

Teaching Moral and Ethics in Primary Education: Practices and Challenges

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Abstract

The study was intended to explore the teaching of moral and ethics in primary education. It also interpreted and conceptualized student's moral values which affect the next schooling steps. In the process of teaching learning, student's moral values are considered as a long life process. This study examines how moral and ethical development is promoted by the school curriculum, textbooks, teacher's performances, classroom practices, school culture, and school learning. The study was carried out qualitative in nature and was guided by the explorative approach. Data were collected from two government primary schools of one upazila in a District of Bangladesh. An in-depth interview with the teachers, focus group discussion, whole school observation and document review methods were used to collect information. After collecting data, it was managed and analyzed using content analysis technique according to the different themes emerged from the research questionnaire. Most of the teacher and students perceived that moral and ethics mean good or bad, legal or illegal and good practice in our personal life like speaking the truth, showing respect to elders, helping others, showing good behavior, attending school regularly, obeying parents and following rules and regulations. Both teachers and students mentioned that students learn moral and ethical values in schools, home and society. They also said that students learn moral values by following family, religion and culture values and norms as well as talking to friends, sharing things, caring others, ability to cope with the friends and new environment, working in a group, interacting with others, solving problems, understanding others feelings and oaths. Teacher teaches the moral values through different activities in the schools such as assembly, social and class activities. Activity showed it is neglected in the curriculum as well as in the school systems. Teachers emphasized that moral and ethics should be taught as separate subject and include in PEC exam. The study confirms that schools play a vital role to teaching moral and ethical values. Study suggests that the teachers should be trained and curriculum should be revised and adds moral and ethical values. It is also suggested that Government has to monitor school's activities and ensure teaching moral and ethics. Finally, the realization of the study offers how teaching moral and ethical practice can be an innovation of the institutional precedent.

Key word: moral and ethics, conceptualized, curriculum, teacher's performances, classroom practices, school culture.

I. Introduction

In general sense, education is an act or experience which has a formative effect on the mind, a characteristic or a physical ability of an individual. Primary education is the foundation of building up a skilled population and the path to include the whole population within the education system (MOE 2010). It is also confirmed in the National Education Policy of Bangladesh-2010 that improving primary education to all is the constitutional responsibility of the state (p11). This Policy mentioned, helping students inculcates moral and spiritual values like the idea of justice, sense of duty, discipline and etiquettes, non-communalism, human rights, accommodative attitudes towards corporate living, curiosity, friendliness and perseverance, and to encourage them to acquire scientific, cultural and human values and to shun superstitions. As a signatory state of sustainable development goal-4 (SDG-4) stated, a build and upgrade education facilities that are a child, disability and gender sensitive and provide a safe, non-violent, inclusive and effective learning environment for all. Bangladesh has obligation to ensure quality primary education. Bangladesh has remarkable achievements in widening access and attaining gender equity but still a challenge to ensure the quality education. Qualified teachers are essential for proper and quality education (MOE, 2010). Quality education is also a fundamental process of human life. Therefore, education ethics has a very important and effective role. In order to be a good human being, ethics should be placed as a course in the educational system (Gulcan, 2015). Ethics is derived from the Greek Term *Ethos* which means custom, character. On the other hand, morality comes from the Latin Term *Mores* which means custom and manner. Morality is a set of beliefs and practices about how to live a good life, ethics is a second-order, conscious reflection on the adequacy of our moral and beliefs (Gulcan, 2015). The aim of ethics education is to provide students making decisions by their free wills. You can teach morals easily but you can't teach easily to obey these rules unless you teach ethics. Aristotle says, "Educating the mind without educating the heart is no education at all."

II. Purpose of the study

Morality is used to refer to what we would call moral conduct while ethics is used to refer to the formal study of moral conduct. It can be claimed that morality is related to praxis, but ethics is related to theory. Gardelli, Alerby, and Persons presented three arguments about why ethics should be taught in schools. These arguments are socialization argument, the equality argument, and tool argument. According to socialization, argumentative school should help students to become a good citizen. To deal with these ethics is very necessary for the schools. The second argument, the quality of life argument claims that school helps to students to lead a good life. "School has an obligation to foster the students to become persons who act in a morally correct way" This is possible by ethics in school (Gardelli, 2014). According to the last argument, the tool argument, "the student's results in another subject would improve if the students had ethics in school". So teaching moral and ethics in primary education is provided a better life for students. Bangladesh government is imposing different angels to teach moral and ethics in primary school. Directorate of primary education (DPE) and the concerned authority enforce the ordinance for teaching moral and ethics in primary school.

The purpose of the study is to practice teaching moral and ethics in primary education and why it is important & challenges. The study also interested to explore the current practice of teaching moral and ethics in 5th grade of primary education as well as challenges.

III. Significance of the Study

Ethics is the most important and functioning branch of philosophy today. In general, the ethics is a moral philosophy. This study plays a significant role in teaching moral and ethics in primary education in Bangladesh. Firstly, the research helps us to review the curriculum and teaching moral and ethics. It also helps moral and ethics become a human being. Secondly, the study helps us to create awareness among teacher and students. Finally, it will advocate the importance of ethical education to policy maker and other stakeholders.

IV. Objective

1. To explore the perception of teachers and students about moral and ethics.
2. To find out the current teaching practice in teaching moral and ethics in primary education.
3. To find out the gaps and challenges in teaching moral and ethics in primary education of Bangladesh.

V. Research Questions

1. What is the perception of teachers and students about moral and ethics?
2. What is the current teaching practice of teaching moral and ethics in 5th grade of primary education?
3. What are the gaps and challenges in teaching moral and ethics in primary education?

VI. Methodology

This research follows a qualitative research design. As the research mainly intends to find out what teachers are currently practicing and what knowledge has about teaching moral and ethics. A qualitative approach is a better way to find out because there are more qualitative information and less numeric data.

Since the research topic precisely focuses on the whole school activities as well as in classroom teaching. This research site was one upazila in a district in the northern part of Bangladesh. Most of the students were middle and lower income community residing in nearby areas. Two Government primary schools selected for this study. There were large number of students and teachers. Most of the teacher received subject-based training from Upazila resource center (URC) and primary teachers training (PTI). A large number of Grade-5 student's achieved GPA-5 result in primary education completion examination (PECE) each year.

VII. Data collection methods and tools

All participants were selected purposively from selected primary schools. Data collection methods imply the techniques to gather data. I have arranged a field test in the research area to justify my research tool and research method. Then a data collection field plan was done beforehand in order to collect data effectively and finally. Interview, Focus group discussion (FGD) and observation methods were applied to collect data. The interview is a process which provides in-depth information about internal meaning like attitude, interest, feelings, and ways of thinking of research participants (Johnson & Christensen, 2004). The qualitative research interview seeks to describe and the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say (Kvale, 1996). I took interview of the two Head teachers of the two selected schools. Focus group discussion is a form of qualitative research. A group of people were asked about their

perceptions, opinions, beliefs, and attitudes towards a topic. Each group consists of twelve in members. Discussion generally lasts for 90 minutes to 120 minutes.

It was conducted two Focus group discussion (FGD) with the teachers of two schools.

VIII. Observation

Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p 79). Observations enable the researcher to describe existing situations using the five senses. This looks carefully, listen carefully, pay attention, experience the context and write down what actually happened without intervening.

It was observed two schools for 4 days. Each school was observed for 2days.It designed tools aligning with the methods and the key focus of the research. The tools included interview guideline for the head teacher, focus group discussion for assistant teachers and grade 5 students. Moreover, it also designed an observation guideline for the whole school. While designing the tools, tried my best to avoid biases and keep the tools as open-ended as possible for the effectiveness of the study.

The following tools were used to collect data:

1. Focus group discussion (FGD) Guidelines for the teachers
2. Focus group discussion (FGD) guidelines for the students
3. Interview guideline for the Head Teacher
4. Observation checklist.

IX. Data collection procedure

Before collecting data, it was taken permission from the authority. After that communicate with the school authority conducted the methods for suitable schedule and opinion for all types of procedure. Rapport building was an important matter to get neutral data from the field to have made rapport building. It was taken oral concern from the head teacher, assistant teacher and grade-5 students for Focus group discussion (FGD) and interview conducting. Selecting their time schedule and convention place were arranged interview and Focus group discussion (FGD) with the guideline. Focus group discussion (FGD) had to be carried on near about 60-90 minutes. There was a school observation for 2 days continuously in school and it was taken permission to record the data.

X. Data Analysis

In the qualitative research data analysis has been started when data are collected. The process of data analysis involves arranging the data reasonably and picturing them sequentially. When I had collected data, two components were very important to me. One was field note writing and the other was a reflection on the field note. According to Rossman & Rallis (2003), the formal field note was "the running record" and the second component is "Observation comments". It accomplished data analysis procedure based on the concept "Data analysis is a process of sorting, categorizing, grouping and regrouping the data into piles that are meaningful" (Rossman& Rallis 2003).

This study followed some steps for data management and analysis. It was entry in computer Microsoft and Excel program. It was transcribed data after that according to research question categorized the data into themes. It was described the theme and discuss about moral and ethics in primary education. At the end of the portion it was given recommendations for better performance and improving primary education.

XI. Ethical concern

Ethical issues mean that step will take in my research is an unbiased mode and drown each conclusion to the best of my ability and without introducing my own best interest (Kumar, 2005). It was conducted the study following the ethical issues, Ethical issue means the code of conduct based on moral principles which should be followed by the researcher (Rossman & Rallis 2003 p.70)

Before going to start the interviews, Focus group discussion (FGD), classroom observations, there was showed a concerned letter to the participants and it was signed by them. Before starting the discussion, it was delivered a short brief about the topic and took permission from the participants to recording their discussion. At the end of the interview, Focus group discussion (FGD) and classroom observation and shared the data delivered by them. It was conducted all the interviews, Focus group discussion (FGD) and observations according to the participants preferred time, schedule and physical settings. It was tried the best not to influence them. It was friendly and showed respect to my participants. Moreover, in the report, it did not mention their names and the name of their institution.

XII. Credibility and Rigor

In order to maintain the standard of qualitative research and make it acceptable, the trustworthiness of the study needs to be ensured. Therefore, I have adopted several strategies to "ensure that their study measures or tests what is actually intended" (Shenton, 2004 p.63).

First of all, I have followed a systematic approach to designing this research and presenting the results. I have followed the research writing manual provided by BRAC Institute of Educational Development (BIED) of BRAC University. After that, it was thoroughly transcribed interviews to the interviewees for a member of the check. Therefore, it's shared the research along with my supervisor for their feedbacks.

Throughout the research, it was also maintained a reflexive journal to note down my reflection during data collection in the discussion of the study.

XIII. Demographic profile of the participants

This study participant were head teachers, assistant teachers, and grade 5 students. The two selected government primary schools had one male head teacher who was about 55 years and one female who was 52 years old. Both head teachers were experienced and got sufficient trainings for school management. Both of their education qualification was Master degree.

Other participants were 18 assistant teachers of two schools. Their age range was 25-55 years old. Two persons were male and rest 16 teachers were female. Education qualification of three teachers was postgraduate degree and rest of them was graduate degree. All the teachers received C in Ed or diploma in primary education (DPED) training.

Other participants were twenty in number who were the 5th-grade students of the selected schools. On the focus group discussion time they were selected randomly on the basis of number as well as both boys and girls. Their ages and heights were almost same and had a difference in socio-economic condition.

Results of the study were presented under three themes in the below:

Theme 1: Perception of the teachers and students about moral and ethics

(a) Perception of the Teachers

Most of the teachers agreed with the importance of moral and ethics in education. They have mentioned that moral and ethical values should be practiced in every step. They also mentioned that moral and ethics make a meaningful life. Many of the teachers and students said that everybody should embed it in their minds.

One teacher said, "Moral and ethics is an important issue which makes a punctual life. It helps a person to define true and false, justice and injustice, good and bad. Morality is a novel virtue. To speak the truth, serve voracious life, to show good respect of others, respecters to the elder and beloved to younger's, help the old man or believe the all mighty Allah/God. Because moral and ethics obey the rules and regulation and detach from the evil works make our good character"

Another teacher stated, "Moral and ethics is knowledge and skills that help to make a meaningful life. With moral and ethics, students can understand the differences between good and bad". Most of the teacher supported him.

Some teachers said that ethical values are a long life process but in the primary level, we try to build the foundation of morality. It was the culture of daily activity if any misguide or disorder they conduct strongly followed them for obeying. One teacher mentioned that morality is emerged by sharing and caring abilities of students.

Some of the teachers shared that the curriculum is enough to teach morals and ethics in schools. They also shared that in the present primary education sector, there is a lot of scopes to teach and practice it like assembly, social science, literature, religion, interpersonal communication.

One teacher said, "We think the textbook is sufficient for the primary students to learn and teach morality and ethics. All the guardians and students also think like that and their assumption is like this - if the teachers follow the lesson which included textbook, it will make the basic foundation of morality and values"

On the other hand, some teachers said that it should be taught as a separated subject. They argued that moral and ethics are taught as social values and there is no designated class time in the syllabus.

Most of the teachers shared that they are aware of moral and ethics and tried to teach and incorporate these in their lessons and curriculum.

(b) Perception of the Students

Most of the students shared that moral and ethics mean good or bad, legal or illegal and good practice in our personal life like speaking the truth, showing respect to elders, helping others, showing good behavior, attending school regularly, obeying parents and following rules and regulations.

One student said, "we can practice these activities like always speaking the truth, respect others, showing good behavior, going to school regularly, read attentively, keeping and following rules and regulations, following our parent's direction and maintaining all the dissonances"

Most of the students mentioned that they learn moral and ethics in schools and home.

They shared that these are needed in their life.

One student said, "We learn moral and ethics in school".

Another student also said, "Moral and ethics is needed in every step and they achieve it from the surrounding environment like home, school, and workplace. The elders and parents teach morals and ethics at home", From the focus group discussion, both teacher and students expressed a common argument that morality and ethics is a moral virtue.

Theme 2: Current Teaching Practice of Teaching Moral and Ethics

In this section, teaching practice is distinguished into two parts. One is teaching practice of teacher and another is student current teaching practice.

(a) Current Teaching Practice of Teachers

From the head teachers' interviews, one stated, "the classroom environment is the most effective environment where total school culture helps or hinders the moral and ethical development of the students. Each school practices its hidden curriculum which has a great impact on a student's life. Society has a great value to serve the moral and ethics of students. So morality depends on the society believe or they underestimated the values. We teach the moral values of students in all days' activity in school session".

Most of the teachers are aware to build up student's moral development. They used to make a lesson plan and tried to practice that in their lesson, one teacher mentioned. Students practice moral and ethics through different activities like support if anyone is wounded or danger, become sick, any kinds of injury to help the classmate of school students.

Most of the teachers said that students learn moral values by following family, society, culture religion and school, norms as well as talking to friends, sharing things, caring others, ability to cope with the friends and new environment, working in a group, interacting with others, solving problems, understanding others feelings and oaths. One teacher shared, "All 5th-grade students obeyed moral and ethics if any misconduct occurred they tried to make them understand by giving the best example or real situation and showed right track and praised for good behavior". Some teacher also said that teaching morals and ethics through ICT is a new innovation for primary education. All the teachers and students thought and agreed that multimedia is an effective way to teach morals and ethics in the classroom. They said that they could show video clips or animated cartoon on moral and ethics as learning materials. This visual material encourages the students to learn and practice this.

(b) Students Current Teaching Practice

Students mentioned that teachers taught moral and ethics in the classroom by giving examples, theoretical knowledge, and personal experiences.

One student said, "Teacher teaches us by giving example, theoretical knowledge and sharing their own experience". Some students shared that sometimes school arranged some social activities which help them to learn moral and ethics such as gardening, helping people, cleanliness of campaign etc.

One student said, "Head teacher and all the assistant teachers talk about moral and ethics in their assembly time which is a part of regular school activities."

Another student said, "We obey the rules and regulation of the classroom and the class captain. Because the teacher selected captain to maintain class if any regulation is broken by anyone, captain give us alarm and also tells us to maintain the rules in the classroom".

Students also mentioned that there is student counseling, small doctor team, routine maintaining team, information, and communication team, cleanliness team, co-curricular team, assembly team, cub scout team, drawing and assemble the team in school and all member look after their activities and obey moral and ethics in the school".

Theme 3: Gaps and Challenges in Teaching Morals and Ethics

Some teachers shared that primary education institute which purpose is to education for all irrespective of socio-economic class, gender, ethnic group etc. They also mentioned that students came different background and family values. Their guardian and parents do not understand the importance of moral and ethics.

One teacher mentioned, "Sometimes we teach in the classroom in as usual ways to teach moral and ethics. Government primary school is a common institution to ensure education for all students where everyone gets an equal opportunity to perform moral and ethical values. Some students come from different backgrounds like a slum or lower income family. Their guardians do not realize their values. From the social perspective, we cannot provide them continuous guidance for teaching moral values"

Some of the teachers had different opinions. They uttered their voice, "Some SMC Chairman and member of primary schools selected forcedly by the local leader. This hampered ethical values which we cannot tolerate but have to accept".

Some teachers said that primary school is the basic foundation of teaching any kinds of morality but the government paid the minimum scale of salary compared Private School College or University. That is why they lost their interest to teach moral and ethics.

Teachers also mentioned that their teaching methods that were used in school were not appropriate. They learned different kinds of teaching methods in subject-based training from Upazila Resource Center (URC). Unfortunately, they could not apply those methods because they were busy extra works like child survey. Due to workload and shortage of teachers, they could not take care of the students properly and fulfill their responsibility that makes them unhappy and stressful. As a result, the students are unable to attain expected competencies including moral and ethics.

One teacher said, "In the primary education system there are a lot of issues like voter list, really, Mina days, international literacy days, environmental days, improvement fair, observation is hampered their daily teaching activity. Sometimes some class periods are missed due to the shortage of teachers. So the students are deprived from the regular lesson".

Some teachers said that teacher's transfer policy is not so fair. Sometimes some new teachers posting is a far distance from the school. So that they could not get enough time to take preparation for teaching. As a result, they cannot perform up to the level and they feel guilty and unhappy.

Some teachers mentioned that most of the student does not know the benefits of learning and ethics in their life and teacher cannot explain learning objective to the students. So there is a gap between the student's expectations and learning objectives.

One of the teachers talked about the interesting issue that mass use and misuse of technology and handheld devices as a big challenge for promoting ethics and moral judgment. A mobile phone is responsible for inciting many inhuman and bad deeds.

Another teacher remarked, "Sports and games are the main forms of entertainment. But now-a-days students want to get entertainment by using electronic device to play video games. They prefer to violate this type of games. That's why they are less interest to go outside becoming less interactive with others".

One teacher shared, "During training, we do not get the proper lesson on how to teach moral and ethics in the classroom situation".

Head teacher said, "Teaching moral and ethics through ICT is a new concept. We want to change the classroom situation, using multimedia, digital content use, showing ethical cartoon, playing ethical games, creating ethical animation and motivating with supplementary activities through multimedia in the classroom. Lack of technical support we do not implement it."

One teacher said, "All the primary school did not get electricity even now, so how it is possible to use multimedia in the classroom?"

XIV. Observation findings

Observation findings indicate that teachers teach moral and ethics most of the time in the assembly informally. But there are no formal subjects or time for teaching this. Even they do not give emphasis on moral and ethical learning.

There is no innovative work or games and display any chart or teaching materials to teach moral and ethics during class time.

Students are also not interested to know and practice moral and ethical values because there is no scope for better result by adding extra values for their performance in the classroom.

XV. Curriculum Review Findings

It is stated that the primary curriculum when it was prepared on the basis of National education policy 2010. The standards for teaching moral and ethical development involved behaviors that reflect student's emotional growth and ability to perform successfully. The structural and reform committee the National education policy 2010 and suggested joyful learning situation through different kinds of activity including multimedia in moral and ethics.

The purpose of curriculum review was to explore the guideline us frequently for teaching moral and ethics.

The following documents were reviewed in this study

1. National Education Policy of Bangladesh 2010
2. Primary curriculum of Bangladesh
3. Teachers guidebook and training manuals
4. Textbooks of grade 5

National Education Policy of Bangladesh 2010

It is mentioned that primary education is being universal, compulsory, free and uniform quality for all. To develop a curriculum and textbooks imbued with the national spirit with a view to cultivating humanistic values. A congenial and joyful environment needs to be created in the schools to promote healthy physical and mental development of the children.

To help the students inculcate moral and spiritual values like the idea of justice, sense of duty, discipline and etiquettes, non-communalism, human rights, accommodative attitudes towards corporate living, curiosity, friendliness and perseverance and to encourage them to acquire scientific, cultural and human values and to shun superstitions.

Basic Principles of the Primary curriculum

There are several core principals in the primary curriculum such as child-centeredness, student as active learner, family involvement, school as the responsive social institution, inclusiveness, local culture and heritage, relationship, immediate environment, and environment friendliness. The primary curriculum addressed the

following learning areas- physical, mental, social and emotional, language and communication, mathematics, creativity and artistic, environment, science and technology, health and safety.

The Primary education goal: To create a child's physical, mental, social, moral, humanely, spiritual, emotional, aesthetical and their patriotism, science-minded and to motivate uplifting them corporate life.

The Primary Education has 13 objectives and 7 of them are related to moral and ethics that are given below:

1. To live together and create mutual understanding.
2. To promote a safe and healthy life.
3. Realizing dignity of labor and self-respect.
4. To give chance others.
5. To ensure a healthy life.
6. To build deserting mind and live mutual understanding.
7. To achieve virtue of good citizenship.

Teacher's Guide and Training Manual Findings

Guidebooks are describing the contents according to the sequence of teaching in the classroom. Teachers follow the objective and learning outcomes for teaching. In teacher's guidebooks showed some lesson plan. According to the content and terminal competences there no clear connection and indication. Moral and ethics mentioned some content and it will be the practice among the students.

XVI. Key findings

Perception

- Most of the teachers agreed with the importance of moral and ethics in education. They cannot apply proper teaching method in a classroom.
- Morality helps a person to define true and false, justice and injustice, good and bad. Moral and ethics help to obey the rules and regulation and detach from the evil works make our good character. From a social perspective, it is less exercise.
- Ethical values are a long life process but in primary level, the teacher tries to build the foundation of morality. It is a culture of daily activity if any misguide or disrobed takes place, they strongly followed them for obeying. Through observing the situation, it seems that the teachers only follow their daily routine and don't work liable.
- Primary curriculum is enough to teach morals and ethics in schools. There are a lot of scopes to teach and practice. It may be in assembly or in the class of Social science, Literature, Religion, Interpersonal communication. It doesn't reflect properly in their activities. Guardians' assumption is if the teachers follow the lesson which is included in the textbook, will make the basic foundation of the morality and values. But it hasn't found in optimum level.

Practicing the Moral and Ethics:

- Students try to do practice these activities like always speaking the truth, showing respect to others, showing good behavior, going to school regularly, reading attentively, keeping and following rules and regulation, following parent's direction and maintaining all the dissonances. It is found that when the guider becomes strict, it takes place otherwise not.
- Society has a great value to serve the moral and ethics of the students. So morality depends on the societal beliefs. Otherwise they underestimate the values. A teacher teaches students in all days' activities in the school session but not mentionable.
- A teacher does not mention an embedded moral and ethics to make a lesson plan and tried to practice clearly in a lesson.
- Student's practice of moral and ethics through different activities like supporting when anyone is wounded or danger, becomes sick, gets injured, helping the classmate of the school students. It takes place as usual ways.
- Students learn moral values by following the norms of family, society, culture, religion and school as well as talking to friends, sharing things, caring others, ability to cope with friends and new environment, working in a group, interacting with others, solving problems, understanding others feelings and oath. It is found that there are no teacher's guidelines in most of the cases.
- All the 5th-grade students obeyed moral and ethics. If any misconduct takes place, teachers try to make them understand by giving the best example or real situation and help them by showing the right track and praise for the good behaviors. In some cases, teachers shout for the misconducts.
- Teachers and students agreed that multimedia is an effective way to teach morals and ethics in the classroom. They said that lack of ICT device; it becomes impossible to show video clips or animated cartoons or moral and ethics as the learning materials.
- Teachers teach students by giving examples, theoretical knowledge and sharing their own experiences, it is not remarkable.
- Teachers select captain to maintain the class. If anyone breaks any regulation, captain gives those students alarm and also tells them to maintain the rules in the classroom. From observing some cases, it has found that captain does not follow the guideline.

- School forms like student councils, little doctor team, routine maintaining team, information and communication team, cleanliness team, co-curricular activities arranging team, assembly team, cub-scout team, drawing team and all the members follow their activities and obey moral and ethics in the school. But in some cases, it does not apply.

Gaps and challenges

- Students come from different backgrounds and family values. Their guardian and parents do not understand the importance of moral and ethics.
- Some SMC Chairman and the members of primary schools selected forcedly by the local leader. This hampered ethical values which teachers won't tolerate but have to accept.
- The teachers learned different kinds of teaching methods in subject-based training. Due to workload and shortage of teachers, they could not proper and enough take care of the students and can't fulfill their responsibilities that make them unhappy and stressful.
- The teachers do a lot of issues like associating with voter list, rally arrangement, celebrating Mina day, International literacy day, Environmental day, Improvement fair etc. An observation says that it hampers their daily teaching activities. Sometimes some class periods have missed due to the shortage of teachers. So students are deprived from the regular lessons.
- Some teachers are being posted in a long distance from the school. That's why they cannot perform up to the level. As a result, they feel guilty and unhappy.
- Most of the students do not know the benefits of learning ethics in their lives and the teachers do not explain learning objective to the students. So there is a gap between the student's expectations and learning objectives.
- Mass use and misuse of technology and handheld devices considered as the big challenge for promoting ethics and moral judgment. The mobile phone is responsible for inciting many inhuman and bad deeds.
- Now-a-days students want to get entertainment by using an electronic device or playing a video game. They prefer to violate type's games. That's why they become less interested to go outside. As a result, they are becoming less interactive with the others.
- There is no application of interactive teaching in teaching methods. There is no innovative work or games and display any chart or teaching materials during class time.
- Students are not interested to know and practice moral and ethical values because
- there is no scope for better result adding performance in the classroom.
- During training, the teachers do not get the proper lesson to teach moral and ethics in the classroom situation.
- Sometimes the teachers become hopeless to teach morality because there are no changes found in the students due to the parents' awareness and lack of poverty.
- The teachers want to change the situation of teaching classroom by using multimedia, digital content, showing ethical cartoons, playing ethical games, creating ethical animation and motivating with supplementary activities through multimedia in the classroom. But it is impossible due to ICT training support and device.
- All the primary schools did not get electricity even now, so how it is quite possible for them to use multimedia in the classroom.

From document review:

- It is found that according to the National Education Policy 2010, there are no clear instructions regarding moral and ethical values.
- In the primary curriculum, there is instruction regarding moral education but in assessment system, there is no process to identify and promote.
- The different subject books have a moral lesson but it does not follow properly to teach the lesson.

XVII. Discussion

This research attempts to explore the perception and practice of teaching moral and ethics in primary education. This was done through the teacher's interview, teachers and student's focus group discussion, whole school observation and analyzing the education policy, curriculum, teacher's guide & textbooks. Teacher's existing knowledge and current practice was explored and compared with a set of acceptable standard practices originated from global, regional and national level practices derived from relevant literature review. The purpose of this study was to explore teaching moral and ethics in primary education. The findings present three major themes. Such as-

- Perception of the teachers and students about the moral and ethics
- Current teaching practice of moral and ethics in grade 5 primary education
- Gaps and challenges of teaching moral and ethics in primary education

Findings of the study sketch out the light of research questions. The research questions were; what was the perception of teachers and students about the moral and ethics? What was the current teaching practice of teaching moral and ethics in 5th grade of primary education? What were the gaps and challenges in teaching moral and ethics in primary education?

Most of the teachers agreed on the importance of moral and ethics in education. They mentioned that moral and ethical values should be practiced in every step of our life. They also mentioned that moral and ethics make a meaningful as well as successful life. Many of the teachers and students shared that everybody should embed it in their minds. Moral and ethics is an important issue which makes a punctual life. It helps a man to make difference between true and false, justice and injustice, good and bad. Morality is a novel virtue. Every human being should practice of speaking truth from their early ages. Everyone should be respectful to the elders and kind as well as affectionate to the younger. In this world, everyone has to face a trinity of ages which consists of Childhood, Youth and Adulthood as well as old age. No one can fight shy from any of them. So, everyone should be kind as well as helpful to the old people. As this universe is created by an Almighty who is considered as Allah/God, every human being should have strong belief on him. Because, he can only save and control us. So, now it is clear that only moral and ethics make our life beautiful with recommending good characteristics and values. It helps us to detach from the evil deeds. "Moral and ethics is also knowledge as well as skill which helps to remove all the darkness and ignorance of our life.

A successful and effective teacher is one who can consistently transform his own thoughts and behaviors to the level of his students and understand their psyche by close observation and application of mind (Values and Ethics education, Luther, 2001).

While discussing the concept of morality and ethics with the teachers and students, "behaving in social acceptance of manner" and "helping others" have been identified as the most significant element. Acceptable behavior, some other things are also important in our life. They are-never dealing with lie, never dealing with dishonesty, not to make fight, causing no harm to others, not to take any things from others without their acknowledgement as well as permission and so on. Students were more vocal than others about the aspect of ethical conducts. For instance, one of the students shared, "We can easily practice these activities from our childhood like always speaking the truth, showing respect to others, showing good behavior and manners, going to school regularly, study properly, following rules and regulations perfectly, following and maintaining our parent's directions etc."

Another significant element of ethics is "helping others" according to respondents. Though students have expressed their strong opinions here as well as compared to the teacher's insightful thinking's. Most of the students shared that moral and ethics mean the sense of differentiation between good or bad, legal or illegal etc. On the other hand, teacher's thinking was like that student learns moral values by following the norms of their family, society, state, country, religion as well as culture. They can also learn from other issues like communicating with their friends, sharing things with others, caring others, ability to cope with new environment, group work activities, solving problems, understanding other's situation and feelings etc. Above all, it is clear that ethics and moral plays a vital role in our good and honest human life.

Some of the teachers also shared that the curriculum is enough to teach morals and ethics in school perspective. They also shared that there is a lot of scopes in the present primary education sector to teach and practice ethics as well as values like attending assembly, studying different subjects like Social science, Literature, Religion, Interpersonal communication etc.

One of the teachers shared, "We think that textbooks are enough for the primary students to learn morality and ethics. Most of the guardians and students have an assumption like this - if the teachers follow the lessons which are included in the textbook, will make the basic foundation of the morality and values of the students."

On the other hand, some teachers suggested that it should be taught as a separated subject. They argued that moral and ethics are taught as social values and there is no designated class time in the syllabus. Most of the teachers shared that they are aware of moral and ethics and thought to teach the moral and ethics in their lessons. Because, teachers' professional "Code of Ethics" is an important factor. Several professionals like doctors and lawyers have very old code of ethics. Their professional role is to promote and cherish health as well as safeguard justice in the society. But teaching is an old craft. It has not been necessarily included in the group of professions which demand special expertise. Teachers' actions have been controlled by some laws. But in some countries, codes of ethics have been drafted. There are various approaches to form such a code. It can be published and distributed by the ministry of a trade union or can be drafted after value clarification and discussions among teachers. Although the process of developing and studying professional code of ethics is not an easy task, it is the goal to search for. It should be the topic of discussion in teachers' Pre and In-service training. Children's future and human growth should be the utmost concern in this discussion.

Teaching profession has been symbolized as a light, a torch or a plant. One of the slogans the Finnish teacher's union is "you are touching the future through the work". All the symbols present essential aspects of educator's tasks, growth, enlightenment, guidance, caring, supporting, warmth, future. Very often the task requires patience. The work is rewarding but the results will see only in future.

Most of the students mentioned that they learn moral and ethics only in the school and home. They shared that thesis mandatory for their progress in life. They also shared that they can achieve it from their surrounding environment also.

Both teachers and students expressed a common argument in the focus group discussion that morality and ethics is a moral virtue.

From the head teacher's interview, one stated, "The classroom environment is the most effective place where whole school culture helps or hinders the moral and ethical development of the students. Every school practices its hidden

curriculum which has a great impact on a student's life. Society has a great value on serving the moral and ethics conduct of a student. So morality depends on the societal beliefs otherwise they underestimated the values. We teach the moral values of students 'in all days' activities by the school session."

Most of the teachers are aware of building the foundation of a student's moral development. One of the teachers mentioned that they used to make a lesson plan and tried to practice that in their lesson. Students practice moral and ethics through different types of activities like helping classmate or school mate fall in danger as well as sick or injury time.

Another teacher shared that all 5th-grade students obeyed moral and ethics, if any misconduct has taken place, they tried to understand them by giving the best example or real situation and they showed them the right track."

Some teachers said that teaching morals and ethics through ICT is a new innovation for the primary education. All the teachers and students agreed that teaching through multimedia is an excellent way. It will make the students highly confident. It motivates them and makes them grateful to the teachers. So by applying this method, we can ensure the students' morality.

Some teachers shared that ethical values are a long life process but in the primary level, we try to build the foundation of morality. It is the culture of daily activity. If any misguidance or misconduct took place, we strongly protested them by taking different steps. One of the teachers mentioned that morality is emerged by sharing and caring abilities of the students.

Another teacher shared, "Ethical values help a student to be an icon. Lack of our assistant teachers we cannot input and provide it in the classroom situation properly. During the subject based training or sub-cluster training, authority do not motivate us by thinking our real situation". One of our teachers shared in a training that sometimes we failed to teach morality and we didn't get chance to improve some students' financial condition or parent's consciousness. As our duty to motivate the students, we have tried to practice and input the moral and ethical norms and values into them.

One head teacher said, "We get only one multimedia with a laptop in 2013 from DPE but it is not active so we cannot use multimedia in the classroom. We inform the department but do not get another multimedia till now. So the teachers and students are totally detached from the ICT based classroom."

Other head teacher stated, "Multimedia was not sufficient for all the classes in government primary school. In the first time which laptop and multimedia were supplied in primary school, next, there is no supporting device. The government did not take allotment for the next time so as the teacher got training but cannot apply their skill in teaching through multimedia". He repeated that the government policy does not carry out the internet cost in the government primary school. It does not fulfill the needs of the school appropriately. They pay only 400/- per month in the selected school. Internet rate was so high and it did not serve the internet demand for use of multimedia projection in class teaching.

Someone said, "All the primary schools do not get electricity even now, so how it is impossible to use multimedia in the classroom."

Bangladesh primary curriculum is competency based. They follow the main Bloom's taxonomy which had six stages of cognitive domain. They are - knowledge, comprehension, application, analysis, synthesis, and evaluation. Teaching morality in classroom is effective place for practicing. In our daily activity occurs a different kind of works. Each work has some moral perspective. Our learner does their work in general sense. As a teacher in primary school they have a lot of scope to introduce with the novel situation.

In primary education there are six text books. Bangla and English literature there are some poem and story that have lot of scope to relate with the real life of the students. There are a lot of religion famous people who had sacrificed their life for the future nation what had their thought and why they thought for human kind it has to describe in front our children.

Today in each sector we found that everyday occur stolen, broken humanity, occur crime, deprive the ownership, and no respect to elder or younger, it can be possible when the morality loss. Education in primary lesson builds our future nation and their understanding capacity and development is sharp but our primary teacher has to detect and mention the morality than the students can serve their attitudes.

In Education Watch report, 2017 also mentioned teachers have to give efforts to introduce students in great literary works in English, even in simplified versions which sensitive readers on the questions of human condition, values and moral dilemmas.

The selection of topics and themes for the curriculum and textbooks and the relative emphasis on the domains and learning outcomes indicate a performance for a deductive and perspective approach to teaching- learning. Creating opportunities through school experience have to develop students reasoning capabilities about moral values.

Bangladesh primary teachers training institute PTI conducted C in Ed training for teachers in 1 year. It has changed DPED training for 1.5 years and course designed has changed. In DPED subjects mainly focus of pedagogical knowledge and practices. The purpose of the study was to explore the scope of teaching moral and ethics through ICT in Government primary school and improve classroom situation. This was done through analyzing curriculum, focus group discussion (FGD) in primary teachers and Grade5 students of primary level in a district of Bangladesh. The research finding indicates that teaching morality and ethics through ICT had been indicated a lot of success in primary education but had not seen in the classroom. The interview and FGD data revealed that teachers also

possess a positive understanding to practice teaching moral and ethics. In Bangladeshi context, our society has lack of facilities. So they did not impose the ethical values through ICT.

Primary curriculum and textbooks have been provided many moral and ethical concepts. In many other countries it has been emphasized on teaching moral and ethics through ICT. For example, England, America, Japan even Asian Country Sri Lanka and India have given a lot of emphasized teaching moral and ethics through ICT.

Study and result revealed that in Bangladesh perspective our primary education system has been developing in different dimension. Government has been taken policy to improve quality education but it has no action plan to teach moral and ethical education. We strongly think one of the components is the moral and ethics. It can be changed the future nation and human character. In Muslim lows the Holy Quran and Prophet Rasul (S.) gave the moral education which made the glorious people for the learning of mankind's and the thought of Allah/ God. So this listen is not only in religion subject but also allover long life and each interacting learning. Teacher has a great opportunity and takes the moral dignity as we can make the future affectionate nations.

XVIII. Conclusion

All formal or informal teaching activities and innovations used by teachers must produce the desired result of students imbibing values sought to be inculcated in them. Each school has to work out a system by which students can be evaluated on the extent to which they have been able to observe and practice different values in their lives. Some evaluation parameters can be readily derived from school records while others need assessment through careful observation by teachers.

For each values, it is important to bring home to students by one means or other, as to what that value means, to learn to believe in it, to judge for themselves how it is relevant in different circumstances and the need for a constant effort to uniformly practice it, so that is course of time it becomes their second nature.

The teacher is the major force to improve the intelligence of students and impart knowledge to them. It is a dark room; its darkness cannot be removed by wiping or sweeping it. To remove darkness, the room must have light. To switch on an electric light, power is necessary. A matchbox, oil or a well-formed wick, or a candle or a Lenten has obvious limitations. He who removes the darkness of ignorance is the Guru, the teacher.

According to the curriculum and the learning outcomes there is a gap between scope and domain. The teacher can play a satisfactory role in the classroom situation and teaching morality. This study finds that there is a gap between curriculum textbook knowledge and classroom practices. The teacher should be more focused on ethical values. Otherwise, primary education system of Bangladesh cannot remove all the gaps and challenges.

XIX. Recommendations

The findings of the study suggest some steps as the following recommendations are made based on the research objectives:

- Moral and ethics might be taught as a separate subject.
- Supporting active and experiential learning will be developed in relation to the moral and ethics.
- Design the co-curricular moral activities and allow the students to practice and chance to flourish what they learn.
- Reform student learning assessment to move away from rote learning and support teachers from their multiple tasks to the role of teaching.
- Practicing ethics in school to create environment where teachers and students can respect each other.
- Organize teachers' training on teaching moral and ethics.
- Make school as a place of pride willingness of the stakeholder's collaboration.
- Coalition building to fight to erode moral and ethics and creating a movement for reforming ethical change.
- Ensure knowledgeable as well as trained people for the teaching profession.
- Working together against antisocial activities as well as crimes, and inspire the victims to come back to the way of discipline, good and personal development.
- Cultivating moral values in the school by applying recognition of major educational tasks and actions.
- Handling moral dilemmas deliberating appropriate in the family to abide by moral principles.
- Ensuring electricity of all primary schools and government has to make coverage quickly.
- Establish ICT lab and ensuring ICT trainings for the teachers in all Upazila Resource Center (URC).

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