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A Quantitative Analysis of Existing and Expected Status of the Ethics and Morality in High School Curriculum in Punjab



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Abstract: *The study aimed to analyze the current and expected level of the ethics and morality in high school education. A Quantitative Survey Research Design was applied by the study. The required data needed to be specific and relevant, therefore, the stratified random sampling technique was used to collect data from a population of all stakeholders of education in the Punjab: teachers, parents, students, administrators, policy makers and curriculum developers. The data was collected from 500 participants who used Thurstone scale to show their priorities by scaling the 77 items of the 7 questions regarding their importance and these collected priorities were further analyzed by using Borda Count Method “to explore the degree of intensity of the prioritized items”. According to the result of the study, the current status of the concepts of ethics and morality taught at the secondary level is not up to the required standards and lack planning. Therefore, to develop moral attitude, the religious and spiritual values need to be inculcated through moral stories and disciplinary rules using lecture, group discussion and story-telling methods to ensure overall personality development with social adjustability. It is recommended by the researchers to revise the existing curriculum to make it practical and operational for the optimum effectiveness.*

Key Words: Analysis, Existing Status, Expected Status, Ethical And Moral Education, Thurstone Scale, Borda Count Method, Secondary Level

Introduction

Five to nine years old children belong to primary education which is followed by 3-years for middle school and then 2-years for secondary school (ninth and tenth classes). The students approach "matriculation" at the age of 14-16), which is the most crucial stage of education system (Education Encyclopedia, 2020). Moral education can be defined as to help students and youth in acquiring

a system of beliefs and virtues about right and wrong. The system of beliefs regulates the objectives, targets, frame of mind and behavioral perspectives for the world around us (Alvi, 2020). According to Halstead (2010), education, related to morality can be specified as an element which provides help to its learners in acquiring an already set standard of moral beliefs and ethical values about the

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Citation: Alvi, S. T., Asad, Z., & Saeed, F. (2023). A Quantitative Analysis of Existing and Expected Status of the Ethics and Morality in High School Curriculum in Punjab. *Global Social Sciences Review*, VIII(I), 29-41. [https://doi.org/10.31703/gssr.2023\(VIII-I\).03](https://doi.org/10.31703/gssr.2023(VIII-I).03)

consciousness of evil and virtue which leads them towards high standards of ethics and morality.

Ethical education as an essential part of education, is considered the driving force to mobilize the achieved knowledge (Haase, 2013). The more knowledge students have, the more opportunities they may find for better possibilities in career and personal growth. It is like a magic for the minds to broaden the mental horizons and to come to a high citadel and become a source of inspiration for others to follow and thus results in high standards in all aspects of life in the society. According to Rošker (2020), Ethics and Morality is a social phenomenon based on norms and values. The need for the comprehensive progress of students at the school level is permeated with high-level of ethics and moral attitudes, such as orientation of social justice, emphasizing the themes of interdependence and social participation, in order to develop an atmosphere of harmony and collaboration and cooperation in routine life. It helps to adopt actions to bring change in the society. It helps to increase students' interest, motivation, and awareness, and the improvement of these achievements and gains will establish the effective practices of ethics and moral values, and subsequently will be helpful in reducing inequalities of the educational system in general and in the society in special (Harmon De et al., 2020). To teach and research for moral and ethical behavior has been relatively new in the last twenty years. It is necessary to lead the lives of young people. Global values are more accepted by the global community to live harmonious lives (Fan, 2020). Brindha, (2019) viewed teaching ethical and moral values as the basic mission of schools.

Role and Responsibilities of Educational Institutes for Developing Ethical and Moral Values

Developing a curriculum is an effective and efficient process, thereby enabling students to master relevant knowledge, skills, values and attitudes more deeply. School education is such a valuable period where students can gain these rewarding experiences as well as a caring, tolerant and compassionate behaviour. It can also be helpful to develop a spirit for unity in the school culture that supports students to develop their

personality by promoting values and social abilities in a civilized and positive way. Development of cognition or academics and character education are considered the two main objectives of the school which help students in preparing them for their future needs to cope in the society and in their practical life with dignity (DeRouche & Williams, 2001). The basic aim of the curriculum is to bring improvement in the development of high standards of ethical values and moral thinking so that the children can be helped to learn moral concepts through distinct methods such as applying moral concepts both practically and operationally, situated learning, creative learning, critical reasoning exercises, and various internal activities. Outside the classroom, the school essentially needs time as a central ethics center to cater, arrange and organize pursuit to facilitate safety ethics activities (Safatly, Itani & Srour, 2020; Zulela, et,al, 2022)). Thus, the current research intends to analyze the existing status of content related to ethics and morality at secondary level to determine its effectiveness and investigate how educational stakeholders perceive about priorities to be considered for their children.

Objectives of the Research

The objectives of the study are as under:

- To analyse the existing place of moral and ethical education in the curriculum for its effectiveness at secondary level perceived by the education stakeholders.
- To determine the priorities of the stakeholders of secondary school education regarding ethical and moral education by applying Thurstone Scale and the Borda Count Method.

Significance of the Study

The study has contributed to the literature of ethical issues in the secondary school's curriculum and its elements and is helpful in developing culturally relevant moral and ethical values in the curricular and co-curricular essentials of the secondary schools.

Methodology of the Study

The study was conducted under positivistic paradigm and a quantitative survey research method was used to collect data. All stakeholders

of secondary school education in Punjab, Pakistan were considered as the population of the study. A stratified random sampling was conducted to engage a sample of 500 secondary school education stakeholders: secondary school teachers and students, parents, curriculum developers, policy makers, and administrators of schools. The research instrument was based on literature review having 77 items arranged under 7 categories, to know the priorities and preferences of the stakeholders using Thurstone scale “to measures the responses by using a set of statements of different weights. These statements help to determine not only how a respondent feel,

but how strongly they feel that way” (Guffey, 2007; Zheng, 2015; Khanam & Zafar, 2008; Alvi,2020). To ensure the reliability of the research tool, the pilot testing was conducted, value of Cronbach alpha was 0.7, which provided the zest for further study. Later the method of Borda Count was applied to investigate priorities through the Thurstone Scale. The Borda Count Method is a basic technique applied in conducting elections and decision-making in a variety of current scenarios to determine the ranking of a priority (Lansdowne & Woodward,1996; Black, 1976; Lumini, & Nanni, 2006; Benini, 2013).

Table 1

Demographic of the Participants in Percentages

Participants	Percentage
Male	38.6%
Female	61.4%
Below matric	45%
Graduate	36
Post Graduate	19
Urban representation	59
Rural representation	41
Below 30 (age Group)	49
Above 30 (age Group)	51

Result and Analysis of the Study

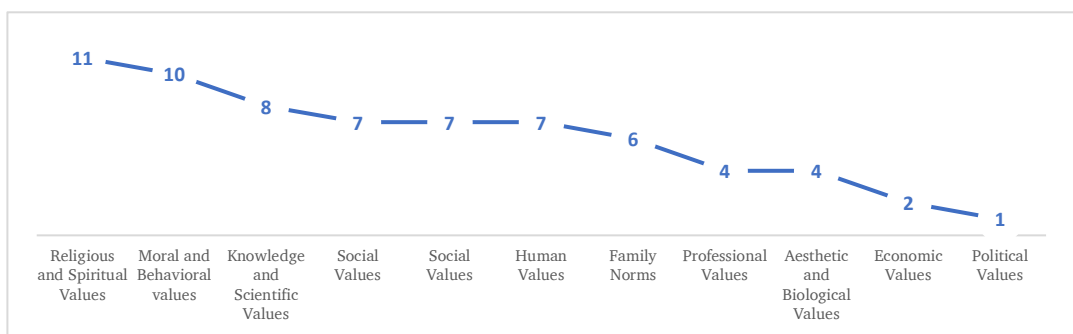
The Thurstone Scale was applied to get the priorities of the participants through survey questionnaires consisted of 7 questions with 11 options each. Eleven for the most prioritized item and 1 for the least prioritized choices. The data

were entered on Microsoft Excel to attain mode and median. Under the Borda Count Method, the total number of choices for each items were multiplied by the order of the scale and sum was drawn for each category of the questionnaire. The results and findings shown in tables and line charts were as under:

Categories of Ethics and Moral Values to be Inculcated in Curriculum

Figure 2

Line Chart Showing Mode of the Categories of Ethics and Moral Values to be Inculcated in Curriculum



Among the religious, spiritual, moral, human, political, professional, aesthetic, economic values the most prioritized were the religious and

spiritual values with mode 11 while the least prioritized values were the political values with mode 1.

Table 2

Categories of Ethics and Moral Values to be Inculcated in Curriculum

Options	Order	Application of Borda Count											Sum
Religious and Spiritual Values	1	22*1 =22	10*2 =20	7*3 =21	10*4 =40	9*5 =45	12*6 =72	11*7 =77	8*8 =64	31*9 =279	32*10 =320	84*11 =924	1884
Moral and Behavioral Values	2	10*1 =10	23*2 =46	14*3 =42	11*4 =44	12*5 =60	9*6 =54	17*7 =119	12*8 =96	30*9 =270	56*10 =560	42*11 =462	1763
Knowledge and Scientific Values	3	8*1 =8	5*2 =10	9*3 =27	17*4 =68	21*5 =105	34*6 =204	13*7 =210	38*8 =304	22*9 =198	35*10 =350	17*11 =187	1671
Social Values	5	5*1 =5	13*2 =26	24*3 =72	19*4 =76	18*5 =90	24*6 =144	39*7 =263	34*8 =272	24*9 =216	17*10 =170	19*11 =209	1553
Human Values, Family norms	6	22*1 =22	14*2 =28	16*3 =48	11*4 =44	22*5 =110	21*6 =126	31*7 =217	25*8 =200	29*9 =261	24*10 =240	21*11 =231	1527
Professional values	4	10*1 =10	13*2 =26	16*3 =48	24*4 =96	32*5 =160	40*6 =240	21*7 =147	36*8 =288	29*9 =261	9*10 =90	6*11 =66	1432
Emotional Values	10	13*1 =13	21*2 =42	29*3 =87	23*4=132	27*5 =135	26*6 =156	23*7 =161	17*8 =136	1721*9 =153	17*10 =170	13*11 =143	1328
Aesthetic and Biological Values	11	28*1 =28	27*2 =54	17*3 =51	23*4=92	27*5 =135	27*6 =162	31*7 =217	21*8 =168	21*9 =189	7*10 =70	6*11 =66	1232
Economic Values	9	22*1 =22	33*2 =66	24*3 =72	39*4 =156	22*5 =110	20*6 =120	17*7 =119	21*8 =168	9*9 =81	18*10 =180	11*11 =121	1215
Political Values,	8	15*1 =15	44*2 =88	40*3 =120	31*4 =124	26*5 =130	13*6 =78	20*7 =140	7*8 =56	15*9 =135	116*10 =60	9*11 =99	1145
Values,	7	76*1 =76	27*2 =54	34*3 =102	15*4 =60	14*5 =70	7*6 =42	12*7 =84	13*8 =104	14*9 =126	10*10 =100	14*11 =154	972

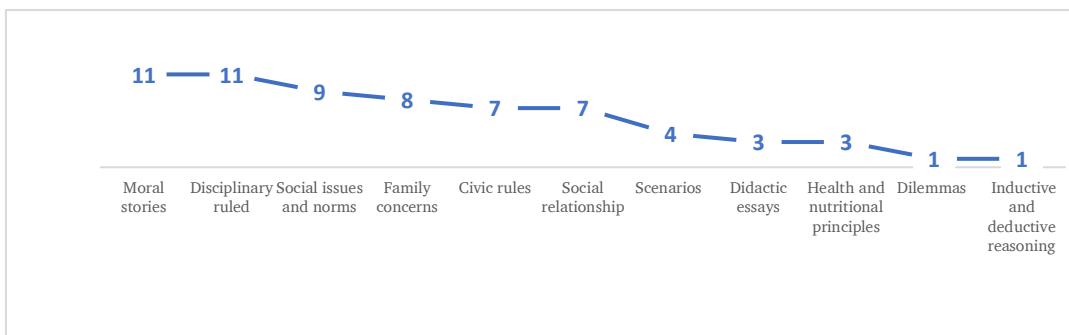
According to the results of Borda Count Method, the most chosen with a score of 1884 was religious and spiritual values, while political

values with a score of 972 and with a score of 1432, were the family norms at the moderate score.

Content for Ethical and Moral Education

Figure 2

Line Chart Showing Mode of the Content for Ethical and Moral Education



The most prioritized ethical and moral aspects as content were moral stories and disciplinary rules with mode 11 whereas Inductive and deductive

reasoning with mode 1, were the least prioritized by the participants of the study according to the Thurstone scale result.

Table 3
Content for Ethics and Morality in Education

options	Order	Application of Borda Count											Sum
Moral stories	1	29*1 =29	12*2 =24	9*3 =27	17*4 =68	12*5 =60	8*6 =54	8*7 =56	17*8 =136	221*9 =198	21*10 =210	77*11 =847	1709
Social issues, social norms	5	10*1 =10	15*2 =30	17*3 =51	22*4 =88	21*5 =105	17*6 =102	25*7 =175	18*8 =144	37*9 =333	30*10 =300	19*11 =209	1547
Disciplinary Rules	8	20*1 =20	19*2 =38	15*3 =45	10*4 =40	26*5 =130	22*6 =132	15*7 =105	25*8 =200	26*9 =234	24*10 =240	29*11 =319	1503
Civic rules	7	10*1 =10	16*2 =32	27*3 =81	21*4 =84	12*5 =60	16*6 =96	32*7 =224	26*8 =208	30*9 =270	27*10 =270	13*11 =143	1478
Social relationship	10	14*1 =14	22*2 =44	10*3 =30	20*4 =80	23*5 =115	30*6 =180	32*7 =224	20*8 =160	15*9 =135	26*10 =260	20*11 =220	1462
Family concerns	6	8*1 =8	14*2 =28	18*3 =54	31*4 =124	24*5 =120	28*6 =168	19*7 =133	36*8 =288	21*9 =189	22*10 =220	10*11 =110	1442
Inductive and deductive methods	11	37*1 =37	17*2 =34	13*3 =39	24*4 =96	11*5 =55	27*6 =162	21*7 =147	26*8 =208	14*9 =126	14*10 =140	27*11 =297	1341
Health and nutritional principles	9	17*1 =17	26*2 =52	32*3 =96	12*4 =48	29*5 =145	24*6 =144	28*7 =196	20*8 =160	21*9 =189	11*10 =110	11*11 =121	1278
Scenarios	3	22*1 =22	30*2 =60	27*3 =81	35*4 =140	17*5 =85	21*6 =126	15*7 =105	14*8 =112	17*9 =153	22*10 =220	12*11 =132	1236
Didactic essays	4	22*1 =22	30*2 =60	33*3 =99	20*4 =80	24*5 =120	21*6 =126	19*7 =133	19*8 =152	11*9 =99	20*10 =200	12*11 =132	1223
Dilemmas	2	36*1 =36	25*2 =50	30*3 =90	21*4 =84	29*5 =145	21*6 =126	20*7 =140	13*8 =104	5*9 =45	13*10 =130	9*11 =99	1139

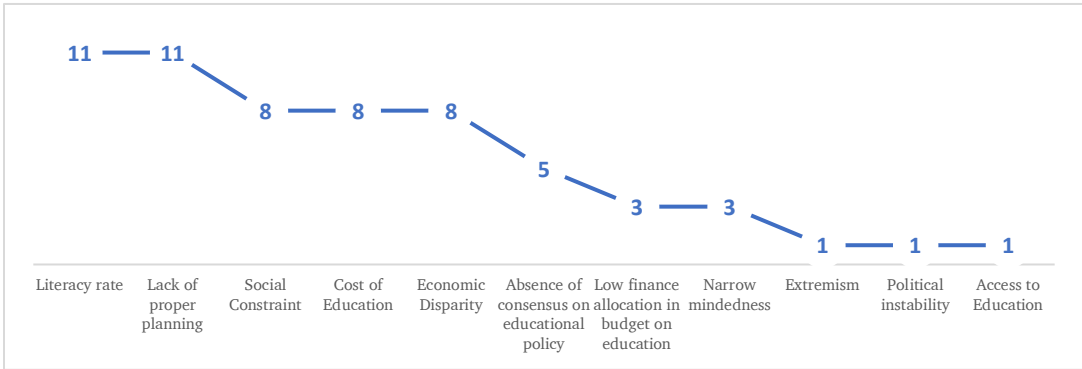
According to the opinions of the participants of the study, Moral stories were at maximum score of 1709, family concerns at moderate score of 1442 while dilemmas at the minimum score of

1139 for the content for ethics and morality in education to be inculcated at high school curriculum.

Issues in Ethical and Moral Education

Figure 3

Line Chart Showing Mode of the Issues in Ethical and Moral Education



According to the result shown in line chart, the literacy rate and lack of proper planning are the hottest issues with mode 11 and the lowest ranked

issues are political instability, extremism with mode 1, along with access to education with mode 1.

Table 4

Issues in Ethical and Moral Education

Options	Order	Application of Borda Count										Sum	
Literacy rate	1	8*1 =8	14* 2 =28	20* 3 =60	14*4 =56	17*5 =85	11*6 =66	22*7 =154	13*8 =104	30*9 =270	41*1 0 =410	44*1 1 =484	1725
Lack of proper planning	3	22*1 =22	6*2 =12	13* 3 =39	14*4 =56	12*5 =60	23*6 =138	28*7 =196	24*8 =192	22*9 =198	31*1 0 =310	39*1 1 =429	1652
Cost of Education	5	14*1 =14	18* 2 =36	12* 3 =36	21*4 =84	29*5 =145	24*6 =144	28*7 =196	29*8 =232	21*9 =189	17*1 0 =170	21*1 1 =231	1477
Absence of consensus on educational policy	11	28*1 =28	22* 2 =44	17* 3 =51	12*4 =48	29*5 =145	19*6 =114	17*7 =119	16*8 =128	24*9 =216	29*1 0 =290	21*1 1 =231	1414
Social Constraint	4	15*1 =15	26* 2 =52	17* 3 =51	25*4 =100	15*5 =75	27*6 =162	27*7 =189	27*8 =216	26*9 =234	16*1 0 =160	13*1 1 =143	1397
Narrow mindedness	9	17*1 =17	20* 2 =40	31* 3 =93	31*4 =124	22*5 =110	19*6 =114	13*7 =91	22*8 =176	24*9 =216	21*1 0 =210	14*1 1 =154	1345
Low finance allocation in budget on education	7	12*1 =12	26* 2 =52	30* 3 =90	21*4 =84	25*5 =125	25*6 =150	23*7 =161	25*8 =200	14*9 =126	11*1 0 =110	21*1 1 =231	1341
Extremism	8	33*1 =33	16* 2 =32	23* 3 =69	27*4 =108	17*5 =85	20*6 =120	16*7 =112	15*8 =120	25*9 =225	19*1 0 =190	22*1 1 =242	1336
Economic Disparity	6	13*1 =13	29* 2 =58	25* 3 =75	31*4 =124	22*5 =110	19*6 =114	16*7 =112	32*8 =256	16*9 =144	15*1 0 =150	16*1 1 =176	1332
Access to Education	2	37*1 =37	17* 2 =34	23* 3 =69	16*4 =64	19*5 =95	21*6 =126	25*7 =175	24*8 =192	19*9 =171	21*1 0 =210	12*1 1 =132	1305

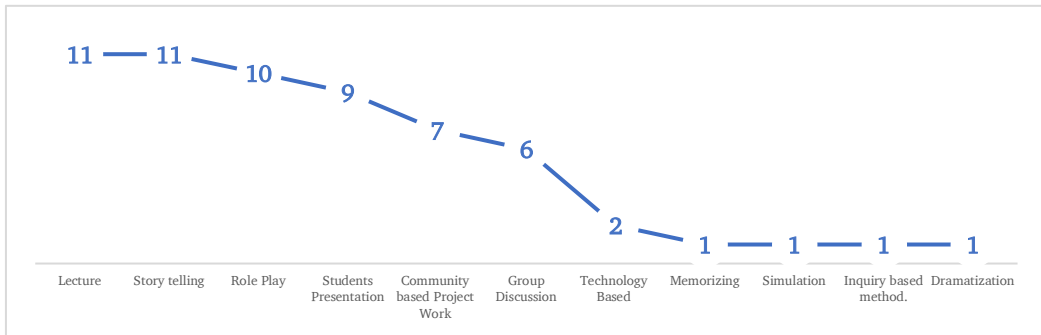
Political instability	10	34*1 =34	34* 2 =68	20* 3 =60	24*4 =96	22*5 =11 0	27*6 =16 2	20*7 =14 0	12*8 =96	13*9 =11 7	15*1 0 =150	13*1 1 =143	1176
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Main of our issue was Literacy rate with a highest score 1725, for moderate score 1345 was narrow mindedness and with a score of 1176 the political instability, was the least selected phenomenon.

Instructional Methodologies for Moral and Ethical Education

Figure 4

Line Chart Showing Mode of the Instructional Methodologies for moral and ethical education



According to the Thurstone scale, the best scored teaching methodologies were lecture and story-telling, lecture with mode 11 and memorizing with mode 1. Simulation with mode 1, inquiry

based method mode 1 and dramatization with mode 1 were the least preferred by the participants.

Table 5

Instructional Methodologies for moral and ethical education

Options	Order	Application of Borda Count											Sum
Group Discussion	4	10* 1 =10	14* 2 =28	14* 3 =42	12*4 =48	25*5 =10 0	34*6 =20 4	21*7 =14 7	21*8 =16 8	31*9 =27 9	28*1 0 =28	29*1 1 =31	1625
Role Play	5	13* 1 =13	12* 2 =24	11* 3 =33	21*4 =84	23*5 =11 5	18*6 =10 8	27*7 =18 9	27*8 =21 6	22*9 =19 8	31*1 0 =31	29*1 1 =31	1609
Lecture	1	16* 1 =16	16* 2 =32	20* 3 =60	23*4 =92	24*5 =12 0	24*6 =14 4	10*7 =70	20*8 =16 0	20*9 =18 0	29*1 0 =29	32*1 1 =35	1516
Students Presentation	7	9*1 =9	14* 2 =28	29* 3 =87	17*4 =64	22*5 =11 0	24*6 =14 4	25*7 =17 5	27*8 =21 6	31*9 =27 9	18*1 0 =18	19*1 1 =20	1501
Story telling	2	16* 1 =16	21* 2 =42	20* 3 =60	25*4 =10 0	20*5 =10 0	13*6 =78	22*7 =15 4	24*8 =19 2	21*9 =18 9	16*1 0 =16	36*1 1 =39	1487
Community based Project Work	6	14* 1 =14	23* 2 =46	21* 3 =63	22*4 =88	22*5 =11 0	25*6 =15 0	27*7 =18 9	20*8 =16 0	26*9 =23 4	16*1 0 =16	18*1 1 =19	1412
Dramatization	3	28* 1 =28	22* 2 =44	9*3 =27	21*4 =84	26*5 =13 0	24*6 =14 0	27*7 =18 9	26*8 =20 0	22*9 =18 0	17*1 0 =17	12*1 1 =13	1354

		=28	=44			=13	=14	=18	=20	=19	=17	=13	
						0	4	9	8	8	0	2	
Technology Based	9	20*	32*	26*	25*4	16*5	17*6	23*7	17*8	22*9	21*1	15*1	1314
		1	2	3	=10	=80	=10	=16	=13	=19	0	1	
		=20	=64	=78	0		2	1	6	8	=21	=16	
											0	5	
Inquiry based method.	11	33*	27*	24*	25*4	18*5	14*6	19*7	27*8	7*9	21*1	18*1	1253
		1	2	3	=10	=90	=84	=13	=21	=63	0	1	
		=33	=54	=72	0			3	6		=21	=19	
											0	8	
Simulation	10	31*	25*	26*	20*4	25*5	24*6	19*7	21*8	11*9	20*1	12*1	1240
		1	2	3	=80	=12	=14	=13	=16	=99	0	1	
		=31	=50	=78		5	4	3	8		=20	=13	
											0	2	
Memorizing	8	44*	22*	32*	23*4	11*5	19*6	14*7	7*8	22*9	20*1	15*1	1182
		1	2	3	=11	=55	=11	=98	=56	=19	0	1	
		=44	=44	=96	2		4			8	=20	=16	
											0	5	

The highest score for instructional methodologies for ethical and moral education was 1625 for group discussion, 1412 for community based project work and 1182 for memorizing.

Outcomes of moral and Ethical Education

Table 5

Outcomes of Moral and Ethical Education

Option	Mode	Median
Overall personality outcomes	11	8.000
Understanding based	11	7.000
Experience outcomes	10	6.000
Knowledge of values skill based	10	8.000
Behavioral Achievements	9	6.000
Achievement outcomes	8	7.000
Competency outcomes	5	6.000
literary aspects	5	5.000
Application based	4	5.000
Individual outcomes	3	5.000
	2	6.000

Overall personality outcomes were the most prioritized outcome of ethical and moral education with mode 11, Median 8 and along with understanding based outcomes mode 11, Median 7 while the least prioritized outcomes were individual outcomes with mode 2 and Median 6 in the Thurstone scale results.

Table 6

Outcomes of moral and Ethical Education

Options	Order	Application of Borda Count											Sum	
Knowledge of values	1	19*	21*	14*3	7*4	13*5	18*6	15*7	31*8	25*9	38*1	33*1	162	
		1	2	=42	=28	=65	=10	=10	=24	=22	0	1	5	
		=19	=42				8	5	8	5	=38	=36		
Overall personality development	11	28*	12*	15*3	14*4	17*5	11*6	16*7	14*8	27*9	22*1	57*1	162	
		1	2	=45	=56	=85	=66	=11	=11	=11	=24	0	1	5
		=28	=24					2	2	3				

												=22 0	=62 7	
Understanding of values	2	16* 1 =16	25* 2 =50	5*3 =15	24*4 =96	13*5 =65	17*6 =10 2	21*7 =14 7	24*8 =19 2	30*9 =27 0	27*1 0 =27	31*1 1 =34	156 4	
Behavioral Achievements	5	11* 1 =11	13* 2 =26	21*3 =63	17*4 =68	23*5 =11 5	19*6 =11 4	29*7 =20 3	33*8 =26 4	26*9 =23 4	23*1 0 =23	19*1 1 =20	153 7	
Achievement outcomes	7	16* 1 =16	22* 2 =44	19*3 =57	19*4 =76	30*5 =15 0	26*6 =15 6	28*7 =19 6	21*8 =16 8	26*9 =23 4	17*1 0 =17	9*11 =99	136 6	
Experience outcomes	9	26* 1 =26	17* 2 =34	22*3 =66	24*4 =96	26*5 =13 0	16*6 =96	24*7 =16 8	21*8 =16 8	15*9 =13 5	26*1 0 =26	15*1 1 =16	134 4	
Individual outcomes	10	18* 1 =18	30* 2 =60	28*3 =84	23*4 =92	9*5 =45	26*6 =15 6	20*7 =14 0	21*8 =16 8	17*9 =15 3	25*1 0 =25	16*1 1 =17	134 2	
Skill	4	24* 1 =24	19* 2 =38	25*3 =75	21*4 =84	19*5 =95	28*6 =16 8	26*7 =18 2	18*8 =14 4	30*9 =27 0	11*1 0 =11	13*1 1 =14	133 3	
Literary aspects	6	14* 1 =14	21* 2 =42	17*3 =51	39*4 =15 6	33*5 =16 5	26*6 =15 6	19*7 =13 3	21*8 =16 8	13*9 =11 7	19*1 0 =19	12*1 1 =13	132 4	
Competency outcomes	8	26* 1 =26	27* 2 =54	29*3 =78	18*4 =72	*5 =14 0	28*6 =16 8	19*7 =13 3	23*8 =18 4	8*9 =72	16*1 0 =16	15*1 1 =16	125 2	
Application	3	31* 1 =31	17* 2 =34	35*3 =10 5	26*4 =10 4	21*5 =10 5	19*6 =11 4	26*7 =18 2	20*8 =16 0	20*9 =18 0	12*1 0 =12	7*11 =77	121 2	

The best score in outcomes was 1625 for overall personality development and the knowledge of values, experience outcomes was on 1344 and

scored moderate while 1212 was the score for application based outcomes as per result of the method of Borda Count.

Moral and Ethical Education and its Expected Space in Time Table

Table 7

Moral and Ethical Education and its Expected Space in Time Table

Option	Mode	Median
Six weekly periods	6	7.000
Seven weekly periods	5	7.000
Five weekly periods	5	7.000
Four weekly periods	4	8.000
Eight weekly periods	4	6.000
Three weekly periods	3	7.000
Nine weekly periods	3	4.000
Ten weekly periods	2	4.000

Two weekly period	2	5.00
More than ten weekly periods	1	3.000
One weekly period	1	4.000

Six periods per week was considered the best choice with mode 6 and one weekly period, with mode 1 and was the worst choice for the

allocation in the timetable for moral and ethical education in high schools in the country.

Table 8

Time table Allocation for moral and Ethical Education at Secondary level

Options	Order	Application of Borda Count												Sum
Six periods per week	6	3*1 =3	3*2 =6	1*3 =3	48*4 =12	17*5 =85	78*6 =46	14*7 =98	15*8 =12	13*9 =11	24*10 =240	43*1 =1	162 5	
Five periods per week	5	6*1 =6	4*2 =8	3*3 =9	96*4 =24	47*5 =23	15*6 =90	39*7 =273	16*8 =12	22*9 =19	27*10 =270	27*1 =1	153 8	
Four periods per week	4	3*1 =3	4*2 =8	10*3 =30	52*4 =208	6*5 =30	12*6 =72	13*7 =91	52*8 =41	22*9 =19	21*10 =210	15*1 =1	143 1	
Seven periods per week	7	2*1 =2	5*2 =10	5*3 =15	11*4 =44	57*5 =28	13*6 =78	46*7 =322	11*8 =88	18*9 =16	16*10 =160	24*1 =1	143 0	
Three periods per week	3	9*1 =9	15*2 =30	50*3 =15	128*4 =512	9*5 =45	14*6 =84	14*7 =98	25*8 =20	36*9 =32	10*10 =100	26*1 =1	135 8	
Eight periods per week	8	3*1 =3	7*2 =14	14*3 =42	62*4 =248	15*5 =75	15*6 =90	15*7 =105	38*8 =30	14*9 =12	20*10 =200	6*11 =66	127 3	
Nine periods per week	9	6*1 =6	11*2 =22	70*3 =21	18*4 =72	14*5 =70	7*6 =42	14*7 =98	11*8 =88	46*9 =41	*10 =50	7*11 =77	114 9	
Two periods per week	2	15*1 =15	49*2 =98	16*3 =48	17*4 =68	18*5 =90	8*6 =48	24*7 =168	11*8 =88	12*9 =10	24*10 =240	16*1 =1	114 7	
Ten periods per week	10	8*1 =8	75*2 =15	12*3 =36	12*4 =48	13*5 =65	12*6 =72	111*7 =77	15*8 =12	10*9 =90	355*1 =350	5*11 =55	107 1	
One period per week	1	66*1 =66	20*2 =40	18*3 =54	17*4 =68	6*5 =30	18*6 =10	5*7 =35	11*8 =88	12*9 =10	16*10 =160	21*1 =1	988 =231	
More than ten periods per week	11	89*1 =89	16*2 =32	9*3 =27	5*4 =20	8*5 =40	16*6 =96	7*7 =49	4*8 =32	2*9 =18	10*10 =100	35*1 =1	958 =385	

Six weekly periods in the time table was the most preferred selection with a score of 1625 and the moderate scored 1273 with 8 periods in a week

and the least preferred selection was scored 958 as ten plus periods.

Methodologies of Assessment for Ethical and Moral Education

Table 9

Mode and median of Methodologies of Assessment for Ethical and Moral Education

Option	Mode	Median
Moral Attitude	11	8.000
Social adjustability	11	7.000

Moral behavior	10	8.000
Understanding	7	7.000
Skills	6	6.000
Procedural knowledge	4	5.000
Conceptual Knowledge	3	6.000
Affective based	3	5.000
Project Based	2	5.000
Factual Knowledge	1	5.000
Metacognitive knowledge	1	5.000

Assessment and evaluation are the integral part of any curriculum. On the question way to assess the result showed that the most favoured methodologies of assessment of ethical and moral

education of our students was their moral attitude and social adjustability while factual knowledge and metacognitive knowledge with mode 1 and Median 5 was the least preferred tool.

Table 10
Methodologies for Assessment of the Ethical and Moral Education

Options	Order	Application of Borda Count												Sum
Moral behavior	8	6*1 =6	16* 2	16* 3	16* =92	23*4 =95	19*5 =72	12*6 =119	17*7 =168	21*8 =24	27*9 =3	40*1 =400	34*1 =374	1649
Moral Attitude	7	17* 1	13* 2	13* 3	15*4 =60	16*5 =80	17*6 =102	24*7 =168	18*8 =144	32*9 =28	31*1 =8	35*1 =310	35*1 =385	1619
Social adjustability	11	27* 1	10* 2	12* 3	4*4 =16	18*5 =90	29*6 =174	19*7 =133	16*8 =128	36*9 =32	20*1 =4	44*1 =200	44*1 =440	1588
Understanding	1	16* 1	23* 2	15* 3	17*4 =68	11*5 =55	10*6 =60	37*7 =259	25*8 =200	28*9 =25	25*1 =2	24*1 =250	24*1 =264	1515
Conceptual Knowledge	4	10* 1	11* 2	32* 3	22*4 =88	19*5 =95	23*6 =138	19*7 =133	27*8 =216	20*9 =18	24*1 =0	24*1 =240	24*1 =264	1482
Skills	2	19* 1	16* 2	17* 3	23*4 =92	21*5 =105	31*6 =186	18*7 =126	27*8 =216	31*9 =27	13*1 =9	15*1 =130	15*1 =165	1401
Affective based	9	23* 1	21* 2	29* 3	22*4 =88	24*5 =120	17*6 =102	22*7 =154	20*8 =160	21*9 =18	20*1 =9	12*1 =200	12*1 =132	1297
Procedural knowledge	5	10* 1	25* 2	23* 3	36*4 =14	30*5 =150	27*6 =162	25*7 =175	20*8 =160	8*9 =72	16*1 =0	11*1 =160	11*1 =121	1273

By scoring 1649, moral behavior, scoring 1649 was thought as the most favored choice, with a score of 1588, the social adjustability was considered as moderate and the least favored at the score of 1273 was procedural knowledge which scored 1273 for the assessment methodologies.

Findings of the Study

The findings are as under

- 1- The findings of the study showed that religious and spiritual values are the

highest favored category among the categories of values as per the result of both Thurstone and Borda Count Method.

- 2- The findings regarding the content of ethical and moral education moral stories and disciplinary rules obtained highest mode in Thurstone scale and Borda Count Method.
- 3- The low ratio of literacy and absence of adequate planning were the main problems according to the results of the

Thurstone scale and the Borda Count method.

- 4- Lecture and storytelling were the best moral and ethical instructional methods at the Thurston Scale in the secondary school stage, and group discussion was the most preferred teaching method in the Borda counting method.
- 5- As per Thurstone Scale and the Borda counting method, the expected outcomes of our morality and ethics in education at high school should develop understanding of ethical and moral concepts with the holistic development of personality.
- 6- Weekly six periods in time table were found the most favored choice to teach ethics and morality.
- 7- The best method of assessment for students' morality and ethics is to discover moral behavior and attitudes of students and include social adaptability by ensuring the best role model.

Discussion and Conclusion

The present study supported the previous researches regarding the culminating role of

ethical and moral education at the secondary level. The paper based on the data collected by survey questionnaire from the secondary school students, teachers, parents, administration, curriculum developers, businessmen, religious scholars and social reformers of both genders from public and private sector. The research reflected that a lot to be done to bring an improvement in the moral reasoning ability of the secondary school students. The research paper would be a source of great inspiration for the prospective researchers. According to the result of the study the current status of ethics and morality taught at the secondary level is not up to the required standards and lacks planning. So to develop moral attitude, the religious and spiritual values be inculcated through moral stories and disciplinary rules using lecture and story-telling method

s to ensure overall personality development with social adjustability.

Recommendation

It is recommended by the researchers to revise the existing curriculum to make it practical and operational for the optimum effectiveness.

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