

152.33
Ab8
2009

*PERCEIVED DISCIPLINARY MEASURES AND LEVEL OF MORAL
VALUES OF SELECTED PUPILS IN BANABA CERCA
ELEMENTARY SCHOOL SY 2008-2009*

Thesis

JENNA Q. ABRANTES

College of Arts and Sciences
CAVITE STATE UNIVERSITY
Indang, Cavite

Cavite State University (Main Library)



T 3911

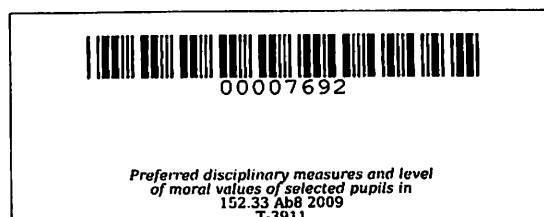
THESIS/SP 152.33 Ab8 2009

April 2009

**PREFERRED DISCIPLINARY MEASURES AND LEVEL OF MORAL VALUES
OF SELECTED PUPILS IN BANABA CERCA ELEMENTARY
SCHOOL SY 2008-2009**

Undergraduate Thesis
Submitted to the Faculty of the
Cavite State University
Indang, Cavite

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



JENNA Q. ABRANTES
April 2009

ABSTRACT

ABRANTES, JENNA Q.: Preferred Disciplinary Measures and Level of Moral Values of Selected Pupils in Banaba Cerca Elementary School, SY 2008-2009: Undergraduate Thesis, Bachelor of Science in Psychology, Cavite State University, April 2009. Adviser: Ms. Teresa Q. Amarille.

This study was conducted to determine Preferred Disciplinary Measures and Level of Moral Values of Selected Pupils in Banaba Cerca Elementary School, SY 2008-2009.

The general of the study aimed to: determine the demographic profile of the respondents in terms of age, gender, grade level and occupation and educational attainment of parents; determine the preferred disciplinary measures of the respondents; evaluate the level of moral values of the pupils in terms of their nationalism, human dignity, social responsibility, life sustenance and spirituality; determine if demographic profile significantly related to the level of moral values of the respondents; and determine if the preferred disciplinary measure significantly related to the level of moral values of the respondents.

This study employed the Point Biserial Correlation Coefficient, Chi-square Correlation Coefficient, Spearman Ranked and t-test statistics. The method utilized in the study is descriptive- correlational method. The respondents are gathered by the use of purposive sampling and stratified sampling. A validated disciplinary measure test and level of moral values test were administered to determine preferred disciplinary measures and the level of moral values. The respondents of this study were 102 Grades V

and VI pupils of Banaba Cerca Elementary School. Results revealed that the preferred disciplinary measure of the respondents were the positive disciplinary approach.

The demographic profile in terms of age, gender and grade level of the respondents has a significant relationship to their level of moral values, while their parents educational attainment and occupation have no significant relationship with their level of moral values.

The level of moral values of the respondents was very high with the total mean score of 4.37.

Preferred disciplinary measures and level of moral values of the respondents were significantly related with each other based on the total significance score of .004.

TABLE OF CONTENTS

	Page
TITLE PAGE.....	i
APPROVAL SHEET.....	ii
BIOGRAPHICAL DATA.....	iii
ACKNOWLEDGMENT.....	iv
ABSTRACT.....	vii
LIST OF TABLES.....	x
LIST OF APPENDICES	xii
INTRODUCTION.....	1
Statement of the Problem	4
Objectives of the Study.....	5
Hypotheses	5
Significance of the Study.....	6
Time and Place of the Study.....	7
Scope and Limitations of the Study.....	7
Conceptual Framework.....	8
Definition of Terms	9
REVIEW OF RELATED LITERATURE.....	11
METHODOLOGY.....	22
Research Design.....	22
Sampling Technique.....	22

Collection of Data.....	23
Research Instrument.....	23
a. Distribution of questionnaires	27
b. Validity and reliability.....	27
Method of Analysis	28
PRESENTATIONS, ANALYSIS AND INTERPRETATIONS OF DATA.....	30
SUMMARY, CONCLUSION, AND RECOMMENDATION.....	50
Summary.....	50
Conclusion.....	51
Recommendation.....	52
BIBLIOGRAPHY	54
APPENDICES.....	56

LIST OF TABLES

Table	Pages
1 Frequency distribution in terms of age.....	30
2 Frequency distribution in terms of gender.....	31
3 Frequency distribution in terms of grade level	31
4 Frequency distribution in terms mother's educational attainment	31
5 Frequency distribution in terms of father's educational attainment	32
6 Frequency distribution in terms of mother's occupation	32
7 Frequency distribution in terms of the father's occupation	33
8 Frequency distribution of preferred disciplinary measures of the respondents	33
9 Mean distribution of the level of moral values of the respondents	34
10 Relationship of age to the level of moral values of the respondents.....	36
11 Relationship of gender to the level of moral values of the respondents	37
12 Relationship of grade level to the level of moral values of the respondents	39
13 Relationship of respondents' mothers educational attainment to the level of moral values of the respondents	40
14 Relationship of fathers educational attainment to the level of moral values of the respondents	42

15	Relationship of respondents' mothers occupation to the level of moral values of the respondents	43
16	Relationship of respondents' fathers occupation to the level of moral values of the respondents	45
17	Relationship of disciplinary measures to the level of moral values....	47

**PREFERRED DISCIPLINARY MEASURES AND LEVEL OF MORAL VALUES
OF SELECTED PUPILS IN BANABA CERCA ELEMENTARY
SCHOOL SY 2008-2009**

Jenna Q. Abrantes

A thesis manuscript presented to the faculty of the Department of Social Sciences and Humanities, College of Arts and Sciences, Cavite State University, Indang, Cavite, in partial fulfillment of the requirements for graduation with the degree of Bachelor of Science in Psychology with Contribution No. _____. Prepared under the supervision of Ms. Teresa Q. Amarille.

INTRODUCTION

Children spent most of their time in school because it is their right to have education. While they were inside the school, they learn many things, expanding their knowledge to the real world, mingle with friends and exploring new things. It is their second home, their natural environment. They learn and adopt many things in school that could affect their lives, socially, spiritually and morally. Young children learn values through exposure to variety of meaningful experiences and through interaction to the environment. Therefore, the sources of this attitudes and values are the significant people in their lives, primarily the teachers and parents that influence their decisions. As part of their natural development, children sometimes challenge or test parental and adult