EFFECT OF INSTRUCTIONAL STRATEGIES ON STUDENTS' MORAL DEVELOPMENT

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Abstract--- The main objective of education system should be the accomplishment of knowledge and moral development of students. In modern age, moral crisis is rampant and educational institutions are facing the challenges regarding moral and behavioural issues. Pakistan's schools, colleges and universities are also facing this danger and deterioration in morality can be observed in institutions. As for as curriculum and textbooks of syllabus are concerned, they are full of moral content, but students are not made involved in activities which could improve their moral reasoning. There has been no research on instructional strategies for students' moral development in Pakistan's educational institutions. Therefore, this study entitled as "Effect of Instructional Strategies on Students' Moral Development", was an attempt to fill such gaps. The exploratory research design was used for the study and to find out desired outcomes systematic literature review was done. It was found through systematic literature review that activities including role plays, class discussion, open ended question answers, moral dialogues and moral dilemmas, active participation and collaborative learning can be applied for moral development of students.

Keywords: Moral Development, Instructional strategies, Students

I Introduction

The main objective of education is accomplishment of knowledge and students' moral development in educational institutions. Education should inculcate moral values among students (Aamer, 2009). Wynne and Walberg (1984) have described two objectives of education which are competence and character and these two goals should be accomplished side by side. They are of the view that only those students will have strong character who exhibit high moral values. Various philosophers and researchers have defined morality according to their own perceptions. Kaur (2015) defines morality in the perspective of goodness taken by a person or a society. According to Khanum (2010) morality is the main spring for shaping and defining the characteristics and traits of a person. Moral values and social behavior are the indicators of individual's social status. In every society of the world, moral values have important place in determining the individual character. That's why moral development is viewed as essential and central purpose of education.

Above mentioned definitions of morality throw light on the importance of moral education and moral development of individuals. Shaaban (2005) stated that "Moral education may be defined as strategic teaching of basic values and principles – such as fairness, honesty, and respect for others that would cultivate in learners a

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sense of social and personal responsibility". Battistich (1998) asserted that teachers can do the task of moral development of students in direct and indirect ways.

It can be said in the light of above discussion that moral education has significant role in educational institutions. Now a days, the world is on the verge of moral deterioration and this moral predicament can be observed in schools, colleges and universities. These educational institutions have great challenges in moral and behavioural problems (Freeks, 2015).

Many other researchers have conducted their research in this area and have also highlighted this menace. Javed, Kausar, and Khan (2010) argued that decline in morality has become the hottest topic in present scenario. They stated that moral development indicates the children's ability to differentiate between right and wrong. Akin, Terri, and Others (1995) emphasized on the teaching of behaviors and attitudes which develop moral values among students along with traditional academic subjects. The values which can be taught include respect, honesty, and sense of responsibility, justice, care and citizenship.

The focus and interest of globalizing communities in character education has recently been increased. That's why moral development and character building are considered the main objectives of education. It has become the demand of time that constituents of curriculum namely goals, content, teaching strategies and methods and assessment should orbit around the

students' moral development (Zaman & Mehmood, 2015). Training of moral education differ in institutions. There are some educational institutions which teach moral education as a separate subject. There are some institutions which combine it with regular subject. Many researchers have emphasized on the amalgamation of moral education in the schools' curriculum rather than treating it as separate subject (Shaaban, 2005).

Many researches support the need of effective instructional strategies for the moral development of students. This area of teaching is lacking for inculcating moral values among the students. Tappan (1998) stated that moral development is basically social in spirit. Students should be encouraged to think on the basis of reasoning faculty. Students must be made to justify their moral action and moral behaviors on the grounds of their reasoning faculty. He suggested class discussion based on curriculum for moral development. He highlighted the current situation by saying that there are comparatively few studies on the strategies of moral education. This point is also endorsed by Schuitema, Dam, G.T.M., and Veugelers (2003) in their review. They asserted that there is less research on the suggested teaching strategies which could be implemented by the teachers in the classrooms. Zaman and Mehmood (2015) have highlighted the subjects which are rich in moral content and can be used as main platform for the moral development of students. They stated that all subjects of Humanities have content which can be used for moral teaching. Generally teachers are forced to teach in traditional way that is content based. Important social and group activities are generally ignored in a society where there is decline in morality. There are many activities which teachers can use and apply in their classrooms. These can be role play, class discussion, open-ended question answers, moral dialogues and moral dilemmas, active participation and collaborative learning. Sari (2013) stated that students can be taught ethical values to mitigate decadence in morality. If these methods, strategies and activities are implemented and focused time and again for teaching values, they can become the part of students' character and behavior.

1.1 Statement of the Problem

Keeping in view the discussion mentioned above, it can be stated that such gaps are required to be addressed through more exploration and it gives a foundation for the present study entitled, "Effect of Instructional Strategies on Students' Moral Development".

1.2 Objectives of the Study

1. To find out instructional strategies for the students' moral development through systematic literature review.

2. To determine the effect of instructional strategies on students' moral development.

3. To suggest instructional strategies for the students' moral development.

1.3 Research Questions

Q.1. Do instructional strategies have effect on students' moral development?

Q.2. Do instructional strategies bring positive change in students' moral development?

II Research Methodology

For this study exploratory research design was used and to find out desired outcomes systematic literature review was done. "A systematic literature review (SLR) identifies, selects and critically appraises research in order to answer a clearly formulated question" (Dewey & Drahota, 2016). Systematic reviews addresses the problem by identifying it and then evaluates it critically and finally assimilates the outcomes of all "relevant, high-quality individual studies addressing one or more research questions" (Siddaway). During this process, it provides suggestions, strategy and guidelines for future research.

III Systematic Literature Review

According to Saroja (2016) education is the name of acquiring knowledge, skills and values. It makes the people useful member of society. The word of education has been derived from "educere" which means to "Bring up". So education does not mean to impart knowledge but it is a source of developing habits and attitudes with which they are able to face the future life.

The most established and acknowledged theory of moral development has been laid by L. Kohlberg (1976). Lawrence Kohlberg research was on the moral reasoning of young boys. He also included college students during 1958. He based his theory of moral development on Piaget's theory of moral development which consisted of three stages. Kohlberg later on reviewed Piaget stages of development and he made addition of three stages of moral development. Kohlberg described that "moral development is a process of knowing about good and right". He formulated six stages instead of three stages of Piaget for moral development. These six stages were put under three levels. Each level covered two stages of moral development .These stages change in sequence and carry a thinking process with the passage of time. Every person achieves advancement facing simple to convoluted stage of moral development. In this process, each stage becomes a groundwork for the next complicated stage. Many philosophers considered this theory controversial but at the same time cognitive development theory has earned global endorsement (Iqbal, Khanam, & Dogar, 2017).

Zaman and Mehmood (2015) argued regarding the school situation where curriculum of school is also rich in moral content but the teaching methods and practices are not the same. Education system gives stress on content-based teaching instead of developing moral values through instructional strategies. Chattey and Mittelberg (2004) asserted that moral education can be promoted by integrating into a current curriculum of school. Varieties of written activities can be applied by the English language teachers to develop character of the students.

Ariyanti (2016) conducted her study in English Language class where she found that moral values can be promoted in English class. Teacher can engage students in group discussion and pair work for their moral development. Veugelers (2008) endorsed this point by highlighting that school's environment, curriculum and behavior of teachers are the vital sources of moral development of students. Roy (2013) suggested in his study the significance of strategies and methods to instill morality among students.

Shaaban (2005) argued that in present time moral education is being integrated in school's curriculum in ESL class. He stated the validation for moral education in ESL by saying it is the best channel for the provision of moral education. This subject is rich in moral content. Moreover, ESL is a subject of Humanity and it gives emphasis on the interaction of various cultures and nations. He suggested that activities for the moral development of the students can be implemented in the classrooms. They include brainstorming, open-ended questions, critical thinking, class discussion, problem solving, group discussion, inquiry, writing tasks, cooperative group assignments, role play, communication with guest speakers and community service. The activities must be learner- centered and active participation of students should be encouraged.

Approaches based on curriculum for the inculcation of moral values have been proposed by Schuitema et al. (2003). They stated that students' prosocial and moral development can be promoted by this approach. For it curriculum-oriented instructional strategies should be focused in classrooms. They pointed out in their study that little research has been done on instructional strategies and teaching methods for the students' moral development. They showed their concern about moral development. They stated that values should be discussed under the subject domain. It can be influential in augmenting critical thinking skills of students. They suggested that future research should be directed towards this field of study.

Kaur (2015) stated that moral education is perpetually embedded in education. Schools are not meant only for enhancing and boosting intellectual ability of students but also responsible for the developing good attitude and moral behavior. Battistich (1998) also endorsed that administrators of schools and teachers have great concern with content instead of activities and strategies which improve students' thoughtfulness about themselves and other people of the society. He suggested some activities like active involvement of students, collective learning and moral dialogue can be used to stimulate moral development. Value based education inculcates values like "truthfulness, courage, love, cooperation, symphony, peace, fustier & dignity of labor" etc (Saroja, 2016).

Gilligan (1982) suggested that women are more concerned with care giving and relationship than justice as it is Kohlberg's scheme. But different studies have shown mixed result and have shown that there is no significant difference in scores regarding gender (Gardiner, 2000). Mc Neel (1994) found that college experiences have great impact on the moral reasoning of students. Literature supports that college has strongest effect on moral reasoning and it can be enhanced by exploring values embedded in disciplines of colleges. There are numerous studies which provide techniques for the teacher in

order to improve moral reasoning among students. These are controversial moral dilemmas, cases, role plays, and scenarios that engage students in discussions (Gardiner, 2000).

According to L. Kohlberg (1969) in order to increase the levels of moral judgement, there is no defined time period and no study has supported it yet. Different studies have shown changes after different time periods. The change was observed after a single intervention, after three months and up to or more year if intervention. Berkowitz and Bier (2005) reported 33 effective character education program in which they found the most commonly used strategies: "Peer interaction, modeling, mentoring, service learning, community service, role playing, moral discussion, perspective –taking, cooperative learning."

Bok (1988) pointed out in his book that for 200 years of higher education in America, there had been equal focus on character and intellectual development. Schaefli, Rest, and Thoma (1985) in their review and meta-analysis of over 500 moral education programs have stated four treatment types: dilemma discussion, personality development, academic course and short term interventions. There is need for further research regarding the appropriate methodology in this field. Helterbran and Strahler (2013) stated that the "Socratic" seminar strategy is used to teach character development. It involves discussion between teacher and students to focus on those areas of character development which are considered critical to personal and societal moral growth.

IV Findings

1. Most of the studies focus on the definition of moral development instead of how it should be improved. There is dire need that all the constituents of curriculum namely objectives of curriculum, content of curriculum and teaching strategies and methods must rotate around the students' moral development

2. In this study it has been highlighted by numerous researchers that moral education should be amalgamated in curriculum instead of teaching it as a special and separate program.

3. It has been pointed out in many studies that that there is paucity of research on teaching strategies for students' moral development in the classes. Focus on content is prevailing in schools, colleges and universities.

4. Many subjects of Humanities like Urdu, Islamic Studies, English, and Social can be used for students' moral development. These subjects are rich in moral content.

5. In Pakistan, text books are packed with moral content but students are least engaged and motivated in activities which enhance their moral reasoning.

6. Almost no attention is directed towards teaching practices for students' moral development in the classroom. For it, schools, colleges and universities must focus on devising their own teaching methodologies and strategies for the moral development of students.

7. This study found activities like brainstorming, moral dilemmas, critical thinking, cases, scenarios, role play, active participation of students, cooperative learning and moral dialogue, class discussion, open -ended question answer, writing projects, inquiry, group assignments, communication with guest speakers, service learning and problem solving can be used to promote moral development of students at every level i.e. from primary level to higher level of education.

V Discussion and Conclusion

Generally all educational institutions support the curriculum that is rich in moral content but there is less focus on the methods. As a result students are not able to make reason behind their moral behavior and action. They lack moral judgement, moral attitude, moral behaviors and moral values which are necessary to build their character and make them a useful citizen of society. Education system supports cramming of the content in order to gain marks in examination. Therefore administrators of schools and teachers have great concern with content instead of activities and strategies which improve students' thoughtfulness and understanding about themselves and other people of the society. The main objective of education system should be on the accomplishment of knowledge and moral development of students in educational institutions. Different studies used different strategies to promote moral development of students. These include major activities like critical thinking, moral dilemmas, cases, role play scenarios, active participation, brainstorming, collaborative learning and moral dialogue, class discussion, open ended question answer, cooperative group assignments, service learning and problem solving.

VI Recommendations

• Future research must focus on this area of study. There is dearth of research regarding how moral values should be taught in classes.

• At every level of education, teachers should incorporate instructional strategies in their daily lesson plans to increase moral development of students.

• Content cramming should be discouraged among students.

• Students' moral development must be focused at every level of education. It should not be confined to any specific stage of learning.

• Instructional strategies which encourage students' participation must be promoted in classes.

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