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TEACHING/LEARNING ACTIVITIES IN MORAL EDUCATION AND PUPILS' BEHAVIOR

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Abstract:-

From a context characterized by a high rate of misbehavior among children in the society as well as in school, a preoccupation of developing the place given to moral in curriculum development, this study is aimed at investigating the relationship between teaching moral education in school and pupils' behaviour. The hypothesis which guided this study was the following: there is a significant relationship between teaching/learning activities related to moral education and pupils' behaviour. Through a survey design where 50 teachers randomly selected from 11 schools in Santa sub-division, the findings revealed that the correlation between teaching/learning activities and pupils' behaviour was significant. The study revealed also that if most pupils showed a disruptive behaviour, it was because most teachers they lacked skills in organizing content material and did not involve children in activities that permitted them to develop life skills.

Key words:-Teaching moral education, teaching/learning activities, pupils' behavior

INTRODUCTION

The purpose of this study is to investigate the relationship between moral education and pupils' behavior. There is a high rate of misbehavior among children in the society as well as in school. Misbehavior among children in school could include dirtiness, laziness, cheating during examinations, loitering during classes, impoliteness, amongst young people. The media has constantly reported the high rate of violence and juvenile crime amongst the youths. Many children behave very poorly in school as well as in the society. This decline is contrasted with the extra ordinary advance in science and technology. Immorality is spreading rapidly yet morality is one of the ends of education, its goal is in effect to arouse moral consciousness but the place given to it in education nowadays is not equal to its recognized importance. It is considered that the solution of those related problems are also linked to the teaching of moral education in our schools.

According to Kant cited by Kizito (2004) education must see to the moralization of man. He is to acquire not merely skills needed for all sorts of ends, but also the disposition to choose only good ends. He went further to say that the greatest and most important task to which people should devote themselves is education which has as goal intellectual and moral enlightenment. Socrates cited by Tambo (2003) believes strongly that, people should endeavor to live a life of moral excellence. He advocated that people should live wisely and act rationally. Hence moral education should teach pupil, how to think as well as to act according to principles, law, and moral imperatives.

Theoretical and conceptual framework

Kohlberg's theory of moral development

According to Santrock (2001) the Kohlberg's theory of moral development indicates that changes in cognitive development contribute to the development of moral thinking. He says children construct their moral thought as they pass through stages and that a child's moral thinking can be improved through discussion with peers and others. Kohlberg says a better approach to affecting moral behaviour should focus on stages of moral development, as they consider the way a child organizes his/her understanding of virtues, rules and norms and integrates these into a moral choice. Kohlberg developed 3 levels of moral development and each level has 2 stages.

First of all, the *Pre-conventional level* (stages 1 and 2) is a level where the child shows no internalization of moral values. Moral reasoning is controlled by external rewards and punishment. Secondly, the *Conventional level* which is made up of Stages 3 and 4. Here the child's internalization is intermediate. The child abides internally by certain standards that are essentially imposed by other people such as parents or by society's laws. Finally, the *Post conventional level* (stage 5 and 6) is a level where Morality is completely internalized and not based on external standards. The children recognized alternative moral code that is best for him or her.

The importance of a child's moral development as emphasized by Kohlberg can be seen with the view of Ross (2004, p.630) which states that "a child needs to have achieved a high level of abstract thinking to evaluate his or her own or others intent and to have generalized and rational ethical standards as well as sensitivity to roles, perception and feelings of others". Kohlberg appreciated the importance and value of moral dilemma discussion which harmonized with the promotion of a democratic learning community within the classroom (Arends, 2001).

Regarding morality which could be considered as an important code of conduct, Awa (2005) believes that, morality aids in the wholesome development of an individual because it kills the desire to destroy what God has created, the urge to commit fraud and misappropriation of public funds, it enhances the urges of being morally upright. To this morality is much more than obedience and acceptance, it is a process of making one's own decisions.

To conclude, as children begin to gain knowledge and understand certain rules in relation to moral standards as reflected in the last stage of conventional level, it becomes very important and necessary for teachers and parents through efficient teaching/learning activities to inculcate in them the right moral values and moral virtues so that they can grow up with them.

Teaching/learning activities related to moral education

Teaching is an interactive process involving the teacher and learner. It is a purposeful activity seeking to produce change in the behavior of the pupil. Teaching/learning activities is a procedure for presenting moral education and organizing teacher pupils' interaction during a lesson in order for children to realize the determined objectives. Teaching strategies for curriculum Oriented moral education involves the following elements: problem-based learning, working in groups, discussions and using subject topics incorporating moral issues, dilemmas and values.

Reflecting on this, Moore (2001) believes that group activities and student-centered teaching strategies such as cooperative learning can be motivational since they build up on the need for recognition and belonging. Santrock (2004) explains that in interactive teaching, there is a lot of sharing of ideas between teachers and learners as well as between learners. These methods and techniques can help children to learn from peers and teachers in order to develop social skills and abilities, to organize their thoughts and to develop rational arguments.

Tambo (2003) also examines a principle of cooperative learning which is positive interdependence; that is small group activities are organized such that pupils work together in a way that makes learning more effective for one another. He further explains that, cooperative learning, is based on purposeful talking (debate, discussion, questions, explanation among members), this helps students to think, explore ideas and learn in a more meaningful way. If this method is properly exploited in a class, learning become more meaningful and pupils' behavior increased.

Arends (2001) also hold that cooperative learning is a method in which pupils work in small mixed ability learning teams. In this approach to organizing classroom activities, pupils' interact with one another, learn from one another, and learn from the teacher and from the world around them. Pupils in cooperative learning work in small groups of two, three, or

five depending on the tasks involve. Cooperative learning stimulates pupil's critical thinking skills and enhances perspective taking responsibility and patient if properly handled.

Sockeh (1992) talks of discussion method is a classroom group activity in which the teacher and pupils together consider a specific problem that does not have just one known answer. In this case both teacher and learners contributes ideas to arrive at specific decisions about a given problem. By the end of a discussion, both the learners and teacher should gain more knowledge and a clearer view of the problem than they had before the discussion began. It is based on mutual respect for different opinions and directed towards encouraging the active participation of all pupils in decision making. Classroom discussion or discussions in small groups on moral education consider dialogue and interaction to be essential for enhancing the pro-social and moral development of pupils. Kohlberg's work focuses on discussions about moral dilemmas. His early work concentrated on such discussions in the classroom. The need to solve conflicts and to consider the perspectives of others is assumed to stimulate cognitive moral growth. Discussions on ethical dilemmas in science to stimulate critical thinking skills and moral reasoning are another perspective which has to be considered. Pupils' moral reasoning is increased when this method is skillfully used.

Estes and Vasquez-levy (2001) recommend the use of play and drama in moral education because it provides a stimulating context for pupils to think and reason about moral dilemma through involvement. It also confronts pupils with moral values and ethical issues that help them to avoid moral relativism. Hence solving moral dilemmas is not a matter of presenting the right argument but of placing values in a historical and cultural context that pupils can learn and improve on their behavior.

Saye (1999) believes that dramatization involves individuals emotionally and through this pupils can identify with the moral agents in the strong and internalize the emotional content of complex 'real life' moral dilemmas. He believes that children will be more emphasize in the character if they act in it themselves, moreover by acting as a moral agent within a specific context pupils are able to develop moral authority and skills for empathic caring.

Hendrikz (2006) also holds that moral development can be encourage through short, written or impromptu plays created by the pupils, or through role playing which involves one or more children putting forward a particular moral viewpoint, so that the class can discuss it. To this teachers have to define problem situation and roles clearly and he must also give very clear instructions. This provides children the opportunity to practice learned skills.

The effectiveness of the teaching-learning process of Moral Education in question

As observed, Moral education as a subject is not given adequate time and seriousness like the other subjects. Also many teachers want pupils to adopt their particular moral and ethnical beliefs instead of encouraging learners to explore moral issues and reflect on them not to accept dogma. When pupils are kept waiting and are not governed by classroom rules they become easily distracted and noisy which negatively influence pupils' behavior.

As observed, teaching moral education involves both theory and practice. Many teachers lack the knowledge of good teaching strategies. Some use only one teaching method and do not involve pupils in activities that will promote behavior. Many of them resort to harsh, cruel discipline strategies and because of these, pupils do not understand the reason for learning which may disruptively influence pupils' behavior negatively. In brief, this piece of research on Teaching Moral Education in school and pupils' behavior deals with the problem of the effectiveness of the teaching-learning process of Moral Education.

Research question

Given the fact that moral development should be the center of education according to Kant as cited by Kizito (2004); Luma (1983); there has been a decline in pupils' behavior in our schools and considering that teaching moral education may be responsible for this dilemma, the main question was raised: 'is there a relationship between teaching moral education in school and pupils' behavior?' In other words, 'is there a relationship between teaching/learning activities related to moral education and pupils' behavior?'

The hypothesis of a significant influence of teaching moral education on pupils' behavior

From these questions were stated the general hypothesis that there is a significant relationship between teaching moral education in school and pupils' behavior. The research hypothesis suggested the existence of a significant relationship between teaching/learning activities related to moral education and pupils' behavior.

Objectives and significance of the Study

The study intended to find out if there is a relationship between teaching moral education in school as far as teaching/learning activities are concerned and pupils' behavior. Concerning the significance, it was hoped that, this work would enable policy makers to identify the problems that teachers and pupils face in the teaching and learning process of moral Education. The research would also enable them to adopt and improve on the techniques and strategies that teachers use on the field. Through this work, teachers will identify their weaknesses concerning teaching Moral Education and this would serve as a source of inspiration for them to enrich their pedagogic competence. It would also enable parents improve up on their contributions to the success of teaching moral education in schools.

A three part analysis

After introduction, the methodological aspect is presented, then results and finally tracks for an efficient teaching/learning process of Moral education to improve the quality of pupils' behaviour.

A verification method of the hypothesis of the influence of teaching/learning activities on pupils’ behavior

Subjects of the study. The research design used was a survey design. The subjects were selected from a population made up of all the public primary school teachers of Awing .using 61 teachers. A sample of fifty teachers was drawn from this population. The simple random technique was used. The area of study was chosen for many reasons: the problem of disruptive behavior that was noticed there, the insufficient number of teachers per school and also teachers’ laxity in handling the pupils.

Instrument for data collection. The instrument used for this study was the questionnaire designed for pupils and teachers. To determine its validity and its reliability, the questionnaires mentioned above were constructed respecting the congruence between the objective and the content. Next specialists in construction of instrument and in measurement also appreciated them. In addition, a pilot test was conducted on two small groups of teachers from GBPPS Group II who were not among the sample but have the same characteristic as those included in the sample. The instrument addressed to pupils was also successfully tested on two occasions on a reduced sample of learners. The different results have been correlated.

Data Analysis. The collected data was analysed using comparing percentages and the Pearson product correlation was used to measure the degree of relationship between the two variables. The descriptive and inferential statistics were used to analyze the information contained in the questionnaires. The degree of relationship was described in terms of small correlation, moderate correlation and strong correlation.

Main variables. As far as the main variables are concerned, the independent variable was “teaching moral education”. From it, the working variable derived was “teaching/learning activities related to moral Education” made up of the Expository method, the Discussion method, the Problem solving, the Role-Play, the Cooperative method and Case-study. The dependent variable was “pupils’ behavior” made up of the way of talking to classmate/teachers, Hygienic condition and conduct during examination.

Table 1: Recapitulative table of hypothesis, variables, indicators and modalities

Research Hypothesis	Variables	Indicators	Modalities
There is a significant relationship between teaching/learning activities related to moral Education and pupils’ behaviour.	IV: Teaching, learning activities	-Expository method -Discussion method -Problem solving -Role-Play -Cooperative method -Case-study.	Very often, often, scarcely
	DV: pupils’ behaviour	-School attendance -Personal hygiene/cleaning of school compound -Pupils’ conducts during examinations -Pupils’ handling of school properties -Pupils’ conducts during lessons -Pupils’ manner of talking to staff and administration -Pupils’ punctuality	Very satisfactory Satisfactory Unsatisfactory

IV: Independent variable

DV: dependent variable

Results of the study

The set of data collected is presented in a descriptive manner. This first step is followed by the second one that consists of verifying the research hypothesis.

Presentation of the results related to teaching moral education and pupils’ behavior

The results presented are firstly related to teaching moral education as far as the teaching/learning activities are concerned. The results related to this variable include the Expository method, the Discussion method, the Problem solving method, the Role-Play method, the Cooperative method and the Case-study method. Secondly, they are related to pupil’s behavior that includes school attendance, personal hygiene/cleaning of school compound, pupils’ conducts during examinations, pupils’ handling of school properties, pupils’ conducts during lessons, pupils’ manner of talking to staff and administration, pupils’ interaction with friends and school mates, pupils’ punctuality.

Table 2: Aspects of teaching moral education and of pupils' behavior

N°	Teaching moral education	Very often		Often		Scarcely	
		F	%	F	%	F	%
Teaching/learning activities (methods used)							
1	Expository method	2	4.0	13	26.0	25	70.0
2	Discussion method	25	50	22	44	3	6.0
3	Problem solving method	8	16	18	36.0	24	48.0
4	Role playing activities	2	4.0	23	46.0	25	50.0
5	Cooperative methods	3	6.0	26	52.0	21	42.0
6	Case study	4	8.0	20	46.0	26	52.0
Pupils' behavior		Very satisfactory		Satisfactory		Unsatisfactory	
		F	%	F	%	F	%
1	School attendance	11	22,0	29	58,0	10	20,0
2	Personal hygiene/cleaning of school compound	7	14,0	19	38,0	24	48,0
3	Pupils' conducts during examinations	6	12,0	26	52,0	18	36,0
4	Pupils' handling of school properties	7	14,0	20	40,0	23	46,0
5	Pupils' conducts during lessons	5	10,0	24	48,0	21	42,0
6	Pupils' manner of talking to staff and administration	6	12,0	40	80,0	4	8,0
7	Pupils' interaction with friends and school mates	15	30,0	33	66,0	2	4,0
8	Pupils' punctuality	1	2,0	23	46,0	26	52,0

Teaching/learning activities (methods used)

Concerning Teaching /learning using expository and discussion methods, table 2 shows the teaching/learning activities used in teaching moral education which are: Expository method and Discussion method. As far as the use of expository method is concerned, 2(4.0%) of the teachers said they very often use the method, 13(26.0%) said they often use the method and 35(70.0%) of the teachers said they scarcely use the expository method in teaching. Regarding Discussion method, 25(50.0%) of the teachers, said they very often use the method, 22(44.0%) said they often use the method and 3(6.0%) of the teachers said they scarcely use the Discussion method. From the table above, we can notice that a majority of teachers scarcely use the expository method, while a majority of them use the discussion method.

About Teaching /learning using Problem solving and Role-playing Activities, table 2 shows the teaching/learning activities used by teachers in teaching moral education which are: Problem solving activities and Role-playing Activities. As far as problem-solving activities are concerned, 8(16.0%) of the teachers said, they very often use problem solving activities, 18(36.0%) said they often use the method, and 24(48.0%) said they scarcely use problem – solving activities in teaching. Relating to the teaching through Role-playing activities, 2(4.0%) of the teachers said they very often use role – playing activities in teaching, 23(64%) said they often involve learners in role – playing activities, while 25(50.0%) said they scarcely involve their learners in role – playing activities. The table indicates that most of the teachers scarcely involve their learners in problem – solving and Role – playing activities during moral education lessons.

Regarding teaching / learning using cooperative and case study, table 2 shows the different methods used by teachers in teaching moral education. Some of these methods are cooperative method and case study. As far as cooperative method is concerned 3(6.0%) of the teachers agree that they very often use the methods, 26(52.0%) said they often use the methods while 21(42.0%) of the teachers agree that they scarcely use the method. About case study, 4(8.0%) of the teachers said they very often use the method in teaching moral education, 20(40.0%) said they often use case study and 26(52.0%) of the teachers said they scarcely use case study in teaching moral education. The table reveals that majority of the teachers use the cooperative methods in teaching moral education.

Pupils' behavior

Concerning school attendance, the table above give the opinion of teachers regarding their pupils school attendance, out of the sample ,11(22.0%) of the teachers appreciate the behavior of their pupil as very satisfactory,29 (58.0%)were satisfactory with their pupils' school attendance and 10(20.0%)were unsatisfactory with pupils' school attendance.

Table 2 shows also the distribution of teacher's opinion concerning pupil's personal hygiene/cleaning of the school compound, it indicates that, 7 (14.0%) of the teachers were very satisfied with pupils hygienic condition, 19(38.0%) are satisfactory while 24(48.0%) are satisfactory. This tells us that most of the pupils appear dirty in school and do not use their initiatives in cleaning the school compound.

With regard to the distribution of teacher's opinions on pupils' conduct during examinations, table 2 indicates that 7(14.0%) of the teachers were very satisfied with pupils' conduct during examination, 20(40.0%) were satisfied with pupils' conduct during examination and 23(46.0%) were unsatisfied with pupils' conduct during examinations. This reveals that, despite rules that govern examinations, many pupils still cheat during examinations.

Regarding the distribution of teachers' opinions in the way pupils handle school properties, table 2 tells us that 6(12.0%) of the teachers were very satisfactory with pupils manner of handling school properties, 26(52.0%) report satisfactory while 18(36.0%) report unsatisfactory. we therefore conclude that many teachers in the sample are satisfied with the way pupils handle school properties.

About pupils conducts during lessons, table 2 shows also the distribution of teachers opinions concerning pupils conducts during lesson. The table indicates that 5(10.0%) of the teachers were very satisfied with pupils conduct during lessons, 24(48.0%) were satisfied while 21(42.0%) were unsatisfied with the way pupils conduct during lessons. This reviews that most teachers are satisfied with the way pupils behave during lessons thought a hand full of the pupils still display poor behavior.

On the subject of Pupils manner of talking to staff and administration, the table above shows the distribution of teachers' opinions concerning pupils' manner of talking to staffs members and administration. The table reviews that, out of the total sample of 50 teachers, 4(8.0%) reported that were very satisfactory with pupils' manner of talking to staff members, 40(80.0%) reported satisfactory while 6(12.0%) reported unsatisfactory. The findings show that many teachers were satisfied with the way pupils talk to staff members.

In connection with pupils interaction with friends and school mates, table 2 shows the distribution of teachers' opinions concerning pupils' interaction with friends and school mate. The table indicates that out of the sample of respondents 15(30%) of the teachers were very satisfied with pupils interaction with friends and school mates, 33(66.0%) were satisfactory while 2(4.0%) were unsatisfactory with the pupils interact with their class mates and friends. This finding reveals that most teachers are satisfied with the way pupils interact with friends. This also indicates that pupils-pupils relationship is cordial.

In relation to punctuality, table 2 shows the distribution teachers opinions concerning pupils' punctuality in school. The table reveals that 1(2.0%) of the teachers was very satisfied with pupils' punctuality in school, 23(46%) were satisfactory while 26(52%) were unsatisfied with pupils punctuality in school. This findings most of the teachers were unsatisfied with pupils punctuality to school. Many children are always late to school because they move and play on their way to school and also because of laziness.

The hypothesis of the influence of teaching/learning activities on pupils' behavior

The Pearson correlations were used to test the research hypothesis. The statistical processing of the data was done through the statistical package for social sciences (SPSS) software (SPSS 11.0 for Windows®) as shown in the tables below.

After verification, the following results were obtained.

Learning content related to moral education is significantly related to pupils' behavior. $r(50) = .312$, ($p < .05$) two tailed. The coefficient of determination value is 0.106, showing that the proportion of common variance between teaching/learning activities and pupil's behavior is 10.60%, which is small.

This study was designed to investigate into the relationship that exists between teaching/learning activities in teaching moral education process in schools and pupils' behavior. The research hypothesis formulated was confirmed, implying that effectively, teaching moral education highly influences pupils' behavior.

Discussion of the results of the study on teaching/learning activities and pupil's behavior

The main assumption was that teaching/learning activities in the moral education teaching process in school is significantly related to pupils' behavior. This hypothesis which was verified through the use of Pearson correlation confirmed that teaching/learning activities related to moral education has a significant relationship with pupils' behavior. This hypothesis ties with Tchombe (1997) who stated that teaching methods can be used interchangeable. She further argues that cooperative learning is the most vital strategy in classroom because it allows for interaction in which pupils can gain self-respect, build esteem that will help put away complexes and acquire self-reliant skills.

Kohlberg's theory as cited by Santrock (2004) upholds that if learners are placed or involved in problem-situations that reflect their day to day life it will increase their moral reasoning. He further explains that, the problem-situation should be ones which children can realistically put themselves into and their ideas should be listened to seriously by teachers and fellow pupils which in itself is good example of moral education.

The study reveals that if teachers use different teaching/learning activities that will accommodate a range of pupils' abilities and needs in a classroom, pupils' will understand better and consequently their behavior will be promoted. Tchombe (1997) confirms these as she posits that, during a teaching-learning process, a teacher engages in a variety of activities which will adequately enhance the process of learning.

Conclusion

This piece of research was aimed at investigating the relationship between teaching/learning activities related to moral education and pupils' behavior. The research hypothesis suggested the existence of a significant relationship between teaching/learning activities and pupils' behavior. The results of the research confirmed this hypothesis, meaning that the effective teaching of moral education in school through adequate teaching/learning activities will influence pupils' behavior positively. These teaching/learning activities should include different types of teaching methods to be used such as Discussion method, Problem-solving method, Role-Playing activities, Cooperative method, Case-study. They should harmonize with the requirements of competences-based approach and be centered on the development of pupil's ability to solve daily-life problems situations as well on the role of the determinant role of teacher's or adult's model on the development children behavior (Roegiers, 2006; Roegiers coord., 2010; Tsafack, 2003).

Teachers should be creative and to use a multitude of teaching/learning activities that takes into consideration practical issues. In addition, pupils, parents and the other members of the school community should be involved in the implementation adequate teaching/learning activities related to moral Education. They should work in collaboration with the teachers in school to promote pupils' behavior. They should encourage discussion and the exchange of ideas which aim at breeding in the pupils 'habits of rational decision making.

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