

## EFFICACY OF GROUP BASED LEARNING IN LEARNING MORAL VALUE

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### ABSTRACT

*The present study highlights the efficacy of Group Based Learning on cultivating moral value of the students at Standard VIII. Parallel group Experimental method was adopted in the study. Eighty students (control group- 40 students + experimental 40 students) were selected as sample for the study. Researcher's self-made achievement tool was considered as tool for the study. Test-retest method was adopted for establishing reliability and jury's opinion was used to establish validity of the tool. Pre-test -treatment and Post test was adopted in the research. It was concluded that Group Based Learning was more effective than conventional approach in Learning moral value among the learners.*

**Key words:** *Group Based Learning, Moral Value.*

### INTRODUCTION

As a result of scientific and technological development, man has shifted his way of living from spiritual to materialistic approach. Gone are the days of Gurukulas, where education was mostly spiritual and pupils belonged to teacher but not to an institution or school. But in modern days, pupils try to learn and acquire something new. They never bother about spiritual values and moral values and it should be developed in the educational institutions. Instead of developing values among the learners, educational institutions and society endeavour to ameliorate the economical consciousness and materialistic awareness to stand on the globalization. Most of the youngsters fail to foster their parents due to not knowing the values and their responsibility. It is an urgent need to develop the values in the mind of the pupils from their young age. Rapid scientific and innovative thinking result in many possible strategies of teaching values. It is believed that different kinds of values can be taught at different stages of development. Different methods of teaching values are discussed here-under:

1. Verbal communication: This is a suitable method for inculcating intellectual values rather than aesthetic, ethical and religious value.
2. Demonstration : This method is more apt to teach ethical and aesthetic values.
3. Imitation: Children learn values through imitation of

exemplary behaviour of teachers.

4. Evaluation: Values can be taught by evaluation where children are guided by rewards and punishments; approval and disapproval. Intellectual, aesthetic and ethical values can best be taught in this method.
5. Participation: It is the method where teacher and pupil enact various roles. This method is useful in inculcating ethical values.
6. Discussion: Values can be included " through the method " of discussion. In this method of discussion both teacher and children discuss the worth of a value.

Even if the teachers use the above mentioned methods towards the learners of schools, they were not fruitful to achieve the desirable scores by the students. Finding an innovative approach was needed for the Upper primary schools to revamp the achievement score as well as character of the students to play their roles in useful way in schools, family and society. Hence the researcher identified an innovative method named "Group Based Learning" in Learning Moral Value at upper primary class.

### Review related studies

Several educational research dealing with Japanese moral education have been done by both Western and Japanese researchers so far. Thomas (1985) introduces

Japanese moral education not only based on curriculum but in relation to whole school life. Beauchamp (1985) and Klaus (1990) examine the moral education in a historical, cultural, and social context, referring the impact of religion. Besides, Naito (1990) describes several characteristics of moral education in Japan from the view of Japanese educators. Reynolds (1994) suggests three main reasons for using Group-based learning (1) active involvement is necessary if 'real' learning is to occur, (2) a varied learning environment meets the needs of different types of students, (3) group activities provide a sound basis for the development of the skills required for employment. Reynolds (1994) found out the reasons for using groups could generally be summarized as motivational, educational, or ideological and believed that students were able to learn more easily because they were more involved, or that they learnt from each other and from the experience which could be generated in group work, or that learning in groups was preferable on social or political grounds.

The skill objectives of group-based learning cover such interpersonal competences as oral communication; active listening, group leadership, group membership; the ability to examine assumptions, and the ability to tolerate ambiguities. All of these skills are highly valued in employment. The academic objectives which build on these employment skills are the ability to understand a text, question a line of argument, follow up a lecture, gauge the individual's progress on a particular course or evaluate a course. (Tribe, 1994, p. 25). Hence the researcher selected the experimental study through the innovative approach named "Group Based Learning".

### **Need of the Study**

Developing Cognitive domain in students is the essential motto of the parents, teachers and administrators in all Educational institutions, which fail to ponder on progress of affective domain as well as psychomotor domain. It de-motivates the students to achieve the moral values such as honesty, affection, aesthetic, ethical, religious value etc. Cultivating moral value from the age of seven is necessary, as acquiring the skill of tolerance and adjustment is very important to the younger generation to

mould them into better human beings, which can be embellished by using innovative approach that "Enables the learner": to face the persisting problems without fear. The researcher identified the low score in the unit of moral values and lack of cultivation in moral value among the students of standard VIII in Government Higher secondary school, Kalappal. Hence the researcher found out an innovative approach - "Group Based Learning" to cultivate the moral value and improve scores among the students of standard VIII..

### **Objectives of the Study**

1. To find out the problems of the students in learning moral value and scoring high marks in the unit of moral value at standard VIII in Government Higher secondary school.
2. To find out the significant difference in achievement mean score between post-test of control group and post-test of Experimental group in learning moral values.
3. To find out the significant difference in achievement mean score between pre-test of Experimental group and post-test of Experimental group in learning moral values.
4. To find out the efficacy of Group Based Learning in learning moral values among the learners of standard VIII..

### **Hypotheses of the Study**

1. Students have problems in learning moral value in traditional approach in Government Higher secondary school, Kalappal.
2. There will be no significant difference in achievement mean score between post-test of control group and post-test of Experimental group in learning moral values.
3. There will be no significant difference in achievement mean score between pre-test of Experimental group and post-test of Experimental group in learning moral values.
4. Group Based Learning is more effective than conventional method of learning in learning moral

values among learners of the standard VIII.

## Methodology

Parallel group Experimental method was adopted for the study.

### Selected subject of the study

80 students of standard VIII from Government Higher secondary school, Kalappal were taken as sample for the study. Forty students were considered as controlled group and another forty students were considered as experimental group in the study.

### Selected instrument for the study

Researcher's self-made achievement test was used after establishing validity and reliability of the tool. Pilot study was administered towards the 15 students from the school where the samples were chosen. Test-retest method was adopted to establish reliability in the study, in which co-efficient correlation was applied and the value was found to be 0.78. Validity of the tool was established by the jury opinion of the experts in the study. Thus reliability and validity were properly established. The tool consisted of 10 questions each carrying 2.5 marks totalling to 25 marks.

### Activities given in the classroom

Experimental group was divided into 5 groups.

#### Activity-1.

Discussion on moral values

#### Activity-2.

Screening few moral values

#### Activity-3

Discussing the ethical, moral, spiritual values

### Post-test

After practicing the activities, post test was administered among the learners.

### Operational definitions

"Efficacy" means desired effectiveness in cultivating moral values.

"Group Based Learning" refers to learning through group of the students.

"Cultivating moral value" refers to developing value and character.

### Delimitations

1. Only eighty students of standard VIII in Government Higher secondary school, Kalappal were taken for the study.
2. Test was administered only on the unit of moral values in social science.

### Variables

Achievement test and Group Based Learning

### Hypotheses Testing

#### Hypothesis-1.

Students have problems in learning moral value through conventional method at standard VIII in Government Higher secondary school, Kalappal.

Table 1 shows the percentage of marks in the post-test of control group and post-test of experimental group. It confirms that students had problems in learning moral value through conventional practice of teaching at standard VIII in Government Higher secondary school.

#### Hypothesis-2

There will be no significant difference in achievement mean score between post-test of control group and post-test of Experimental group in learning moral values.

In Table 2, calculated value (3.683) is more than tabulated value (1.99). Hence the null hypothesis 2 is rejected at 0.05 level. It confirms that there is a significant difference in achievement mean score between post-test of control group and post-test of Experimental group in learning moral values.

Groups	Percentage of marks
Control Group(post-test)	30
Experimental group (post-test)	79

Table 1. Scoring marks between control group and experimental group (post-test)

Groups	N	Mean	SD	df	t -Value	Result
Control Group	40	17.55	2.353	78	3.683	significant
Experimental group	40	19.63	2.676			

Table 2. Difference in achievement mean score between post-test of control group and post test of Experimental group

### Hypothesis-3

There will be no significant difference in achievement mean score between pre-test of Experimental group and post test of Experimental group in learning moral values.

In Table 3, calculated value (10.429) is more than tabulated value (1.99). Hence the null hypothesis 3 is rejected at 0.05 level. It confirms that there is significant differences in achievement mean score between pre-test of Experimental group and post-test of Experimental group in learning moral values.

### Hypothesis-4

Group Based Learning is more effective than conventional method of learning moral values among the learners of standard VIII at Government Higher secondary school.

Tables 3 and 4 show the effectiveness of Group Based Learning in cultivating moral values among the learners of the students at standard VIII in Government Higher secondary school. It confirms that Group Based Learning is more effective than conventional type of learning in learning moral values. This study tried to cultivate moral value to develop value and character among the learners.

### Findings

1. Students have problems in learning moral value through conventional Method at standard VIII in Government Higher secondary school, Kalappal.

Stages	N	Mean	S.D.	df	t- value	Result
Pre-test	40	12.70	3.236	78	10.429	significant
Post-test	40	19.63	3.204			

**Table 3. Achievement mean score between pre and post tests of Experimental group**

Groups	Mean
Control group	17.55
Experimental group	19.63

**Table 4. Mean difference between control group and experimental group**

2. There is a significant difference in achievement mean score between post- test of control group and post-test of Experimental group in learning moral values.
3. There is a significant difference in achievement mean score between pre-test of Experimental group and post-test of Experimental group in learning moral values.
4. Group Based Learning is more effective than conventional method of learning moral values among the learners of the standard VIII in Government Higher secondary school, Kalappal.

### Educational implications

1. Group Based Learning can be implemented in School Education and Higher Education to cultivate the desired outcomes in value education.
2. It can be used to enrich knowledge in all subjects in all levels of education.
3. It can be implemented in in-service programmes and pre-service training.

### Conclusion

The study illuminated the efficacy of Group Based Learning in cultivating moral values. Efficacy means desired effectiveness in cultivating moral values. Group Based Learning refers to learning through group of the students. In the study, cultivating the moral values imply developing value and character in students. It is concluded that the Group Based Learning is more effective than traditional method in cultivating moral values.

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*Dr. G. Singaravelu is specialized in Primary Education, English Education and Teacher Education. He has published three books namely Micro teaching In English, Primary Education and English Education and published 40 papers. He bagged NCERT Award for innovative gadgets used in mathematics. He has trained more than ten thousand teachers ,guided nearly 48 M.Phil scholars in three universities and nearly 18 are doing Ph.D under his guidance.*

