

Evaluate Growth of Moral Values in the Students' Descriptive Evaluation Design (DED) in Iran

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ABSTRACT

Regarding to presented chance in possibility of comparison of subjects that educated from the Descriptive Evaluation Design (DED); moral development of students in the Descriptive Evaluation Design. Causal – coprative method of research was used. The instrument was a Moral Development Questionnaire (M.D.Q). Results showed that students in the descriptive evaluation design had ethical development. In the subscales also, the helping fellow, veracity in the students of descriptive evaluation design were high. Also, girls were better than boys in the M. D.Q.

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Introduction:

Ethical, socially, as a regulator of human relations, has always been of great importance. Any activity or any aspect of human life has its own rules and observe them without success, it will be provided. Living in community with others and communicate with the non-observance of certain principles, causing failure in life is (Alvani, 2003). Moral education is a means to achieve that is used to create and state (Motahari, 2008, 36). In fact, the ethics, the field of culture is called Values and beliefs to follow the laws of the general culture and society is based on (Abdolahi, 2010; Moedfar, 2001).

Ebnemaskoeie in Tahzibol Akhlagh Believes that through his work ethic, which can be defined in a web of ethics is Behaviors such as lying, stealing, lack of responsibility in society, and sometimes a lack of respect for ethical behavior, immoral behavior in their own time – bring (Omid, 2008; Khanzadeh, 1993).

If adherence to ethical values in society, with little or poor, a lack of educational (Moayeri, 2000).

And this caused problems in society, change or amend the education system requires that social change is accompanied (Shariatmadary, 2008, 170). Education is the corner-stone of any society (Rawels, 1971) and education training system, may lead to specific behaviors in a society (Estart, 2001).

Educational organizations, and especially schools, places of breeding values (Yasae, 2004). The evaluation should be considered as part of the education and training to identify and progressively, In other words, the evaluation is to be

done to better educate the training is not to be taken to evaluate (Farajallahi & Haghighi, 2008). The project design included descriptive evaluation in schools, is struggling with an emphasis on formative assessment, performance assessment and descriptive feedback, to provide better conditions for learning. Therefore, it is expected that the evaluation system described in academic performance, students' beliefs and attitudes have positive effects (Rezai & Seyf, 2007). One of the most effective channels of education reform evaluation system of teaching students to analyze and critique of Warm objectives stipulated in the shadow education system (Mehr Mohhamadi, 2004). Accordingly, the Supreme Council for the academic year 2004-2005, the Education Act, the quantitatively oriented approach to qualitative evaluation of prospective elementary schools changed and school transcript and a slightly deeper, more general growth and discusses student progress. Unlike a CV, including a list of courses and grades' name, a descriptive report on the academic achievement of students of information to the parents. Also in this report is not due only to the status of mere course, but attention has been paid to the social and ethical dimensions (Hasani, 2003). For the purposes of this project, which aims to improve the growth of children, particularly the commitment to ethics (Hasani & Kazemi, 2004).

The ethical values, moral traits that knowledge report descriptive evaluation plan has been children, helping mankind, integrity and honesty are. The present study followed the descriptive evaluation plan, to what extent has

influenced the development of students' moral character. Therefore, the research hypotheses are: 1) descriptive evaluation projects in schools, increase students are ethical. 2) descriptive evaluation projects in schools, increase students are truth 3) descriptive evaluation projects in schools, increase students are Help of fellow. 4) descriptive evaluation projects in schools, increase students are Bailment. 5) Effect on moral development plan descriptive evaluation of male student's girl is different.

2. Materials and methods

In this study, causal-comparative use. That the descriptive evaluation plan, growth rate values descriptive evaluation design students at each of its components were investigated. The population of sixth-grade student's descriptive evaluation project in which 360 people were Sarakhs. Random sampling is done. The sample of 186 students from 108 schools descriptive design that was and 78 boys-haves.

3. Research tools

Table 1: moral development of students' Descriptive Evaluation Design

Variable	Mean	T	SD	df	Sig
Moral values	154/53	3/56	13/57	186	0/000

Univariate t tests were used to evaluate this hypothesis. Was calculated results indicate that $t=3/56$ the degrees of freedom, $df=186$, in $p \leq 0/01$ significant level.

Table 2: components of moral development, students Describe Evaluation Design

Variable	Mean	T	SD	df	Sig
Helping Fellow	39/44	4/23	4/81	186	0/001
Veracity	63/24	2/84	6/66	186	0/04
Bailment	20/24	2/53	3/71	186	0/003

The second hypothesis of the study: descriptive evaluation of the project to help fellow students above the average.

In examining this hypothesis using univariate t test following results were obtained. The results (Table 2) showed that the amount of $t=4/23$, $df=186$ degrees of freedom is significant at $P \leq 0/01$ Vnshan knowledge to help fellow students provide descriptive evaluation plan. The third hypothesis, research design, descriptive evaluation of student honesty is above average To investigate this hypothesis, univariate t-test was used for the following results were obtained. The results (Table 2) showed that $84/2 t=2/84$ with $df=186$ degrees of freedom $P < 0/05$

Table 3: moral development of boys and girls

Parameter	The Sum Of Squares	Sum Of The Squares	df	F	Sig
Sex	35253/091	35253/091	1	15/325	0/000
Group	2003/732	2003/732	1	269/536	0/000
Interaction between group and gender	539/820	539/820	1	4/129	0/4
Ste	48368/207	130/725	186	-	-

As can be seen in the case of F was calculated interaction effects of gender and moral development of descriptive evaluation - students ($F = 4/129$) in $P \leq 0/05$ there is no statistically significant difference after announcing hypothesis, the relationship was not approved and it concluded that the results indicate a difference between the effects of descriptive evaluation scheme of moral development in boys and girls is knowledge. However, the results of this study show that gender cause significant differences in the growth

The research instrument was a questionnaire study of moral values (Sanadghol, 2012). The questionnaire included three subscales integrity, and honesty to help fellow was. Validity, content experts were obtained using a questionnaire. In order to find the validity of the questionnaire was conducted on a sample of 30 subjects. Krunbakh alpha reliability coefficient of the questionnaire using 0/86, respectively. Reliability coefficient for each of the coarse scale to help fellow 0/76, honesty, 0/71, Bailment, 0/71, respectively. Data were analyzed using t-test for each group and two-way ANOVA was used.

. Results

First research hypothesis: a descriptive evaluation of projects in schools, increase students is ethical. Univariate t tests were used to examine this hypothesis, the following results were obtained.

significant knowledge represents truth descriptive evaluation design students. The fourth hypotheses, research design, descriptive evaluation of the integrity of the students are above average.

Univariate t tests were used to evaluate this hypothesis. The results (Table 2) showed that $53/2 t=2/53$, $df=186$ degrees of freedom $P < 0/05$ is significant and indicative of fiduciary descriptive evaluation of student projects.

Hypothesis achieve: Effect put descriptive moral righteousness, uneven M_i strongest.

Two-way analysis of variance was used to examine the hypothesis that the results are in Table 3.

of moral knowledge - are students ($p \leq 0/01$, 186 , $df = 1$, $F = 15/32$).

Discussion

Survey results showed that student's eligible projects are highly descriptive evaluation of moral development. While these results are obtained Only a few paragraphs to assess students' report cards are included And yet textbook or activity to improve the moral character and has not been designed to develop, And according to the Campbell and Bond (1982) as factors affecting the growing ethical childhood experiences influence their peers and what they

are taught in schools and other organizations that, count the back, indicating that operating education in schools has a positive effect on students' moral development of . On the other hand, believe Strisend.et.al (2005) in relation to the child - parents, parents can play a key role in. The parents of the children who are forced into action right or wrong that the findings of this study are consistent. Thus the second hypothesis was confirmed.

According to the study, Stampel (2004), the importance of educational programs for children in the dual ease effectiveness of the educational environment, durability and depth of learning, has raised accordingly be concluded that the change in the method education, many effects on the internal development of children. The findings of this study after study Ghiasi et al (2011) a descriptive evaluation of students' knowledge growth knowledge to help fellow students than non- descriptive evaluation scheme is consistent. The analysis of the results obtained say, the main pillars of education to help fellow individuals, families, communities and educational institutions are The analysis of the results obtained say, the main pillars of education to help fellow individuals, families, communities and educational institutions are The findings of the study findings Pena (2007) and Nakagawa (2003) is consistent. The third hypothesis was confirmed by the results and findings of this study Sidorkin finding (2002), which showed that school children play a crucial role in the development of and cant role are an important part of education is consistent. The fourth hypothesis, the results showed that students plan fiduciary descriptive evaluation to the student evaluation plan no difference. Description of the evaluation plan for students in failing schools to safeguard, improve. khalgh and Pasha Sharif (2009) argue that the descriptive evaluation of primary schools has achieved all its goals, inconsistent.

The results of the fifth hypothesis were confirmed. The findings of the research findings Kohlbergian (1985) showed that female and male moral development during different stages of the and according to Campbell and Bond (1982), each element of parenting, cultural conditions and environmental influences on moral development is influenced concluded that gender has no effect on moral development. The results of this study's findings Kohlberg (1985), is common.

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