

**PSYCHOMETRIC PROPERTIES AND NORM OF INDIGENOUS  
MORAL VALUES SCALE FOR PUBLIC ELEMENTARY  
AND HIGH SCHOOL TEACHERS IN  
DASMARINAS CITY, CAVITE**

**THESIS**

**RIONELLE R. DE LIMA  
JENNIFER S. VILLAR**

**College of Arts and Sciences  
CAVITE STATE UNIVERSITY  
Indang, Cavite**

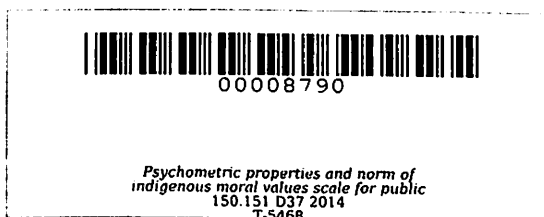
**April 2014**



**PSYCHOMETRIC PROPERTIES AND NORM OF INDIGENOUS MORAL  
VALUES SCALE FOR PUBLIC ELEMENTARY AND HIGH SCHOOL  
TEACHERS IN DASMARIÑAS CITY, CAVITE**

**An Undergraduate Thesis  
Submitted to the Faculty of the  
College of Arts and Sciences  
Cavite State University  
Indang, Cavite**

**In partial fulfillment  
of the requirements for the degree  
Bachelor of Science in Psychology**



**DE LIMA, RIONELLE R.  
VILLAR, JENNIFER S.**

**April 2014**

## **ABSTRACT**

**DE LIMA, RIONELLE R. AND VILLAR, JENNIFER S. Psychometric Properties and Norm of Indigenous Moral Values Scale for Public Elementary and High School Teachers in Dasmariñas City, Cavite.** Undergraduate thesis. Bachelor of Science in Psychology. Cavite State University, Indang, Cavite. April 2014. Adviser: Dr. Cecilia B. Banaag.

This study generally aimed to determine the psychometric properties and create norm for an indigenous Moral Values Scale for teachers from public elementary school and high school in Dasmariñas City, Cavite. Specifically, this study aimed to: (1) determine the reliability of the scale in terms of test-retest reliability and internal consistency reliability; (2) determine the validity of the scale in terms of concurrent validity; and (3) develop norms that could determine level of moral values for teachers in terms of z score, stanine, and percentile. Descriptive-correlational research method was utilized in this study. The study used public elementary and high school teachers as the participants. Stratified proportional random sampling was used to determine the samples.

The psychometric properties of the moral values scale (PPM) primarily presented through reliability and validity found out that the PPM was: (1) reliable in terms of the stability of responses overtime and stability of scores across items for the whole scale; (2) could be valid discriminantly in terms of an insignificant relationship with the criterion measure (work values). The norm for teachers was established in terms of z score, stanine, and percentile.

## **TABLE OF CONTENTS**

	<b>Page</b>
TITLE PAGE .....	i
APPROVAL SHEET .....	ii
BIOGRAPHICAL DATA .....	iii
ACKNOWLEDGEMENT .....	iv
ABSTRACT .....	vi
TABLE OF CONTENTS .....	vii
LIST OF TABLES .....	ix
LIST OF APPENDICES .....	x
INTRODUCTION .....	1
Statement of the Problem .....	4
Conceptual Framework .....	5
Hypotheses of the Study .....	10
Objectives of the Study .....	10
Significance of the Study .....	10
Scope and Limitation .....	11
Definition of Terms .....	12
REVIEW OF RELATED LITERATURE .....	14
Synthesis .....	38
METHODOLOGY .....	41
Research Design .....	41

Sampling Procedure .....	41
Research Participants .....	42
Time and Place of the Study .....	42
Data Gathering Procedure.....	43
Research Instrument .....	43
Statistical Analysis .....	45
RESULTS AND DISCUSSION .....	47
SUMMARY, CONCLUSION AND RECOMMENDATION .....	57
Summary .....	57
Conclusion .....	59
Recommendation .....	59
REFERENCES .....	61
APPENDICES .....	64

## **LIST OF TABLES**

<b>Table</b>		<b>Page</b>
1	Test-retest reliability of the moral values scale .....	48
2	Internal consistency reliability of the m0oral values scale .....	49
3	Concurrent validity of the moral values scale .....	50
4	Norm table of the moral values scale in terms of z score, and percentile .....	52
5	Norm table of the moral values scale in terms of stanine .....	53
6	Level of moral values of the teachers based on the norm .....	55

## LIST OF APPENDICES

Appendix	Page
A. Program of Work .....	66
B. Budgetary Estimate .....	70
C. Request Letter .....	73
D. Instrument of the Study .....	75
E. Letters to Conduct.....	79
F. Statistics .....	87
G. Approval Sheet (Thesis Revision).....	99
H. General Comments/Suggestions .....	101
I. Certification from the Statistician .....	103
J. Certification from the English Critic .....	105
K. Curriculum Vitae .....	107

# **PSYCHOMETRIC PROPERTIES AND NORM OF INDIGENOUS MORAL VALUES SCALE FOR PUBLIC ELEMENTARY AND HIGH SCHOOL TEACHERS IN DASMARIÑAS CITY, CAVITE**

**Rionelle R. de Lima and Jennifer S. Villar**

---

An undergraduate thesis presented to the faculty of the Department of Social Sciences and Humanities, College of Arts and Sciences, Cavite State University, Indang, Cavite, on partial fulfillment of the requirements Psych 200a (undergraduate thesis) with degree Bachelor of Science in Psychology, with Contribution No. \_\_\_\_\_ prepared under the supervision of Cecilia B. Banaag, PhD.

---

## **INTRODUCTION**

Nowadays, the word morality is an important issue to discern with. Individuals define moral values as the way they behave responsibly. As cited by Shaffer and Kipp (2007), college students generally agree that morality implies a capacity to distinguish right from wrong, act on this distinction, and experience pride in good conduct and guilt or shame over acts that violate one's standards.

When people speak of what they ought to do, they are getting at the distinctive character of moral experience or human responsibility. It is the sense of responsibility or obligation, which suggests that there are norms for human activity by which they can judge actions as being morally right or morally wrong (Jung & Jung, 2003).

Most people say they are concerned about moral values and the vast majority of adults described themselves as moral people. But many have difficulty agreeing on what a "moral" life should look like - much less how to make ethical decisions or how to define moral standards. The new rules of morality also affect how young adults interact