

REASONS FOR THE DETERIORATION OF MORAL VALUES: CROSS-CULTURAL COMPARATIVE ANALYSIS

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Abstract

This paper depicts the perspectives of Chinese, Turkish and U.S. teachers' changes in moral and ethical values. Corrosion of moral values has become a phenomenon in many nations. Social construction provides educators the instruments essential to engage dialogue about the corrosion of moral values. Comparative cross-cultural inquiry on moral values can help in generating an efficient dialogue among cultures. Thus, this research is aimed at analyzing reasons for the deterioration of moral values from the cross-cultural viewpoint. The participants of this study were nine public school teachers from China, Turkey, and USA. The open ended-questionnaires are focused on revealing respondents' perceptions about the deterioration of moral values.

Keywords: Moral values, corrosion, degeneration, teachers, comparative cross-cultural inquiry.

Introduction

There is no consensus on the definition of values. They may differ from person to person, from culture to culture. It was accepted that values principles that are crucial for living together. Specifically, values make connection between individuals and societies. Values also help human beings to generate ethos in order to guide their lives. Values represent what is important to individuals.

Researcher classified values as cultural values (freedom, creativity, love, communication, activity), moral values (purpose of life, happiness, good, duty, responsibility, conscience, honor, dignity), aesthetic values (beauty), religious values (faith), scientific (verity), political values (peace, justice, democracy), legal values (law and order). This research focused on moral values.

Corrosion of moral values has become a phenomenon in many nations, including China, Turkey, and USA. It was seen that that violence, self-centeredness, dishonesty, bullying, and rudeness have increased immensely within the society. Researches show that young people are caring less about morals and ethical values, and are instead focusing on themselves in order to promote their own agendas, and the agendas do not focus on morals or values.

Comparative cross-cultural inquiry on moral values can help in creating an effective dialogue among cultures. Therefore, this research is aimed at analyzing reasons for the deterioration of moral values from the cross-cultural perspective. The following research questions are answered in this study:

1. What are the views of teachers on the deterioration of moral values in their society?
2. Are there any differences among the views of teachers according to the society they work in?
3. What kind of factors are deteriorating moral and ethical values of people in your society? (e.g. media, education, globalization, family structures, economy, growing population, business... etc.)

Literature Review

Moral values are values that should be separated with other values because it is different with other values like economic values related with human and thing and show its usefulness. Moral values actually are a judging or behaving principle one apply with others and society which evaluate people right or wrong.

Bertens (2000) concerned that values have four characteristics compared to other values. First, moral value is related with responsibility. Moral values make people wrong or not, because he/she has responsibility. So, moral value is related with human personality of responsibility. Second, moral values are related with pure heart. All values need to become real for its persuasive power and should be practiced by individual. Moral values to be real, it can be appealed from pure heart. One of special characteristics of moral values is this kind of values will effect voice of pure heart to accuse us if oppose moral value and praise us if make moral value. Third, moral values obligate us absolutely and it cannot be compromised and indifference. Other values can admit attitude weaving, for example, aesthetic value. But moral values will blame the indifferent people which require people have explicit position. Fourth, formality moral value is not stand-alone without other value. Although moral values are top values that we must appreciate, but it is not in top without other values. Moral values did not separate with other values. For example, a seller applies moral values all at once with apply economic values. Moral values are nothing without other values. It is form of formality (Bertens, 2000:143-147)

Many spiritual values which we can learn are universal values. There are love and affection, honesty, responsibility, perseverance, integrity, harmony, patience, bravery, justice, simplicity, peaceful and so on (Buzan, 2003: 28). Actually, several philosophers think moral values is universal. Immanuel Kant thought in his moral theory that categorical imperatives were universal. Aldous Huxley (1969) believed that there is a "perennial philosophy" or a core of moral principles that exist in every time and place throughout history. Huston Smith, the renowned scholar of religious studies, used a similar term, the "primordial tradition" to refer to universal spiritual archetypes (Griffin & Smith, 1989), who examined seven great world religions (H. Smith, 1994) including Judaism (the Tanakh), Christianity (the New Testament), Islam (the Koran), Hinduism (the Upanishads and the Bhagavad Gita), Confucianism (the Analects of Confucius), Taoism (the Tao Te Ching of Lao Tzu), and Buddhism (the Dhammapada) and the famous organizations and documents are as follows: the American Atheists Inc. (Atheist Aims and Purpose, Atheism Teaches That, and Introduction to American Atheists, which are the official pamphlets of the American Atheists Inc.), the American Humanist Association (Humanist Manifesto I, 1933, and Humanist Manifesto II, 1973), and the United Nations (The United Nations Declaration of Human Rights, 1948) to analysis and conclude the content of moral values:

- To seek the truth (or truths)
- To seek justice
- Self-respect, but with humility, self-discipline, and acceptance of personal responsibility
- To respect and care for oneself
- To not exalt oneself or overindulge -- to show humility and avoid gluttony, greed, or other forms of selfishness or self-centeredness
- To act in accordance with one's conscience and to accept responsibility for one's behavior
- Respect and caring for others (i.e., the Golden Rule)
- To recognize the connectedness between all people
- To serve humankind and to be helpful to individuals
- To be caring, respectful, compassionate, tolerant, and forgiving of others
- To not hurt others (e.g., do not murder, abuse, steal from, cheat, or lie to others)
- Caring for other living things and the environment

Social transformation will inevitably lead to social polarization and induce social agitation which brings about changes in every aspect, surely including the change of values. Values changing and crises are embodied in the superposition of different forms of values in the same time and space, causing the violently conflict of values. With the economic globalization, the revealing of the world history, the value of different historical period and different cultural background is squeezed in the same space. Whether in a country, a group, or an individual. The superposition of diverse values, on the one hand, speed up the integration of multiple values, on the other hand, sharp the conflict of values.

The global expansion of modern civilization obtained great material and spiritual achievements, and also has produced significant problems: the continuous expansion of the gap between the rich and the poor, the deterioration of the natural ecological environment, the individual spirit and the moral imbalance, etc. All of the opposition between man and nature, man and society, man and man are based on the modern values boundary and embarrassment standardized by capital and personal principles. Materialism, consumerism, relativism, nihilism, utilitarianism are the syndromes. Economic diversification and a high degree of liberalization has resulted in the diversification and liberalization of social life and cultural values, making individual feel more and more difficult and ignorant for values ordering and values judging, generating suspicion and wavering for originally identified core values which contains ethical risk and moral dilemma more prominent.

In such a social context, we need to understand the values of children to determine and correct the values education. For a better and more balanced understanding of values condition in schools, we need to know how teachers themselves evaluate where their values and students' values are headed, understand prioritize what is at stake in their lives and the moral principles they behaved which are deeply embedded in everyday life and they are vital though they are always ignored. When we go beyond the surface facts, school individuals including teachers, parents and students, their emotional and moral conditions are representative of this country's condition. The way they evaluate and justify reflect the whole society's moral landscape and influence the remaking of values education and values person.

Method

Participants

The participants of this study were nine public school teachers from China, Turkey, and USA. All the teachers were selected from urban areas and different grade levels. Participants were contacted by email and their participation was asked. These teachers averaged 13.5 years of teaching experience (range from 3 to 20 years). Four teachers had bachelor degree and four had master's degree, and only one had PhD. The average of the teachers age was 40 range from 27 to 49). The backgrounds of the participants are presented in Table 1.

Table 1.

Demographics characteristics of participants

Country	Gender	Age	Subject	Teaching Experience (year)	Educational Status	SES of the School	School Size
China	F	27	Chemistry	3	Master's Degree	High	1000
China	M	43	Politics	20	Bachelor's Degree	Middle	1100
China	F	29	Students Activity	7	Bachelor's Degree	High	800
Turkey	Female	43	Social Studies	18	Bachelor's Degree	Middle	1500
Turkey	Male	47	Science	14	Bachelor's Degree	Middle	900
Turkey	Female	37	Mathematics	20	Master's Degree	Low	1200
USA	Female	33	Social Studies	11	Master's Degree	Middle	1750
USA	Female	40	Social	16	Ph.D.	High	2700

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USA	Femal e	49	Physical Education	13	Master's Degree	Middle	550

Data collection and analysis

The purpose of this study is scrutinize the views of teachers on the deterioration of moral values in three societies. In order to realize this aim, qualitative data were collected by an open-ended questionnaire. The questionnaires are focused on revealing respondents' perceptions about the deterioration of moral values. There were three specific questions such as, how the moral and ethical values of people in their school society are changing, the direction of changes in moral values of people in their school society, and kind[s] of factors [that] are deteriorating moral values of people in their school society. The responses of participant were analyzed for concentration, depth, and specificity. The perspectives of teachers were categorized according to their differences and commonalities.

Findings

As we look at responses of teachers engaged for this study there are some interesting findings to be found. As said by teachers in this study there is certain a decline in moral values in three countries. The answers were categorized into two major themes that emerged from the data. First, three groups had similar perspectives on the changes of moral values. Second, teachers from all countries had different ideas about the factors that are deteriorating moral values.

Chinese teachers' perspectives

When asking the teacher interviewees whether the change of moral values or ethical values in school society become forward or backward, all of them answered it was complicated and we can not simply form a judgment whether it is positive or negative because progress and retrogress on values are entangled together which need rational analysis.

Throughout the interview records, the side of progress is mainly reflected in these different aspects.

Firstly, the values of adults including parents, school principals and teachers becomes more rational and less emotional which influence students a lot.

People begin to use their own logic and rational thinking to judge or do something, which is a great progress because individuality was a sin that was booed in the mainstream society in the past. Although they sometimes randomly bring up their impulsive feelings when communicate with others, it is easier for them to understand the differences values holding by others. They tend to accept diverse values and think it is normal that different people have different values. Students are affected by this kind of attitude and also become rational. Almost everybody can make values judgment by thinking rather than emotions. When students have conflicts, they can make a discussion and analyze the rightness of behavior rather than blaming each other emotionally. Though their rationality may be limited, each person can have their own value judgment, not just parroting the teacher and do whatever teacher let him do. (Female, 27, Chemistry teacher)

This rationality and mature are also represented by the focus transformation in family education and parenting attitude.

In the past, many parents crazily attach importance to their children's academic achievements in schools. But now, parents, especially parents of urban, may pay more attention to their children's moral and physical condition, life quality and comprehensive ability. Though the grades are very important, they pay less attention to the college entrance examination because there are more channels for talent development. (Female, 29, Students Activity teacher)

Secondly, students become more inclusive and tolerant because of the rationality and objective in their thinking and communication.

Students can understand others when they thinking something is right while he/she think it is wrong. They do not care many trivial things like you broke my pen or he drop his bottle on my legs. Students become more and more tolerant. But for the things are very important and particular to their own interests, for example, one student misses the physical examination because of the other students' joke, he must defend his rights. (Female, 27, Chemistry teacher)

Thirdly, people's consciousness of legal is enhanced greatly, respecting the school rules.

People improve the sense of self-protection and aware of legality. In the past, I worked in a ordinary school, witnessing so many students bullying, abusing and destructing behaviors. But nowadays, even in very ordinary schools, bullying is rare phenomenon. Parents and teachers are more act in accordance with rules and laws. School leaderships and teachers pay more attention on building students legal consciousness. Parents are more rational and calm when communicating with teachers in the face of conflicts in school which is a great progress compared with ten years ago. (Female, 29, Students Activity teacher)

Fourth, people's degree of civilization and sense of order greatly enhanced.

The degree of civilization is indeed in promotion, including people's daily habits, folk custom, human development and educational level of the students. The biggest difference between the younger generation and the elder generation is the improvement of sense of social order. Students queue up consciously at public places like bank and post office. They behave much better than elders because they grow up in a new public society full of rules and citizenship education. (Male, 43, Vice principle)

In addition to the side of progress, teachers also agreed that the recession of moral values does exist, and make people more worried than before.

I do feel the degradation of values among teachers, parents and students. The sense of right and wrong and the views of merits are falling into erroneous zone and trap.”(Male, 43, Vice principle)

Although there is progress in moral values, like inclusive, tolerant, legal mind, respect of rules and sense of social order, I find the decay of moral values indeed exist. Even if people become inclusive and tolerant, they are for themselves not others. Means and end are not consistent. That is immoral and disguised. (Female, 27, Chemistry teacher)

First of all, teachers believe that values become more diverse, and the values boundaries between good and bad, right and wrong become blurred.

Something like cheating, being late or lying are definitely wrong in the past, but now maybe becomes excusable under some explanation. The lines of right and wrong become blurred is very dangerous for students. Although there is sense of awe in students for strict constraints in school, they will express their resistance fearlessly even if it is unreasonable. For example, some students will ask 'why should we do homework', 'teachers should work for students. We do not need to thanks to them.' The range of absolute can-not-do is narrower and narrower. Students seriously understand the universal values of good and evil. But for regular things, students no longer care so much. The sense of authority of school and teachers become lower. (Chinese, #1)

Secondly, all teachers mentioned that people become more selfish and more concerned about their own interests. They ignore the interests of others and the collective goods, ignoring the fairness and justice in front of the major issues.

Students pay more attention to protect themselves, evaluating and taking advantage of others for their own interests. The spirit of collectivism disappears. people just concern about their own merits and benefits instead of the collective interest, society and country. I can obviously feel the individualism and utilitarianism in school. Students seems isolated from the outside world. It seems that all the others and the development of society have no relationship with them. What they care most is themselves and the small group which are close to them. (Male, 43, Vice principle)

Let me take an examples happened last year. When school's top-ten singer competition went into the semi-finals, there was something bad happened. The judges of this competition were constituted by students from each class of the 3 grades. Every class sent two students as judges. At that day, the two judges from No. 10 class of 11 grade are absent because of a temporary important test and all the students in their class must attend the test. In order to make singer competition went smoothly, Student Council Deputy Secretary from Student Association in the audience recommended herself and her classmate who is a choir member to replace them and become judges. The student who are responsible for the singer competition are well-known with them. So she agrees the request under the pressure of their friendship. Later while counting ballot-slips, students found the Secretary and the choir student graded singer of their class a perfect score which had a huge gap with other students scores which is a cheating. (Female, 29, Students Activity teacher)

When asking about the factors that deteriorate moral and ethical values in school society, teachers attribute this to diverse elements, including family education, society and political system, one-child policy, school principle's values, malignant event and so on. All of the three teachers mentioned the importance of family education, globalization, social development, the popularized of internet and the values of school principles.

I found parents' values judgment and analysis are rational. All the parents talked with me expressed their thanks, though it may have hidden their selfishness that let the teacher good to their child, teachers can feel the sincere feeling. Under the influence of such parents, children have their own ideas, understand others and share their ideas openly.” (Female, 27, Chemistry teacher) “According to my experience, if students are justice and in goodness, their parents must be justice and kind persons. Some students told me that they thought family had a great influence on them to form their personality and values. (Female, 29, Students Activity teacher)

The main reason, I think, is the social development. The positive one is the civilization level is higher, but the negative one is people's moral standard is confusing. People get blended during them pursue for money and reputation who lose themselves and forget others, hurting others. (Male, 43, Vice principle)

The values of school principles are also crucial. When the principal's values are trapped into deviation, his injustice and mistakes will bring teachers and students confusion of values. School culture and value orientation will be wrong. Now our school are experiencing this kind of thing. The current principal pays all his attention on students' achievement and he is a person who love teachers flattering him. Teachers fawn to him was promoted and the ones being not impartial are not welcomed. Under this background, teachers focus on their student tests, scores and achievements and flattering school leaderships. (Female, 29, Students Activity teacher)

Turkish teachers' perspectives

The Turkish teachers claimed that the moral values of people in their school society are changing negatively. When the teachers compared their present students with their old students they realized that most of the students is focused on their personal success and happiness. The respondents stated that when academic accomplishments are appreciated but moral values are not, self indulgence, selfishness, and freewheeling are inclined to increase. Here are a few extracts from the respondents' answers:

...Comparing the students from decades ago to now, their behaviors seemed so much more simple and enjoyable. Now they are selfish. I mean selfishness on the rise. There is a disobedient individualism among

people. They focus on keeping themselves happy and successful. These are the most important things for them. However, this kind of perspectives have also contributed to the lack of morality... (Female, 43 years old, social studies teacher).

Students are only focused on their own interests. Individualization is in extreme phase. People increasingly hurt themselves and others because they lack awareness of moral values... (Female, 37 years old, mathematics teacher).

We have so many values that we have lost, they will not even tell in words. (Male, 47 years old, science teacher).

Another important problem the teachers mentioned that individualism, egoism, insensitivity and discourtesy are increasing characteristics of the people in their school society. One teacher maintained that:

Nobody cares what others thinks. People start to do what they want. The way our society has approached individual happiness and success has caused a deterioration in respect for others. It has caused egoism, selfishness, conflict, the lack of willingness to help others or cooperation. It seems to get worse every year. (Female, 37 years old, mathematics teacher).

Students are only focused on their own interests. Individualization is in extreme phase. People increasingly hurt themselves and others because they lack awareness of moral values. (Female, 43 years old, social studies teacher).

Teachers also stated that globalization brings the deterioration of public and moral values. some negative behaviors appeared in the society such as showing off and arrogance among people. One of the female teacher claimed that "... globalization, inadequate socio economic change (...) and the invasion of new lifestyle-images in the course of globalization have been factors which boosted the feeling of many people that moral values are loss." In the same way another teacher stated that:

Today, quality of life, increased sensitivity is decreasing! Globalization changed everything. We lose our moral values so much that you're not even aware of the pursuit of material values. Now there is a separate world for everyone, everyone can ignore other worlds might be happy, believing in his own world, he does not care, selfish sweet on. It does not comply with the rules of society while living in society, ignoring. (Male, 47 years old, science teacher).

When they asked the trend of changes in moral values of people in their school society they answered solemnly. The teachers think that the all over of the world in general is on a moral decline. They stated that the parents, teachers, celebrities and politicians as role models of young people display negative behaviors. Moreover, societal changes such as economic crisis have negative effects on values. The following excerpt illustrates this finding:

Teachers and parents, I mean the adults around the children do not always transmit good moral qualities and beliefs to children. They sometimes say lie in front of the children. (Female, 43 years old, social studies teacher).

Our country is experiencing social collapse, social collapse is dangerous, effective measures are not taken in time, it is a continuous, permanent, it is devastating (Male, 47 years old, science teacher).

The respondents believe that both mass media and social media are the most hazardous effects on their society and individuals. One teacher said that:

Social media sites can have a negative impact on society and individuals. Social networking sites encourage people to be more public about their personal lives, but people overrated socialization. The people began to share their food photographs, then their lovers, children, pets, coffee cups, bared feet...

and so on. I am afraid we can see people's bathroom or bedroom pictures too. people have become almost even share their private lives. This is called as corruption, is not it? (Female, 37 years old, mathematics teacher).

Their lives are shaped according to the Internet, TV shows, and celebrities. The teens in the streets look like each other, like copycat. They are not free, are not authentic. (Female, 43 years old, social studies teacher).

The media are an important factor in shaping people's moral values. The message, mainly in some violent TV shows and films have negative effects on values. Media violence can negatively effect not only our children but also less educated adults. (Male, 47 years old, science teacher).

One of the teacher focused on violent media contents such as the lyrics of songs related ferocity. She said that

...The music and what plays on television these days are complete trash. Did you recognize the lyrics of the popular songs? I heard that my students are singing a song with the lyrics of "god damn you!", "who cares telling the truth", or "kiss me noisily, chomp me." Could you believe in this? Cuss words, violence, fornication, and self gain are now considered just a part of life... (Female, 37 years old, mathematics teacher).

American teachers' perspectives

In interviews conducted with American teachers, one with 16 years of experience had this to say about how moral and ethical values are changing in her school. She noted students are "sensitive to issues of social justice, they also seem less concerned about personal honesty." However, their actions creating "a rampant culture of academic cheating" (Female, 33 years old, social studies teacher). Another interviewee stated that students are "concerned with a grade number or percentage and not the work or the idea of 'earning' it" (Female, 40 years old, social studies teacher). The subject further stated that students have little concern with "sharing information via social media has become an issue because it is not seen as something bad or even considered cheating" (Female, 33 years old, social studies teacher).

One interviewee described moral values in schools among students as "deteriorating" (Female, 40 years old, social studies teacher). The other interviewee did not directly answer the question.

When asked the "kind[s] of factors [that] are deteriorating moral values of people in your school society," one teachers cited "social media" and "media" as factors that influence ethical values. This teacher also cited interactions between teachers, administrators and parents who "bully teachers to try and get grades changed," and "most of the time administrations at schools will allow this to happen" (Female, 40 years old, social studies teacher). Another interviewee cited "very high-pressure culture that pushes for academic success at any cost, and that "parents and students care only about the results and not the actual learning or how the results were obtained" (Female, 33 years old, social studies teacher).

One teacher believes in that the decline of family as well as social media is an important factor that causes corrosion in moral values. The following excerpt represents her perspective:

Social media is a huge factor—students "hide" behind it and have a more difficult time with face to face interactions. The decline of the family is another huge factor. Single parents are trying to do more and more with less and less. Many of our students come from dysfunctional broken homes in which one or more parents are gone or in and out of jail—many are being raised by grandparents or other family members (Female, 49 years old, physical education teacher).

Discussion

Today's school societies have to deal with numerous factors that impact students' moral values, thereby, diminishing the effects of these factors educators and families should take some measures. According to the results of our study, among these factors, media, globalization and high stake exams in education systems are most commonly mentioned for causing corrosion of moral values.

It was recognized that three groups of teachers agreed on the most basic issues such as moral values weakening in their school society. All teachers agreed on the most important factors cause the deterioration on values are media and globalization. Researchers agreed that TV programs delivers values and social norms that helps socialization and acculturation (Gerbner, 1998). Similarly, in their studies Krijnen and Verboord (2016), and Hill (2007) claimed that there is a strong relationship between TV and morality. The results of the study prove that teachers stressed the influences of the content of the media. Specifically, the violent content of the programs and music transmits some moral values. This finding is matching with the literature (Krijnen & Meijer, 2005; Krijnen, 2009; Nussbaum, 2001).

A significant part of the respondents believe that globalization has negative impact on moral values. This finding is parallel with the literature. It was known that globalization process has communicative characteristics (the mass media, the internet) as well as economic characteristics. The social or cultural aspects of globalization have an enormous impact on ethics and moral values.

Al-Zyoud (2009) asserts that with the effect of globalization there is a shift from conservative, classical, and tribal society to an open society. As a result of this change, some negative behaviors appeared in the society such as showing off and arrogance among people. Turkish teachers agreed that what Al-Zyoud argues is true.

Through the teacher's answer we can sum up, nowadays people hold individualism and pragmatism values together, no matter whether they are forced or they have no choice. In a word, they all show a strong tendency of self - doctrine, be sensitive to the rights, personal interests, reputation and property. At the same time, they will take the most effective way to maximize the return and very adept in using the instrumental reason. Most of the time, schools and teachers educate students should have the spirit of sacrifice, sacrificing personal interests for the collective interests in order to make a greater range of people's happiness, but this kind of education has lost its pertinence and is no longer valid today.

The biggest change is the rise of a new kind of individualism. Attentional, individualism here is not the general understanding of the sense of Western classical individualism. It is the individualism under the background of social transformation which can be explained that I am an individual, you are an individual, we are equal and should be respected for each other. Under this values of individualism, self interest has legitimacy while self autonomy get enhancement. Living for our own has become the main purpose of life. Despite the continued insistence on socialist civilization and collective ethics in the official discourse, the most important change in popular discourse and moral practice has been a shift away from an authoritarian, collective ethics of responsibilities a self-sacrifice toward a new, optional, and individualistic ethics of rights and self-development. Many Chinese finally realized that selfishness is actually a part of human nature, and, in reality, everyone struggles to achieve her or his own goals, despite all the empty talk of selflessness and sacrifice for the collective interest.

In addition, although teachers referred to the selfishness and indifference of students in interviews, they also noted students cherish to their friendship. Teachers noticed that children can give a helping hand when other students need help and know how to respect for the sake of others. This is a very valuable individual values that need teachers and parents' attention, because this values are always kidnapped by the collective discourse and return to the original spirit of sacrifice which is a reflection of not understanding this generation of youth. Young people do not think they have the obligation to do some compulsory labor they forced to do. What they really want is their own dedication by their willingness.

In aspect of influencing factors, although the parents, principals and teachers play a important role to students, the simple words of them are not worth letting children abandon wonderful friendship or good way of life. There must be some explicit or implicit system, social culture, codes of practice working together to shape the students to do so, such as learning style and reward discipline. In order to improve the students' scores, the most common approach is to let the students learn by themselves rather than learning by groups in order to improve the efficiency of the

learning. Because in teachers' view, group learning will be a waste of time because of meaningless discussion. Students regarded each other as competitors in the process of learning independently, and gradually become unwilling to help students, indifference and withdrawn. In pursuing success of academic achievement, students are forced to abandon the friendship, mutual aid and other values. And the reason why the pursuit of success reflects the Chinese people do not want to fail, and the reason people not willing to fail is because the cost of failure is too big. So summary of view, all the influencing factors, whether it is important to other people's infection, or the impact of reward and punishment, and ultimately comes down to the social system and social status.

Conclusion

Since the earliest years of life are most important for the formation of ethical habits, the role of families and teachers in the value development of children is significant. In the light of the findings of this research, it can be suggested that teacher education institutes should cover the instructional approaches to teaching values in the classroom. There is a need an interdisciplinary study to investigate the factors that impact people's moral values deeply and certain kind of instructional approaches to support students' moral development.

To sum up, we are now facing the biggest challenge is how to build a good society. Good society does not mean that there is no social conflict, but that we feel a sense of security, do not have to on guard of others or worry about being hurt. We cannot change the impact of globalization, communication of the internet and the economic and political system formulation. We also cannot expect a perfect flawless and harmonious society which is forever impossible. The importance is how we educate students in such a turbulent and highly variable environment, how to maintain correct value principle and put into practice and how we become full of confidence when facing crisis, considering for the sake of others, having the ability to help others with a sense of security.

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