Original Research Paper

Education

EFFECTIVENESS OF A VALUE DEVELOPMENT INSTRUCTIONAL STRATEGY ON MORAL INTELLIGENCE OF STUDENTS AT HIGHER SECONDARY LEVEL

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ABSTRACT | World is so much corrupted due to the absence of morality in all age groups. Moral qualities like Empathy, consciousness, self control, respect, kindness, tolerances, fairness etc are not present in the words or deeds of mankind. Education is the true method to develop the moral values in adolescents and also to make them complete citizens. While teaching the subjects teachers can inculcate the moral values in their students. The investigator developed a value development instructional strategy for enhancing moral intelligence among higher secondary school students. The effectiveness of the strategy was tested on a sample of 70 students at higher secondary level and found that it is very effective in enhancing moral intelligence in total and component wise. Proper transaction of the curriculum ensures supportive classroom climate with a group of good morally developed students.

KEYWORDS : Value Development Instructional Strategy, Moral Intelligence.

Introduction

Education is the process which draws out the best in man with the aim of producing a well balanced personality – culturally refined, emotionally stable, ethically sound, logically correct, mentally alert, morally upright, physically strong, socially efficient, spiritually mature, vocationally self sufficient and internationally liberal. The main function of education is to cultivate morally and socially desirable values in pupils and to make them good citizens

Our students are living in the present world having immorality and there are a lot of chances to divert their life in wrong ways. There is somebody needed to direct the students towards a moral world. The teachers can develop moral intelligence among their students through any ways. If teachers succeed in raising moral children, they help students not only to think morally but also to act morally.

Here comes the need to change the instructional strategy to enhance moral intelligence among our students .

MORAL INTELLIGENCE

Moral Intelligence is the capacity to understand right from wrong; it means to have strong ethical convictions and to act on them so that one behaves in the right and honorable way. (Borba 2001).

Essential Virtues of Moral Intelligence

Moral Intelligence consists of seven essential virtues such as empathy, conscience, self control, respect, kindness, tolerance and fairness that help the individual to navigate through the ethical challenges and pressures they will inevitably face throughout life(Borba, 2001)

1. Empathy: empathy is the core emotion that allows understanding how other people feel. This is the virtue that helps him to become more sensitive to the needs and feelings of others, be more likely to help those who are hurt or troubled and treat others more compassionately
2. Conscience: it is a strong inner voice that helps to decide right from wrong and stay on the moral path, zapping him with a dose of guilt wherever strays
3. Self Control: self control helps to restrain impulses and think before action so that they behave right and is less likely to make rash choices with potentially dangerous outcomes
4. Respect: respect encourages treating others with consideration and regards them as worthy. This is the virtue that leads to treat others the way they would like to be treated, so lay the foundation for preventing violence, injustice and hatred
5. Kindness: kindness helps to show concern about the welfare and feelings of others. By developing this virtue the individual will become less selfish and more compassionate and will understand that treating others kindly in simply the right thing to do.
6. Tolerance: Tolerance helps to appreciate different qualities in others, stay open to new perspectives and beliefs and respect others regardless of difference in race, gender, appearance, culture, beliefs and abilities.
7. Fairness: Fairness leads to trait others in a righteous, impartial and just way so that they can, more likely, play by the rules, take turns and share and listen openly to all sides before judging.

These seven virtues altogether constitute the development of Moral Intelligence and these seven virtues becomes one moral compass, guiding towards responsible living and ethical conduct. As the Moral Intelligence capacity expands and if the right conditions for moral growth are presented, they will have the potential to attain even higher moral virtues, such as self discipline, humility, courage, temperance, integrity, mercy and altruism.

Value Development Instructional Strategy

The main components of Moral Intelligence are Empathy, Consciousness, Self Control, Respect, Kindness, Tolerances and Fairness which are directly related to the personal, social, moral, and spiritual life of an individual. All these components are considered while preparing the value development instructional strategy. The strategy contains four phases. The details of the phases are

Phase 1

In this phase the teacher tries to develop critical thinking with regard to moral and immoral activities happening around the society and also the attitude towards that among the students. Teacher present a value based incident or idea by showing Photo, Video, and News cutting etc. which is appropriate for the lesson transcript. Then the teacher Invite individual student's reflection on the incident. After this a General discussion on the value based idea. Teacher concludes the general discussion with giving more clarity on the moral value

Phase 2

In this phase, the subject is transacting. The teacher introduce the topic on the basis of the idea discussed. Students starts discussing about the topic which helps to generate more idea about the topic teacher clarifies the doubts regarding the topic an d also draws the attention of students towards the moral values linked with the topics

Phase 3

In this phase a comparison and connection is happening with the ideas developed in the first and second phases. Teacher helps the student to connect the topic with the moral value based idea discussed. Students with similar ideas are grouped together and enable them for active discussion. The leaders of each group will present their idea aroused through the discussion.

Phase 4

This phase is a conclusion phase. Here the conclusion of the

curriculum transaction and also the moral value development is happening. The teachers concludes the topic by giving some tips to enhance moral values among the students and gives follow up activity to make them more involved with moral values.

Objectives of the Study.
1. To compare the Moral Intelligence of higher secondary students taught using value development instructional strategy and Conventional Activity Oriented Method
2. To compare the effectives of Value Development Instructional Strategy on Moral Intelligence of higher secondary school students with that of the Conventional Activity Oriented Method with respect to the components - Empathy, consciousness, self control, respect, kindness, tolerances and fairness

Hypotheses of the Study
1. The moral intelligence among higher secondary students taught using value development instructional strategy is significantly higher than that of those taught through conventional activity oriented method
2. The moral intelligence among higher secondary students taught using value development instructional strategy is significantly higher than that of those taught through conventional activity oriented method with respect to the component- Empathy, consciousness, self control, respect, kindness, tolerances and fairness

Methodology in Brief
Experimental Method was used for conducting the study. The design selected was pre-test, post test non equivalent group design. The study was conducted on a sample of 70 commerce students (control group and 35 and experimental group35 nos) of standard XII. Tools Used For the Study are Lesson transcripts based on Value Development Instructional Strategy, Present Activity Oriented Method and Moral Intelligence Scale

Procedure Adopted For the Study
The present study was intended to find out the effectiveness of the Value Development Instructional Strategy (VDIS) on Moral Intelligence of students at Higher Secondary Level. Before starting the treatment the investigator administered the Moral Intelligence scale as pretest to both the group. Then the experimental group was taught using the Value Development Instructional Strategy (VDIS) and the control group through the present activity oriented method. Then the same Moral Intelligence Scale was administered as posttest. Pretest and posttest scores on Moral Intelligence of students in the experimental and control groups were subjected to the statistical techniques such as mean, standard deviation and critical ratio

Major findings
1. Value development instructional strategy is more effective than that of conventional method for enhancing moral intelligence among higher secondary students. This conclusions is supported by the following table and findings

Table No. 1 Comparison of pre test-post test scores on moral intelligence of experimental and control groups.

Test	Group	No	Mean (M)	SD	t-value	Level of significance
Pre – test	Experimental	35	45.35	4.53	0.22	Not significant at 0.05 level
	Control	35	46.58	4.15		
Post - test	Experimental	35	72.46	5.16	5.19	Significant at 0.01 level
	Control	35	65.65	5.76		

a) there is no significant difference in the moral intelligence of the experimental and control groups before the experiment (m1= 45.35 & m2= 44.15, CR = 0.22 p>0.05)
b) There is significant difference in the moral intelligence of the experimental and control groups after the experiment (m1= 72.46 & m2 65.65. CR = 5.19 p <0.01)

2. Value development instructional strategy is more effective than that of conventional method for enhancing moral intelligence among higher secondary students with respect to the seven components – Empathy, Conscience, Self Control, Respect, Kindness, Tolerance and Fairness. This conclusion is supported by the following table and findings.

Table No. 2 Comparison of posttest scores on components of moral intelligence of experimental and control groups

No	Component	Group	No	Mean	Sd	t-value	Level of significance
1	Empathy	Experimental	35	9.58	1.67	3.68	Sig at 0.01 level
		Control	35	8.12	1.98		
2	Consciousness	Experimental	35	10.15	2.45	3.96	Sig at 0.01 level
		Control	35	8.32	1.46		
3	Self Control	Experimental	35	11.34	3.12	4.57	Sig at 0.01 level
		Control	35	8.56	1.912		
4	Respect	Experimental	35	11.25	3.25	5.58	Sig at 0.01 level
		Control	35	7.34	2.45		
5	Kindness	Experimental	35	12.56	3.74	6.12	Sig at 0.01 level
		Control	35	9.26	2.15		
6	Tolerances	Experimental	35	15.66	3.92	4.53	Sig at 0.01 level
		Control	35	10.95	2.44		
7	Fairness	Experimental	35	12.26	3.54	4.48	Sig at 0.01 level
		Control	35	9.38	2.07		

a) There is significant difference in the component of moral intelligence- Empathy of the two groups after the experiment (m1= 9.58 and m2= 8.12. CR = 3.68 p <0.01)
b) There is significant difference in the component of moral intelligence- Conscience of the two groups after the experiment (m1= 10.15 and m2= 8.32. CR = 3.96 p <0.01)
c) There is significant difference in the component of moral intelligence- Self Control of the two groups after the experiment (m1= 11.34 and m2= 8.56. CR= 4.57 p <.01)
d) There is significant difference in the component of moral intelligence - Respect of the two groups after the experiment (m1 = 11.25 and m2= 7.34. CR = 5.58 p < 0.01)
e) There is significant difference in the component of moral intelligence- Kindness of the two groups after the experiment (m1= 12.56 and m2= 9.26 . CR = 6.12 p < 0.01)
f) There is significant difference in the component of moral intelligence-Tolerance of the two groups after the experiment (m1= 15.66 and m2= 10.95. CR = 4.53 p<.01)
g) There is significant difference in the component of moral intelligence- Fairness of the two groups after the experiment (m1= 12.26 and m2= 9.38 CR = 4.81 p <0.01)

Implications.
It can be concluded that by using the value development instructional strategy is Moral Intelligence among Higher Secondary school Students can be enhanced. Students not only think morally but also act morally through cultivating moral intelligence. Proper discipline can be ensured in our schools and families by enhancing moral intelligence among our students. The teachers of various subjects can develop appropriate teaching strategy to enhance moral intelligence. The authorities must take proper steps to give orientation to teachers to develop value developments instructional strategies in concerned subject. It is very essential that our education system should evolve new strategies to develop moral intelligence among our young generation to build up the future of our country.

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