

A Study of the Effect of Life Education Program on Moral Concept of Senior Students in Macau --- Taking a Middle School as an Example

Abstract

The purpose of this study is to plan and implement the life education program which is suitable for students at senior high school and investigate the effect of the life education program on moral concept of senior high school students. Based on the results of the research, constructive suggestions are presented as a reference for developing life education program in senior high schools in Macau.

The quasi-experiment was designed. Two classes, 79 students in all, of Linan Middle School in Macau were recruited as the subjects of the study. The students in Class A assigned to the experimental group (35 people) and the students in Class B were in the control group (44 people). Except for the experimental factors, interference of the elements was reduced to a minimum, so as to increase the validity of the results. The measurement instruments used in this study are “Moral Values Scale” made by the

researcher, which is based on “Moral Values Scale” (Crissman, 1942; Retting & Pasamanick, 1959) and “Contrasting Values in Western Europe” (Harding & Philips, 1986) and six questions produced by the researcher. The tests were given both at the beginning and the end of the course. The researcher in person lectured every unit of the life education program to the students of the experimental group for 25 weeks; however, the students in the control group did not receive any instruction of the program. All quantitative data were analyzed through t-test and paired t-test. The qualitative data were collected from the Unit Feedback sheets, journals and the teacher’s feelings.

The results of the study are referred as follows:

1. The students in Linnan Middle School appreciate the Life Education Program. Since the students in experimental group think that the multiple-intelligence teaching method is better than the conventional teaching method, as it is easier for them to think and get the sense of the moral values. The content of the program are the things that happen around themselves and they can participate as much as possible into the program, which raise their interest in the course.
2. Although the quantitative data did not show the obvious significance in the posttest, but through the comparison between the boys and the girls in the pre-post test, the boys in experimental group seem to be more beneficial from the Life Education Program than the girls.
3. When taking about the matter of death, the teacher should pay more attention to students’ emotions and feelings, if the negative attitudes produced by the students, teacher should give them appropriate counseling. While playing the games and conducting the relative activities, teacher should follow the voluntary principle, encourage the low-esteem students to take part in the activities or games.
4. A quality teacher can lead to a better life education.

5. The moral/value education should be a part of education both in school and at home. The earlier it is launched, the better influence will be seen.
6. Owing to the inefficient teaching resources and the lack of teaching experience of the teacher, there are some shortcomings and defeats in certain areas. Besides that, teacher must discuss the problems discovered in the unit feedback or the work sheet with the students in order to reach the goals set in the program fully.

According to the above study results, the researcher proposed some specific suggestions for serving as a reference for life education educators, educational authorities, mass media, parents of students, learners, guidance centres at school, private groups, the society and future researchers.