

MORAL, ETHICS, CULTURE AND VALUES IN EDUCATION

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ABSTRACT

It has been observed that various educational institutions and agencies in Pakistan and other parts of the world are now highly concerned with the issue of morality. In their attempts to solving this problem government has included in the curricula some elements of moral education. But it seems that the overall objectives of this type of education have not been achieved in full. The need for moral education or character building is very acute today due to the serious increase in juvenile delinquency and crime, the decaying influence of the home the breakdown of discipline in schools, the objectionable influence of literature, films and TV shows and the general corruption in society. People need a moral structure in society and a definite tradition of ethical norms based on certain assumptions regarding human nature in order to cultivate the moral sensibility, allow the different moral imperative to flourish and the balanced growth of the self to be accomplished. The great disparity that we notice today between technological achievement on the one hand and ethical behavior on the other, can only be removed if science education is controlled and directed towards findings and activity ultimately beneficial for mankind and for his environment only then can this education help us to strike a balance between intellectual activity and moral progress and we can become fully conscious of the fact and make man forget what all the gadgets are for only then can science education become in a position to contribute to the development of moral behavior of man on the earth and to fulfill the purpose of human existence.

INTRODUCTION

Morals and values refer to those attitudes and behaviors that are generally prized by the Society in which one lives. They may be defined by rules, and these rules may or may not carry the force of law, but they are never the-less seen by responsible members of society as having a binding effect in matter of conduct and of interpersonal relationships. These morals, ethics and values may be derived from religious, philosophical, or political teaching, and usually they have had an important influence upon the historical development of the society concerned, providing guidelines for the emergence of civilized patterns of behavior even for dealing with other countries. Sometimes within society, sub-groups become apparent which differ from each other in the morals and values held, and this can lead to friction and to attempts to put down opposing value system by force. Such rival forces in shape of sub-groups and philosophies are constantly creating problems for our educationists. Because education is inseparably bound to the morals, ethics, culture and values of the community.