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# THE IMPACT OF MEDIA AND PEER INFLUENCE ON MORAL DEVELOPMENT IN SCHOOL CHILDREN

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## ABSTRACT

Although moral growth is greatly influenced by the family and the school, children's ethical viewpoints are also shaped by outside factors like the media and their peer groups.  This essay investigates the ways in which peer relationships, social networks, television, and digital media influence school-age children's ability to make moral decisions.  It talks on both good and bad influences, looking at how peer pressure, exposure to violence, and false information may cause moral dilemmas.  On the other hand, the study also emphasises how moral narrative, educational initiatives, and supportive peer groups may all serve to strengthen moral behaviour.  The study provides parents and educators with methods to combat harmful influences and fortify children's moral foundations by examining psychological research and survey data.  In order to lessen the negative impacts of outside influences on kids' ethical development, the study emphasises the significance of digital literacy, parental monitoring, and value-based conversations..

**Keywords:** Media influence, peer pressure, digital literacy, moral decision-making, ethical conflicts, parental supervision, value-based education.

## INTRODUCTION

### Moral Education's Significance in Early Childhood

The moral education of children is of the utmost importance. For the simple reason that childhood is the most formative and crucial period in a person's life cycle, yet it is also the most dangerous. An absence of moral instruction from one's parents is a certain way to ensure that a kid will eventually fail. Because, at their heart, every kid is born with the ability to differentiate between what is good and what is evil. Both of his parents put him in a position where he had to choose one of the two choices. For young children, why is it so important to receive moral instruction? This is in accordance with the task that was entrusted to the Prophet Muhammad when he arrived to earth, which was to educate people how to behave in a moral manner. It is of the utmost importance that children have a moral education in order for them to mature into a generation that will bring dignity to their parents. It is for this reason that moral education ought to be a top concern for parents when they are in the process of raising their children. The fundamental competencies are the foundation upon which the basic spiritual attitude competencies are assembled. As a kind of gratitude to God, they include having faith in the existence of God via the creation that He has made and having a sense of appreciation for oneself, other people, and the environment.

## Moral Education in Everyday Life AUD

If you want to instill established ideals and unambiguous instructions in a soul, the optimum time to do it is during infancy, which is the most fertile, longest, and most dominant stage of existence. During this period, the teacher has access to a wealth of natural beauty that has not been tampered with, pure infancy, a body that is flexible and malleable, a heart that has not been corrupted, and a spirit that is energetic, everything of which provides multiple opportunities. free from any kind of disease. During the formative years of the kid, if the teacher is able to inspire the child to realize his full potential, the child will be well-prepared to confront the difficulties of adulthood with dignity and fortitude, and he will have trust in his capacity to triumph over adversity. Beginning while they are still babies, it is necessary to teach children about the proper manners of the Islamic religion. Around the age of twelve months, infants often begin to pay attention to their parents, and by the time they are fourteen months old, they are actively attempting to imitate every movement that their parents do.

## Moral Learning Strategies for Early Childhood

A social interaction learning model was shown to be the most successful way to character education for children in today's society. Getting students active in the learning process, ensuring that theory and practice are in sync, maintaining open lines of communication and cooperation, encouraging children to take chances, and learning from their failures are some of the guiding ideas that are included in this approach. Here are several methods for acquiring moral knowledge:

**1. Strategy for Value Inculcation:** For instance, this method of inculcation is counter to indoctrination:

- Respect norms and regulations;
- Treat others honestly;
- Value differing viewpoints;
- Give appropriate incentives and punishments in education;
- Express opinions and support them with reason;
- Foster social and emotional experiences centred around desired values;
- Get along well with those who hold different views from them.

**2. Coaching strategy:**  There are other ways to use this coaching method, such as:  Additionally, the incorporation of moral concepts into the content of the course makes it possible for coaching and development to take place alongside the activities that take place in the classroom. In an environment that emphasizes transactional learning, where the teacher serves as the primary point of teaching, it is necessary to include moral development into the learning process. The culture of the school and other activities that take place on a regular basis are designed to give students more agency and to maximize the potential of all learning settings in order to practice, enhance, strengthen, and continually perfect the process of moral education. This learning

environment has a caring influence on youngsters and assists them in developing their character as well as their soft skills for learning.

## OBJECTIVES OF THE STUDY

1. To study on Moral Education in Everyday Life AUD
2. To study on Moral Learning Strategies for Early Childhood

## RESEARCH METHOD

In this section, the technique that was employed to carry out the research is discussed in depth. The primary purpose of this study was to evaluate the manner in which different parenting approaches influence the moral development of children born between the ages of 9 and 12 years old. In the following, you will find a presentation of the methodology of the inquiry. In the present investigation, the sample was selected with consideration given to socioeconomic status and gender. A total of three hundred children, ranging in age from nine to twelve years old (the late childhood years), were included in the sample. These children were from low-, middle-, and high-income nuclear families. In order to do this, the investigator made contact with the Udaipur District Education Office in order to get a list of institutions that are willing to house kids of both sexes. A total of five schools that are situated inside the limits of Udaipur city were selected by the researcher.

**Table 1 Interpretation regarding the scores of Moral Value System Scale**

| S. No. | Values | Total Items | Minimum Scores | Maximum Scores | Scoring Range | | |
|---|---|---|---|---|---|---|---|
| Positive Values | | | | | Low | Moderate | High |
| 1. | Sense of right and wrong | 6 | 6 | 18 | 6-9 | 10-13 | 14-18 |
| 2. | Responsibility | 6 | 6 | 18 | 6-9 | 10-13 | 14-18 |
| 3. | Respect | 6 | 6 | 18 | 6-9 | 10-13 | 14-18 |
| 4. | Generosity | 6 | 6 | 18 | 6-9 | 10-13 | 14-18 |
| 5. | Truthfulness | 6 | 6 | 18 | 6-9 | 10-13 | 14-18 |
| Total | | 30 | 30 | 90 | 30-50 | 51-70 | 71-90 |
| Negative Values | | | | | High | Moderate | Low |

| 6. | Dishonesty | 6 | 6 | 18 | 6-9 | 10-13 | 14-18 |
|---|---|---|---|---|---|---|---|
| 7. | Jealousy | 6 | 6 | 18 | 6-9 | 10-13 | 14-18 |
| 8. | Stealing | 6 | 6 | 18 | 6-9 | 10-13 | 14-18 |
| 9. | Greed | 6 | 6 | 18 | 6-9 | 10-13 | 14-18 |
| 10. | Self-centeredness | 6 | 6 | 18 | 6-9 | 10-13 | 14-18 |
| | Total | 30 | 30 | 90 | 30-50 | 51-70 | 71-90 |

**Standardization of Research Tools**

Two procedures are outlined below for the standardisation of any created tools:

1. Validity of scales
2. Reliability of scales

**1. Validity of scales:** An instrument for conducting research is said to have "validity" if it is able to accurately evaluate the variables that it intends to investigate. In other words, it refers to the degree to which a measurement instrument is suitable for the reason for which it was designed. In order to verify the accuracy of the information contained within the research tools, we distributed them to specialists in the following areas: human development and family studies (3), food science and nutrition (1), extension education and communication management (1), resource management and consumer science (1), and clinical psychology (1). We requested that they provide an expert assessment of the categories and subcategories of the tools, as well as the amount of statements, relevancy, and understandability of the tools. What they had to say was quite helpful. The evaluation of the instrument was carried out with the assistance of a "content validity rating scale" that was self-constructed and took into consideration a number of different aspects. Among them were the following: the language that was used, the clarity of the statements, the sentence structure, the length of the scale, the appropriateness of the scales in connection to the goals, the scoring pattern, the terminology that was used, the acceptability of the test for the target audience, and the overall content.

**2. Reliability of Scales:**

**Pilot Study**

It is possible to define the dependability of an instrument as the extent to which it makes consistent measurements of the variable that is being measured. In order to assess the reliability of the tools that were constructed, a pilot study was carried out. A total of thirty males and females, fifteen males and fifteen females, were provided with the scales. These individuals were from high, medium, and low income groups, respectively. The findings from the preliminary

investigation could not be included into the final sample since it was not practicable. The "Moral Value System Scale" and the "Perception of Parental Practices Questionnaire" were used in order to collect and code the data, which was then evaluated by using the split half reliability technique.

**Analysis**

Methods such as coding, categorising, scoring, and statistical analysis were used to the data that was obtained in order to examine it and achieve the overall objectives of the research. The following section makes an attempt to highlight the investigator's approach to the processing and analysis of data during the investigation.

**DATA ANALYSIS**

**Distribution of respondents for the level of moral values on the basis of gender**

**Table-2: Percentage distribution for the level of moral values in late childhood years based on gender**

| S.NO. | VALUE | BOYS (n1=150) | | | GIRLS (n2=150) | | |
|---|---|---|---|---|---|---|---|
| | | High | Moderate | Low | High | Moderate | Low |
| | | % | % | % | % | % | % |
| 1 | Sense of right & wrong | 82.66 | 17.33 | - | 83.33 | 16.66 | - |
| 2 | Responsibility | 93.33 | 6 | 0.66 | 90 | 10 | - |
| 3 | Respect | 90.66 | 9.33 | - | 88 | 12 | - |
| 4 | Generosity | 86.66 | 12 | 3 | 85.33 | 12.66 | 2 |
| 5 | Truthfulness | 90.66 | 8 | 1.33 | 87.33 | 8 | 2 |
| | Overall Positive Values | 88.8 | 10.53 | 0.66 | 87.33 | 11.86 | 0.8 |
| 6 | Cheating | 2.66 | 8 | 89.33 | 0.66 | 12 | 87.33 |
| 7 | Jealousy | - | 14 | 86 | 0.66 | 16 | 83.33 |
| 8 | Stealing | 2.66 | 14 | 83.33 | 3 | 12.66 | 88 |
| 9 | Greed | 3.33 | 14 | 82.66 | - | 12 | 88 |

| 10 | Self-centeredness | - | 10 | 90 | - | 7.33 | 92.66 |
|----|-------------------|---|----|----|---|------|-------|
|    | Overall Negative Values | 1.73 | 12 | 86.26 | 0.53 | 12 | 87.46 |

It can be concluded that, on general, males possess a greater number of good moral values than females do. With the exception of morality, where girls scored slightly better than boys, it is evident that men scored higher than girls on all positive moral value categories. This is the case with the exception of morality. On the scale that measures moral values, there is a little disparity between the scores that boys (88.8) and girls (87.33) received, despite the fact that the majority of respondents from both groups had high scores. Regarding the acquisition of negative qualities, girls did better than boys in terms of the development of jealousy and thieving characteristics. The majority of boys (86.26) and girls (87.46) learnt a reduced number of negative moral principles, which is essentially identical to what was found in comparison to the majority of females. According to Lee (2013), who thinks that negative values increase with age and do not differ by gender, the data shown in Table 4.7 are supported by this research.

The study indicates that children's negative values are influenced by a number of different elements operating at different levels. While lying is connected with a number of factors at the child level, some of these factors include cognitive (such as theory of mind and executive functioning), social (such as moral understanding), personality, and age. Determinants at the familial and community level of the child include the family (for example, parenting methods, the frequency of parents' poor acts in front of the kid, the presence of siblings), peers (for example, affiliation with deviant peers), and the environment of the area. On a worldwide scale, the cultural perspectives and beliefs that people have about what makes an acceptable lie have a huge effect in the way that people behave to one another. In light of the fact that, contrary to what the current study suggests, a different study conducted by the American Psychiatric Association (2013) reveals that girls often have lesser incidences of behavioural disorders than boys, gender is an important factor that should be taken into consideration in this research. Academics feel that there is a great deal of controversy about gender differences in moral reasoning, and they believe that everyone has the right to form their own opinions on the subject. Men, in contrast to women, tend to adopt a more autonomous approach to moral reasoning, and they base their moral reasoning on more abstract ideals such as justice and fairness.

There are a number of contextual and background factors that impact how each gender employs their justice and caring orientations, but generally speaking, both sexes display these orientations. An appraisal of the rightness or wrongness of an activity based on the moral traits or ideals connected to that action is referred to as a moral judgment. Emotions and other subjective experiences have the potential to behave as both factors that motivate moral behavior and factors that discourage immoral behavior. The majority of children have a moderate level of emotional stability and moral judgment. The moral judgment of children was shown to have a positive and statistically significant association with their emotional stability, and this was true regardless of the gender of the children participating in the study.

**Respondents' moral values were distributed according to their socioeconomic condition.**

**Table-3: Percentage distribution of late childhood moral beliefs according to socioeconomic status**

| S. No. | VALUE | High Income Group (n1=100) | | | Middle Income Group (n2=100) | | | Low Income Group (n3=100) | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | High | Moderate | Low | High | Moderate | Low | High | Moderate | Low |
| | | % | % | % | % | % | % | % | % | % |
| 1 | Sense of right & wrong | 94 | 6 | - | 70 | 12 | 18 | 67 | 33 | - |
| 2 | Responsibility | 96 | 3 | 1 | 96 | 4 | - | 83 | 17 | - |
| 3 | Respect | 96 | 4 | - | 94 | 6 | - | 78 | 22 | - |
| 4 | Generosity | 96 | 4 | - | 87 | 13 | - | 74 | 21 | 5 |
| 5 | Truthfulness | 96 | 4 | - | 94 | 6 | - | 81 | 14 | 5 |
| Overall Positive Values | | 95.6 | 4.2 | 0.2 | 88.2 | 8.2 | 3.6 | 76.6 | 21.4 | 2 |
| 6 | Cheating | - | 3 | 97 | 2 | 13 | 85 | 3 | 14 | 83 |
| 7 | Jealousy | - | 3 | 97 | 1 | 14 | 85 | - | 28 | 72 |
| 8 | Stealing | - | 4 | 96 | - | 17 | 83 | 6 | 19 | 75 |
| 9 | Greed | - | 4 | 96 | 1 | 19 | 80 | 4 | 16 | 80 |
| 10 | Self-centeredness | - | 3 | 97 | - | 9 | 91 | - | 14 | 86 |
| Overall Negative Values | | - | 3.4 | 96.6 | 0.8 | 14.4 | 84.8 | 2.6 | 18.2 | 79.2 |

Table makes it abundantly evident that there are significant differences in the development of moral concepts based on socioeconomic level. When looking at the percentages that children in each socioeconomic class scored, it is feasible to observe that there are considerable differences because of the differences. Children who came from households with a middle-class income had the largest percentage of morally upstanding attitudes, whereas children who came from homes with a low income had the lowest. The research found that children who came from homes with higher incomes had a lower likelihood of having moral convictions that were not up to par. It has been shown via research that children who originate from households with poor incomes have a tendency to have more negative moral views.

In accordance with the results that children who originate from households with poor incomes may have behavioural and emotional disorders that continue until puberty or even deteriorate during that period, the findings of this research are consistent with those findings. People who live in situations that are more unpredictable and that experience more rapid change are more

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likely to engage in aggressive and delinquent behaviours,. It is possible that the observed differences in results across all socioeconomic classes might be attributed to the educational and occupational backgrounds of the mother and father. The majority of the subjects came from middle-class or upper-class families, where both parents had college degrees. On the other hand, the majority of those who came from lower-class backgrounds had only finished elementary school or were illiterate. This information is shown in Table 4.2. A research that was carried investigated the impact that the level of education and employment of parents has on the capacity of their children to acquire values via the use of a teaching values program. According to the findings of the researchers, there was a significant connection between the level of education of parents and the values of learning.

Additionally, which provides information on the occupational pattern of parents, it is possible to see that children who originate from families with higher and medium incomes, whose parents are mostly employed in the public and private sectors, have a tendency to have higher levels of moral views . A father's occupation was found to have a negative correlation with economic value, stimulation, and traditional values, while a mother's education was found to have a positive correlation with social values and knowledge power, research on the relationship between parental education and occupation and the value systems of their children. On the other hand, it was discovered that the level of education possessed by a mother had a favourable correlation with economic worth.

## CONCLUSION

Over the course of the interviews, it was discovered that the parents of the subject were able to effectively balance their work responsibilities with their responsibilities at home. They make it a priority to spend quality time with their children in order to instill in them valuable lessons about life and to encourage them to develop healthy habits. The fact that parents may be able to accept their children's criticism of adult norms does not change the fact that they make every effort to assist their children in conforming to the expectations of society. The parents of the responder believe that their daughter is resilient on the inside; she has a great deal of skill that, if she could only find the appropriate outlets for it, would be spectacular; nevertheless, all of her shortcomings prevent her from reaching her full potential. Instead of looking for approval from her parents, she finds it via the company of her friends and the social media platforms that she utilises. In order to circumvent this issue, her parents have not totally shut off her access to the internet; nevertheless, they have made an effort to develop a pattern in which she is only permitted to view certain types of media during specific times of the day. Instead of using harsh punishments and exerting total control over their kids, they take the time to explain to them the rules of the house and the reasons why some behaviours are unacceptable. However, there are situations in which the father has to take a tough stand in order to rein in his daughter in the event that she behaves inappropriately or displays dissatisfaction of the decisions that the parents have made. To ensure that their children follow to the daily routine that they have devised for themselves, the parents have taken the effort to construct a daily routine plan. When it comes to getting the responder to adhere to a regular schedule, the parents have reported that it may be

fairly difficult. Unlike her elder sister, the parents feel forced to help their daughter with her studies since she is considered to be an average student. This is in contrast to the situation with her older sister.

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