developing honesty and integrity among university students.

Table 5

The Ways of Developing Value-Based Education among University Students

Sr. No	Statement	Frequency	Percent	Mean
1.	By helping with each other's	47	12.9	3.64
2.	Respect for differences of opinion	50	13.7	
3.	By sense of responsibility	76	20.8	
4.	By showing kindness	63	17.3	



5.	By doing justice	74	20.3
6.	by giving respect	55	15.1
	Overall	60	16.68

Table 5 describes that (20.8%) of the respondents said that value-based education develops morality among university students and by sense of responsibility, (20.3%) of the respondents said that by doing justice, (12.9%) of the respondents said that by helping each other, (13.7%) of the respondents said that Respect of difference of opinion, while (17.3%) of the respondents said that by showing kindness and (15.1%) of the respondents said that value-based education is developing morality among university students by giving respect.

Table 6
Significance of Value-Based Education in Developing Morality among University Students

Sr. No	Statement	Frequency	Percent	Mean
1.	Making student kind	42	11.5	2.76
2.	Making students patient	98	26.8	
3.	Improve the quality of work	129	35.3	
4.	Developing morality among students	96	26.3	
	Overall	91.25	24.97	

Table 6 describes that (11.5%) of the respondents gave their opinion about why value-based education is necessary for developing morality among university students, (11.5%) of the respondents said that for making students kind, 26.8% of the respondents said that for making students patient, (35.3%) of the respondents said that to improve the quality of work, while (26.3%) of the respondents said that for developing morality among students.

Findings

1. It was evident from the data analysis that a majority (63.7% with 3.87 mean score) of the respondents were of the view that the value-based education develops patience among university students; while a prominent majority (85.2%) of the respondents (with mean score 4) agreed that value-based education encourages respect for cultural differences among university students. Similarly, 74.2% of the respondents (with mean score 3.92) acknowledged that value-based education develops honesty among university students. Likewise, 73.9% of the respondents affirmed that value-based education promotes equality among group members in the class (the mean score was 3.93). Majority of the respondents (76.8% with a mean score 3.95) viewed the value-based education necessary in promoting punctuality among the university students and 72.6% (with a mean score 3.86) of the respondents agreed that value-based education emphasizes the importance of forgiveness. In overall, 76% the respondents were of the opinion that the value-based Education has positive effect on the lives of university students
2. A prominent majority (80.6%) of the university students were of opinion that value-based education develops cooperative behavior among students (the mean score was 4); while 78.1% of the respondents (with a mean score 4) agreed that value-based education promotes respect for differences of opinions among their circles. Similarly, 75.9% of the



respondents (Mean score 3.93) agreed that value-based education promotes a sense of appreciation and mutual confidence in relationships among students; 78.1% of the respondents viewed the value-based education important in developing sense of responsibility among university students (the mean score was 3.98). Even so, majority of the respondents (78.3%) agreed that value-based education inspires and motivates the university students to help others (the mean score was 4); and 78.6% of the respondents agreed that value-based education develops the empathy among university students (the mean score of the statement was 3.99). In overall majority (78.2%) of the university students appreciated the role of value-based education in promoting social skills among them.

3. It was evident from the data analysis majority (73.7%) of the university students acknowledged the role of value-based education in promoting social justice and ethics (mean score was 3.67); while 72.9% of the respondents agreed that value-based education inspires the sharing of resources (mean score was 3.87). Similarly, 74.2% of the respondents (with mean score 3.98) were of the opinion that value-based education develops conflict resolution skills among university students; 74.5% of the respondents (with a mean score of the statement 3.98) agreed that value-based education encourages university students to show kindness. A prominent majority (87.1%) of the respondents (with a mean score of the statement 4.21) agreed that value-based education promotes helpful behavior among students; likewise, 86% of the respondents affirmed that value-based education encourages a sense of responsibility among university students (the mean score of the statement was 4.23). In overall 78% of the respondents acknowledged the role of value-based education in promoting social justice and ethics among university students
4. The data analysis showed that a prominent majority (93.1%) of the respondents agreed that value-based education develops the sense of respecting others; while 72.9% of the respondents acknowledged that value-based education encourages honesty in daily life; similarly, 81.1% of the respondents agreed that value-based education helps university students in ethical decision-making; and 76.2% valued the role of value-based education in developing kindness among them. In overall, a prominent majority (80.8%) of the respondents appreciated the role of value-based education in developing honesty and integrity among university students.
5. The data analysis indicated that values-based education develops morality among university students and by sense of responsibility; doing justice; helping each other; respect of difference of opinion; by showing kindness and giving respect to others.
6. The study demonstrates that values-based education is necessary for developing morality among university students; making students kind and observing patient to improve the quality of work; and for developing morality among students.



Discussion and Conclusion

Discussion

The result of the present research revealed that value-based education has an important role in developing morality among university students. In the previous study of Rafikov, Akhmetova, & Yapar, (2021), the results were the majority of graduates of the current educational system lack souls and are driven more by a spirit of self-interest and avaricious rivalry than by moral principles. The current global crisis affects every sphere of life, from the lack of morality-promoting components in educational systems strongly linked to the failure of family institutions and environmental catastrophes. As a result, many academics and educators have pointed out the importance of moral principles in the teaching and learning process.

The objective of the study was to assess the role of value-based education in promoting morality among university students. The study confirmed that the data describes that Value Based Education develops patience among students, encourages respect for cultural differences, similarly develops honesty among students, promotes equality among group members, promotes punctuality, and emphasizes the importance of forgiveness. The results were also confirmed by the research conducted by Rafikov, Akhmetova, & Yapar, (2021).

The current research showed that Value Based Education develops cooperative behavior among students, promotes respect for differences of opinions, promotes a sense of appreciation in relationships among students, develops responsibility among students, motivates students to inspire others, and teaches helping those in need, develops social justice, inspires the sharing of resources, develops conflict resolution skills, encourages students to show kindness, promotes helpful behavior among students, Value Based Education encourages a sense of responsibility among students. The same results were

Conclusion

It was concluded that value-based education develops patience among students, value-based education encourages respect for cultural differences, value-based education develops honesty among students, Based Education promotes equality among group members, Value Based Education promotes punctuality, Value Based Education emphasizes the importance of forgiveness. It was concluded that Value Based Education develops cooperative behavior among students, Value Based Education promotes respect for differences of opinions, Value Based Education promotes a sense of appreciation in relationships among students, Value Based Education develops responsibility among students, Value-Based Education motivates students to inspire others, Value-Based Education teaches helping those in need. It was concluded that Value value-based education develops social justice, Value value-based education inspires the sharing of resources, Value value-based education develops conflict resolution skills, Value Based Education encourages students to show kindness, Value Based Education promotes helpful behavior among students.



Recommendations

Following recommendations were drawn on the basis of conclusion of the study;

- The value-based education should be integrated with the curriculum for university students so that morality could be inculcated among students at university level.
- The policy maker should include value-based education as compulsory part of national policies to foster sense of morality among students.

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