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STUDY OF THE EFFECTIVENESS OF ACTIVITY BASED PROGRAM FOR VALUE EDUCATION ON THE MORAL JUDGMENT OF STUDENTS

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Abstract

It is obvious that human life and Science are closely interlinked. Teachers should try their best creating conducive environment to inculcate values in students, right from their school life in order to create a progressive society. Teachers can best generate such an environment during the Science period through various action-oriented programs .While considering the nature of education it is necessary to take into account the moral judgment to enable students to adjust efficiently in all occupations and lifestyle by bringing about a transformation in them. The people who develop in moral judgment are those who love to learn, who seek new challenges, who enjoy intellectually stimulating environments, who are reflective, who make plans and set goals, who take risks, who see themselves in the larger social contexts of history and institutions and broad cultural trends, who take responsibility for themselves and their environs. Therefore Students should be enabled to make their decisions on their own. Teacher should be encouraged to develop their own moral judgment. The objectives of the study were to develop activity based program for developing the moral judgment among students and to implement the activity based program and to measure the effectiveness of the program. The researcher developed activity based program for enhancement of moral judgment. Moral judgment test by Sinha and Varma has been administered on a random sampling of 300 fifth std. students. The data was analyzed using 't' test. The study showed that the Values could be inculcated through activity-based program and the activity-based program prepared by the researcher was effective for development of moral judgment.

Key words: *- moral judgment, value education, activity based program*

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Introduction

Moral or ethical education does not necessarily mean only to generate proper emotions. Intellectual capacities need to be developed in a moral education. A moral development comprises both thinking morally and behaving morally. A person indulging in

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moral behavior ought to know for sure whether his or her behavior is appropriate or not. Thus not only is the behavior important but also the rationale behind it. Moral qualities are develop gradually and are closely linked with process of mental development.

Education does not mean mere imparting of knowledge. It does not mean merely preparing students or citizens. What it really means is to inculcate socially useful values in students and develop the capacity of students to think independently and make their own decisions. This will automatically enable students to become responsible citizens of a democratic society.

As stated by the Kothari Commission it is necessary to have that kind of education, which will insist moral and spiritual values for the bright future of pluralistic democratic countries. Values can be best ingrained or instilled while children are students. If moral judgment is developed in students it will be beneficial for the development of students, society and the country.

Various efforts have been taken for imparting value education through school texts, educational programs, and co-curricular activities in schools. However, no remarkable impact of these has been observed. Even though value education is imparted in allotted period, the researcher observed that the effect was not appealing. Therefore, the researcher thought that the same value education might be imparted through Science subjects in which the students are interested. Therefore, the researcher decided to study the possibility and effectiveness of imparting value education through Science subjects for the development of moral judgment. Hence, the researcher has deliberately undertaken this research work.

Statement of the Problem

Study of the effectiveness of activity based program for value education on the moral judgment of 5^{th} std. students of Marathi medium schools in Pune city.

Operational Definitions

1. **Marathi Medium School**: The schools where Marathi is used as a medium of instruction.
2. **Fifth Standard Students**: The students who have passed the 4^{th} standard examination and have sought admission to 5^{th} standard.
3. **Activity Based Program**: "A plan based on active participation of students in various activities for full filling the value education objectives."

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4. Value education: - Education of the ten values stipulated in the ordinance 1997-1998 issued by the Government of Maharashtra dated 29th May 1997

1.Sensitivity 2.Punctuality 3.Neatness 4. Gender equality 5. Dignity for Labour 6.Scientific Attitude 7.Modesty 8. National Integration 9.Tolerance towards all religions 10.Patriotism

Out of these ten values, the researcher decided to consider following **Seven values** for the research study.

1. Sensitivity 2.Punctuality 3.Neatness 4. Gender equality 5. Dignity for Labour 6.Scientific Attitude 7.Modesty

5. Moral Judgment: - The researcher formed the definition of moral judgment viz. "A proper pre decision taken by a student from the available alternatives to achieve the objectives behind the moral behavior."

6. Effectiveness: - Refers to the difference between pre-test and post-test scores of the students on moral judgment test.

Standardized moral judgment test prepared by Sinha and Verma was used for research study.

Objectives of the Study

1 To find out the existing methodologies used for imparting value education.
2 To study the existing situation regarding value education from the point of moral judgment
3 To find out the difficulties in the development of moral judgment.
4 To develop activity based program for developing the moral judgment among students.
5 To implement the activity based program and measure the effectiveness of the program.

Hypotheses

Research Hypothesis

"Activity based program develops moral judgment of the students."

Null Hypotheses

1. There is no significant difference in the scores of the students of experimental group before and after the implementation of the activity-based program.
2. There is no significant difference in the posttest scores of the students of the control group and the experimental group.

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Scope and Limitations

- The present study will be useful to all fifth standard students from rural and urban areas.
- It will be useful for all teachers of Science of fifth standard.
- Only 20 granted Marathi medium schools are selected from Pune city for Survey.
- Three Marathi medium granted schools and two Pune Municipal Corporation schools are included in the experiment.
- The present study is limited to Marathi Medium Schools.
- The present study is limited to fifth standard students from the schools selected for experiment.

Delimitations

- **Teaching is done only through the Science subject.**
- Only **specific topics**/units from Science are included.
- Out of ten values, only **seven values** are focused /included for study.
- There will be limitations in application of the findings of the research as it is not possible to control all extraneous factors.

Methodology

The research study was conducted in two parts: - **A Survey and An experiment.** The present study is aimed at finding the effectiveness of activity based program over the traditional method of teaching Science subject on development of moral judgment of fifth standard pupils. **Two equivalent groups' pre-test post-test design** was used. Researcher completed research work in four stages: **Survey, Development of activity based program(product), Implementation, Evaluation**

The investigator used a moral judgment test by Varma and Sinha for evaluation. The proposed activity based program was used as tool to impart value education to enhance the moral judgment of the students. Through teaching of Science subjects, activity based program related to value education were stressed. **Researcher included following types of activities in her activity-based program. Physical activities**, **Constructive activities**, **Creative activities, Environmental activities**, **Community activities.**

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Implementation of activity based program

No.	Unit	Value	Activity	Periods per school
1	Characteristics of living things	Sensitivity / Neatness / Scientific attitude	**Sticking of cutouts**	2
2	Adaptation in living things	Modesty / Scientific attitude	**Symposium**	2
3	Diet	Scientific attitude	**Picture Observation**	2
4	Diet	Gender Equality / Scientific attitude	**Role Play**	2
5	The spread of Disease	Sensitivity / Modesty / Scientific attitude	**Puzzle**	2
6	The spread of Disease	Sensitivity / Modesty / Scientific attitude	**Quiz**	2
7	Prevention of Disease	Punctuality / Scientific attitude	**Collection & interpretation of information**	2
8	Environment and Community Health	Dignity for labour / Scientific attitude	**Environment cleaning**	2
9	Environment and Community Health	Dignity for labour / Scientific attitude	**Environment cleaning**	2
10	Natural Resources	Scientific attitude	**Elocution Competition**	2
11	Air / Energy Crisis	Sensitivity / Neatness / Scientific attitude	**Making Posters**	2
12	Substances	Neatness / Scientific attitude	**Project work**	2
13	Substances	Neatness / Scientific attitude	**Project work**	2

The researcher rigorously followed above-mentioned activities.

Percentage analysis, Mean**, SD,'t' test** were used to treat the data.

Variables

Independent variable: '**Activity based program' and**

Dependent variable: '**Moral Judgment'**

Samples for the Study

For Survey: - Sample: - The sample of the study comprised 20 Marathi, medium schools were selected randomly by lottery method. 40 Science teachers from these schools were included in the survey. To select Science subject teachers' **incidental sampling method was used.**

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For Experiment: - Sample: - 5 schools were selected by **purposive sampling** method. The sample of the study comprised 300 students studying in Classes V, who were selected from 5 schools through random sampling method.

Analysis of Data

To test Hypothesis 1, pre-test and post test were administered to the students at the beginning and at the end of the academic year respectively from the selected schools. One division from each of the five selected schools formed the five experimental groups of the research study.

Comparison of Pre- test Mean, Post- test Mean and't' value of all the Experimental Groups

Experimental Group	Pre-test Mean	Post-test Mean	't' Value
1	M_1 = 28.0333	M_2 = 34.6333	11.1808
2	M_1 = 36.7333	M_2 = 45.8	26.4880
3	M_1 = 18.5333	M_2 = 29.0333	09.9150
4	M_1 = 32.9333	M_2 = 38.1	09.0739
5	M_1 = 22.1667	M_2 = 30.6667	13.4133

Table: - 1

Observation

In all five experimental groups, a remarkable increase is seen in the Post-test mean, when compared with their respective pre-test means. Further, this increase is found to be significant through the 't' test analysis at 0.01 level.

Inference

The significant increase in the post-test mean for all the five experimental groups shows the activity based program is effective in the developing the moral judgment in the students.

Hypothesis 1, "There is no significant difference in the moral judgment of the students after the implementation of the activity based program" is hence rejected. Research Hypothesis is accepted.

To test Hypothesis 2, control group and experimental group were equated for their means based on the scores obtained by the students in the pre-test. At the end of the academic year post-test was administered to both the groups. The difference between the post-test mean of the control group and the post-test mean of the experimental group was tested for their significance at the 0.01 level.

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Comparison of Mean of Experimental group and Control group of the post-test and 't' value.

Group	Post-test mean of the Experimental group	Post-test mean of the Control group	't' value
1	M_1 = 34.6333	M_2 = 27.9333	06.1260
2	M_1 = 45.8	M_2 = 37.0	10.3688
3	M_1 = 29.0333	M_2 = 19.0667	04.4153
4	M_1 = 38.1	M_2 = 32.60	04.3814
5	M_1 = 30.6667	M_2 = 22.6	07.4485

Table: - 2

Observation

In all five experimental groups, a remarkable increase is seen in the Post-test mean, when compared with post-test means of the control groups. Further, this increase is found to be significant through the't' test analysis at 0.01 level.

Inference

The significant increase in the post-test mean for all the five experimental groups shows the activity based program is effective in the developing the moral judgment in the students.

Hypothesis 2, "There is no significant difference in the moral judgment between the students of the control group and experimental group after the implementation of the activity based program" is hence rejected. Research Hypothesis is accepted.

Major Findings: -

Major findings from Surve

∗ All teachers agree that Moral Judgment can be developed among students if value education is imparted through program.

Major findings regarding the opinion of teachers and students about the program

∗ Majority of teachers feel that program is necessary and easy to understand.

∗ All teachers feel that lesson note is useful while implementing program.

∗ All teachers agree to that the implementation of program during Science period is beneficial for students even with respect to Science subject.

∗ All teachers feel that moral judgment develops through activity-based program.

∗ Activity program is effective and influential.

∗ All students appreciate Science teaching through activity-based program.

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Major findings from Experiment

∗ For all the experimental groups the mean in the post- test has increased as compared to the pre-test. This obtained‘t’ value is significant at 0.01 significant level.

∗ For all the experimental groups the mean in the post- test has increased as compared to all the control groups post-test mean. This obtained‘t’ value is significant at 0.01 significant level.

Conclusions

Conclusions from the Survey

- Students’ moral judgment develops in the later childhood stage.
- The activity-based program helps to develop interest in Science subjects.
- An outline and lesson note is necessary for implementation of activity program.

Conclusions from the Experiment

- A deliberately prepared and executed program helps in development of moral judgment among students.
- Values can be inculcated through activity-based program.
- The activity-based program prepared by the researcher is effective.

Discussion

"Piaget, Kohlberg, Stephenson and others have emphasized habit formation in the process of moral development. Habit formation is really caught rather than taught, and it depends upon a conducive environment and constant guidance from parents and teachers."

The same type of research study should be done through out the school life. Then and then only the moral development will be seen in the true sense.

While studying the methods of imparting value education; researcher understands that value education can be given by three ways that is direct, indirect and informal. While imparting value education by indirect method it should be given through school subjects.

Implications

✦ The schools should organize value education periods in the regular teaching periods of school subjects rather than independently.

✦ It is important to prepare lesson plans for providing value education.

✦ Teachers of Science subject should plan programs for imparting value education.

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- Teachers should implement the programs through co-operation from schools.
- Schools should co-operate with the teachers who wish to implement such programs independently.
- The programs should be organized from the point of view of developing Moral Judgment.
- Activity based program should be implemented in a free atmosphere.
- Teachers should take conscience efforts for implementing activity program in relation with the subject they are teaching.

Contribution of the knowledge

"On the environmental side of the equation, those who develop in moral judgment have an advantage in receiving encouragement to continue their education and their development. They profit from stimulating and challenging environments, and from social milieus that support their work, interest them, and reward their accomplishments."

Therefore the researcher developed activity based program for the development of moral judgment of the fifth std. students. It will be useful for teachers to understand how teaching of value education is useful to enhance moral judgment. It will be helpful to understand how value education is useful in transforming human being into a responsible citizen. . It will be also helpful to them to understand how to plan and implement activity based program in their classrooms making modifications wherever necessary.

This program has contributed to the field of moral education through

i) design of program

ii) use of cooperative learning

iii) developing an interdisciplinary view in teaching

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