

The study addresses the differential moral sense development through modular and traditional teaching approaches at secondary school level. The effects of applying modular and traditional approaches were assessed in moral sense development of students and their achievement in general comprehension and in text understanding.

The study was experimental in nature. The data for the study was collected from sample of 9th grade students through the administration of defining issues pretest, defining issues posttest, general comprehension and textual based teacher-made (posttests) tests, The researcher delimited the study to assess students' moral sense development from their comprehension and reasoning level and not from their behaviour. Six hypotheses were formulated for the study Applying statistical package for social sciences tested hypotheses of the study.

Conclusions based on the results of statistical analysis showed the significant differences between the results of the modular approach and the traditional approach. Results conformed that students taught through modular approach straightaway reached to the postconventional level of moral sense development. The rapid change in moral sense development of students may have occurred due to the factor that the study was conducted in an Islamic culture and with reference to the teaching of Islamiat through modular approach unlike Kohlberg's study conducted in a European culture and with reference to general ethics_ Finding depicted good impact of modular approach in general comprehension of students. The same situation has been indicated by results that text understanding of students taught through modular approach become better than those who were taught through traditional approach.

Major findings of the study indicated differential influences of modular and traditional approaches in moral sense development and achievement where students taught through modular approach showed better results than students taught through traditional approach. Findings encountered no significant gender difference in moral sense development and textual understanding. Whereas a significant difference 'al gender was found in general comprehension where male proved better than female.

The study provides framework for development of teaching modules in all subject areas. At the same time it is beneficial for teachers, head teachers, students, education planners, policy makers, curriculum developers and educators.