

Evaluation of Learning in Moral Education and Pupils' Behavior

Bipoupout¹, Muluh Rinkline Lum

Abstract- From a context characterized by a high rate of misbehavior among children in the society as well as in school, a preoccupation of increasing the place given to moral in curriculum development, this study is aimed at investigating the relationship between evaluation of learning in the moral education teaching process in school and pupils' behavior. The hypothesis which guided this study was "there is a significant relationship between evaluation of learning related to moral education and pupils' behavior". Through a survey design where 50 teachers randomly selected from 11 schools in Santa sub-division, the findings revealed that the correlation between evaluation of learning, and pupils' behavior was significant. The study confirmed also that if most pupils showed a disruptive behaviour, it was because most teachers lacked skills in evaluation.

Index Terms — Teaching, moral education, evaluation of learning, pupils' behavior

I. INTRODUCTION

The purpose of this study is to investigate the relationship between Evaluation of learning in the Moral Education teaching process 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 cheating during examinations, loitering during classes, dirtiness, laziness, impoliteness, amongst young people. In addition, the media has constantly reported the high rate of violence and juvenile crime amongst the youths. 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. In this perspective, 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. Teaching moral education is based on theories such as the Piaget's theory and the Kohlberg's theory of Moral development.

Piaget's Theory of Moral development

The following stages of moral development are underlined by Piaget as seen by Ross Vasta (2004). The first one is the heteronomous morality stage which involves children between 4 to 7 years. This stage is characterized by a strict adherence to rules and duties and obedience to authority, egocentrism of thinking. This egocentrism leads children to project their own thoughts and wishes onto others. Children take great pleasure in imitating the activities of their elders without understanding the reasons for doing so. This stage holds that children are innocence and empty and need to be inculcated with, the right moral standards.

In addition, Piaget talks of the moral realism stage where children's reasoning is based on objectives and physical aspect of a situation. The concept of moral at this stage is measured in terms of the consequences of violating rules rather than in terms of the intention of the wrong-doer. This is accomplished by a belief in "immanent justice", the notion which holds that wrong doing will be punished by some externally caused misfortune.

The stage of autonomous morality or the morality of reciprocity is the next stage. Children of this stage gradually learn that rules are agreements created by people to help or protect one another and can be altered or changed. And obeying these rules is viewed as an autonomous or personal decision to cooperate with others. Their cognitive abilities allow new factors to enter into their moral Evaluation. As children move away from the egocentrism of early childhood, they become better able to evaluate the morality of a situation from multiple perspectives. Piaget also emphasized the importance of social experience in children's moral development of particular important as children's interaction with peers. During interaction with peers children learn that there can be several perspectives on an issue. Piaget believes that both cognitive factor and social experiences underlines the development of moral reasoning.

Bipoupout, Department of Sciences of Education Higher Teacher training college University of Yaoundé Yaoundé Cameroon

Muluh Rinkline Lum, Ministry of Secondary education Higher Teacher training college Department of teacher training education Yaoundé Cameroon

To conclude, Piaget suggested that schools should encouraged cooperative decision making and problem solving. In harmony with the characteristics of this theory, teachers should provide students with opportunities for personal discovery through problem solving, rather than indoctrinating students with norms.

Kohlberg's theory of moral development

About Kohlberg's theory of moral development, Santrock (2001) stated that 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 behavior should focus on stages of moral development. He developed 3 levels of moral development and each level has 2 stages. Firstly, the Pre-conventional level (stages 1 and 2) which 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 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), which 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 Vasta (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 also appreciated the importance and value of moral dilemma discussion. In this light Arends (2001) affirms that within the school setting, teachers should help pupils increase their capacity and maintain a democratic learning community within the classroom.

To sum up, these theories suggested that taking into consideration the role of other members of the social belonging group of the child, and the importance of problem solving, following up of children 'activities, among many other factors, is likely to contribute to an efficient moral education teaching process as well as to an evaluation process related to moral education that influence pupils 'behavior positively.

Evaluation of learning related to moral education

Evaluation is very important in all learning process. Reflecting on the new law on education enacted in 1998, it recommended that emphasis be laid on what learners can do in real life with what they learn in school, when learners are placed in real life problem situation, they employ all strategies to get out or solve the problem (Ministry of National Education Cameroon, 1998). For example

Santrock (2004) cited Vygotsky's, in which he talks of the zone of proximal development in which he emphasized social influence on cognitive development especially instructions. If this method is properly employed, learners would see the relationship with what they learn and real life.

In the teaching-learning process, evaluation has always been one of the crucial steps. To this effect Luma (1983) talks on the following ways involved in evaluating pupils on common ethics such as attitudes, interest and problem; close association with the pupils to know these aspects so important to learning; use of situational test where the child's behavior is observe in a given life situation; observational test where the child's behavior and attitudes are constantly evaluated by his associate teachers as he is in action to make anecdotal recording of any incidents as they occur; diary records of activities engaged in self-report inventories of the interests, preferences, attitudes and feeling of the person are evaluated.

Tchombe (2004) also looked at evaluation and its outcome on pupils' behavior. According to her, feedback from assessment motivates pupils to perform better. In behavioral theories in the classroom, the teacher uses positive reinforcement to strengthen behavior he wants to encourage. For example, best behaved children are rewarded. Craig (1998) believes that, by rewarding persons who abide by the rules, positive sanctions reinforce their behavior and remind others of the benefits of behavior according to expected norms.

Gronlund (1985) holds that, typical performance should be used by teachers in the evaluation of pupils' behavior. Evaluation of this type fall, into the general area of personality appraisal in which the emphasis is on attaining representative responses. He further explained that the used of testing instruments such as interviews, questionnaires, anecdotal records, rating and various other self-report and observational techniques to evaluate pupils' behavior is very important. The combined result of several of these techniques enables the teacher to make fairly accurate judgments concerning pupils' progress and change.

According to Amin (2006, p.147) "the nature of formative assessment with constant, specific, timely and accurate feedback makes it mandatory for teachers to assess changes in their students' attitudes, values, feeling and emotions". He further explains that effective assessment at all points in the instructional process provides the necessary information as to students' attitudes towards learning and towards themselves and others. If this is skillfully used, it provides adjustment to pedagogy facilitating the improvement of learning and pupils' behavior.

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

As observed, teachers hardly plan their lesson before going to class; some do not state clearly their lesson objectives (Eni, 2009). In addition, 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. They do not follow up pupils activities in school. Furthermore, Many teachers are real bad role models and children cannot relate what they say to what they do, which may negatively influence pupils' behavior. To this, Tsafack (2003) says that we cannot require a certain line of conduct and behavior from individuals, when we have not taken care to inculcate the same in them. To sum up, this piece of researcher 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: The main research question for this study reads thus: 'Is there a relationship between teaching moral education in school and pupils' behavior? The specific research question was stated: is there a relationship between evaluation of learning related to moral education and pupils' behavior?

The hypothesis of a significant influence of evaluation of learning 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 evaluation of learning related to moral education and pupils' behavior.

II. OBJECTIVES AND SIGNIFICANCE OF THE STUDY

The study intended to find out if there is a relationship between teaching moral education in general and evaluation of learning related to moral education in particular 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 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.

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.

III. A VERIFICATION METHOD OF THE HYPOTHESIS OF THE INFLUENCE OF EVALUATION OF LEARNING IN MORAL EDUCATION 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 "Evaluation of learning related to moral Education". The dependent variable was "pupils' behavior".

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

Research Hypothesis	Variables	Indicators	Modalities
There is a significant relationship between Evaluation of learning related to moral Education and pupils' behaviour.	IV: Evaluation of learning	-Use of problem situation -Implication of others like parents, administration -Follow-up.	- 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

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.

IV. RESULTS OF THE STUDY

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 evaluation of learning is concerned. The results related to this variable include the use of problem situation, the implication of others like parents, administration, the follow-up. 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' punctuality.

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

N°	Teaching moral education	Very often		Often		Scarcely	
		F	%	F	%	F	%
Evaluation of learning							
1	Use of real life problem or problem situations solving.	5	10,0	20	40,0	25	50,0
2	Daily follow-up pupils' activities in school	6	12,0	27	54,0	17	34,0

3	Opinions of others on pupils' behavior taken into consideration: (parents, classmates and administration s)	7	14,0	3	6,0	40	80,0
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

Evaluation of learning

Pupils are given real life problem situations to solve during Moral Education classes

Table 2 gives a distribution of opinion as to whether the teachers evaluate their pupils using problem-situations. It reveals that out of the sample, 5(10.0%) of the teachers very often evaluate their pupils using problem-situations, 20(40.0%) of them often do so and 25(50.0%) scarcely evaluate their pupils using problem-situations. These indicate that a large number of teachers often evaluate their pupils using problem-situations.

Daily follow-up of pupils' activities

The table above indicate the opinion as to whether teachers follow up pupils' activities on a daily bases. From the table above, 6(12.0%) of the teachers said, they very often follow-up pupils activities on a daily bases, 27(54.0%)

agree that the often follow their activities on a daily bases, while 17(34.0%) said they scarcely follow up pupils activities on a daily bases. This shows that the daily follow-up of pupils' activities in school has to be increased.

Opinion of others while evaluating pupils in moral education

Table 2 shows the opinions as to whether teachers take into consideration parent, classmates and administrations opinions when evaluating pupils' behavior. The table reveals that 7(14.0%) teachers said they very often consider others opinion when evaluating pupils' behavior, 3(6.0%) said they often do and 40(80.0%) said they scarcely consider the opinion of others as regard pupils' behavior when evaluating them. This findings show that majority of the teachers scarcely consider the opinion of others on pupils' behavior when evaluating them.

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%) ere 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 t 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 evaluation of learning 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. Evaluation of learning related to in moral education is significantly related to pupils' behavior. $r(50) = .617$, ($p < .001$) two tailed. The coefficient of determination value is .375, showing that the proportion of common variance between evaluation of learning and pupil's behavior is 37.50%, which is strong.

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

Discussion of the results of the study on evaluation of learning and pupil's behavior

The main assumption was that evaluation of learning in connection with 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 there is a significant relationship between evaluation of learning related to moral education and pupils' behavior. In other words, efficient evaluation procedure is very important and necessary for satisfactory behavior to be developed by pupils. This result ties with Luma (1983) who says that the success and steady progress of pupils' behavior is assured only through constant evaluation. To this pupils should be evaluated on a daily bases to ensure a good trend in behavior.

To increase the efficiency of the evaluation impact on the moral education teaching process, the evaluation process should be centered on problem solving related to real-life situations. In fact, the researcher noticed that teachers who constantly evaluate their learners through problem solving that reflect real-life situations increase their moral reasoning which in turns enhance their behavior. Also exposing children to different kinds of people either directly through social contact or indirectly through new ideas encountered in educational experience will help them advance in moral thinking. Amin (2006) affirms that if a careful combination of a range of techniques such as checklist, inventories, careful observation, interviews are skillfully used by teachers it will improve the reliability of the affective domain. A successful evaluation of pupils' behavior requires teachers to use a combination of techniques and to be real role models in their daily life and duties.

V. CONCLUSION

This piece of research was aimed at investigating the relationship between evaluation of learning related to moral education and pupils' behavior. The research hypothesis suggested the existence of a significant relationship between evaluation of learning and pupils' behavior. The results of the research confirmed this hypothesis, meaning that the effective teaching of moral education in school through efficient evaluation of learning will influence pupils' behavior positively.

Evaluation of learning should include the use of real life problem or problem situations solving, the daily follow-up of pupils' activities in school, the opinions of others (parents, classmates and administrations) on pupils' behavior and a careful combination of a range of techniques such as checklist, inventories, careful observation, interviews. They should harmonize with the requirements of competences-based approach as well of the ones related to the development of pupil's ability to solve daily-life problems situations [Roegiers, 2006; Roegiers (coord.), 2010]. . In addition, evaluation of learning in the moral education teaching process should be centered on the socio-affective domain of learning (Bipoupout, 2015 g).

Furthermore taking into consideration the opinions of others (parents, classmates and administrations) on pupils' behavior, also means that pupils, parents and the other members of the school community should be involved in the realization of evaluation activities related to moral Education. They should work in collaboration with the teachers in school to promote pupils' behavior. Teachers, parents and the others members of the school community should stand as real role models to their pupils or children bearing in mind that, whatever they do in the school campus or in the society will end up having an over whelming influence on their pupils or children mode of life (Bart Engelen, Alan Thomas, Alfred Archer & Niels Van de Ven, 2018).

REFERENCES

- [1] Amin, M.E. (2006). "Non Traditional Forms of Assessment: changing Strategies for training Cameroon. Secondary School in Teachers Assessment Practice" Les cahiers de terroirs 01 p 141 – 149.
- [2] Arends, R.J. (2001). *Exploiting Teaching*. New York: McGraw Hill Companies.
- [3] Bart Engelen, Alan Thomas, Alfred Archer & Niels Van de Ven (2018). "Exemplars and nudges: Combining two strategies for moral education" in *Journal of moral education*. Consulted in <http://www.tandfonline.com/doi/full/10.1080/03057240.2017.1396966> on 12/01/2018.
- [4] Bipoupout (2015 g). Évaluer des apprentissages à dominante affective dans une approche par compétences: un instrument pour évaluer la disposition à la tricherie. Yaoundé. Unpublished.
- [5] Craig, C. et al (1998). *Understanding Sociology*. New York: McGraw-Hill companies.
- [6] Eni T.O. (2009). *Didactics, How To*. Bamenda: Maryland printer.
- [7] Gronlund, N.E. (1985). *Measurement and Evaluation in Teaching*. London: Macmillan Publishing Company.
- [8] Kizito, F.S. (2004). *Rainbow of Educational Philosophies*. London: Lightning source Ltd.
- [9] Luma, L.E. (1983). *The Education of African Teachers*. Yaoundé: SOPECAM.
- [10] Ministry of National Education Cameroon. (1998). *Law of orientation on Education*. Yaoundé.
- [11] Roegiers X. (coord.).(2010). *Les pratiques de classe et l'APC*. Bruxelles: De Boeck-Université.
- [12] Roegiers, X. (2006). *L'A.P.C., qu'est-ce que c'est ?* Paris : Edicef
- [13] Ross Vasta, (2004). *Child Psychology*. New York: McGraw-Hill companies.
- [14] Santrock, J. (2004). *Educational Psychology*. New York: McGraw-Hill companies.
- [15] Tambo, L. I. (2003). *Principle and Methods of Teaching*. Limbe :ANUCAM Publishers.
- [16] Tchombe, T.M. (2004). *Psychological Parameters in teaching*. Yaoundé : Presses Universitaire d'Afrique.
- [17] Tsafack, G. (2003). *Ethics and Deontology in Education*. Yaounde : Presses Universitaire d'Afrique.