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An Analysis of Attitudes Toward Morals in Education

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AN ANALYSIS OF ATTITUDES
TOWARD MORALS
IN EDUCATION

RESEARCH REPORT

Submitted to
Old Dominion University
in Partial Fulfillment of
the Requirements

For the Degree of

MASTER OF EDUCATION

By

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CHAPTER IV

FINDINGS OF THE STUDY

The basic purpose of this study was to determine whether or not morals education was important to the individuals surveyed and if it was found to be negligible or totally lacking at the various levels would the inclusion of morals education make a "noticeable" difference in the individuals.

Each of the members of the various groups, i.e. administrators, teachers, parents/guardians, seniors were asked to respond to a series of questions focusing on areas from whether or not morals were recognized in their lives to whose responsibility they were to instill.

The results were tabulated and correlated and can be found in the section titled "Charts".

FINDINGS

Research Goal 1.

The first research goal was to determine whether or not "morals" being "taught" in the classroom/school setting would have any positive effect on achievement as indicated by surveys. To achieve this end question 12 of the survey was posed to the respondents (See Chart II, question 12).

To this question sixty-one people responded, of the sixty-one, fifty-four answered yes and seven answered no. (Chart III, question 12,

under "Totals"). Computed this means eighty-nine percent of those responding felt that morals being taught in the classroom/setting would have a positive effect on achievement by students. (Chart III, question 12, under "Totals").

Research Goal 2.

The second research goal was to determine whether or not any "morals" are, in the opinion of the classroom teacher, being taught in the classroom setting. To fulfill this goal questions two and three (Chart II) were designed. The response by teachers to question 2 was eighteen to eight (Chart III, question 2, under "Teachers") nodding an affirmative to the question of whether or not morals are being taught in schools today. When it came to question 3 though (Chart II, question 3) the teachers responded ten to sixteen (Chart III, question 3, under "Teachers") that they did not feel that the morals being taught in schools were being presented "openly".

Research Goal 3.

The third research goal was to determine whether or not any "morals" are being presented to high school seniors in their homes. Question number eight (Chart II, question 8) of the survey gives students an opportunity to respond whether or not they feel they have received morals training at home. Question 9 (Chart II, question 9) in turn gives the parents/guardians a chance to state whether or not they feel it is their responsibility to provide the moral training to the students.

The response by students to question eight was ten to six (Chart III, question 8, under "Students") showing that sixty-three percent (63%) felt that they were receiving some form of "morals training" at home.

Paralleling this tabulation the parent/guardian group felt ten to four (Chart III, question 8, under "Parent/Guardians") which is seventy-five percent (75%), that the parents also felt morals training was or should be provided in the home.

Research Goal 4.

The fourth research goal was to determine whether or not high school seniors feel they have received any form of "moral education" whether implicit or explicit. In response to the survey the students felt ten to six (Chart III, question 5 under "Students") that morals were being presented to them, but "indirectly" in the school setting.

The students also in question eight, (Chart III, question 8, under "Students") felt they were receiving morals in their homes by a tabulation of ten to six.

The students also unanimously responded sixteen to zero to question eleven (Chart III, question 11 under "Students") stating that morals education directs them daily in their decisions.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

My research project was somewhat of a superficial nature due to the theme encompassing "a survey of attitudes". A local high school and persons related were used as participants. The research group was comprised of administrators, teachers, high school seniors and their parents. Survey forms were distributed, returned and data collected. Correlations and comparisons were recorded as assumptions and conclusions were made within the structure of the survey allowances.

As far as conclusions that can be drawn there are a few basic ones that seemed to bring themselves to the surface due to an overwhelming percentage of responses at least in my particular survey instance.

First of all there was a percentage of sixty-five to thirty-five total respondents that felt morals were not being taught "openly" in our schools. Seemingly because of this there was a total of sixty to forty percent that said because there wasn't "open" morals instruction there was a significant difference in the instruction quality.

Since it was the general consensus that morals were not being taught "openly" then how else. The majority seventy-nine to twenty-one felt morals were "indirectly" being taught.

A rousing percentage of seventy-four to twenty-six felt, though; despite how it is done morals should be taught in schools today.

About the home and morals; well, seventy-two to twenty-eight felt that morals are presently being taught in the home today. As far as who should be "teaching" morals in the home, well it was "hands-down" that it was one hundred percent believing it was the responsibility of the parent/guardian.

According to the survey it seemed fairly settled that the home had a great responsibility to teach morals, but there were more mixed feelings sixty-nine to thirty-one about whether or not it was also the responsibility of the local school system.

All-in-all there "came across" a real sense of importance to "morals education." Ninety-three to seven percentage felt that "morals education" they had received from wherever had played a vital role in their daily living and eighty-nine to eleven felt overall that if morals were stressed more some very positive changes would occur.

Of course my study in no way could be all inclusive or at all exhaustive. I could recommend that anyone who would like to further venture into this topic of research might use a larger test group. Either the number of schools, locations of the schools, or just the general population of a particular school. The data collected could be put to some of the "mathematical measuring sticks" to find "true" correlations that could give better foundation to comparisons when made to other populations or study groups.

Hopefully one could gather just from the surface indicators above that morals are important to people no matter which group you happen to be a participant. Parents could see from this that their children tend to want some training from them, and if it is not received, where else will it come from. Schools could glean from this survey that they could venture into more

"morals education" as some suggest possibly through study of literature and discussions of their own backgrounds.

Whatever the application some thought should be given by all involved as to the involvement needed by all for a positive outcome and maximum achievement by all.

APPENDIX

CHART I

TOTAL SURVEY RESPONSES

	<u>Total Sent</u>	<u>Total Returned</u>	<u>% Returned</u>
Administrators	4	4	100
Teachers	30	27	90
Parents/Guardians	30	17	57
Students	30	16	53

CHART II

QUESTIONS BY NUMBERS USED

2. Do you feel morals are being taught in our schools today?
3. Do you feel morals are being taught "openly" in our schools?
4. If you answer "yes" to #3, then has teaching morals "openly" made a significant difference in the instruction quality?
5. Do you feel morals are being taught "indirectly" in our schools?
6. If you answer "yes" to #5, then has teaching morals "indirectly" made a significant difference in instruction quality?
7. If you have answered "no" to any question 2-6, then do you feel that morals should be taught in the schools today?
8. Do you feel that morals are being "taught" in the home today?
9. Do you feel that it is the "responsibility" of the parent/guardian to "teach" morals in the home?
10. Is it the "responsibility" of the local school to "teach" morals?

11. Do you feel that decisions that you make daily are directed in anyway by morals education that you have received?
12. If morals were stressed more do you believe there would be a significant improvement in areas such as attitude, achievement, interaction with others and general discipline?

CHART III

TABULATIONS FOR EACH QUESTION BY GROUP

Question No.	Administrators		Teachers		Parents/Guard.		Students		Totals		Majority Opinion		Total Percentages	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
2	4	0	18	8	7	8	6	10	35	26	x		57	43
3	2	2	10	16	7	10	3	13	22	41		x	35	65
4	2	0	6	3	7	3	3	6	18	12	x		60	40
5	4	0	24	3	11	4	10	6	49	13	x		79	21
6	3	1	16	8	6	7	5	8	30	24	x		56	44
7	2	1	18	3	9	3	8	6	37	13	x		74	26
8	4	0	20	7	10	4	10	6	44	17	x		72	28
9	4	0	27	0	16	0	16	0	63	0	x		100	0
10	4	0	19	7	8	5	10	6	41	18	x		69	31
11	4	0	16	1	11	3	16	0	57	4	x		93	7
12	4	0	24	3	10	4	16	0	54	7	x		89	11