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Study of Effectiveness of Character Education at Primary Level in Islamabad

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ABSTRACT

The study was carried out to evaluate the effectiveness of character education for the development of basic values and to compare the difference in value development of students on the basis of gender. The study was experimental in nature and pretest posttest method was used in the study. The population of study comprises 39132 students of 355 primary schools at Islamabad. 25 students from the grade three of primary level were selected as the sample of the study. Two self-generated tools, pre and post observation and lesson plans were used for the experimental study. The experimental study was carried out for 4 weeks in primary level schools. Two teachers were detailed for teaching and assessment of students. Pre observation of selective group conducted before the experiment. It records the prior condition of values and character of students. Then experiment was conducted. 5 values were taught in 20 days. Total class duration of this experiment was 600 minutes. These minutes were distributed as 30 minutes as per day. After the experiment, post observation was conducted to measure the effect of character education and gender-based comparison in value development through character education. After analyzing the pre and post observation data through SPSS, it was found that character education affects the process of value development of students. SPSS calculated 8.78 differences between post and pre observation. The second finding was about the evaluation of gender-based comparison of value development through character education. The difference measured in pre observation was 0.85 and difference in post observation data was 0.29. This minor difference proved that there was no gender difference in value development through character education. According to findings it is recommended that organizations and institutions may integrate character education in the prescribed curriculum. They may offer special diplomas and short courses of character education

INTRODUCTION

Throughout history, character education is a shared responsibility of society. Teachers, students and school administration work together for character development. Character education involves social, cultural, emotional, spiritual, moral and spiritual development of students. Schools, parents and society works together to develop positive character and behavior. These stake holders focused on nurturing habits of thought and deed which helps the students to live with each other in society as fellows, coworkers and family members. Character education is continuous learning process that enables students to understand the contemporary demands & needs of society care about and act on core ethical values and habits such as honesty, truthfulness, punctuality and cleanliness etc. It encourages learners to act upon values and ethics that make society safe, sound and supportive.

Character education is essential in every religion. Islam focused on the development of character of individuals to make sure success in here and here after world. Spiritual, ethical and moral development gives self-control. They avoid violating costumes and traditions of society and contributing effectively in societal development.

Character education involves various types of activities to holistic development of student. Wide ranges of educational approaches are used in character education like social and emotional learning, civic education, service learning and whole child education. All focused-on development of caring, responsible, practical and productive member of society.

Character education strives for world of virtue. It is not just an add on. It is whole school responsibility to make a virtue community. The community of good behaviors such as help, respect, justice, peace, kindness and self-control. The actions that promote virtue are part of school activities. Students practiced these values in every day actions.

Children spend a lot of time of their lives in classroom. They learn behavior from classrooms and then show it in daily life. School is responsible to mold the character and behavior of students.

Educational institutions make a comprehensive plan to develop character of student by using curriculum, co-curricular activities, teaching learning process and outdoor activities. School gives assignments, exercises and projects to mold and develop the character of the students to make him effective and beneficial member of society.

Character education gives awareness to student about his value, importance and rule in society. It shows the ways to spend life productively in this world. Character education nurture self attributes which are acceptable in society. These attributes are found from societal, cultural and economic diversity. Schools determine the need and demand of the society and then strive to develop behavior and character that ensure a safe society. Character education gives purpose of life and set of values to students that help them for successful life. It motivates the students to provide their best services to society for overhaul development.

Pakistani society is a value-based society. It has its own strong values, tradition and costumes. Transferring of these values in new generation is necessary to ensure bright future of country. Children are the precious asset of any nation. Classrooms are the liberties to shape the young generation according to future needs. Character education shapes character full personnel for the nation. For patriotic and honest Pakistani nation, curriculum of character education is essential as a part of school activities.

Statement of the Problem

This study was designed to check the effectiveness of the character education for value development of students at primary level. The aim of the study was to suggest guidelines for students' character development.

Research Objectives

1. To evaluate the effectiveness of character education for development of basic values.
2. To compare the difference in value development of students on the basis of gender.

Research Hypothesis

1. **Ho** There is no effect of character education for development of basic values.
2. **Ho** There is no gender wise difference in value development of students.

Significance of the Study

The study would provide useful information regarding character education program. It would make teachers understand the importance of character education, attitude of the students, tools and techniques to maximize student's performance. Students would also get benefitted from this study. The study would reveal the importance, needs and effects of character education on student's performance. It would be advantageous for getting better results.

The prime focus of education is holistic development of individuals. The study contributes to fulfill the aim of education. Students can develop morally, socially and spiritually. It fulfills the need of society.

METHODS

Research Design

The nature of the study was experimental because it is going to discuss the present issue. Experimental research is an experiment where the researcher manipulates one variable, and control the rest of variables (Gay, 1991). This nature of research

will be selected because it provides more accurate results.

Pretest posttest design used for the study. Researcher selected a group for experiment and conduct pre observation. After completion the experiment post observation was conducted.

Population

Students of all the private schools of Islamabad were the targeted population of the study. Total private schools in Islamabad are 355 with enrollment of 39132 students at primary level and 6534 are in grade 3 (Pakistan Education Statistics 2015-16).

Sample Technique

Random sample technique was used as sample technique.

Sample Size

25 students of grade 3 were selected as a sample for experiment.

Research Procedure

25 students of grade 3 from Alasr school system Bhara Kahu Islamabad (private primary school) were selected for the study. 2 trained teachers helped in delivering the lesson in the class.

Research Instrument

Two self-generated instruments, Pre & post observation and lesson plans were used for this experimental study.

Table 1. Pre and Post Observation Scale

Scale	Sub Scale	Items
Value Assessment Scale		20
	Truthfulness	5
	Honesty	5
	Cleanliness	5
	Helping	5
	Time Management	5

Table No. 01 contains the details of pre observation and post observation tool for the study. Observation tool consist on five segments which are truthfulness, honesty, Cleanliness, help and time management. Each segment has five further questions to observe the students.

Table 2. Lesson Plans

Subject: Character education		Grade 3
Mentor:		
Topic:		Duration: 2 hours
Main Heading		
Preparation		
Objectives	Cognitive Domain	
	Affective Domain	
	Psychomotor Domain	
Helping Aids		
Teaching Methods		
Set Induction	We will read about cleanliness.	

- **Pre-presentation**
- **Planning**
- **Sum Up**

Table 2 shows the structure of lesson plans. 5 Lesson plans of truthfulness, Honesty, Cleanliness, Helping and time management was prepared for grade 3. It covered the detail of

objectives, helping aids, teaching method, set induction and pre presentation planning.

Data Collection

The data was collected from the respondent through Pre and post observation sheets by the personal visits of researcher.

Delimitation

The study was delimited to subject of character education.

Data Analysis

Table 3. Data Analysis

Objectives	Data analysis
To evaluate the effectiveness of character Education for development of basic values.	Paired sample t test
To compare the difference in value development of students on the basis of Gender.	Independent sample t test

RESULTS

Table 4. Reliability Statistics

Scale	No. of items	Cronbach's Alpha
		Reliability
Value Assessment Scale	25	0.692

For the analytical study of effectiveness of character education at elementary level in Islamabad a questionnaire was self generated by the researcher for the collection of data. SPSS version 16 was used to check reliability of scale. Table No. 04 shows the reliability of value

assessment scale which was measured by Cronbach's Alpha reliability and the reliability grading of value assessment scale was 0.69. It shows that the scale was reliable.

Table 5. Correlations

	Truth	Honesty	Cleanliness	Help	Time	Value Assessment
Truth	1	.589**	.671**	.553**	.421*	.765**
Honesty	.589**	1	.847**	.482*	.573**	.815**
Cleanliness	.671**	.847**	1	.795**	.817**	.966**
Help	.553**	.482*	.795**	1	.845**	.864**
Time	.421*	.573**	.817**	.845**	1	.853**
Value Assessment	.765**	.815**	.966**	.864**	.853**	1

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

Table No. 05 shows the correlation of different categories of value assessment scale. Scale covers

five categories which were constructed to assess the values of truthfulness, honesty, cleanliness, help and time management of students.

Table 6. Effectiveness of Character Education

Variable	Group	No.	Mean	T	Df	Sig.
Character	Pre	25	11.84	8.76	24	0.00
Education						
	Post	25	17.36			

Table 6 shows that there was statistically significant difference found in pre and post test. Thus

hypothesis "There is no effect of character education for development of basic values" is rejected.

Table 7. Gender Based Comparison (Pre Test)

Variable	Group	N	Mean	T	Df	Sig
Value	Male	12	38.67	0.85	23	0.40
	Female	13	37.77			

The table 7 shows that there was statistically no significant difference found between male and female respondent in pretest related to their value system.

Thus hypothesis No. 2 “There is no gender wise difference in value development of students” is accepted.

Table 8. Gender Based Comparison (Post Test)

Variable	Group	N	Mean	T	Df	Sig
Value	Male	12	32.08....	0.85	0.29	0.77
	Female	13	31.77			

The table 8 shows that there was statistically no significant difference found between male and female respondent in post test related to their value system. Thus hypothesis No. 07 “There is no gender wise difference in value development of students” is accepted.

Pre observation of selective group conducted before the experiment. It records the prior condition of values and character of students. Then experiment was conducted. 5 values were taught in 20 days. Total class duration of this experiment was 600 minutes. These minutes were distributed as 30 minutes as per day. After the experiment, post observation was conducted to measure the effect of character education and gander-based comparison in value development through character education.

DISCUSSION

First aim of study was analysis of effect of character education on value development of student. Second aim was gender base comparison of value development of students through character education. To accomplish the above mention goals researcher, conduct an experimental study. 25 students of grade 3 were selected as a sample. Lesson plans and pre and post observation sheets are self-generated instruments for this study. Lesson plan of truthfulness, honesty, cleanliness, help and time management were constructed properly. It comprises the detail of objectives, teaching methods, instructional aides, set inductions, pre planning of presentation and time duration of each activity. Lesson plans were prepared to conduct study systematically and effectively. Pre and post observation sheets contain 25 questions. There were 5 standards and each had 5 questions.

After analyzing the pre and post observation data through SPSS, it was found that character education affects the process of value development of students. SPSS calculated 8.78 difference between post and pre observation. Hence above statistical figures rejected the hypothesis No. 01 “There is no effect of character education for development of basic values”.

To evaluate gender-based comparison of value development through character education SPSS measured 0.85 differences in pre observation and 0.29 difference in post observation data. Above minr difference proved that there was no gender difference in value development through character education. Thus, statistical calculation accepted the hypothesis No. 02 “There is no gender Based difference in value development of students”.

Character education is an obligatory responsibility of schools, parents and society. It changes the lives of students without gender-based difference. A character full personality can make sound, Save, caring and supportive society. Character education fulfills the aim of holistic development of student.

RECOMMENDATIONS

1. Character education may integrate in national curriculum.
2. Schools may include character education activities in daily schedule.
3. Educational institutions may offer the diplomas and short courses of character education.
4. Training bodies may proffer character education.

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