



Sociology of Education

An Exploration the PhD Theses of Education Philosophy Field of Government Universities in the Field of Moral Education

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Abstract

Purpose: Moral education is an important topic that has been studied in many PhD theses of education philosophy field. Therefore, the purpose of this study was to exploration the PhD theses of education philosophy field of government universities in the field of moral education.

Methodology: This study in terms of purpose was applied and in terms of implementation method was qualitative. The research population was the PhD theses of education philosophy field of government universities in the 1991 to 2020 years with number 263 cases, which 31 cases were selected as a sample by purposive sampling method and based on the abstract and keywords related to the field of moral education. The data were collected by taking notes from PhD theses of education philosophy field and were analyzed by inductive method.

Findings: The findings showed that the exploration the PhD theses of education philosophy field of government universities in the field of moral education indicated that the theses were located in the 6 areas include comparing the views of Muslim thinkers with the views of Western thinkers, moral education based on the opinion of Islam, moral education based on the opinions of Muslim thinkers, moral education based on the opinion of western thinkers, designing the pattern of moral education in the schools and other subjects which most of them compared the views of Muslim thinkers with the views of Western thinkers. All theses had a dual nature and numbers of 17 theses were examined moral education with a theoretical and abstract view and numbers of 14 theses were examined moral education with a functional and practical view.

Conclusion: Examining PhD theses of education philosophy field of government universities in the field of moral education helps to better understand of moral education and clearly shows the existing gaps. Also, the theses did not have the necessary and sufficient compliance with the needs and issues of society and educational needs, and no theses were found on the pathology of moral education in the society and educational system. These results can have many practical implications for specialists, planners and university professors in the education philosophy field and provide the basis for further research and application of the results.



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Detailed abstract

Purpose: The concept of moral is one of the most important concepts in the field of humanities and social sciences, which always about it there have been different views. In the other words, different experts and specialists expressed different opinions about their different epistemological foundations and intellectual supports expressed different opinions about its meaning, concept, dimensions and scope. The moral means trust, integrity, honesty, justice, citizenship virtues and service to the society, and a set of spiritual and inner qualities that appear in the form of actions and behavior. In fact, moral guarantees moral actions without using external levers. The category of moral is one of the important issues and challenges of the present and future of various societies and educational systems, which due to its role in regulating human life has always been the focus of philosophers, thinkers, social thinkers and ethics scholars, and moral education is one of the concerns of world educational policy makers. Along with the important role of the family in moral education, the formal and public education system also seeks to develop the morals of its members. The moral as a social matter, in addition to guiding a person is governing on the communication between people. In compared to expediency thinking, which is only the function of the principle of reality in its stage, moral is a superego function and has long been one of the most fundamental pillars of human life and the main reason for human privilege over other creatures. The current age is the age of fundamental crises and challenges (violence, evil, moral breakdowns and unkindness). Therefore, if a person wants to have psychological and behavioral balance and be successful in personal and social relationships, he should turn to ethics and moral education. For this reason, ethics and moral education have always been the focus of thinkers and thinkers of societies throughout history. Therefore, a lot of scientific and practical attention and efforts are being spent by experts and educators to understand and explain moral characteristics. The moral education and fosterage of moral-oriented citizens is one of the most important concerns of educational trustees. Therefore, the education system is very effective in the formation of behavior, character, habit and way of thinking and perception of people, and the investigation of the evolution of the moral education program indicates the double importance of this structure. One of the important issues that the contemporary education system is facing with that is the issue of moral education, which its importance in the education systems is very important and necessary. The moral education means the process of arousing, providing and applying educational and fostering mechanisms in order to receive moral propositions, recognize and introduce virtues and vices, lay the groundwork for creating a positive attitude, desire for good morals, adhere and fulfill of moral values to achieve happiness and perfection. In another definition, moral education means the fosterage of Islamic desirable moral habits and traits, internalization of moral values and sustainable formation of human personality based on the characteristics of a perfect moral human, foundation and application of methods to flourish, strengthen and create moral traits, behaviors and manners and correcting and eliminating unmoral traits, behaviors and manners in a person or others. The moral education is the focus of all educational programs in the schools and has been superior to other educational fields. The meaning of moral education is a kind of change that includes intellectual, emotional and behavioral domains. In the intellectual domain, moral education is aimed at developing moral understanding to distinguish good from bad. In the emotional domain, moral education refers to the cultivation of certain emotions in a person. In the behavioral domain, moral education requires action, and a person's behavior should be a manifestation of moral understanding and feeling. Moral education is an important topic that has been studied in many PhD theses of education philosophy field. Therefore, the purpose of this study was to exploration the PhD theses of education philosophy field of government universities in the field of moral education.

Methodology: This study in terms of purpose was applied and in terms of implementation method was qualitative. The research population was the PhD theses of education philosophy field of government universities in the 1991 to 2020 years with number 263 cases, which 31 cases were selected as a sample by purposive sampling

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Findings: The findings showed that the exploration the PhD theses of education philosophy field of government universities in the field of moral education indicated that the theses were located in the 6 areas include comparing the views of Muslim thinkers with the views of Western thinkers, moral education based on the opinion of Islam, moral education based on the opinions of Muslim thinkers, moral education based on the opinion of western thinkers, designing the pattern of moral education in the schools and other subjects. Also, most of the theses are in the fields of comparing the views of Muslim thinkers with the views of Western thinkers (29 percent), moral education based on the opinions of Muslim thinkers (19 percent), moral education based on the opinion of Islam (16 percent), moral education based on the opinion of western thinkers (16 percent), designing the pattern of moral education in the schools (10 percent) and other subjects (10 percent), respectively. Therefore, most of them compared the views of Muslim thinkers with the views of Western thinkers. All theses had a dual nature and numbers of 17 theses were examined moral education with a theoretical and abstract view and numbers of 14 theses were examined moral education with a functional and practical view.

Conclusion: Examining PhD theses of education philosophy field of government universities in the field of moral education helps to better understand of moral education and clearly shows the existing gaps. Also, the theses did not have the necessary and sufficient compliance with the needs and issues of society and educational needs, and no theses were found on the pathology of moral education in the society and educational system. These results can have many practical implications for specialists, planners and university professors in the education philosophy field and provide the basis for further research and application of the results.