

## ABSTRACT

The main purpose of this study was to investigate the effects of using the moral dilemma episodes in inculcating moral values of Form One students in science lessons. The study also includes the effects of the moral dilemma episodes on students' academic performance. Comparisons of moral values of boys and girls ; and of students staying in housing estates and students staying in squatter areas were also made.

The sample consisted of one hundred and thirty three Form One students studying in four coeducational schools in Wilayah Persekutuan. There were seventy-three boys and sixty girls participating in the study. The four schools were divided into two groups, the experimental group and the control group. Each group consisted of two schools : one school with students residing in housing estates and another school with students residing in squatter areas.

Data collection was carried out by means of two instruments, the Moral Values Questionnaire (MVQ) and the Science Achievement Test (SAT). The pretests were administered one week prior to the teaching of the lessons on the topic 'Introduction to Science' and the posttests

were administered one week after the teaching of the topic. The teaching of the topic took place for about nine weeks.

T-tests and ANOVA were used to analyse the data. The findings of the study were as follows :

1. There were significant increases in the students' moral reasoning in three moral areas, namely cleanliness, cooperation, and responsibility after being exposed to the moral dilemma episodes.
2. There was a significant difference between students in the experimental group and students in the control group with regards to their moral values after being exposed to the moral dilemma episode
3. There was no significant difference between boys and girls with regards to their moral values after being exposed to the moral dilemma episodes.
4. There was a significant difference between students residing in squatter areas and students residing in housing estates with regards to their moral values. Students residing in housing estates exhibited better moral values than students residing in squatter areas.
5. There was no significant difference between students in the experimental group and students in the control

group with regards to their academic performance after being exposed to the moral dilemma episodes.

6. There was no significant increase in the academic performance of the students in the experimental group after being exposed to the moral dilemma episodes.
7. There was a significant difference between students residing in squatter areas and students residing in housing estates with regards to their academic performance. Students residing in housing estates performed better academically than students residing in squatter areas.
8. The moral values of the students residing in the squatter areas was improved much more than the students residing in housing estates after being exposed to the moral dilemma episodes.