

IMPACT OF ACTIVITY BASED VALUE EDUCATION ON MORAL JUDGMENT OF SCHOOL STUDENTS IN RELATION TO INTELLIGENCE

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ABSTRACT

This paper studies the impact of Activity based Value education on Moral judgment of school students of Chandigarh in relation to Intelligence. All cherished aims of any nation have been realized through classrooms only... "What the schools are, the race shall be". Our students very often fall short of our expectations because their personalities are developed mostly intellectually by assimilating and vomiting of the information and not by acquisition of moral and spiritual values. There has been a gradual erosion of values and wide spread corruption in all walks of life which is causing havoc in our society. In view of the present scenario in the country there is an urgent need to inculcate values among our students. This research paper tries to answer many questions like whether Activity based value education affect the level of Moral judgment of students? Whether there is any relationship between Moral judgment and Intelligence of a person? Whether Intelligence and Activity based value education jointly affect Moral judgment of a person?

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INRODUCTION

Value literally means something that has a price, something precious, dear and worthwhile; hence something one is ready to suffer and sacrifice for. In other words, values are a set of rules or regulations of behaviour. In the words of Dewey, “the value means primarily to price, to esteem, to appraise and to estimate”. It means the act of achieving something, holding it and also the act of passing judgement upon the nature and amounts of values as compared with something else. Values are regarded as desirable, important, and held in high esteem by a particular society in which a person lives. Thus values give meaning and strength to a person’s character by occupying a central place in his life. Values reflect one’s personal attitudes and judgements, decisions and choices behaviour and relationships, dreams and vision. They influence our thoughts, feelings and actions. They guide us to do the right things. But values may differ from one society to the other.

Value Education may be means inculcating the children, a sense of humanism ,a deep concern for the well being of others and the nation. It teaches us to preserve what is good and worthwhile .It helps us to accept and respect the attitude and behavior of those who differ from us. **Moral judgment** may be defined as the ability to evaluate the situation and moral issues, as right or wrong, keeping in view knowledge of moral standards. Moral judgment is a by-product of many other learnings. It is the judgement , which sees individual rights of others, which sees the relationship of one’s own present behavior to one’s own future wellbeing. **Intelligence** may be defined as the ability to learn from experiences and to deal with new situations .The performance of any task systematically and without any interruption is considered a symbol of intelligence.

EMERGENCE OF THE PROBLEM

All cherished aims of any nation have been realized through classrooms only ...” what the schools is, the race shall be”. Our students very often fall short of our expectations because their personalities are developed mostly intellectually by assimilating and vomiting of the information (knowledge) and not be acquisition of moral and spiritual values. Value education has been altogether in our present education system, which is responsible for various unfortunate acts of indiscipline in the student world. One such example of violence in student which comes to mind happened recently in Gurgaon. A student of 8th standard of Euro international school killed his

fellow classmate with his father's revolver. The incident clearly declares the need of imparting value oriented education along with academic knowledge. There has been a gradual erosion of values and wide spread corruption in all walks of life. The erosion of values is causing havoc in our society. Involvement of students in recent bomb blasts in the country is another example. In view of the present scenario in the country, there is an urgent need to inculcate values among our students. Value education is a formative factor in the moral development and the moral judgment of the students. It also affects their intelligence level. The setting in which the child is attached more with the family and getting value oriented education, child tends to become moral developed and has high levels of aspirations when their parents make appropriate demands at appropriate time regarding success liberally and holding standards of excellence for them while also giving them freedom to work out their own problems in their own ways. Though there is research work indicating the relationship of intelligence with academic achievement but researcher could locate only few studies which show relationship of intelligence with moral judgment. Thus, chose the problem stated as.

OBJECTIVES OF THE STUDY

1. To study the effect of activity based value education on moral judgment.
2. To develop five activities based lessons on value education.
3. To develop five traditional methods based lessons on value education.
4. To study the relative effectiveness of activity based value education as compared to traditional way of teaching value education.
5. To find the interaction effects of activities based value education and intelligence on moral judgment.
6. To study the effectiveness of activity based value education on moral judgment at different levels of intelligence.

HYPOTHESES OF THE STUDY

1. There will be no significant difference in the mean gain scores on moral judgment between the control group taught by conventional method and the experimental group taught by conventional method and the experimental group taught by activity based value education.

2. There will be no significant difference in the mean gain scores in moral judgment at different levels of intelligence.
3. There will be no significant interaction effect of activity based value education and intelligence on moral judgment.

TOOLS USED FOR THE STUDY

1. Self-prepared Instructional material based on activity based method.
2. Self-prepared Instructional material based on conventional teaching.
3. Moral judgment test by Sinha and Verma (1992).
4. Group test of intelligence by Dr. (Mrs.) Promila Ahuja (1971).

SAMPLE FOR THE STUDY

In the present study the sample consisted of 100 students of 7th standard of Govt. model senior secondary school, sector-46, Chandigarh. It was a purposive sample. The investigator selected school in accordance with the availability and convenience. The 50 students were allowed to learn value education through activity based method and rest 50 students taught through conventional method.

METHOD AND PROCEDURE OF THE STUDY

The present study was descriptive in nature as it tells us about what exists at present by determining the nature and degree of existing conditions. The present study was designed to obtain pertinent and precise information concerning the impact of Activity based value education on Moral judgment of school students in relation to Intelligence.

For actual data collection following steps were taken:

Step-1 Moral Judgment Test and Intelligence Test were given to the sample of 100 students of both the groups. (Conventional and Experimental) for Pre-testing.

Step-2 Teaching Session: At this stage, ordinary teaching was restored to the control group for 10 days on different topics under the subject of value education as prescribed in the syllabus for 7th class. During those days activity based lessons were developed in the class with interaction among students of experimental group for the same topics.

Step-3 Post test was administered in the area of Moral judgment and intelligence to the students of both the groups. The same test was repeated as was given at the pre-test stage. The gain scores (Post test scores – Pre test scores) were used for the analysis of data.

Situational variables were kept constant and uniform. Before starting the session, it was ensured that the 7th graders were sitting comfortably in the room where there was no disturbance.

STATISTICAL TECHNIQUES USED IN THE STUDY

- Mean, Median, Mode, Standard deviation were worked out to study the general nature of the sample in relation to dependent variable scores viz. Moral Judgment and Intelligence and independent variable viz. Activity based value education as instructional strategy.
- Skewness and Kurtosis and their standard errors were worked out to see the trend of departure of the sample distribution from the normal probability curve.
- t-ratios were computed to determine the level of significance and difference between means related to different sub-groups and different variables. Two-way ANOVA was worked to see the interaction between activities based value education and different levels of intelligence.

VERIFICATION OF HYPOTHESES

The interpretation of results has been done in terms of verification of hypotheses.

t-test was applied to determine the significance of difference between the scores of Pre-test and Post-test of Moral Judgment in the sample of class 7th students. Hypotheses were tested on the basis of t-test and ANOVA calculated from the data and the significance was tested. The t-values were found to be:

- **HYPOTHESES I**

The t-value for Moral judgement was found to be 6.160, which is significant at 0.05 as well as at 0.01 levels of significance. Hence, the hypothesis I, “There will be no significant difference between in the mean gain scores on Moral judgment between the control group taught by conventional method and the experimental group taught by activity based method of value education.” is rejected. Moral judgment of class 7th students improved with the activity based method of value education.

- **HYPOTHESES II**

The F-value for intelligence came out to be .400 which is not significant at point 0.05 as well as 0.01 level of significance. Hence the Hypothesis II, “There will be no significant difference between mean scores of Moral judgment at different levels of Intelligence.” is accepted.

- **HYPOTHESIS III**

The F-value for interaction of activity based value education on Moral Judgment between came out to be 0.714, which is not significant at point 0.05 as well as 0.01 levels of significance. Hence the Hypothesis III, “There will be no significant interaction between activity based value education and Intelligence on Moral judgment” is accepted.

RESULTS & FINDINGS OF THE STUDY

1. The performance of the students taught through activity based method was found statistically significant on the moral judgment test .Hence, Activity based method as an instructional strategy was more effective over the conventional method. There was significant difference found between the gain mean scores of moral judgment in both experimental group and control group.
2. There was no significant differences found between means score in moral judgment at different level of intelligence.
3. There was no significant difference found between the gain mean scores of moral judgment at all the three levels of intelligence in both experimental group and control group due to interaction of activities based value education and intelligence.

EDUCATIONAL IMPLICATIONS OF THE STUDY

1. At present value education is not taught as a separate subject in schools. While going through the results of the study, researcher recommends that value education should be made key component of the school curriculum at all levels till grade VII even in the govt. schools.
2. The results of the present study indicate a better values acquisition by the student when they are taught through activity based method.
3. Imparting value education by both the conventional and activity based method fastens the character development of the students, but still high gain scores on moral judgment of the students taught by activity based method indicate more effectiveness of the same.
4. Activity based method can be used to teach other school subjects also.

5. Activity based method as an instructional strategy will be effectively used for the students who recognize activities quickly than the verbal communication. So this method is suitable to the needs of students with diverse cognitive styles.
6. Activity based instructional strategy helps in democratic classroom participation and brain storming.
7. Students will be able to make ethical decisions in the real life situations.
8. Inculcation of moral values will help them to attach with their culture and family.
9. Students will be able to evaluate the situations and moral issues as right or wrong at an earlier stage, which is going to help them in their future lives.
10. Students will inculcate the cardinal values such as commitment, peace, keys of success, emotional stability, courage, compassion, insight, kindness, charity, generosity, sincerity.

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