

Impact of Modern Education on the Morality of Learners in Pakistan: A Survey of Sindh

Abdul Sattar Almani¹, Badaruddin Soomro² and Allah Dino Abro³

ABSTRACT

Purpose: The central theme of the study was to find out the impact of modern education on the morality of learners. Specific objectives are to: find out the role of modern education in preserving culture and civilization; find out the role of modern education in the development of individual and society; and find out that modern education has fulfilled the needs of students and parents. **Literature review:** concept of modern education was given by John Dewey who is known as the father of modern education. **Methods:** For this study a sample of 500 students and 200 teachers was selected randomly. The data were collected through questionnaire and observation tools and analyzed qualitatively and quantitatively. **Conclusion:** The impact of modern education has been observed on morality in terms of betterment of individual and society. The norms, values, customs and beliefs are modified in such way that enables learners to be not only good citizens but also lead their life successfully to meet the global challenges. Modern education makes mental development and brings harmony and commonness in the society at local and global level. **Suggestions:** Therefore, modern education should be promoted by latest check and balance system. Salary packages of teacher should be improved. Buildings of schools should be standardized. Standards of schools should be uniform. Examination system be improved and semester system should be introduced

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1. INTRODUCTION

The concept of modern education was given by John Dewey who is known as the father of modern education. At present modern education has got a very prominent position in our educational system. It is very hard to make decision, whether it has benefits or nor not, whether it affects / modifies the morality of

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Dr. Abdul Sattar Almani: (Associate Professor, Faculty Of Education, Elsa Kazi Campus (Old Campus) University Of Sindh, Hyderabad (Sattaralmani@Yahoo.Com))

²Badaruddin Soomro Assistant Professor, Department Of Mass Communication, University Of Sindh, Jamshoro (Badarsoomro@Hotmail.Com)

³Allah Din Abro (Assistant Professor, Ghulam Hussain Hidayatullah, Higher Secondary School, Hyderabad (Ada2000@Live.Com))

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learners or not. The standards of morality are not same all over the world. In Pakistan it varies from time to time and place to place. Armour (1999:8) explained that much recent controversy has been observed about the nature and value of human life and morality. Different people have different values of life and morality. Everyone has his own sense of morality. MacIntyre (1985:226) told that the concept of morality and virtues has undergone a change and it is not itself what it was. Morality often varies from culture to culture, society to society. It is not static. It is dynamic, flexible and goes under modification with advancement of science, technology and modern education.

Modern education has occupied a central position in Pakistani academic and social side. The need and rise of industrialization has become the main source for the advancement of modern education. One cannot expect the growth and development of industries without modern education. Industries need skilled labour and for that they are ready to pay a handsome wages and salaries. The skilled and technical workforce is produced with the help of modern scientific knowledge. Due to more incentives provided by industrialization every parent and student wants to get modern education. It is only modern education that fulfils or minimizes this gap. In this regard Amsing (2005:5) explained:

“As a result of industrialization, wages became increasingly commercialized. People were now paid in accordance with their productivity and no longer with what they needed to survive. Wages became more differentiated and people were forced to produce more and more. This boosted the economy still further, while at the same time creating new jobs and considerably increasing social mobility. Thus society was sharply divided into social groups with different prestige and status”

Modern education provides freedom of choice and happy life for children. The minds of people are filled with free activity and choosing right character making them fit in the society and organization where they are working. The learners are free to learn what they like and what please them. There is no burden on the minds of children. The children are taught to evaluate self, pragmatic values and the commitment to society. The learners find that what is in it for them. The fixed and rigid system of belief is not appreciated in modern education. The philosophy of modern education is peace, prosperity, sincerity, honesty, truthfulness, equality and freedom in all walks of life. The popularity of modern education can be seen looking at the parents who prefer to send their children to those institutions that impart modern education. The rush of students is decreasing in classical educational institutions, where more focus is on the rigid and static system of learners' beliefs and less focus is on modern technology, science, skills and way of living. It has been observed that there are more jobs for the learners coming from the modern educational institutions than those learners coming from classical educational institutions. The progress and development of every society mostly depend on latest technology and industrialization and it is only modern education that provides technological requirement of society. The quality of any system is only as good as its human resources (NEP.2009:10). This has created a direct connection between schooling and economy/technology that accelerates educational development.

In Pakistan such studies are limited and no study is found which has found the impact of modern education on morality especially from the data of Sindh province. To fill this gap this study is carried out to achieve the following objective:

Main objective: to find out the impact of modern education on the learners in Pakistan.

Specific objectives:

To find out the role of modern education in preserving culture and civilization;

To find out the role of modern education in the development of individual and society;

To find out that modern education has fulfilled the needs of students and parents.

These objectives are transformed into following **hypotheses:**

H⁰1: Modern education has not played role in preserving culture and civilization.

H⁰2: Modern education has not played role in the development of individual and society.

H⁰3: Modern education has not fulfilled the needs of students and parents.

To achieve the objectives, these hypotheses are transformed into 18 questions.

The study is limited to survey of Sindh. The data were collected from intermediate level students and teachers. As due to time and budget constrains every student and teacher was not included in this study that why deficiency in results.

Organization of remaining study is as under: section 2 gives details of literature review. Section 3 details research methodology. Section 4 gives the results of data analysis and findings. Section 5 gives findings of analysis. Section 6 gives details of discussion. Finally section 7 gives conclusions and suggestions.

2. LITERATURE REVIEW

2.1 Morality in Modern and Classical Education System in Pakistan

The growth and development of human life is a continuous process and leads human society towards high pedestals of civilization. It has been testified in the human history that knowledge is the key driver of human development and adds value to cultured life (Aly, 2007:9). Education is the most important pillar of every society that modifies the behavior and skills of learners. No society can grow and progress rapidly without proper education of youth. Education in the broader sense is any act or experience that has a decisive effect on the mind, character or physical capability of an individual. In its technical sense, education is the procedure by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another. Education is not an end in itself but it is a means to an end. This has given rise to many views regarding purpose of education. The aims of education are not the same since the beginning of education. The educational aims are designed according to the need, demands, norms, values, customs, beliefs and traditions of a society. The aims of education in primitive society were not same as today.

In primitive society the aim of education was the creation of moral, civic, good, mannered, behaved, non-bullying, healthy, critical, successful, traditional, compliant and socially acceptable beings. Many of these are now considered failed programs i.e. religious education, moral education, values clarification (<http://en.wikipedia>). Modern education aims to fulfill the needs, demands, capacities and interests of the learners in all walks of life.

There is always the debate between classical and modern education for the betterment of society. No consent among the educationists is found that which system of education is in favour of a smooth running and progress of society. Some educationists in Pakistan support classical education system while others appreciate modern education. The classical educationists blame modern education system as the opponent of morality. The modern educationists believe that no society can progress without modern education. They call classical education an enemy of the freedom and experience of students. They have a different idea and this involves ensuring the students possess the correct beliefs, attitudes and behaviors. The attention in education has gone from cognitive skills and effective thinking ability, to affective things, such as how the students feel, what they believe and what attitudes they have. Education is the modification of behaviour of people. There are different perspectives of education. On one way it carries and transmits the accumulated knowledge of a society from one generation to other. The child takes birth without culture, grows and molds behavior and belief according values, norms, customs, tradition and requirement of society. The history shows that in ancient cultures, there was no schooling or very little formal education. In some of those, there were perhaps one or few sacred books studied. In other more complex societies compiled knowledge was transmitted from one generation to other after many years of formal education. Later it was divided into specialization study areas. Such advanced cultures made the education the aim of life and created the critical, efficient and integrated means of knowledge transmission in the form of modern education.

Pakistan is developing country where modernization of education is taking its proper shape. The educational system of Pakistan is among the least-developed in the world. This has been identified in education policy 2009:

“In 62 years of its existence, Pakistan’s achievements in education have been much below potential and far behind the world around it. The low educational achievements have been a source of worry for all concerned Pakistanis. Poor educational indicators mean that Pakistan’s development progress remains slow (NEP, 2009:9).”

Pakistani education system is based on the British colonial educational system. Despite changes since independence, the Pakistani educational system has retained its colonial elitist character (<http://modern-education/Pakistan>).

After 2010 Pakistan was hunted by modernization and globalization and nation split into 10 % Islamic 90% percent republic / modernized (<http://modern-education-system.html>). In this regard some people are of the opinion that there is a destruction of an ideology and culture in the name of Enlightened Modernization in Pakistan. No doubt that the culture is poisoned with some backward and non Islamic traditions or rituals, but forcing another corrupt culture with no values and no ethics can never be justified (<http://modern-education/showthread.php.htm>). The intellectual Pakistani scholars on the other hand emphasized that every country needs educated citizens, trained workers, able leaders to run government, politics and academia. This is possible through modern education which raises the possibility that learners can play these roles in a better way. Modern education has a clear impact on every society in tuff competition of globalization. The system of ethical behavior, conscientious citizenship, educational aspiration and professional development in every field is impossible without modern education. Modern education prevents students from becoming “balkanized” in narrowly focused disciplines and fosters talent and motivates students to have a grip on core body of knowledge, which is unique in their culture and some of which is universal. The contribution of modern education in the promotion of civil society is praiseworthy. It includes critical thinking, broad-mindedness and communication skills etc, all of which are essential elements of effective participatory democracy. Modern education fosters tolerance and ethical values and helps to encourage the social awareness and philanthropy considered to be very essential for the stability and growth of society. It helps reduce the brain drain (Alvin, 1928:86-93). Chinnammai (2005:5) explained that in the 21st century, education systems face the dual challenge of equipping students with the new knowledge, skills and values needed to be competitive in a global market while at the same time producing graduates who are responsible adults, good citizens both of their country and of the world.

3. RESEARCH METHODOLOGY

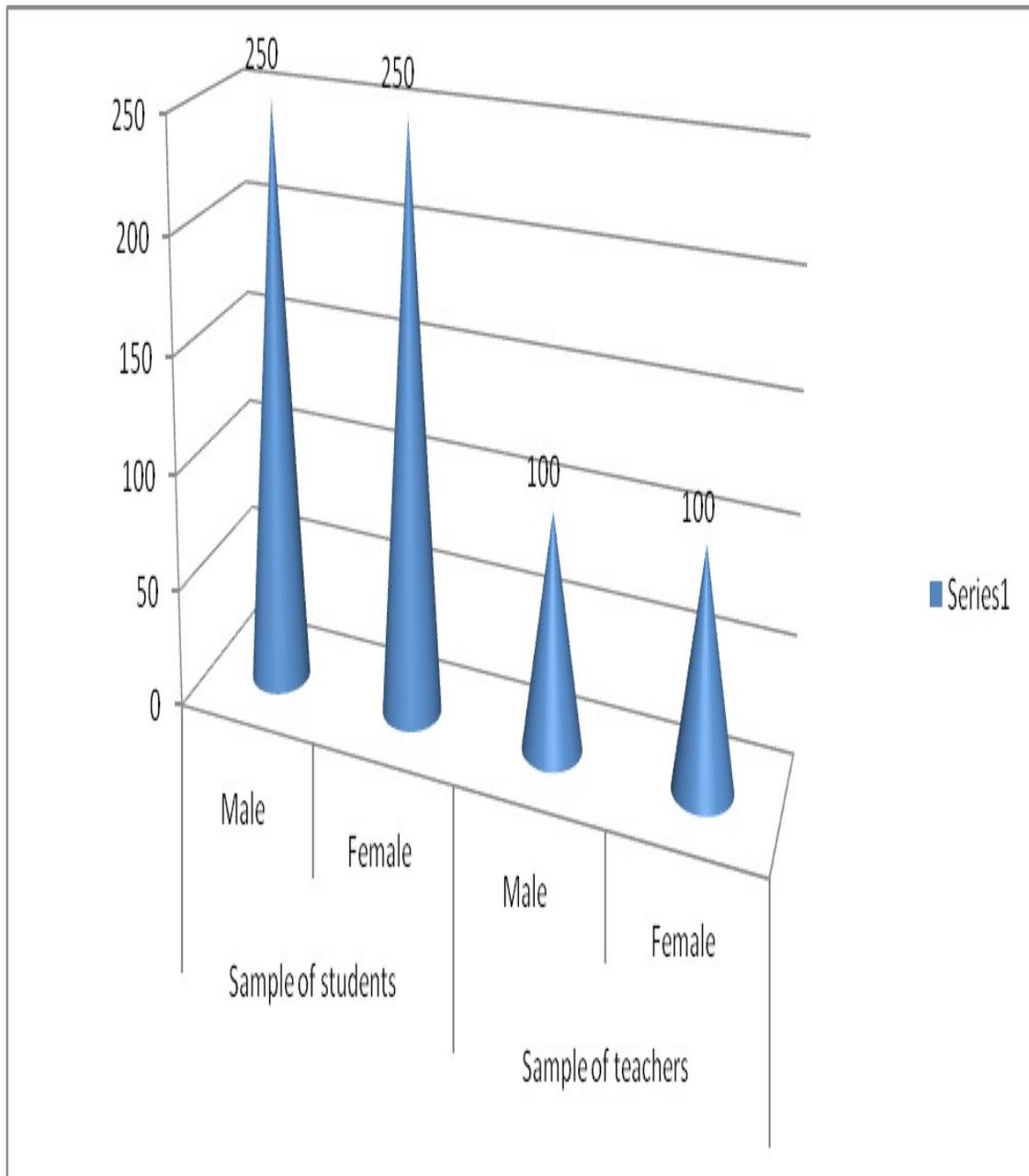
The survey approach of research was adopted in this study. The mix strategy was adapted in this study. The data were collected through survey method with observation and questionnaire tools. The combination of quantitative and qualitative approaches was used. Chi - Square was used to test hypothesis. The population of this study was all the students and teachers of Pakistan. The method of sampling was random stratified sampling. For this study a sample of 500 students and 200 teachers was brought under study. In this study to achieve objectives, set 3 hypotheses were transformed into 18 questions and each question as sub-hypotheses were tested and then these sub-hypotheses were grouped into main hypotheses as below: H⁰1: Question-2,3,14,16 and 17; H⁰2: Question-5, 8, 9, 10,11,13,15; H⁰3: Question-4, 6,7,18

Collected data was tabulated and also converted into charts as bellow:

Table-1: The sample of students and teachers

Sample of students		Sample of teachers	
Male	Female	Male	Female
250	250	100	100

Figure: 1

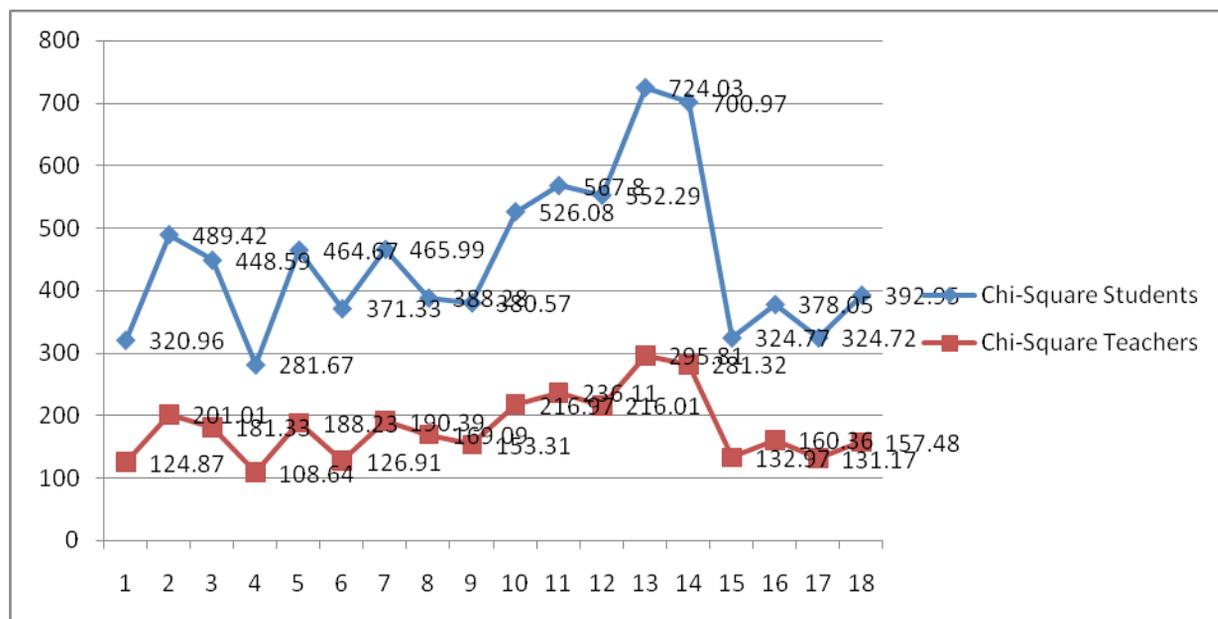


4. RESULTS OF DATA ANALYSIS TESTS

Collected data was tested and its means, standard deviations and chi-squares of all questions and sub-hypotheses of students and teachers responses were calculated and tabulated as below:

Table-2: Means, Standard Deviations and Chi-squares

Item	Mean		St. deviation		Chi-Square	
	Students	Teachers	Students	Teachers	Students	Teachers
2. Does the modern education modify the morality?	1.35	1.35	.480	.510	320.96	124.87
3. Does the modern education modify the beliefs, norms, values and culture of society?	1.22	1.22		.450	489.42	201.01
4. Does the modern education provide a setting where culture and values of a society can be studied and modified?	1.25	1.26	.424	.491	448.59	181.33
5. Does the modern education represent basic need of students?	1.39	1.40	.445	.530	281.67	108.64
6. Does the modern education produce good citizens?	1.24	1.25	.497	.486	464.67	188.23
7. Does the modern education prepare students to face the global challenges?		1.35	.439	.548	371.33	126.91
8. Does the modern education make intellectual development of students?	1.30	1.23	.481	.459	465.99	190.39
9. Does the modern education connect all human knowledge?	1.23	1.26	.433	.465	388.28	169.09
10. Does the modern education promote liberty of students?	1.29	1.30	.457	.489	380.57	153.31
11. Does the modern education reduce the fear of students?	1.29	1.19	.460	.422	526.08	216.97
12. Does the modern education ensure security and safety of students?	1.20	1.17	.404	.419	567.80	236.11
13. Does the modern education promote mutual understanding?	1.18	1.20	.386	.437	552.29	216.01
14. Does the modern education create a desire to follow the rules?	1.18	1.11	.393	.338	724.03	295.81
15. Does the modern education inspire students to seek knowledge?	1.11	1.12	.321	.355	700.97	281.32
16. Does the modern education provide a civic sense about economic, social, political, and institutional environment in the country?	1.11	1.33	.324	.494	324.77	132.97
17. Does the modern education cross the traditional disciplinary boundaries to explore the relationships among different subjects and ways of thinking about the world?	1.34	1.28	.479	.472	378.05	160.36
18. Does the modern education infuse students with a concrete understanding of the process of human creativity?	1.29	1.34	.460	.506	324.72	131.17
19. Does the modern education train the students to examine their problems and identify appropriate solutions?	1.34	1.29	.483	.497	392.95	157.48

Figure: 2

5. FINDINGS OF ANALYSIS

Referring to table of Chi-square (X^2), it has been observed that tabulated value of (X^2) is 5.99 at Alpha = .05 with $df = 2$, While the computed values of (X^2) all the above eighteen items are more than 5.99, which are larger than the tabulated value. The H_0 is therefore rejected and it is concluded that:

- (i) The modern education modifies the morality.
- (ii) The modern education modifies the beliefs, norms, values and culture of society.
- (iii) The modern education provides a setting where culture and values of a society can be studied and modified.
- (iv) The modern education represents basic need of students.
- (v) The modern education produces good citizens.
- (vi) The modern education prepares students to face the global challenges.
- (vii) The modern education connects all human knowledge.
- (viii) The modern education promotes liberty of students.
- (ix) The modern education reduces the fear of students.
- (x) The modern education ensures security and safety of students.
- (xi) The modern education promotes mutual understanding.
- (xii) The modern education creates a desire to follow the rules.
- (xiii) The modern education makes intellectual development of students.
- (xiv) The modern education inspires students to seek knowledge.

- (xv) The modern education provides a civic sense about economic, social, political, and institutional environment in the country.
- (xvi) The modern education crosses the traditional disciplinary boundaries to explore the relationships among different subjects and ways of thinking about the world.
- (xvii) The modern education infuses students with a concrete understanding of the process of human creativity.
- (xviii) The modern education trains the students to examine their problems and identify appropriate solutions.

6. DISCUSSION

The students and teachers mutually agreed that modern education modifies the morality - the beliefs, norms, values and culture of society in such manner that is the most globally demanded and accepted. The students are equipped with technology and skills not only to evaluate the culture and values of a society but also bring positive changes to make the society organized and prosperous. They equally appreciated the role and contribution of modern education in fulfilling the basic needs of learners, producing good citizens, preparing students to face global challenges, connecting human knowledge, promoting liberty, reducing risk, uncertainty and fear, ensuring security and safety to learners, promoting mutual understanding, creating desire in students to follow the rules and seek knowledge and making intellectual development. They jointly believed that modern education provides a civic sense about economical, political, philosophical, psychological, social and institutional situation in the country and crosses the traditional disciplinary boundaries to explore ways of thinking about the world and the relationship among different disciplines. The learners are acknowledged with understanding of human creativity process and trained to identify their problems and solutions under the enlightenment of modern education.

7. CONCLUSION AND SUGGESTIONS

It was found that there is a significant impact of modern education on the morality of learners. The impact of modern education has been observed on morality in terms of betterment of individual and society. Modern education makes the modification of beliefs, norms, values and culture and inculcates culture and values of a society in the minds of learners. The norms, values, customs and beliefs are modified in such way that enables learners to be not only good citizens but also lead their life successfully to meet the global challenges. Modern education makes mental development and brings harmony and commonness in the society at local and global level. It makes fulfillment of basic needs, ensures security and safety, reduces the fear, makes intellectual development and promotes mutual understanding and liberty of students to produce good citizens. It creates a civic sense about economic, social, political and institutional environment and equips them to understand the process of human creativity to explore the relationships among different subjects and ways of thinking about the world. The students are trained through modern education to face the global challenges, seek and connect human knowledge, follow the rules, examine their problems and identify appropriate solutions. Therefore, modern education should be promoted by latest check and balance system. Salary packages of teacher should be improved. Buildings of schools should be standardized. Standards of schools should be uniform. Examination system be improved and semester system should be introduced.

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