



**RESEARCH PAPER**

**Comparison between Students' Moral Development in Private and Public Sector Colleges**

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**ABSTRACT**

Moral feature of personality development focuses on the emergence and consideration of morality from infancy to maturity and change. Ideology of morality is defined as individual's behavior with one another. The objectives of the current study are to compare perceptions regarding moral development in private and public sector colleges by gender and to find which sector is more effective for better moral development at the intermediate level in private and public colleges. Survey design was used for study. All colleges of Private and public in the Punjab province made up the population. The respondents included 626 students, 160 teachers and 30 administrators. Data was collected by using three questionnaires comprises on five-point Likert scale. Validity of instruments was checked by Pilot testing. Administrators instrument reliability ( $\alpha = 0.85$ ), teachers ( $\alpha = 0.93$ ) and Students ( $\alpha = 0.68$ ) was accordingly. Normality tests, summary statistics, parametric statistics and box plot were applied. To compare the private and public sector, Non-parametric tests were used. No difference was found in the female and male student's perception regarding moral development. Also moral development of students is relatively better in public sector as compared to private sector colleges.

**Introduction**

Education is a modification of behavior in the desired direction. The word education is taken from the Greek word "educare", which means "to bring" or "to mount". Bringing up and raising mean shaping behaviors and habits according to the needs of society. Education is therefore the development of desirable habits, attitudes and skills to which an individual's behavior must adapt in society. In this educational process, we try to modify the behavior and the individual. This behavior change helps our healthy adjustment in society. The moral improvement of young people includes a slow immersion in the universe of norms and principles of adults. Social learning

academics argue that it is the technicalities of this understanding that researchers must understand.

The Stanford Encyclopedia of Philosophy defines morality, principles and ethics as morality in the of view of Latin morals, manner, character, good behavior is the process of learning that allows distinguishing virtues and morality, according to the dictionary of Merriam Webster, "morality is a dogma or a behavioral system that defines the rules of good and evil in behavior. In a society, these mores are displayed as a set of standards enforced on the individual by the warning of permissions and punishments which is either delicate or tremendous, from ways as miscellaneous as culture, folks and community MacDonald (2000).

Timm (2000) stated that morality is a system of behavior that people use. The realization of good or evil is a part of this. He also believes that morality is an essential part of socialization and it displays the judgment, traits, ideas and requirements. It is not a separate entity. It is closely interrelated to the norms of a society.

It is not only the function of individual rather all the members of society. Morality works in collaboration. It is the basis of the formation of a person's whole personality. To do what is good and refraining from what is evil is called morality. According to (2001, p.6) "Morality concerns the primary questions of good and evil, justice, equity and fundamental human rights. Moral problems are dealt in by socio-cultural factors, because there is a great influence of norms and cultural values on the way the people think and act. However, reaction towards issues such as lying, theft, killing and the keeping of justice are generally thought to be culturally divided."

Human rights are appropriately practiced under a good and fair moral system. All the human and material resources are administered under it. It gives a clear definition of "merits" and "demerits" and is suitable for all walks of human life. It defines the limits of pain and pleasure, the keeping of relationship. It helps the community to act acceptably in all walks of life (Bhatia, 2011).

Walker (2003) explains that morality is the permanent and important feature of human development with reference to interpersonal and intra psychic aspects. It is also related to the charitable features that have certain interpersonal and social impacts followed by internal mechanism. It is quite effective and cognitive.

Another idea keenly related to moral development is that of values. The standards of people related to what is good or evil are called values. These standards or ideals put forward the views and acts which help us in judging worth and precious. The values that most of the people have in society include self-esteem, concern for the common welfare, integrity, fairness and admiration for the company of others (Birsch, 2002).

In order to solve this problem, psychologists are trying to explore the variables that replace these debatable phenomena regarding to the moral development of people.

### **Literature Review**

The Stanford Encyclopedia of Philosophy describes "morality is the learning process to differentiate virtues from vices." Morality, according to the Merriam Webster dictionary, "is a set of guidelines or a system of demeanor that defines the principles of good and evil in behavior. In a society, these mores are regarded as a set of standards imposed on the individual under the risk of authority and punishments which can be slight or tremendous, coming from sources like culture, family and community."

It is considered that values are closely related to the moral development. Values are thoughts that what people think of good or bad. This idealism guides thoughts and actions and helps in judging what is worth and what is not. (Capsi,2001).

To illustrate good morality, educators say it must add development: ethical accountability and good moral behavior, objectives and processes, moral and ethical sense of the values, discipline, personal ideas and norms of character (Huitt, 2004).

### **Developing Moral Character**

Now a day, humanity is facing the most crucial circumstances for its existence. The equilibrium of supremacy in the world is distorted. Merciless killings, genocides, terrorist acts, national and international wars and human rights abuses prevail worldwide. The ratio of crimes, individual and collective is advancing gradually. All this disorder is because of the extermination of moral values and the distancing from religion (Woolfolk, 2008).

Skinner (2009) explains that moral education has become the subject of era in the fields of education and psychology, moral values are said to be seen as an objective of education

### **Moral Development within Family**

A child's moral development is a gradual process. It is no less than his mental, emotional and social development which goes through several successive stages. The first initiation of the child to the mysteries of good and evil goes through the acceptance and rejection of his parents for his various actions. Any action that requires parental disapproval and invites criticism is classified by the child as bad or bad behavior. On the other hand, all the actions sanctioned and welcomed by the parents are accepted as good and correct. (AHA, 2007, p. 3). A contributing factor in this view is the presence of punishments and rewards. Here, the child's moral development depends on his emotional development. An action that automatically produces a reward gives you pleasure, which is why you consider it good and correct. When the

punishment is the result of an action, the child feels bad, while understanding that he is wrong. In this way, the child forms his concept of good and evil, although many concepts are manifestly incorrect. For example, in families where parents think it is wrong for children of both sexes to play together, children also consider it undesirable. Conversely, families who do not impose similar restrictions help their children to think carefully in practice. These notions of good and evil that children adopt in their childhood are also perpetuated in the latter part of their childhood (Hameed, 2015).

### **Moral Development in School and Neighborhood**

Khalid Shaista (2007) stated that when the boy leaves the limits of his house and walks in his suburbs in search of an acceptable partner to play with him, he is influenced by the idea of good and evil which could prevail in his partner. He chooses the ethos of his chosen group. He learns to think according to the group and thinks well about things that have his positive conjecture while rejecting everything that his group decides to reject. It sometimes happens that he is really influenced by the new ethics, which rejects everything he has learned before. It is natural that the moral behavior of a child at this age and in childhood shows signs of inconsistency. For example, you think stealing or cheating is bad in the current position, but you are ready to act differently when the circumstances are different. The adequacy of their moral behavior depends largely on their learning. It is more subjective about their reactions, their general life, their likes and dislikes. Children lean towards many things as appropriate and beyond criticism when they see their elders practicing the same thing at school and at home, and being influenced, they practice it as part of their own behavior. Therefore, it is associated with its natural behavior pattern; the responsibility

According to Khanam Afifa (2008) that the moral notions and concepts of the individual are determined by; religious laws, traditions, ideals and customs, etc. in an individual's development, but there are many examples of exceptions. An individual does not invariably accept the general concepts of property in a particular case, nor does he invariably continue the action which he himself considers to be correct and appropriate. Therefore, moral development is a complex process in which the action and interaction of an individual and other people around him are of great value. Even in childhood, the child does not depend exclusively on the notions of property of others, but chooses to form his own. Sometimes these conceptions are deeply ingrained in the child's mind that it is difficult to change and alter those (Yasoda & Nirmalajyothi, 2013)

### **Moral Development during Adolescence**

Rashid (2005) stated that the adolescent's moral development, at the most decisive stage of the individual's development, is remarkably vulnerable to the facts of his mental and social development. Detailed analysis has shown that at this age, the libido of male and female adolescents is particularly strong. Therefore, it is natural that the notions of good and bad are associated with sexual behavior. Since the laws concerning sexual behavior differ considerably between cultures, the moral concepts

and behavior of adolescents reveal no universal conventionality, but differ according to their culture. Sex education has the best and most lucrative influence on adolescent moral development at this stage. In fact, at this point it is better to use sublimation and modification of expression techniques instead of separation. Many school psychologists also promote moral and ethical education in schools. But it is common and generally accepted that moral education is best taught through the particular representation of the best ideals and values, rather through academic education and their preaching. Teachers and parents should do their best to set the best example in their neighborhood.

### **Influence of Society and Culture**

In addition, at school and in the family, the general social atmosphere also affects the moral development of individuals; it is for this reason that the moral behavior and the behavior of individuals belonging to a cultivated and uncivilized society show differences. so marked that they don't seem to match. It is in society that the axiological concepts of an individual are formed. Although the contemplative among the members of society does not blindly conform to social morality, most of them do so, more or less without tact and with the general morality that prevails in society. Therefore, all individuals who set examples for the crowd, individuals as leaders, great personalities, saints, scientists, literature and actors, etc., influence the moral development of the individual. In addition to this, more indirect issues such as employment or unemployment, inability to obtain the desired profession, economic status or social strata of the family, practical adjustment, peace in the family, intellectual and educational status, Moral level of friends and close friends, The presence in immoral institutions such as prostitution, etc., in society, also seriously influences the moral development of the individual (Kevin, 2010).

According to Woodward (2009), moral development normally presents individual distinction within very wide limits. One cannot say what the true moral implication of a particular case will be for an individual, although in general good situations generally have an enviable influence.

### **Material and Methods**

Survey design was used to collect data in this descriptive research.

#### **Population of the study**

Punjab Province confined to the Division of Lahore was the population of study working on all the Private and Public sector colleges.

#### **Sample of the study**

Lahore Division with a random selection of sixteen Private and Public colleges was selected to data collection. The respondents included 626 students, 160 teachers and 30 administrators.

## Data Collection

In the research, 626 out of 640 students responded, 160 teachers and 30 administrators provided responses out of 32 colleges selected for research.

## Instrument

Data were collected through three Questionnaires. Reliability of instruments after conducting the pilot study administrators ( $\alpha = .85$ ), teachers, ( $\alpha = .93$ ) and students, ( $\alpha = .68$ ), was accordingly.

## Results and Discussion

**Table 1**  
Comparison regarding Moral Development by Gender

Scales	Female		Male		Mann-Whitney U	
	SD	M	SD	M	P	Z
Public	3.90	3.90	.27	3.68	.121	-1.55
Private	4.11	4.11	.47	4.17	.354	-.92

Table 1 indicate no difference between the perception of male students ( $SD = .27$ ,  $M = 3.68$ ) and female students ( $SD = .31$ ,  $M = 3.90$ ), and also difference found in the perception of male students ( $SD = .47$ ,  $M = 4.17$ ) and female students ( $SD = .49$ ,  $M = 4.11$ ) regarding moral development. It means students have same perception about morals by their gender.

**Table 2**  
Comparison regarding Moral Development between Public and Private Colleges

Scales	Private		Public		Mann-Whitney U	
	SD	M	SD	M	P	Z
Administrators	.34	4.31	.35	3.87	.000	-3.2
Teachers	.33	4.36	.38	4.14	<.001	-3.7
Students	.48	4.14	.29	3.88	<.001	-8.3

Table 2 shows that public sector teachers have better perception about moral development of their students as compared to their counterparts. Whereas, private sector students and administrators had higher perception about moral development than public sector.

## Discussion

Allport (2003) pointed out that the students should be benefited from all such studies that guide them for a better understanding in their future. The present study also shows that it can affect the progression of all male and female students in the moral aspects.

According to Zwart (2007), moral development is followed by particular stages in life according to a set pattern of socialization, not only it is affected by the advancing age but also the fellowship adopted at that particular time.

The main purpose of this study is to examine the moral development of students on a particular level of intermediate in autonomous and government institutions. It shows a clear difference of opinion in the process of moral development as judged by the students of a fixed age group and academic boundary.

With some exceptions the results of this study support the reviewed literature, the score of moral development points out that that private colleges play an important role in the moral development of intermediate students.

### **Conclusion**

Female and male students had same preparations regarding moral development. The public sector teachers had higher perception as compared to public sector. On the other hand, students and administrators had higher perception about moral development at intermediate level.

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