



## **Level of Education as an Influential Factor of Moral Value among Students of West Bengal**

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### **Authors' contributions**

*This work was carried out in collaboration among all authors. Author NDG designed the study, managed the literature collected the data and wrote the protocol. Author SK performed the statistical analysis. Authors NDG, SK and TS wrote the manuscript. All authors read and approved the final manuscript.*

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### **ABSTRACT**

This paper used survey research. The main objective of the study was to know the influence of level of education on moral value among the students. Some other independent variables like-stream of education, occupation and father's education also included in the study. 165 representatives were selected with the help of stratified random sampling technique. Moral values of the students were measured with the help of "Test for Moral Values among School Students" developed by B.M. Benjamin [1] and translated in the Bengali language by L.L. Mohakud and N.D. Ghorai [2]. Available data were analyzed through Mean, SD, t-test and one-way Analysis of Variance (ANOVA) using the statistical package for the social sciences (SPSS) version 21. Findings of the study revealed that moral value between higher secondary (HS) level and postgraduate (PG) level students differ significantly. Other findings have been drawn accordingly. Hence, it can be concluded that as moral value/ judgment of higher secondary level students is different from the moral judgment of postgraduate level students.

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## 1. INTRODUCTION

When we talk about human values, the first question arises in our mind is, "what 'Value' actually is?" According to Benjamin [1], 'Value' means "what ought to be". Basically, value or human value is a hypothetical construct. We can operationally define value as "important and lasting beliefs or ideals shared by the members of a society about what is right or wrong and desirable or undesirable". Value education is a process of developing in the child's knowledge, skills, attitude, values and behaviour patterns that society considers desirable to have, both as an individual and as a member of the society [1].

Also, Charvaka School defines as – "value is happiness and happiness is value".

Patil [3] in her study discussed four types of values i.e. Social, Mental, Moral and Intellectual. Further, these values are subdivided into eight sub-categories; these are.....National, Intellectual, Mental, Social, Professional, Cultural, Moral and Religious value. Another category of value is Price value and personal or relative value. Moral Value is an important aspect of human value. Moral value is feeling of right or wrong / good or bad and it depends upon the cognitive structure of every individual. Cognitive development helps in moral judgement so level of education can be an influential factor of moral value. Education is the vehicle of knowledge, self-preservation and success. Education not only gives a platform to succeed but also the knowledge of social conduct, strength, character and self-respect. The greatest gift education gives us is the knowledge of unconditional love and a set of values [4]. The significance of moral values in our life is very important. Moral values teach us what is right or wrong. Thus, we can conduct our lives in a right direction. We can understand what is good or evil. This type of learning helps us to conduct our lives morally in this world. Values are those principles, which assist us for the betterment of the quality of life. It codifies the do's and don'ts of behaviour. They form the basics of character formation and development of personality. The values that arise from within or the core of the heart, like love, compassion, appreciation, empathy, patience, etc. lay the basis for the external practiced values like honesty, discipline, regularity and loyalty. It is important to recall that values are priceless, while valuables are priced [5].

Moral behaviour focuses on the student's ability to differentiate between good and bad as they grow in their different cultural settings. From infancy, through childhood to adolescence and adult hood, the way and manner a child interacts with people in the environment show the level of moral development he has achieved [6]. Bidyalakshmi [7] revealed that gender, area/culture of the school are influential factors of moral value among secondary school students. She also found that the majority of the students showed positive responses on moral values. Mondal [8] also gives importance to imparting value education among school students. His conception is that education is an essential process for inculcating values to enhance the learner in such a way so that they can lead a life that is gratifying to the individual in accordance with the cultivated values as well as with the ideals of the society. Njoku [6] wrote that the real purpose of education is to change behaviour. Environmental factors such as the home, school activities and culture all have an overwhelming influence on the child's moral behaviour. These days most children especially secondary school students and college students are seen to have thrown to the winds moral and values which have resulted in the increases of the rate of violence in the entire globe [6]. According to Gross (2010), the environment plays important roles in shaping the personality and behaviour of the adolescent. The type of school a child attends, the income background, the educational background of the parents, the parents' status and cultural background determines the moral behaviour of a child especially secondary school students' behaviour. Aneja [9] discussed some important moral values included in school curriculum these are Unconditional Love and Kindness, Honesty, Hard Work, Respect for Others, Co-operation, Compassion and Forgiveness. Kohlberg, in his theory of moral development, stated that the moral judgement of children is different from adults. That means with the change in age moral value also changes. In this concern, this paper investigated the influence of level of education on moral value among students of West Bengal.

## 2. OBJECTIVE OF THE STUDY

The study was conducted to meet the following objective-

1. To study the moral value of students of West Bengal with respect to their level of education, stream of education, guardians' occupation and fathers' educational qualification.

### **3. HYPOTHESES TO BE TESTED**

H01: There is no significant difference in moral value among HS, UG and PG level students of West Bengal.

H02: There is no significant difference in moral value science and arts stream students of West Bengal.

H03: There is no significant difference in moral value among students of West Bengal with respect to their guardians' occupation.

H04: There is no significant difference in moral value among students of West Bengal with respect to their father's educational qualification.

## **4. METHODS AND TOOLS**

### **4.1 Methodology**

This research is quantitative in nature relying on survey research. The aforementioned objective is assessed and tested using descriptive and inferential statistics.

### **4.2 Participants**

The sample included 165 students (84 HS, 27 UG and 54 PG) from different schools, colleges and universities in the state of West Bengal.

### **4.3 Measures**

Hypotheses for the study were tested on the basis of data collected with the help of a questionnaire namely- "Test for Moral Values among School Students" developed by B.M. Benjamin [1] and translated in the Bengali language by L.L. Mohakud and N.D. Ghorai [2]. It was a four-choice scale consisting of one appropriate answer. The whole test consists of 50 items, with 12 different dimensions e.g. Simplicity, Self-Disciple, Responsibility, Curiosity, Service, Co-Operation, Honesty, Tolerance, Brotherhood, Compassion, Faith in God and Forgiveness. Appropriate answer for each item

assigned 1 score. Responses of representatives were scored following the same rule.

### **4.4 Procedure**

It was cross-sectional survey research. The representatives of the study were selected by the stratified random sampling technique. The questionnaire was distributed among 176 students of West Bengal. The researchers went to these schools, colleges and universities and with taking prior permission from the HM/HOD/Principal collected the data. Out of 176 questionnaires handed out, 165 questionnaires were fully completed and used in this study. Therefore, the response rate achieved was 93.75% considered an excellent response rate for the study.

### **4.5 Techniques Used for Data Analysis**

For testing hypotheses of the present study analysis techniques has been applied according to the nature of data. The researchers used descriptive statistics like- mean, SD etc. and inferential statistics like- t-test, one-way ANOVA and multiple comparison (LSD) using SPSS version 21. A software that was acquired by IBM in 2009 [10,11].

## **5. RESULTS AND DISCUSSIONS**

H<sub>0</sub>1: There is no significant difference in moral value among HS, UG and PG level students of West Bengal;

One-way ANOVA result (Table 2) shows that the result is statistically not significant as the p value is greater than 0.05 level of significance ( $p=.129>0.05$ ). Consequently, the Null hypothesis H01 is accepted. Hence, it can be concluded that overall there is no significant difference in moral value among HS, UG and PG level students of West Bengal.

But the multiple comparison (Table 3) demonstrates that there is a significant difference in moral value between Higher Secondary and Post Graduate level students as the p-value is less than 0.05 level of significance ( $p=.049<0.05$ ). This finding is corroborated by Uzoka & Njoku [6].

H<sub>0</sub>2: There is no significant difference in moral value science and arts stream students of West Bengal;

**Table 1. Demographic characteristics of the sample (N= 165)**

<b>Demographic Variables</b>		<b>Frequency</b>	<b>Percentage</b>	<b>Demographic Variables</b>		<b>Frequency</b>	<b>Percentage</b>
Level of Education	HS	84	50.90	Stream of Education	Science	18	10.90
	UG	27	16.36		Arts	146	88.48
	PG	54	32.72		Guardians	10	6.06
Fathers Ed. Qual.	Up to MDK	127	76.96	occupation	Job	18	10.90
	HS	20	12.12		Business	121	73.33
	HE	18	10.90		Cultivation	16	9.69
Others							

\* HE: Higher Education; Ed. Qual.: Educational Qualification: MDK: Madhyamik

**Table 2. Level of education wise N, Mean, S.D and one-way ANOVA for moral values**

<b>Level of Education</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Variance</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.(p)</b>
HS	84	36.18	4.89	Between Groups	189.694	2	94.847	2.072	.129
UG	27	35.89	9.44						
PG	54	33.83	7.58	Within Groups	7416.488	162	45.781		
Total	165	35.36	21.91	Total	7606.182	164			

**Table 3. Level of education wise multiple comparisons in LDS test**

<b>(I) Level of Education</b>	<b>(J) Level of Education</b>	<b>Mean Difference (I-J)</b>	<b>Std. Error</b>	<b>Sig.(p)</b>
HS	UG	.290	1.497	.847
	PG	2.345*	1.180	.049
UG	PG	2.056	1.595	.199

\*The mean difference is significant at the 0.05 level

**Table 4. Stream of education wise N, Mean, S.D and t-test result for moral values**

<b>Stream of Education</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>df</b>	<b>t</b>	<b>Sig.(p)</b>	<b>SED</b>
Science	18	36.50	6.224	1.247	162	.730	.466	1.707
Arts	146	35.25	6.900					

**Table 5. Guardians occupation wise N, Mean, S.D and one-way ANOVA for moral values**

<b>Guardians occupation</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Variance</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.(p)</b>
Govt. Employee	10	37.40	7.961	Between Groups	323.914	3	107.971	2.387	.071
Business	18	32.06	10.602	Within Groups	7282.268	161	45.231		
Cultivation	121	35.92	5.515						
Others	16	33.63	8.763						
Total	165	35.36	6.810	Total	7606.182	164			

**Table 6. Guardians occupation wise multiple comparison in LSD test**

<b>(I) Occupation of the Guardian</b>		<b>(J) Occupation of the Guardian</b>	<b>Mean Difference (I-J)</b>	<b>Std. Error</b>	<b>Sig.(p)</b>
Govt. Employee	Business	5.344	2.653	.046	
	Cultivation	1.483	2.213	.504	
	Others	3.775	2.711	.166	
Business	Cultivation	-3.862	1.699	.024	
	Others	-1.569	2.311	.498	
Cultivation	Others	2.292	1.789	.202	

**Table 7. Fathers' educational qualification wise N, Mean, S.D and one-way ANOVA for moral values**

<b>Fathers Educational Qualification</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Variance</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.(p)</b>
Up to Madhyamik	127	35.45	6.798	Between Groups	39.820	2	19.910	.426	.654
HS	20	36.00	6.867	Within Groups	7566.362	162	46.706		
Higher Education	18	34.06	7.058						
Total	165	35.36	6.810	Total	7606.182	164			

The t-test result (see in the Table 4) shows that the result is statistically not significant as the p-value is greater than 0.05 level of significance ( $p=.466>0.05$ ) therefore, accepting the Null hypothesis H02. Hence, it can be concluded that there is no significant difference in moral value science and arts stream students of West Bengal.

H<sub>0</sub>3: There is no significant difference in moral value among students of West Bengal with respect to their guardians' occupation.

One-way ANOVA result from the Table 5 shows that the result is statistically not significant as the p-value is greater than 0.05 level of significance ( $p=.071>0.05$ ). Hence, accepting the Null hypothesis H03. It can be concluded that overall there is no significant difference in moral value among students, whose guardians' occupation is govt. employee, business, cultivation and others.

But the multiple comparison (Table 6) shows that there is a significant difference in moral value between students whose guardians' occupation is govt. employee and business as the p-value is less than 0.05 level of significance ( $p=.046<0.05$ ). The result is also significant for business and cultivation as the p-value is less than 0.05 level of significance ( $p=.024<0.05$ ).

Hence, it can be concluded that overall there is no significant difference in moral value among children of persons with different occupation. But the moral value of children of govt. employee and businessman differ significantly. The result is also significant for children of businessman and peasant. This finding is supported by Bidyalakshmi [7] and Njoku [6].

H<sub>0</sub>4: There is no significant difference in moral value among students of West Bengal with respect to their father's educational qualification.

One-way ANOVA result in the Table 7 shows that the result is statistically not significant as the p-value is greater than 0.05 level of significance ( $p=.654>0.05$ ). Therefore accepting the Null hypothesis H04. Hence, it can be concluded that overall there is no significant difference in moral value among students, irrespective of their fathers' educational qualification.

## 6. CONCLUSION

We found PG students possessed lower moral value than the HS students. The moral development of college and university students is

of great concern. It should be enhanced. In this regard, it can be recommended that more initiatives should be taken to provide value education at college and university level. Educational policymakers, administrator, curriculum experts and educationist etc. may be suggested to include special activities and courses related to moral and value education for inculcating moral values among college and university students. It is also concluded that children, whose guardians were government employees and farmers showed higher in moral judgement than children of businessman. It might be due to over-business of parents with business and lack of quality time shared with their children and the home environment. It is recommended that at school more parents- teachers meeting may be arranged addressing moral issues and shaping of moral development at home by providing a conducive home environment. Parents who work as businessman also suggested spending more quality time with their children.

## CONSENT AND ETHICAL APPROVAL

As per international standard or university standard guideline participant consent and ethical approval has been collected and preserved by the authors.

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## COMPETING INTERESTS

Authors have declared that no competing interests exist.

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