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Money &Morals

Should Ethics be Taught?

A survey of the ethical values
of 10,000 13-15 year-olds
in England and Wales

2011

Recommendation

- ▶ The key findings suggest that there is still a moral and ethical vacuum in a significant number of students pointing to the fact that ethics should be taught in schools.

Why *Money & Morals*?

The *Money & Morals* Schools Programme website provides educational materials to schools to teach honesty, integrity and social responsibility as part of their subject teaching, with no extra preparation or teaching time required. Students are presented with real life dilemma case studies to debate in class with suggested ethical perspectives for teachers and online assessments for homework. *Money & Morals* has been used in its paperback version in almost 700 secondary schools nationwide, and equips students with the values and skills they require to make ethical decisions when they enter the workplace.



Key findings

The results of the *Money & Morals* 'Should Ethics be Taught?' survey indicates that during an era of evermore scrutiny about the conduct of businesses and consumers:

- ▶ Tomorrows workforce is generally committed to being conscientious and willing to contribute to wider society.
- ▶ 25% of teenagers would cheat in exams.
- ▶ 22% of teenagers see nothing wrong with fare dodging.
- ▶ 9% of teenagers would shoplift.
- ▶ A rise in numbers of teenagers willing to shoplift and fare dodge over ten years.
- ▶ Social responsibility and awareness on the rise in the last decade.

The *Money & Morals* 'Should Ethics be taught?' survey provides a snapshot of the ethical values and attitudes of Britain's teenagers in 2011. The survey confirms the outcome of our survey a decade ago 'Teenage Values Today 2001' - that there are a consistent number of students who continue to believe that unethical behaviour is acceptable and are entering adult life with these views. This is clear evidence that the teaching of ethics in schools as part of the curriculum is vital to provide students with the tools they need to deal with the problems they will face in the world of work. Teaching ethics to students will not only help them in their future lives but will also build a better society.



The *Money & Morals 'Should Ethics be Taught?'* survey of 10,000 teenagers' responses to questions is designed to understand the ethical values of students in 2011 in order to assess the need for ethics education in schools. This is a follow on survey from the *Money & Morals 'Teenage Values Today'* survey a decade before in 2001, encompassing responses from 35,000 students in England and Wales.

The *Money & Morals 'Should Ethics be Taught?'* survey was commissioned by *Money & Morals* and compiled by Jemma Penny of the St Mary's Centre, Wales in association with Professor Leslie J Francis of the Warwick Religions and Education Research Unit at the University of Warwick.

This new survey presents an overview of the ethical values of 10,000 teenagers between the ages of 13 and 15 from data collected between 2008 and 2010. The analyses focus on young people's views toward eight key issues:

- ▶ Cheating in exams
- ▶ Travelling without a ticket
- ▶ Shoplifting
- ▶ Making a difference in the world
- ▶ Working hard at jobs
- ▶ Work ambitions
- ▶ Doing a job which helps others
- ▶ Finding purpose in work

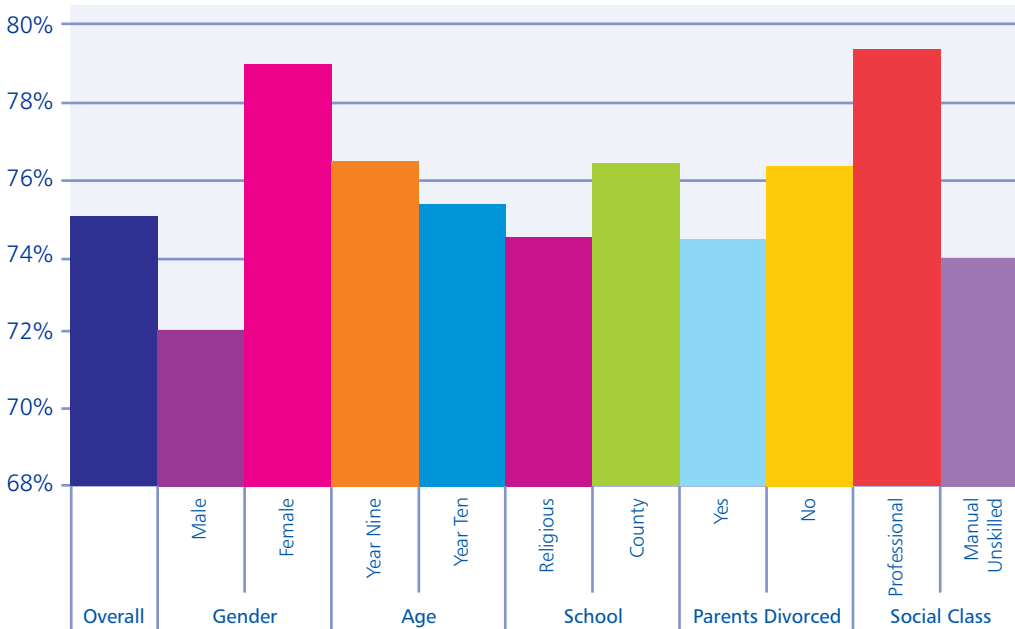
In respect of these issues, the data addresses six key questions:

1. Does being male or female have an effect on the ethical values held by young people today?
2. Do the ethical values of young people today change between the ages of 13 and 15 (school years nine and ten)?
3. Does attendance to religious schools or non-denominational schools have an impact on the ethical values held by young people today?
4. Does the social class background of young people today shape their ethical values?
5. Does coming from a stable home background have an impact on shaping young people's ethical values?

1. Cheating in Exams

Is it wrong to cheat in exams?

Key Finding: A quarter of 13-15 year olds think that it is okay to cheat in exams.



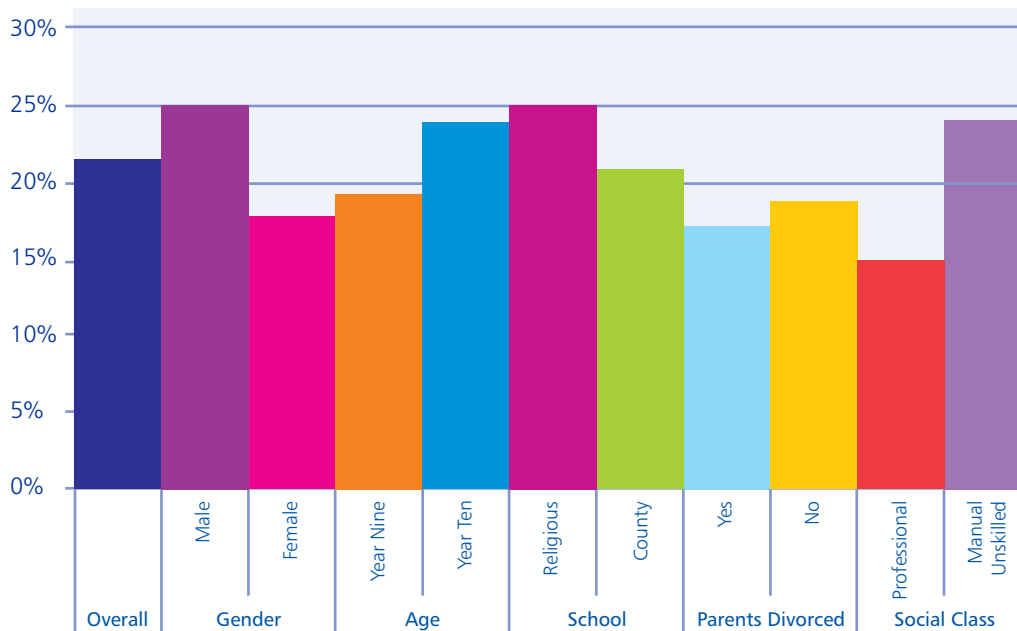
Other Highlights

- ▶ Teenage girls (79%) are less likely to cheat in exams than boys (72%)
- ▶ 15-year-old pupils are only slightly less likely to condone cheating in exams than 13-year-old pupils
- ▶ Students from a working class background (74%) are more likely to condone cheating in exams than those from professional backgrounds (79%)
- ▶ Pupils from broken homes (74%) are more likely to condone cheating in exams than those from married families (76%)

2. Free public transport for teenagers

There is nothing wrong with travelling without a ticket

Key Finding: One in four teenagers think fare dodging is acceptable.



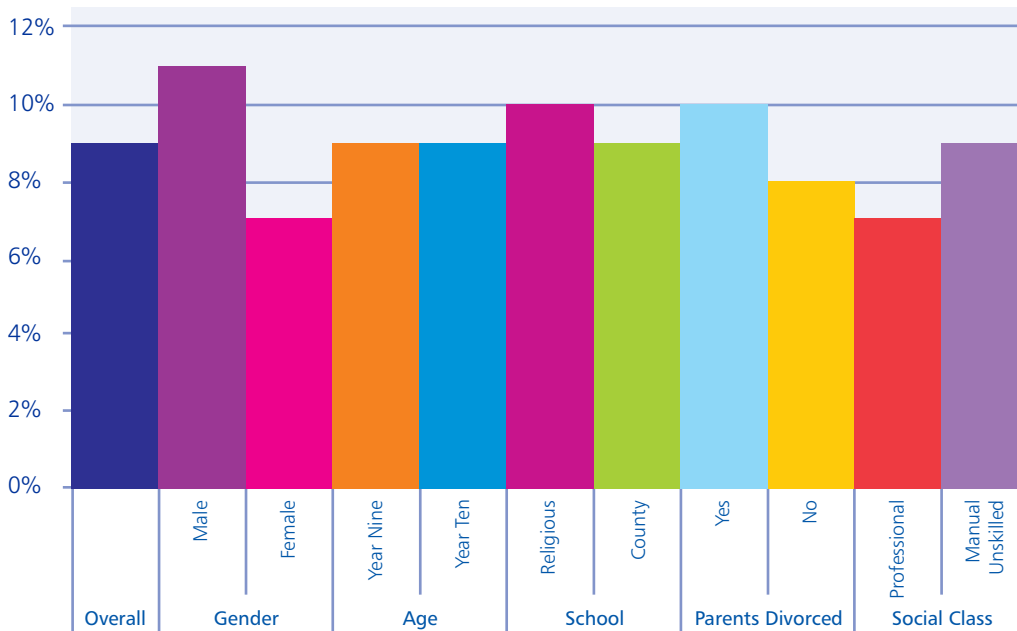
Other Highlights

- ▶ Teenage boys (25%) are much more likely to travel without a ticket than their female counterparts (18%)
- ▶ Working class pupils are 50% more likely to fare dodge than those from professional backgrounds
- ▶ The likelihood of travelling without a ticket rises with age, with 24% of Year 10 students admitting they would travel without a ticket, as opposed to 20% of Year 9s
- ▶ More students from broken homes (23%) see nothing wrong in travelling without a ticket than those from two-parent homes (20%)

3. No need to pay

There is nothing wrong with shoplifting

Key Finding: One in nine teenagers believe shoplifting is acceptable.



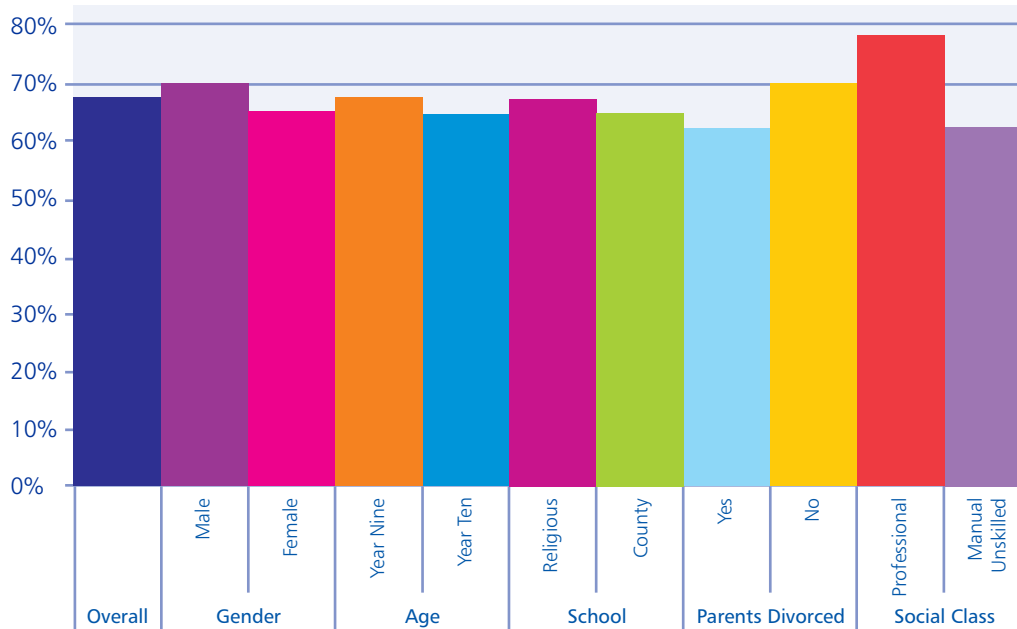
Other Highlights

- ▶ There is no difference in attitude towards shoplifting between 13 and 15 year olds
- ▶ Teenage boys (11%) are far more likely to shoplift than teenage girls (7%)
- ▶ Pupils from working class backgrounds (9%) are 50% more likely to shoplift than those from professional backgrounds (6%)
- ▶ Students from broken homes (10%) are more likely to shoplift than those from two-parent homes
- ▶ Students attending religious schools feel the same about shoplifting as those from other schools

4. Hope for world change

I would like to make a difference to the world

Key Finding: Seven in every ten teenagers are optimistic and would like to make a difference to the world.



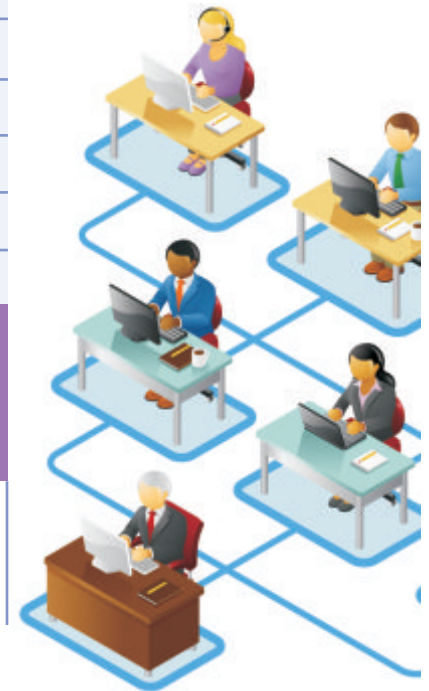
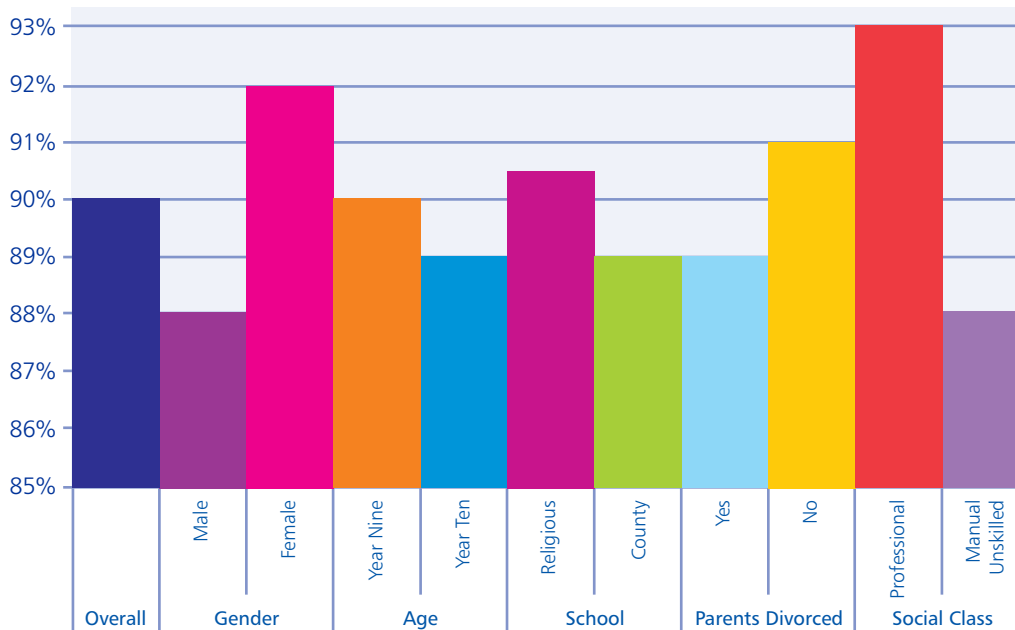
Other Highlights

- ▶ Under a third of teenagers from broken homes are pessimistic about the contribution they can make to the world
- ▶ Girls (66%) are less optimistic than boys (70%) about the contribution they can make to the world
- ▶ Respondents from working class backgrounds (63%) are the least optimistic about the contribution they can make, with those from professional backgrounds (78%) being the most positive
- ▶ 13-year-olds are more optimistic than 15-year-olds about making a positive contribution to the world
- ▶ Pupils attending religious schools (69%) are more optimistic about the contribution they can make to the world than pupils attending other schools (66%)

5. Teenagers value effort in the workplace

I think it is important to work hard when I get a job

Key Finding: 90% of teenagers believe a good work ethic is important in the workplace.



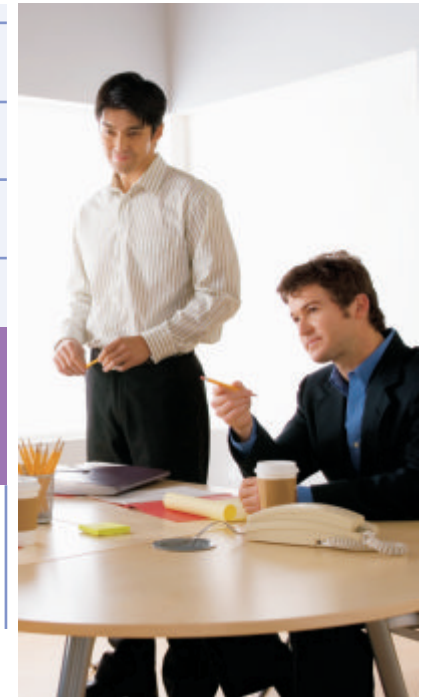
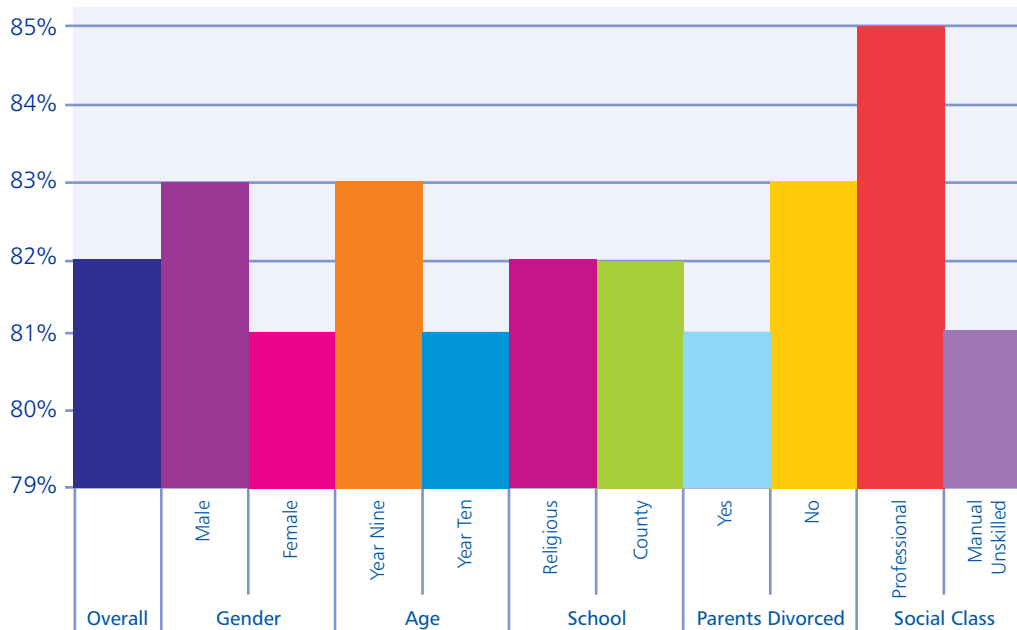
Other Highlights

- ▶ Teenage girls (92%) are more likely to value the importance of working hard at a job than teenage boys (88%)
- ▶ Views on working hard change very little between the ages of 13 and 15
- ▶ Working class pupils (88%) are less likely to value a good work ethic than those from professional backgrounds (93%)
- ▶ Pupils from broken homes (89%) value the importance of working hard at a job slightly less than those from two-parent families (91%)

6. Teenagers want to succeed

I want to get to the top in my work when I get a job

Key Finding: Eight out of every ten teenagers want to reach the top of their profession.



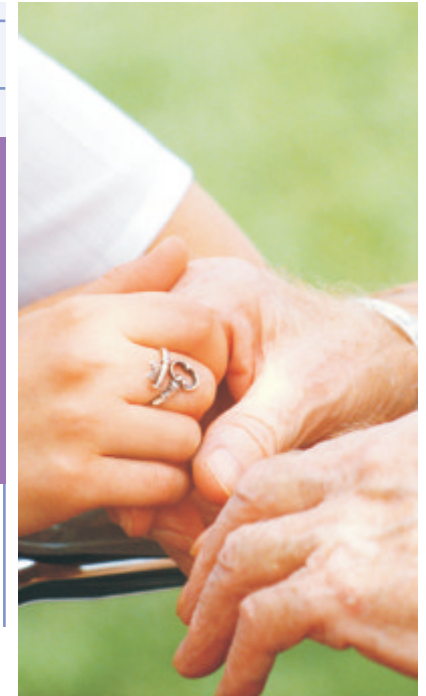
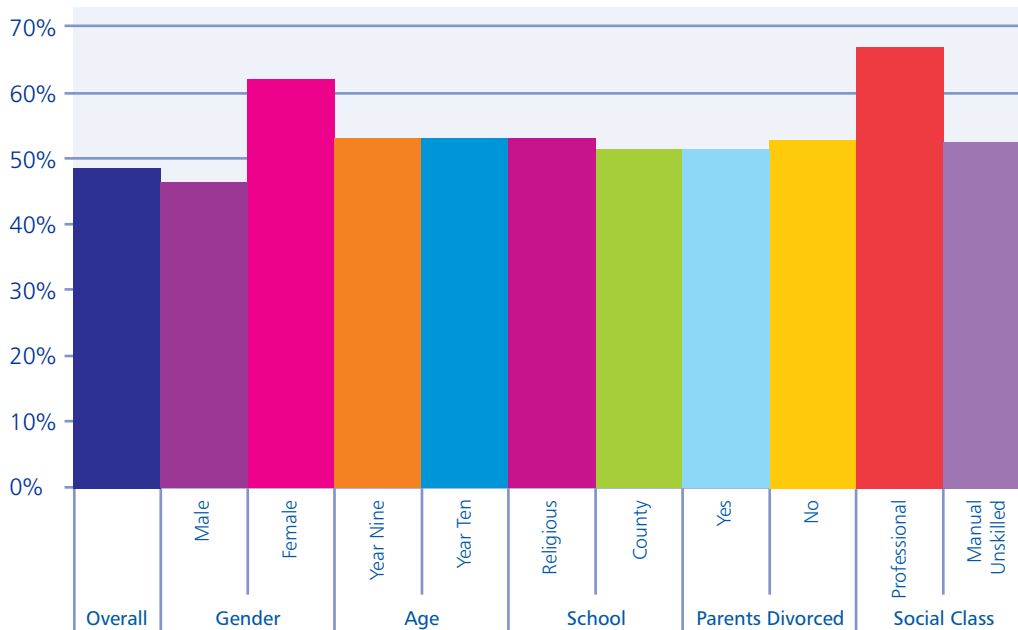
Other Highlights

- ▶ Nearly a fifth of teenagers are not motivated by professional success
- ▶ Male students (83%) are more ambitious than females (81%) in striving to reach the top in their future careers
- ▶ Year 9 students have a greater desire than their Year 10 counterparts in wanting to get to the top
- ▶ Pupils from working class backgrounds (81%) are less motivated to reach the top than those from skilled or professional backgrounds (85%)
- ▶ 19% of students with divorced parents do not have the ambition to reach the top in their workplace
- ▶ Religious pupils (85%) are much more likely to strive for professional success than those from non-observant families (79%)

7. Compassionate workforce

I would like to do a job which helps other people

Key Finding: Just over half of teenagers would like to do a job that has a positive impact on other people.



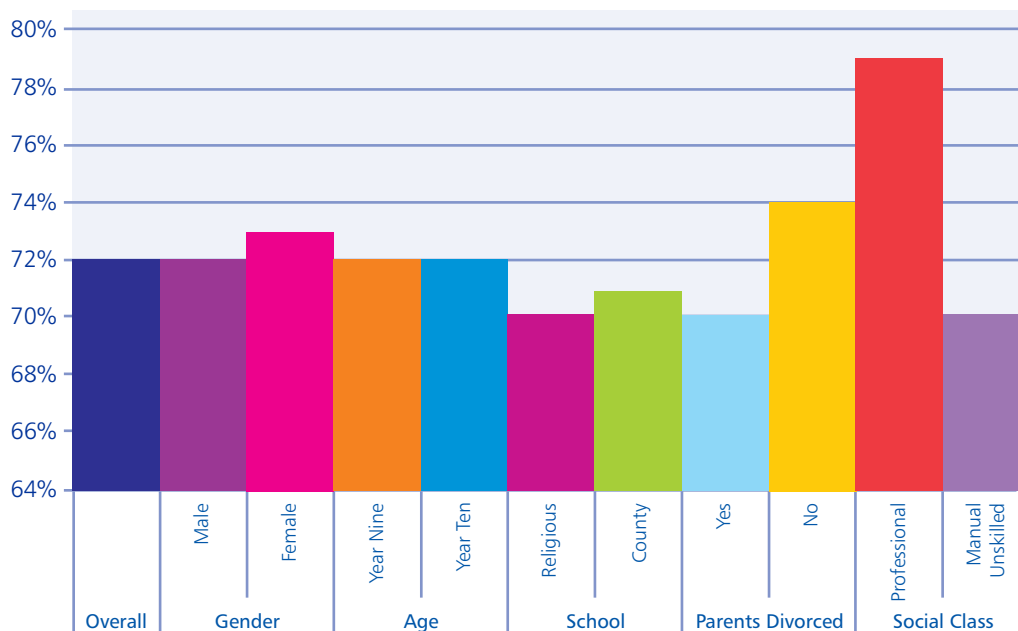
Other Highlights

- ▶ Nearly half of teenage pupils are not interested in working in jobs that help other people
- ▶ Teenage girls (66%) are significantly more likely to take a job that helps other people than teenage boys (44%)
- ▶ There is no difference in attitude towards wanting a job that helps others between 13 and 15 year olds
- ▶ Students from a two-parent home are more likely to want a job that helps others than those from a broken home

8. Employment provides purpose

A job gives you a sense of purpose

Key Finding: Nearly three quarters of teenagers believe that having a job provides a sense of purpose.

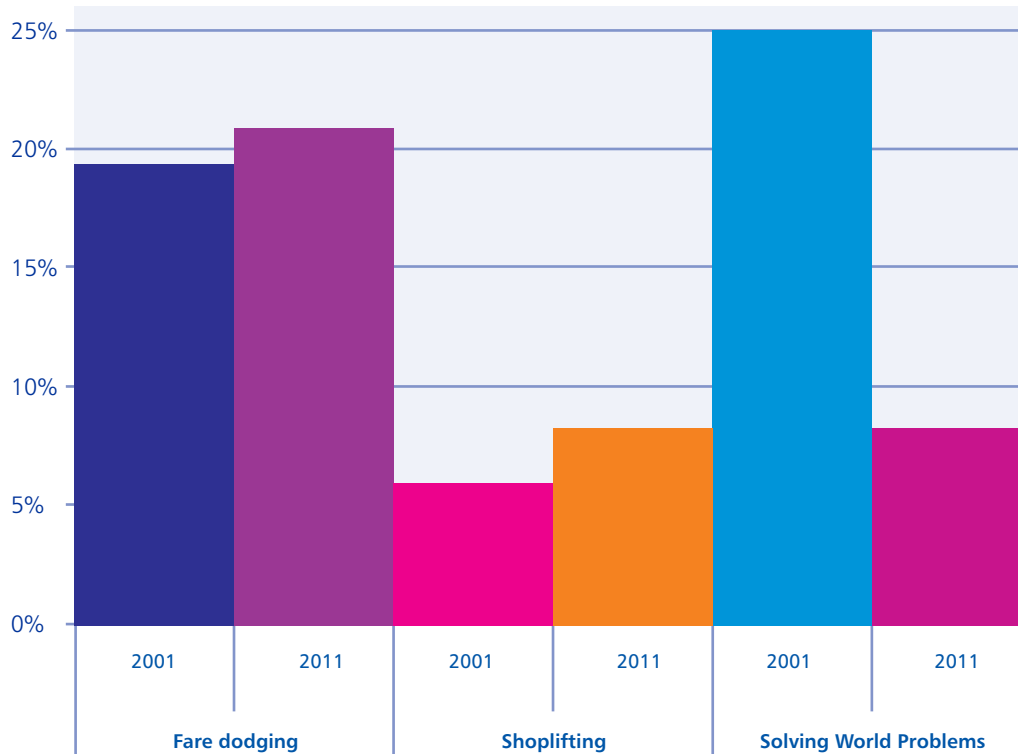


Other Highlights

- ▶ Girls (73%) are slightly more likely to find a sense of purpose in their work than boys (72%)
- ▶ Pupils' views on finding a sense of purpose in work do not change between the ages of 13 and 15
- ▶ Students from professional backgrounds (79%) are much more likely to find a sense of purpose in work than those from working class backgrounds (70%)
- ▶ Teenagers from broken homes (70%) are less likely to find a sense of purpose in work than those from married families (74%)

A decade of change

What are the major changes in teenagers' views from 2001 to 2011?



- ▶ There has been a 29% increase, decade-on-decade, in the number of teenagers finding it acceptable to shoplift (7% in 2001, 9% in 2011)
- ▶ In the decade between 2001 and 2011, there has been a 10% rise in the number of students condoning travelling without a ticket (20% in 2001, 22% in 2011)
- ▶ Today's teenagers are more confident and positive about the impact they can have in solving the world's problems, compared to a decade ago. 25% said there was nothing could do in 2001, but only 20% said the same in 2011

A decade of change

Comparing the 2011 results with those from the 2001 survey, there have been significant rises in both the numbers of teenagers finding it acceptable to shoplift (7% in 2001, 9% in 2011) and fare dodge (20% in 2001, 22% in 2011), equating to decade-on-decade increases of 29% and 10% respectively. On the other hand, social responsibility and awareness are clearly on the rise, with 80% of teenagers believing they can do something to solve the world's problems, compared with 75% a decade before.

Data Collection Process

The survey statistics were managed by Jemma Penny at the St Mary's Centre in Wales, in association with Professor Leslie J. Francis of the Warwick Religions and Education Research Unit at the University of Warwick. 10,000 year nine and year ten pupils (13-15 year-olds) attending schools throughout England and Wales participated in this survey.

Students were asked to assess each question on a five-point scale, with the five possible responses being: agree strongly, agree, not certain, disagree and disagree strongly. The statistics presented in this report combine the agree strongly and agree responses for each individual item.

The gender divide

From the results, it appears that teenage boys are more confident than girls about making a difference to the world, and getting to the top of their professions. However, girls give greater value to a strong work ethic, gaining a sense of purpose from work, and doing jobs that help other people. Issues of cheating, fare dodging and shop lifting all identified clear differences between the genders.

Age variations

Looking at the responses from year 9 and year 10 students, the younger are keener to make a difference in the world, work hard, and reach the top. While views of shoplifting and cheating are almost identical between the year groups, a higher number of older pupils felt fare dodging was acceptable.

The affect of schooling

In the responses from students attending a religious or non-denominational school the results about the workplace were fairly mixed, with neither type of school consistently adopting a more positive or negative attitude. However, differences did occur in the other areas, with more non-denominational school pupils condemning cheating and fare dodging, but fewer saying shoplifting is wrong.

Social classes

Throughout the survey, students from professional backgrounds had a much more positive outlook than those from working class families with regard to work. Conversely, on issues of cheating and fare dodging, working class students were more accepting of both. However, looking specifically at shoplifting, there was a much greater mix of attitudes, with the skilled manual class (10%) being the most condoning of the categories, but there being no difference (9%) between those from semi-professional and semi- and unskilled manual backgrounds.

Home life influences

Pupils from broken homes are consistently more downbeat in their attitudes towards future employment than those from stable families. Additionally, with regard to cheating, fare dodging and shop lifting, those from divorced families were more likely to condone all three activities.

The impact of religion

Students who have some contact with their church are significantly more positive in their views about future life in the workplace than their non-attending counterparts. This is also echoed in the areas of cheating, fare dodging and shop lifting, with church-going pupils less likely to accept these things than those who never attend a church.

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