Moral Education at Primary Level in Selected Private Schools of Karachi: Role of Teachers and Parents

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ARTICLE INFO	ABSTRACT
	Pakistani society is facing numerous problems such as intolerance, violence, lying, dishonesty, and sexual harassment to mention just a few. Parents and schools have a major role to play in the moral development of children. This mixed-methods study examined teachers' involvement in developing moral values in children from three private sector schools in Karachi, Pakistan. Document analysis of primary schools' curriculum, in-depth interviews and classroom observations of nine teachers, selected through purposive technique, were conducted to understand how moral values are imparted through formal education. Additionally, 240 parents selected through convenient sampling participated in a quantitative survey to investigate parental involvement in the moral development of children. Qualitative data were analysed through thematic analysis whereas simple descriptive analysis was used to share the findings of the quantitative data. Findings revealed inadequate focus of the schools' curricula towards moral education, teachers' limited perceptions and their subsequent lack of contribution to moral development of students. The quantitative data from parents showed satisfactory involvement of parents in moral growth of their children, measuring above 60% for every variable. Data also revealed that parents focus more on instructions rather than discussions about the moral values with their children. Findings highlight the need for coordinated efforts towards moral development of children involving parents, teachers and schools.

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1. Introduction

Morality is the system for establishing right and wrong conduct, which ultimately guides us to the ethical path. However, contemporary societies are increasingly experiencing multiple social problems such as violence, corruption, drug addiction, intolerance and family degeneration (Demirel et al., 2016; Webber, 2017) and Pakistan is no exception (Ahmed et al., 2009; Hussein, 2008; Imtiaz, 2017; Omer et al., 2015). Not only do teachers complain about elementary school children's behaviour (Turgeon, 2011) but parents also voice complaints about the school environment. All these ills are directly or indirectly the consequence of a flawed social, family and educational structure (Asif et al., 2020; Rissanen et al., 2018). The situation therefore calls for an immediate introspection and early action to arrest further decay of our society (Ahmad et al., 2014; Asif et al., 2020; Segev, 2017).

Moral education is a stimulation of the natural development of learners' moral judgment (Mithra, 2001; Rosenberg, 2015) and aims to guide students in developing the right outlook towards life, improving their consciousness and laying a solid foundation for a promising next generation. In today's world, schools are expected to provide a holistic education, which encompasses academic as well as moral development (Imtiaz, 2017; Rosenberg, 2015). Unfortunately, less focus has been given to the latter, because schools, while focusing on

producing successful individuals, fail to harvest good human beings. There is an evident void in building moral values in school children due to inadequate emphasis of curriculum on moral development and teachers' limited perceptions of moral tenets (Asif et al., 2020; Demirel et al., 2016; Soomro & Tanveer, 2016).

This research aimed to study how the primary level private school curriculum is geared towards developing moral values of the students along with their formal education. In addition, the study aimed to explore primary level teachers' perceptions of moral education and incorporation of moral values in their pedagogical practices in selected private schools of Karachi. Another key objective of this study was to investigate the extent of parental involvement in nurturing moral development of their children.

Due to the decline in moral standards in society, nurturing moral values at home and in schools is imperative if future generations are to be morally righteous citizens. In this backdrop, the current study endeavoured to identify the gaps in Pakistani elite primary private sector school curriculum and explored the perceptions of teachers regarding the development of moral values through formal education. The measure of parental involvement in this study enhanced overall awareness about parents' responsibility towards moral development of children. The current study has added to scholarly research in the domain of moral development in the elite primary school context in the Pakistani milieu. Following were the research questions investigated through qualitative methodology:

Q1.   How does school curriculum at the primary level in private sector schools contribute to students' moral development?
Q2.   What are primary level teachers' perceptions of moral values?
Q3.   What role do teachers have in the development of moral values of the students?
          The research question investigated for the quantitative part of the study was:
Q4.   To what extent do Pakistani parents get involved in the moral development of their children?

2.   Literature Review

According to Pakistan's National Educational Policy (2017), the most neglected area is character building of students because of little or no focus on moral values in the school curricula. Ahmad et al. (2014) and Asif et al. (2020) underscore that Pakistan has to overcome issues of inadequate resources, substandard teaching and ineffective governance to raise its standards for wider participation in the globalized world. Likewise, parents have a crucial and formative influence on moral development of children (Sanderse, 2013) but have failed in moral and ethical upbringing which is contributing towards intolerance, violence, disloyalty and extremism in youth (Omer et al., 2015).

2.1   Schools' Contribution towards Moral Development

As schools provide avenues for social interaction and formal education, they have a pivotal role in moral development of children to groom them as balanced human beings (Iqbal et al., 2017; Otewa, 2016). Though one of the prime objectives of education is to cultivate good character (Liu, 2014), only a fraction of moral education that transpires in schools is formally a part of the school curriculum (Asif et al., 2020; Khan, 2017; Otewa, 2016). Most aspects of moral education are part of the hidden curriculum (Otewa, 2016; Rosenberg, 2015) because the Classic School Curriculum (CSC) such as math, science and history does not add to moral values. Thus educators encounter a major challenge to strike a balance between CSC and moral development (Malgorzata & Malgorzata, 2021; Segev, 2017).

2.2   Teachers' Role in Moral Development

Teaching demands balanced principles and a deep personal commitment because a positive environment in the classroom has a deep impact on children's behaviour (Demirel et al., 2016). Moral education can be classified into *teaching morally* and *teaching morality*. Teachers are believed to *teach mor*ally when they present themselves as role models for the students, whereas *teaching morality* refers to the teaching efforts that provide students with the means for developing a sound, moral character (Rissanen, et al., 2018). However, these aspects are generally a part of the hidden curriculum because teachers promote academic achievement and disregard moral development (Kraft & Austin, 2015; Segev, 2017).

2.3   Role of Parents in Moral Development

A major factor influencing children's moral reasoning is the environment of the home. Parents play a major role in building moral values because they have a long-lasting relationship with their children (Demirel et al., 2016; Rosenberg, 2015). Findings from a study conducted by Walker and Taylor (1991) over a period of two years, demonstrated that parents' demeanour and moral reasoning influenced children's moral development. In the Pakistani context, Asif et al. (2020) and Omer et al. (2015) found that parents are more focused towards children's academic success rather than moral development.

It can be concluded from the study of the relevant literature that moral education is the building block which shapes the moral fabric of any nation. Its foundation is laid by schools through formal education program as well as a part of hidden curriculum. Teachers have a major role in this regard as they not only have to profess good virtues but also demonstrate morality through their teaching practices. Additionally, literature underscores that a conducive home environment and parental involvement are important factors in nurturing moral values of children.

3.   Conceptual Framework
Figure 1: Conceptual Framework
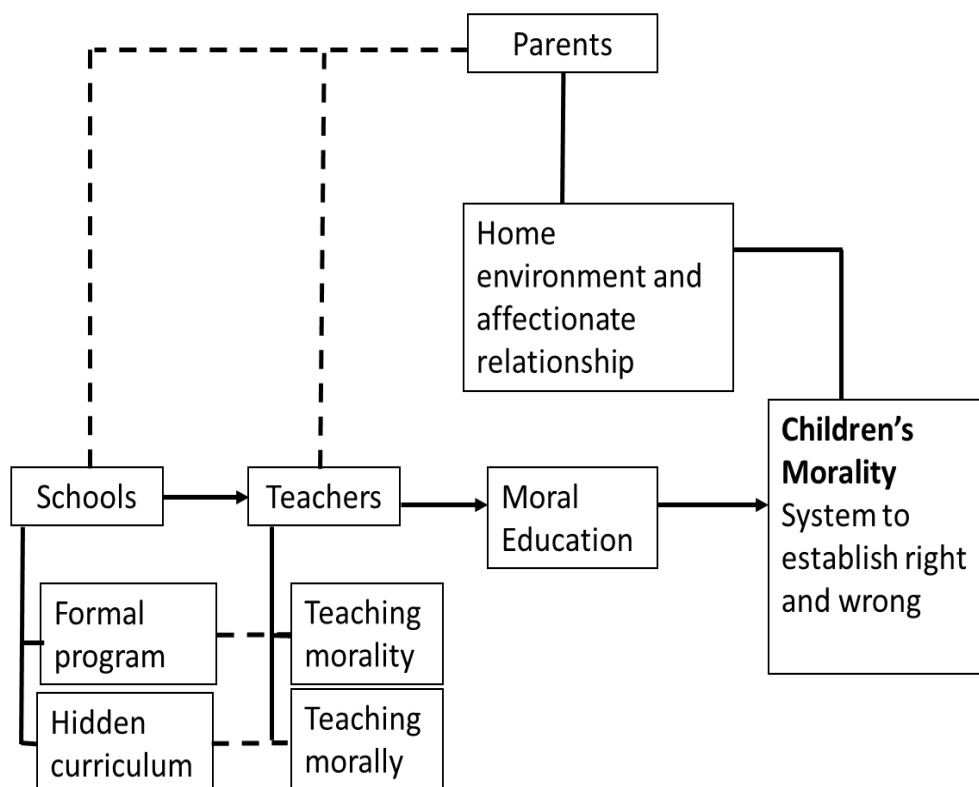
4.   Data and Methodology
4.1   Research Design

Mixed methodology involving both qualitative and quantitative methods was used to achieve methodological flexibility and synergetic and complete information (Saldana, 2013). The standpoints of teachers were explored using qualitative tools and those of parents were comprehended via quantitative research tools. Similarly, quantitative method allowed the researchers to use numerical data to analyse and determine the extent to which parents are involved in the moral development of their children.

4.2   Selection of Schools

Three elite private schools offering co-education, located in posh areas of Karachi, were selected for the current study. Elite private schools have purpose built campuses and selective induction of students based on academic excellence (Doherty & Pozzi, 2017; Ramazan, 2015).

In Pakistan, Grades I -V comprise the primary level of education and teachers of grade IV and V from the three schools were participants in this study.

4.3 Teachers

A purposive sampling technique was used to select three teachers from each of the three elite primary schools selected for this study. This technique requires the researcher to include participants who reflect the characteristics (e.g., sex, socioeconomic characteristics, and experiences) should be selected cautiously to represent the targeted population. Therefore, nine teacher participants of grades IV and V, teaching English, Social Studies, Islamiat and Urdu were part of the research because children of grades IV and V (age group 9-11 years) are highly vulnerable at this stage of their lives and look up to their teachers as role models. The details of educational qualifications, experience and subjects taught are presented in table 1.

Table 1: Participant Teachers

Participant Teachers	Educational Qualification	Subject Taught	Teaching experience (years)
1	Bachelors	English and Social Studies	10
2	Masters	Urdu and Islamiat	12
3	Masters	English and Social Studies	5
4	Bachelors	English and Social Studies	27
5	Masters	Urdu and Islamiat	17
6	Masters	Social Studies	26
7	Bachelors	Social Studies	2
8	Masters	English and Social Studies	4
9	Masters	Urdu and Islamiat	2

4.4 Parents

The targeted population for the quantitative part of the research were the parents of students studying in the three elite primary private schools in Karachi from which the teachers were purposively selected. A sample of 348 parents of students from different sections of grades IV and V were sent survey forms. A total of 256 forms were received back from all three schools. However, 16 responses were found invalid because of missing options and/or doubled checked statements. Table 2 shows the demographic information of the sample for the targeted population.

Table 2: Description of Respondents

	Frequency	Percent
Gender		
Mothers	117	48.8
Fathers	123	51.3
Age		
25-30	13	5.4
31-35	44	18.3
36-40	49	20.4
41-45	78	32.5
46-50	37	15.4
50+	19	7.9
Academic Qualification		
Matric	1	.4
Intermediate	28	11.7
Graduate	82	34.2
Post Graduate	129	53.8
Religion		
Islam	238	99.2
Christianity	1	.4
Hinduism	1	.4
Monthly Salary		
Less than 50000	56	23.3

50000-100000	93	38.8
101000-150000	59	24.6
151000-200000	19	7.9
201000-250000	7	2.9
250000-Above	6	2.5
Family System		
Nuclear family	163	67.9
Joint Family	77	32.1
Number of Children		
1	26	10.8
2	75	31.3
3	81	33.8
4 and more	58	24.2

4.5 Curriculum Content

Four subjects from the curricula of grades IV and V were selected for document analysis, namely, English, Urdu, Islamiat and Social Studies. The rationale for selecting these subjects is because of the scope they offer for developing moral values as compared to other disciplines.

4.6 Procedure and Measures

The purpose, objectives and outcomes of the study were clearly explained to each participant before collection of the data and they were assured of complete confidentiality and privacy in terms of identity and affiliations. Identification code numbers were given to the participants for example for the first school and the first teacher participant, the code used is SH1_TCH1 so that the readers are unable to deduce the identity of the respondents. Individual, semi-structured interviews were conducted face-to-face to determine teachers' perceptions and role in the moral development of students. The average time of each interview was approximately one hour and audio recording of interviews was done with their consent. The researchers followed guidelines for coding and thematic analysis as recommended by Saldana (2013). Thematic analysis enables scholars or observers to use a wide variety of information in a systematic way, in order to find out themes to understand a particular phenomenon. The researchers transcribed each interview as it was held and pre-coding was done simultaneously. After all the nine interviews were conducted, coding was done and different patterns were observed to form categories. Extracts from interviews were reported verbatim so as not to temper data, hence grammatical errors made by participants have been left untouched.

Document analysis of course outlines was conducted using a guide adapted from Senah (2007) and this was supplemented by classroom observations of teachers who were interviewed to corroborate interview data with classroom practices regarding moral development of students. An observation guide was adapted from the Organization for Economic Cooperation and Development (OECD, 2004) for this purpose. In the qualitative domain, semi-structured interviews, classroom observations and document analysis of course outlines were used to triangulate and provide overall credibility to the information gathered (Honorene, 2017).

A quantitative survey was conducted to find the extent of parents' involvement regarding moral upbringing of children. The questionnaire contained two sections including parents' demographic information and variables such as parental instruction, parent-child discussion, parenting styles and home-school collaboration. Five numerical ranges (1-5) on Likert scale formed a continuum of responses for parents to record their answers from least to highest level of agreement. Prior to the survey, a pilot study was conducted with 27 parents (participants) from one section of grade V from one of the three selected schools for the study. Twenty survey forms were received back, which were not included in sample of the study. Inter consistency of items in the questionnaire was measured via Cronbach alpha to confirm reliability. The reliability of internal consistency among the items of all constructs was above .6 which shows an acceptable range, whereas only one construct showed .596 (.6 when rounded showing the acceptable internal consistency). The quantitative data were analysed via descriptive statistics method with the help of statistical package, SPSS version 22. The percentiles and mean scores of the responses of the participating parents helped the researcher to determine the extent to which the participating parents were involved in the moral development of their children.

5. Results

5.1 Qualitative Analyses
5.1.1 Gaps in School Curriculum
Document Analysis

Only a few units of the four course outlines (English, Urdu, Islamiat and Social Studies) were integrated with moral values for both grades IV and V. Learning outcomes were not mentioned in the course outlines except for a few units of Islamiat like 'Backbiting' and 'Etiquettes of Congregation' had moral based learning outcomes. Lesson plans of value integrated units in English and Urdu were more inclined towards teaching of grammar and comprehension skills. Most of the units in Social Studies were oriented towards teaching history and geography of the country. Table 3 shows the total number of units taught in a year for each subject for grade IV and V and the number of value integrated units in each school.

Table 3: Number of Value Integrated Units in Selected Subjects in Three Schools

	School 1 (SH1)			School 2 (SH2)			School 3 (SH3)		
	A	B	%	A	B	%	A	B	%
English									
Grade IV	18	2	11.1	20	5	25	18	3	16.6
Grade V	15	3	20	18	4	22.2	16	2	12.5
Social Studies									
Grade IV	17	4	23.5	16	4	25	12	0	0
Grade V	18	3	16.6	18	5	27.7	12	0	0
Urdu									
Grade IV	18	3	16.6	19	4	21	16	3	18.7
Grade V	20	2	10	18	3	16.6	18	2	11.1
Islamiat									
Grade IV	19	4	21	19	5	26.3	20	3	15
Grade V	20	4	20	20	4	20	18	3	17.6
Accumulated Score	**145**	**25**	**17.2**	**140**	**34**	**24.2**	**130**	**16**	**12.3**

KEY: A = Total Units, B = Value Integrated Units, % = B/A × 100

5.1.2 Teachers' Perceptions of Moral Values

Major themes that were developed from analysis of data from teachers' interviews are discussed below:

Respect and Behaviour

Six teachers perceived moral values as respect for elders and good behaviour towards them. They generally viewed moral values in terms of inter-personal relationships in the school environment. SH2_TCH2 with more than 10 years of experience, elaborated that good behaviour includes humanity, caring and sharing. She however complained that bad behaviour is rampant amongst children as they use abusive language and slang. In her words:

"Moral values include basic things like, behaviour towards elders, how you do good things, how you are good to each other, how much humanity you have. ...Unfortunately children use abusive language, they use slangs at times and they are irresponsible... They need supervision like teachers and parents pushing all the time."

Another experienced teacher, SH2_TCH1 with 12 years of teaching experience expressed her views about moral values in the overall perspective of society by saying that *"moral values mean etiquettes, manners. A person should know how to behave well while being in the society and they should be taught all this in schools."*

Honesty

Six teachers reflected that morality in children comprised honesty both in and outside the classroom. They were particularly concerned about the lack of honesty amongst students and observed that children tend to cheat during exams and do not always speak the truth. A teacher, SH1_TCH3 with 26 years of experience, highlighted that students lie and exaggerate so much about school work at home that it causes a rift among parents and teachers. Following is an excerpt from her interview:

"Honesty, truthfulness and punctuality are few of the moral things. Education in our country is not good as cheating is going on… children tell lies and exaggerate so much about school happenings to their parents that they (parents) come and complain to the teachers and the principal."

Another veteran teacher, SH1_TCH1 with 27 years of experience while highlighting moral decay in the society as a whole, stated that parents, at times, support children in telling lies which adversely affects their moral development. A vignette from her interview underscores her standpoint:

"Moral issues I come across – they tell lies a lot. Then they cheat a lot and unfortunately parents also sometimes help them in that. I give homework to my students so that they would complete it at home but their mothers would do that and insist that the child has done it. Ultimately I stopped giving homework."

Home and School as Harbingers of Children's Moral Development
Most participant teachers voiced their opinion that home and school environment are the harbingers of moral development of children. They believed that moral education imparted at school does not achieve the desired results as these are neither reinforced at home by parents nor practiced in the social environment around us. A relatively young teacher, SH3_TCH3 with 1.5 years of experience had this to say:

"Half of the game is played by us and the other half is by parents. Because when the students go home, they forget everything. Sometimes they have it in their mind but subconsciously. So if parents stress upon moral development, it will be in their blood."

Teachers also highlighted various social ills responsible for decline in moral values of children, foremost being the unregulated use of media by parents such as internet, cartoons, movies and smart phones. They believed that violence is propagated through electronic games, cartoons and movies which has adverse effects on the psychology of children. A veteran teacher SH1_TCH3 with 26 years of experience elaborated that children can access all kinds of information due to unhindered access to the internet which harms their moral grooming. Thus children lose focus on their studies due to excessive freedom in their home environment and become irresponsible.

5.1.3 Teachers' Role in Moral Development
Findings from the interviews and classroom observations of participant teachers regarding role of teachers in moral development of students are discussed below.

Teacher as a Role Model
Six participant teachers considered themselves as role models for students and acknowledged that they should teach morality to their pupils. They believed that teachers must build a rapport with children and demonstrate moral behaviour to imbibe the virtues in their students. In this regard, SH3_TCH3 said the following:

"Teaching is wholly a moral education. For example, when we are teaching in a class, first we display ourselves as moral persons. Then we expect them to behave like that… It is not defined in the curriculum but we are doing this and expecting the students to follow."

Need-Based Moral Lessons during Teaching
Participant teachers had diverse opinions on the efficacy of formal moral education in classroom settings. While they all acknowledged the importance of moral education and their role in this regard, few of them believed that formal moral education is of little help in practical terms. Instead, they felt that children should be given lessons on moral values in classroom as and when the need arises such as behaviour issues, cheating and bullying. A vignette from a veteran teacher, SH1_TCH1 is shared below:

"Whenever a situation arises, we guide them accordingly. For example, there is no kindness, tolerance and patience, courtesy in children and we need to focus on it. It is situational. If students are not sitting properly, I will tell them to sit properly."

Expressing a similar train of thought, a relatively young teacher, SH3_TCH1 with 4 years' experience also emphasized that moral education should only be situational and that an *"over dosage"* of formal moral lessons may not have positive effects on children. Instead, engaging with children at a personal level will build confidence and trust so that they share their real life issues with teachers.

An interesting finding from data of four of the teacher participants' projected that moral lessons are imparted in classrooms according to teachers' priorities. In this connection, an experienced teacher of 10 years, SH2_TCH2 opined that there was *"no standard mechanism to gauge the focus of teachers towards moral development as it differs from teacher to teacher and each one has his/her priorities."* Thus findings indicate that structured moral education is not given due priority by the schools and it is left at the discretion of teachers.

Insufficient Time Spent on Moral Education in Teaching
Most participant teachers expressed the view that the prescribed content of the curriculum was too intensive and there was no time to focus on moral development. They further highlighted that there is no specified time allocated to them for imparting moral education to the children. SH3_TCH1 and SH3_TCH2 with relatively less experience of 4 years and 2 years respectively, admitted that they could not give desired focus to the moral education due to the constraints related to work load vis-à-vis time. SH3_TCH2 said:

"We have to cope with the syllabus as well. This is the rule of every school but whenever we get time, these kids of grades IV and V come up with complains and issues and we have to deal with those. We give some kind of opinions which calms them. It all goes on side by side."

Thus, the findings from interviews signify that apart from being role models and establishing a rapport with children, teachers felt that there was no compulsion to allocate specific time for building moral values in the classroom. In fact, they accentuated that it was best to bring in the moral element as and when a situation arose because overdoing moral teaching could have negative outcomes. They also brought in the element of time management and considered that completion of syllabi took up a lot of time. Furthermore, they emphasized that the onus was on the school curriculum because only if the curriculum allowed space for imbuing moral values, could this be accomplished.

5.1.4 Findings from Classroom Observations
In addition to individual interviews, class observations of the teachers interviewed were conducted for which an observation rubric comprising three main components of learning environment, demonstration of moral values and teaching strategies was followed.

Learning Environment
Classrooms in all three participant schools were not appropriately arranged for children to practice cooperative learning and conduct group activities as they were either sitting individually on chairs with armrest or on desks in pairs facing towards the board. This did not encourage them to practice working in collaboration or in groups. Thus, classroom activities were mostly teacher-centric wherein teachers presented lectures and explanation without much attention towards moral dimensions of the lessons. They rarely engaged children during lectures, who at times were distracted, possibly due to lack of participation in discussions. SH1_TCH3 with 26 years of experience began her class with the instruction that she needs complete silence and then gave presentation on the topic of 'Natural Resources' to children for the first 25 minutes out of a total of 40 minutes class time. While she made an effort to convey the essence of the topic, the children seemed not be attentive. She remarked during the class:

"Sit properly all of you….. Hello! Why are you all sleeping? Sit properly and look into your book.... Don't look outside. If you look outside, I will take you outside."

Participant teachers were generally observed interacting with the class as a whole and only addressed a few children individually. Thus, the classroom environment did not promote cooperation, self-regulation, and further exploration which is considered essential for children's moral development.

Demonstration of Moral Values

Few participant teachers demonstrated appropriate moral behaviour in the classroom while the others did not set a good example. English language teachers, SH2_TCH2 and SH2_TCH3 led by example, which also encouraged children to be well behaved in class. SH2_TCH3 during the English literature lesson, 'Goodbye Mr Chips,' was greeted by children as she entered the classroom. She was polite and started with relating the topic to humbleness, love, respect and devotion. However, as the read aloud session followed, no further light was shed on the aspects of love and devotion. She also addressed a few children individually as they were not participating in the class.

On the other hand, a number of teachers were particularly firm and strict with children and respect, friendliness and affection was rarely seen. Instead of demonstrating kindness and trust, the Islamiat teacher, SH2_TCH3 made a few sarcastic remarks:

"Shame on you! I thought you were intelligent……Listen to my lecture carefully and don't tell your papa later that I have not covered this topic."

Similarly, SH1_TCH3 in her Social Studies class got frustrated as children were less attentive and were constantly talking in class. She asked them to keep quiet, but did so shouting angrily at them.

Teaching Strategies

Except for Islamiat, no other lesson plan provided to the researchers had any explicit mention of learning objectives related to moral development. SH3_TCH1 and SH1_TCH2 did not have lesson plans during their classes and the researchers did not receive any, even after requesting for the planned lessons.

Teachers generally did not refer to situations in school and daily life to discuss moral aspects. SH1_TCH1 during the English comprehension lesson, "What friends are for?" asked children to read the given passage aloud, followed by discussion without relating it to their daily lives which could have a positive impact on their moral development. Teachers rarely conducted group activities or provided supporting learning resources such as worksheets which could encourage children to make choices and work collaboratively. Thus, that teaching strategies employed by participant teachers were generally ineffective in promoting moral behaviour of children.

5.2   Quantitative Analysis
5.2.1 Parents Involvement in the Moral Development
Survey

Simple descriptive analysis was used to share the findings of the quantitative data which has been presented in tables for better understanding. The internal reliability of the constructs was measured using Cronbach Alpha. Three out of four constructs used to gauge the parental involvement showed low reliability score as compared to the score of the pilot study. Therefore, one item from each construct except PI (parental instruction) was deleted to raise the reliability score of internal consistency of the scale.

Table 4 shows the internal consistency reliability score of the four constructs used in the scale to measure the extent of parents' involvement in moral education. The construct PI shows the reliability score of the construct .753 which is slightly higher than the score received in the pilot study. Whereas, the rest of the three constructs used show lower reliability score as compared to pilot study. The constructs PS (parenting style) and HSC (home school collaboration) shows acceptable score range that is .669 and .680 respectively. However, PD (parent-child discussion) shows the least value but acceptable range for reliability score that is .600. This mean either the parents from the sample were unable to comprehend the statements in the construct used or the level of parents' discussions with children was low as highlighted in the findings below.

Table 5 shows the means of four constructs used to measure the extent of parents' involvement in the moral education of their children. The mean value of parental instructions is 4.1 which reflects a healthy score of 82% and indicates that parents largely instruct their children about moral values. The mean value of parenting style is 3.7 which depicts a score of 74% is

also encouraging and reflects supportive parenting style for the development of moral values. Likewise, the construct home-school collaboration has the mean of 3.6 with a score of 72% which follows that collaboration between schools and homes for moral education is at satisfactory level. On the other hand, the construct parent-child discussion shows the least mean value of 3.3 with score of 66% which demonstrates that relatively lesser discussions of parents with their children take place regarding moral values at schools and society.

Table 4: Internal Consistency in Constructs

Constructs	Reliability Statistics		
	N of Items Pilot Study		Cronbach's Alpha
Parental Instructions (PI)	6	.727	.753
Parent-Child Discussions (PD)	5	.627	.600
Parenting Style (PS)	5	.682	.669
Home-School Collaboration (HSC)	5	.696	.680

Table 5: Description of Responses

	N	Mean	Std. Deviation	Std. Error Mean
Parental Instructions	240	4.1646	0.70751	0.04567
Parent-Child Discussions	240	3.3931	0.48731	0.03146
Parenting Style	240	3.7229	0.61702	0.03983
Home-School Collaboration	240	3.6076	0.69105	0.04461

5.3 Discussion
5.3.1 Inadequate Contribution of School Curriculum towards Moral Education
The curricula of all three schools had inadequate topics integrated with moral values and their subsequent learning outcomes. The major focus of the subjects taught was to enhance students' content knowledge and develop their skills. According to Chowdhury (2016) due to globalization and rapid advancement in science and technology, schools are more focused on science education, whereas, moral values and civic sense are missing from the curriculum (Allis, 2007; Asif et al., 2020; Lickona, 1996; Rosenberg, 2015). Findings of a study conducted by Nuriman and Fauzan (2017) underscored the significance of curriculum, environmental norms and ideological orientation of the educational system in developing students' moral values and fostering behaviour effectively.

Building morality is an integral part of all subjects taught in school whether they are mentioned formally in the curriculum or not (Dijk, 2016). This indicates that pedagogical practices should incorporate learning outcomes and methodologies that focus on the moral aspect of the topics being taught. There are two types of curriculum followed in schools: the formal curriculum and the hidden curriculum; moral education is usually associated with the hidden curriculum. Therefore, it is imperative that whether overtly or covertly, teachers should incorporate moral development in their classroom practices (Otewa, 2016).

In the interviews, the teachers have underscored that there is no particular subject for teaching moral values, and, barring a few subjects, such as Islamiat and Social Studies, which have only a limited focus on building the moral and civic sense of students, the curriculum is not geared towards moral enhancement. Whereas, the rest of the time they focus on moral values according to their priorities, situations and time availability. Segev (2017) emphasizes that teachers are responsible for teaching curriculum content but what matters is their approach towards incorporating the moral context of the subjects taught. This pedagogical strategy refers to the indirect transfer of ethics and values to the students through varied practices in classrooms while teaching classic school curriculum subjects like math, science, history and social sciences.

5.3.2 Limited Perspectives of Teachers on Moral Values
Teachers' views regarding morality were limited to students' behaviour in classrooms. They only voiced their concerns regarding students' inappropriate behaviour and interactions

with teachers and peers. The teachers did not go beyond students' careless attitudes, use of inappropriate language in classrooms and the habit of bullying their peers. A study conducted by Demirel et al. (2016) in Turkey also revealed that majority of the teachers participating in the study perceived moral values only to the extent of behavioural issues, whereas only a few teachers considered values as the habits that an individual adapts as required by society. Chowdhury et al. (2019) conducted a research to explore teaching morals and ethics at primary level in Bangladesh and findings revealed that teachers perceived moral values beyond those instilled in classrooms; for Bangladeshi teachers, key elements of morality represented acceptable behaviours in society and helping others. Thus these teachers went beyond the superficial traits of moral education, unlike their Pakistani counterparts.

Another important aspect highlighted by the teacher participants was about the decline of moral values due to students' dishonesty, either in the form of cheating during exams or lying to teachers. Kaur's (2016) study validates the finding of low moral values of students via their involvement in cheating, lying and dishonesty. Farooq and Butt (2017) also highlight that Pakistani schools are infected by academic dishonesty and cheating is the biggest warning bell for society. Additionally, Demirel et al. (2016) state cooperation between families and schools as an important factor for developing moral values. The findings of this study support this aspect because teachers perceived collaboration between parents and teachers as a major indicator for building moral values.

5.3.3 Ineffective Role of Teachers in Building Moral Values

Teachers play a significant role in the moral development of students, via teaching morally or teaching morality (Fenstermacher et al., 2009; Rissanen et al., 2018). Based on this distinction, findings of the current study for teachers' role in the moral development are discussed under two sub-headings.

Teaching Morally

According to a study published by Kenya Projects Organization (KENPRO, 2010) a teacher has to play a significant role by being a role model for children because "morals are caught not taught" (p. 1). The teachers in this research believed that they must demonstrate moral behaviour themselves in order to imbibe these virtues in children. Fenstermacher et al. (2009) have also accentuated that teachers should demonstrate exemplary conduct and practice the qualities that they want their students to adopt. Moreover, Murarikova (2011) also believes that theories of moral values will not suffice and that teachers should be role models for students. A qualitative study conductive by Baig and Shah (2013) in Pakistan underscored that teachers should exhibit moral values in class so that students could follow suit.

A teacher participant in this study highlighted that aggressive behaviour of teachers in the classroom had adverse impact on moral development of students. In this regard, Demirel et al. (2016) emphasized that lack of moral development in students is because the behaviour of some teachers is not at par with what they teach regarding moral values. It was evident from the classroom observations conducted for this study that most teachers did not demonstrate appropriate moral behaviour which could encourage students to be defiant and adopt similar habits. For example, while instructing children to stay quiet in class, teachers were shouting at them or ridiculed them when they were unable to answer question correctly.

Teaching Morality

Document analysis of the course outlines revealed that moral values are neither formally integrated into the school curricula nor specified as learning objectives of the lesson plans. This finding was further substantiated during interviews of participant teachers who either did not believe in efficacy of formal teaching of morality or favour a measured approach towards teaching of moral values. Teachers further accentuated that they taught moral values as and when the need arose, for example, behaviour issues, cheating and bullying. Another explanation given by teachers for their limited focus on moral education was that they were hard-pressed to complete the syllabus and did not have the time to go beyond the curriculum to incorporate ethical values in the lessons. A study conducted in Bangladesh by Chowdhury et al. (2019) explained that though the curriculum followed at primary schools was satisfactory, the challenge for teachers was that they could not allocate ample time to associate moral development with the topics being taught. Furthermore, teaching moral education does not receive due emphasis as schools today are dedicated to preparing students for the job-market, neglecting the prime

purpose of developing students holistically, on the moral and on the academic front so that they emerge as better human beings (Demirel et al., 2016; Gray, 2009; Kabir, 2013).

During classroom observations in all three schools, it was noted that neither learning environment in the classroom nor strategies employed by teachers were supportive for teaching of morality. For example, during an observation of a Social Studies class, the teacher while teaching 'Natural Resources' commented that people are 'not good' as they misuse resources, but did not avail a chance to teach how people can be 'good' and how they could conserve resources. Literature indicates that classroom environment provides one of the most effective forum where the school culture assists or hinders the moral development of the children (Baig & Shah, 2013; Chowdhury et al., 2019; Dan, 2012; Demirel et al., 2016). Another factor indicated by Chowdhury et al. (2019), is the lack of resources and teaching material for catering to moral education of children; however, in this research, none of the participants indicated lack of resources as a factor hindering moral education.

5.3.4 Parents' Involvement in Moral Development

Survey results showed a satisfactory involvement of parents in moral development measuring above 60% for every variable. The mean score of all variables projected that the sample of parents for the study showed least score in parental discussion, whereas parents' instruction had the highest percentage. Waldron et al. (2014) highlight that family are significant as these have a lasting impact, particularly when the child is the sole recipient. According to Smetana (1999) parents need to gently explain the rationale for rules and what they expect from their children, thus paving the way for an affectionate rapport leading to moral development.

Another variable studied through the survey demonstrated a satisfactory level of the home-school collaboration by parents which showed a mean of 3.6 with a score of 72%. It revealed that parents generally attend parent-teacher meetings and help their children in home assignments. A total of 83% parents showed least agreement to the statement that the schools are solely responsible for the moral development which indicates acceptance of their responsibility in building moral values of their children. However, five participant teachers indicated lack of parental involvement and put the onus of dearth of moral values on absence of parental involvement and favourable home environment (Demirel et al., 2016; Pantic & Wubbels, 2012).

Findings of this study indicate supportive parenting style to develop children's moral values, though a study conducted by Omer et al. (2015) in Lahore, Pakistan highlighted that parents are more concerned about the academic progress of their children than building of moral values. He further emphasized that parents' lack of interest in religious teachings, their avoidance of living in joint family system, excessive social networking and lack of attention towards children has led to lack of ethics in children. The findings of the current study also show that 68% of the parents in the sample lived in nuclear family system whereas only 32% of the sample size lived in joint family system which is also considered as one of the challenges in moral development (Omer et al., 2015).

6.   Conclusion

According to the Educational policy 2017, Pakistan's situational analysis highlights scarcity of moral values in children. Keeping the current situation in view, the researchers aimed to explore the role of teachers and parents in building children's morals. The findings of the current study conducted in three private sector schools of Karachi indicated that the curricula of schools at primary level include subjects with inadequate value integrated topics and are devoid of explicit morals-related learning outcomes. Moreover, manifestation of indirect transfer of moral values by teachers while teaching classic school curriculum was also observed wanting. Therefore, review of curriculum of selected subjects such as Islamiat, Social Studies, English and Urdu to include contents focusing on moral values in all units with integrated learning objectives is recommended. It may further be considered to teach moral values as a separate discipline in schools.

The findings further revealed the limited perceptions of teachers and their restricted insights on moral education for broader society. While teachers highlighted the general decline

in moral behaviour of children in schools, and showed their concerns regarding children' dishonesty, disrespect and misbehaviour with teachers and peers, they did not have viable solutions to offer as to how this could be rectified. In addition, while acknowledging their significant role in building moral education, they accepted that their efforts for contributing to ethical values of children were inadequate. Based on the findings, a monitoring mechanism may be enforced in schools to observe teachers conduct with respect to integration of moral aspects in classrooms. The current study further highlighted that despite teachers' general realization about their obligation to act as role models, they did not always demonstrate exemplary behaviour in classrooms. Moreover, teachers were not fully aware of pedagogical practices for developing moral values through integration of topics with moral aspect. Therefore, pre-service and in-service training workshops should be introduced to guide them about various strategies supporting moral education.

Lastly, findings of the current study could help in conducting workshops to encourage parents to deliberate on moral conduct of their children. Parents preferred instructions over discussions with their children without giving a rationale for rules/ norms and expected behaviour which is considered an important factor in moral development.

Limitations of this research include involvement of only three primary private sector schools and teachers from one Pakistani city. Future mixed methods studies may be extended to other Pakistani cities and all school grades and also to the public sector schools for detailed findings regarding moral education in Pakistan, and appropriate measures could be taken to rectify the shortcomings.

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