THE REVIEW OF RELATED LITERATURE
Chapter-III

REVIEW OF THE RELATED LITERATURE

To carry out any research systematically and scientifically the survey of related literature constitutes a very significant aspect of research report. Scanning the researches done in the related field, while on one hand add to the understanding of the research problem on the other help the researcher making the problem pin-pointed and more explicit. On the basis of such literature the researcher can define the problem more sharply and formulate the objectives and corresponding hypotheses in a scientific and systematic manner. Notwithstanding the formulation of hypotheses such & scanning of literature is essential to discuss the research of his or her study in the light of what others in the field have investigated. Because conducting an empirical study of a particular problem does not mean only fact finding unless the researcher is in a position to interpret or explain the consistency or divergence with other researchers.

It is with this understanding that the investigator entered into the area of empirical studies conducted in the field of moral development of the child. This chapter includes the researches on the development of moral reasoning and judgment which are presented in the following categories.

- Longitudinal studies on moral development.
- Studies on moral judgment in relation to Intelligence.
- Studies on moral judgment in relation to Home climate.
- Studies on moral judgment in relation to school climate.
- Studies on moral judgment in relation to sex difference
- Some other related studies.

**Longitudinal Studies on Moral Development:**

Three research studies conducted by Kohlberg (1975), Shaver and Darrat (1984) and Brandt and Jeanee (1986) have been kept under longitudinal studies on Moral Development. The summary of these researches are as below:

Kohlberg (1975) made a 20 years longitudinal investigation on 79 boys from the working class and middle class families in Chicago, started in the mid 1950's and finally reported in 1975. In the final report the results of 30 boys retested every three years from age 10 to 30 were presented. Out of these 30, there were not regressions who fell back into lower stage of moral reasoning when compared to the previous testing. There was also majority of progressors and a few remained stable over three years period. The study showed constant progress in children and adolescents and plateau in adults. No single individual reached stage 6 and only one reached stage 5.

Shaver and Darret (1984) conducted a longitudinal investigation of moral development of selected students of a conservative Religious group. The purpose of the study was to investigate the moral development of Bible students over a period of four years and to compare the level of moral judgment of students of three colleges. Christian Liberals Arts College, a state university and Bible College. Sample was 285 entering Bible College, 119 students of Christian college 112 students of state university. Defining Issues Test was
administrated at the time of admission and at the time of final year. Results indicated Bible College students significantly increased in their preference for stage 4 and stage 6 and significantly decreased in their preference for stage 2 and stage 3. No change was recorded on stage 5. That is, Bible College gave preference to 'law and order' and universal principle reasoning after 4 years of college and decreased in their preference for stage 2 and stage 3.

Brandt and Jeanee (1986) conducted a longitudinal study of changes in moral judgment of dental students using a standardized and self generated measure of moral judgment. The sample was the students of the University of Lowa College of Dentistry during their freshmen and junior years. This was hypothesized that subjects would respond to self generated moral dilemmas differently than the standardized dilemmas developed by Kohlberg (1969, 1972) and Rest (1974). This hypothesis was tested by examining longitudinal changes that may occur with the standardized and self generated measure of moral judgment and correlating what type of life experiences or attributes have impact on the variance of scores. Result indicated that there were no significant difference in levels of moral judgment from freshmen year as measured by the Defining Issues Test.

- **Studies on Moral Judgment in relation to Intelligence**:

  We find ample evidence for insisting that moral judgments are both cognitive and arectic, involving both intelligence and emotion. Hsiesh Chien Chiu (1964) found that adolescent’s ability to render moral judgment is closely related to their intellectual level. Harriman concluded that there is a direct relationship between moral attitudes
and intelligence and also above average intelligence group of students possessed higher and more socially acceptable moral attitudes than students of other groups. In the same study, it was found that the correlation between intelligence list scores and the moral test scores was 92 Kay (1969) found that intelligence was significantly correlated with the measure of moral judgments.

According to Bull (1970), intelligence is a leading constituent factor in moral judgment; and that, as such, it facilitates development in moral judgment. But it is not by any means the only factor. Lydiat (1971) discovered a significant correlation between intelligence and maturity of moral judgment.

Lee (1971), conducted a study on relationship between cognition and moral development. The subjects of her study were 195 middle class boys, 15 from each grade level, kindergarten through 12. The boys ranged from $5\frac{1}{2}$ to 17 years of age. Lee first determined the Piagetian stage of cognitive development of the child by administering a series of conceptual tasks for example, conservation of mass and conservation of liquid. Lee, then, administered Kohlberg's nine moral judgment stories, which were simplified for the younger children. The child's responses to each story were scored and the level of moral reasoning determined.

In results, although complex, demonstrated that cognitive level, independent of age, correlated highly with the level of moral reasoning. For example, concrete operationally thinking predicted an increase in level 4. (societal moral reasoning)
Moral judgment is essentially the end product of a cognitive process one would expect a correlation between intelligence and moral judgment. Results of Rawan (1975) revealed that IQ was positively and significantly correlated to moral judgment of the children. Hilton and Michael (1978) (cited by Niraj, 1985) found high correlation between IQ and moral values.

Arbuthnot and Faust (1981) suggest that each cognitive stage permits the development of more advanced role taking stages and later, in turn, makes an enhancement in moral reasoning possible. In addition, they suggest that large differences can exist between a cognitive and role-taking stage, and between a role taking and moral stage. However, they also maintain these differences are generally much larger between cognitive and role-taking stages than between role taking and moral stages. While the later ideas remain speculative, the evidence clearly suggests that both cognitive and perspective taking ability may have an impact on the efficacy of moral intervention programs.

Prahallada (1982), conducted a study on the title "An investigation of the moral judgment of junior college students and their relationship with the SES intelligence and personality adjustment."

Major findings of the study were:

1. There was significant difference in the moral judgment scores of junior college students in India (Mysore) and senior high school's student in the United States.
2. There was positive and significant relationship between (a) DIT and SES and (b) DIT and PAI. The relationship was high (a) and low in (b).

3. There was significant difference between (a) Science and Arts students (b) Science and Commerce students and (c) Arts and Commerce students.

4. Significant difference was not reported between boys and girls.

5. Significant difference was not reported between (a) the students belonging to four different age groups and (b) students studying in junior colleges and composite colleges as far as their moral judgment was concerned.

Bajpai (1987) revealed that when bright students go through moral education courses, their level of moral judgment increases sharply as compared to moral judgment level of weak students. Gupta (1988) in his study "An Exploratory Study to Develop Moral Values of Students" concluded that moral values of students are affected by the parental values, parental aspiration and intelligence of the children. According to him, intelligence positively correlated with the moral values of students.

In the study of Narindra Kuamr (2000), it was observed that the intelligence of the child has a direct impact on moral development. The higher intelligence group gained more significantly in terms of moral reasoning scores than lower intelligence group.

However, few studies have revealed no definite relationship between the morality and intelligence. The ability to discriminate
between right and wrong does not require intelligence of superior level. (Jones 1946) Durkhim (1959) found hardly any evidence at all that a child’s intelligence was correlated with the level of his moral judgment. Verma (1962) found the ethical discrimination and intelligence donot bear any relationship. The studies on bright children have shown that bright children were superior in honesty and truthfulness as compared to children of average intelligence. On the contrary, it was also found that even bright children occasionally show weak moral characteristics. Intelligent children know that “right conduct is simply intelligent conduct” and it is to their personal advantage to act (Wiggan, 1964). It is not necessary that the child who is superior in intelligence may also stand superior in judgment about right and wrong. The study of Niraj (1985) concluded that the level of intelligence does not affect the level of moral judgment of student.

• Studies on Moral Judgment in relation to Home climate :

Parental warmth and affection has been considered important in the moral judgment of the students. Piaget (1932) recognized that an affectionate mutual relationship between parents and child tends to develop a higher morality of generosity and altruism; and that guilt feelings, developing into conscience, may be aroused in a child from such a home, where mutual relationship of parents is not affectionate. Langdon and Stout (1952) in their study revealed that for a mature moral judgment the most common element in all the home environment was the acceptance of the child by the parents and the warm and permissive climate at home. Sears, Maccoby and Levin (1957) in their study on parental warmth and moral judgment found a
significant and positive correlation between parental warmth and affection and level of moral judgment. Davitz (1958) reported that warmth and affection of parents and moral judgment of child are positively related to each other. Hallowitz and Stilulberg (1959) concluded a significant correlation between moral judgment and warmth and affection was found to be a significant factor contributing towards the moral judgment of the children in studies of Allinsmith (1960), Aronfreed (1961), Unger (1962) who observed that the kind of moral standard a child adopts and the level of moral judgment he reaches is fostered by the presence of parental warmth and affection. It is the loving acceptance of themselves as persons, which is crucial to the moral growth of children. A healthy relationship, which is characterized by concern for persons, leads the participant inevitably and naturally to consider the moral principles which are inherent in a concrete situation and when, of necessity extend beyond the specific circumstances of the moment. (Kohn, 1959). Hoffman (1962) reported that the child's identifications with the parents and hence his/her moral values were promoted by display of parental affection, and the influence of withdrawal of affection in promoting internalization. In another study, Hoffman (1963) revealed that boys, aged 7-8 years with internalized standard of morality, were of the opinion that their parents were affectionate and did not use force in disciplining them.

Adler (1950) showed that when a child grows in a rejection kind of atmosphere, he develops various kinds of anti-social behaviour like cruelty, lying, stealing, Sear's (1959) Sollon Berger (1968) and Leigh (1983) have shown that rejection on the part of the parents is often
associated with lack in the growth of moral judgment. Parental acceptance also operates as a background factor in moral judgment whose function is to orient the child positively towards the parents. (Kohlberg, 1969) Hofman; 1970, Bull 1973). Hammer (1964), Spock (1974), and Dapalma (1975) in their study on psychiatric patients concluded that their level of moral judgment was found to be low and they experienced psychological punishment during their childhood. Parikh (1975) and Bhargava (1986) also obtained the similar results by observing positive and significant correlation between parental warmth and affection and moral judgment of the students. Kothari (1986) studied moral concepts in relation to different types of interpersonal relationship. She examined the relationship between the development of moral concepts and the interpersonal relationships of the child with his parents, teachers and peers in a sample of 1249, VII grade Indian students. Data were acquired using a moral concept development test and an interpersonal relationship with parents, teachers and peers.

- **DEATH OR DIVORCE OF PARENTS**

  Death of a parent or divorce between parents or separation or desertion have adverse influence on the moral judgment of the children due to lack of proper control and paternal or maternal affection. In these families due to lack of normal home life and parental recognition prevents children in developing their morality in a proper way (Stern, 1949). Wallenstein (1937) in one of the study found that children from such homes have inferior moral judgment as compared to children from normal homes. As far as ability of moral judgment of the child is concerned, loss of mother is more damaging.
than the loss of father, as was revealed by Bossard and Boll (1966) in their study. Child now gets less affection and attention which leads to stagnation in the development of the child and leads to the ability of moral judgment in an inadequate way. Jones (1975) in his study revealed that loss of father due to death leads to a lower level of moral judgment.

Santrock (1975), while taking a sample of 60 children from father absent homes and 60 children from father present homes, in a study related to father absence, divorce and power assertion technique with the level of moral judgment reported few differences when computed between father absent and father present boys when IQ, SES, chronological age were kept constant. However, level of moral judgment was found less in father absent boys than in father present boys, as reported by their teacher. Hozman and Proiland (1976) observed that children of divorced parents have to go through different phases of adjustment which leads to anger and depression. This obviously leads to maladjustment which has an adverse effect on the all round development of the child and hence on the ability of moral judgment.

Study conducted by Tasch (1952) and quoted in Father influence on children by Hamilton (1979) showed that similar percentages of fathers reported involvement in such areas as emotional development (41.2%); moral and spiritual development (38.8%) maintaining family unity (37.6%) and development of personality characteristics (30%). These activities are frequently described as more expressive or feminine because of their personal or family emphasis. Material to be
examined will indicate that fathers do affect these areas of development as well, whether or not they are aware of it.

Hoffman (1971) looked at the effects of father-absence on conscience development in 497 seventh grade white children; 25 of the boys and 28 of the girls had no adult male in their home during the six-month period preceding the study. A control group of father present children matched on intelligence, social class and family size was chosen from the larger pool of children. Hoffman used the children’s semi projective story-completion tasks, judgment of hypothetical transgressions, judgment of the importance of personal attributes and teacher’s rating to assess the morality of the children. On six of the eight indexes used, the father, absent boys obtained significantly different scores from those of father present boys. The father absent boys had lower scores on maximum guilt, internal moral judgment, acceptance, blame, moral values, conformity to rules, and higher scores on overt aggression. There were no significant difference for girls. Hoffman reasoned that it was the absence of a paternal model that led to the detrimental effect on the father – absent boys.

**Moral Attitude of Parents :-**

In a house, when parents and children live together under one roof, the moral attitude of parents have considerable effect on the moral judgment of the children. According to Hartshorne, May and Shuttleworth (1930), the idea of parents about right or wrong affects the idea of right and wrong of their children significantly and therefore the moral judgment of the children.
Allinsmith and Greening (1955) showed that the kind of moral attitude parents adopt is a significant variable leading to a differential effect on the moral judgment of the child. Stevens (1955) reported that mother's attitude affects the ability of moral judgment of the child. Results of the study conducted by Hawkes, Bunchinal and Gardner (1960) as regard to the moral attitude of the parents and the moral judgment of the child revealed that positive moral attitude of the parents bear a significant and positive correlation with the level of moral judgment of the child. Studies conducted by Holstain (1968) and Shoffeit (1971) on family determinants of moral judgment in the United States revealed that parents who provide a model of being rational, morally mature and responsible towards their children are likely to have morally mature children.

In other study, Holstein (1971) reported that there was a significant correlation between the moral attitude of parents and moral judgment of the child. Bhargava (1986) in her study with a sample of 600 students (13+ age group) found that moral judgment of the child and the moral attitude of parents were found to be significantly and positively related to each other. (r=.608)

Helkana, Klaws and Ikonen, Merja (1986), studied the relationship of L. Kohlberg's (1976) stages of moral reasoning to various forms of social participation, family size, and responsibility related responses to moral judgmental and projective story completion task in 2 samples (N=100 and N=116) of Finnish preadolescents, and young adults (upto age 26 years). Selected results show that peer-rated leadership, number of leadership roles and number of siblings
were associated with advances in moral stages for all age groups. Students at each higher stage of moral structure more often attributed responsibility for the consequences of inaction in their moral judgments and in projective guilt responses and saw their consciences as bearing more active.

**Disciplinary Techniques:**

Moral judgment is more influenced by reward, appreciation and approval. Hartshorne, May and Shuttleworth (1930) correlated children's idea of right with the ideas of their parent's. They found the highest correlation of .55 between children's and parents ideas about right and wrong. Ausubel (1951) and Cooper (1950) also found similar results. Havighurst (1952), in a study reported that consistence of discipline is positively related to the moral judgment of the child. MacRae (1954), in a study of the relationship between the nature of a child's moral judgment and the disciplinary techniques used by parents on student 5-14 years of age, revealed that boys, who were strictly controlled by their parents, tended to conform rigidly to adult dictated regulations compared with the children of less strict parents. These boys were more likely to make moral judgment primarily on the basis of such propriety, obedience to teachers and veracity.

Sears’ (1957) suggestion seems to be of much relevance that more the control of the child is love-oriented, contrasted with physical punishment, the more effective is parental control over desirable behaviour and the stronger development of the child’s guilt feeling for improper behaviour. Research of Peck and Havinghurst (1960) pointed to the prime significance of family influence on the moral judgment of
the students. Data of the Mid-century conference on children and youth (Witmer, 1952) also gave the similar results while pointing out the influence of the parents in training child's idea of right and wrong. Aronfreed (1961) has also given more emphasis on the influences of reward and appreciation for the acceptance or rejection of different moral behaviour.

Likewise Hoffman (1962) in his study concluded that psychological discipline which involved the child's deepest needs; while physical discipline tended towards an external morality dependent upon fear for detection and punishment. The study suggested that the quality of the internalized morality might be influenced by the specific need — whether of love, of self-regard, of concern for others-to which the type of psychological discipline appealed. In another study Hoffman (1963) revealed that the children, who had developed internalized standards of morality had parents who were democratic and did not use force in disciplining them. According to Becker (1964), the love oriented techniques of discipline adopted by parents may facilitate the moral judgment of the child by providing the child with a better learning situations. Sollenberger (1968) concluded in his study that children who had overly strict parents had not developed internalized standards of morality and were proved to be shy and dishonest.

Authoritarian parents expected their partially depersonalized offspring to slip like cogs into the right gear as smoothly as any piece of complex machinery. Gutkin (1975) in his study revealed that overly strict discipline by parents is inversely related to higher level of moral judgment.
Singh (1986) found that no significant correlation existed between father's ignoring attitude and children moral judgment.

In the study of Narindra Kumar (2000), the accepting attitude of the parents was found to have a significant effect on the development of moral reasoning.

- **Studies on Moral Judgment in relation to school climate**:

  Climate is to the school as if personality to the individual. Although there are few studies on the aspect of school climate and its relationship with the moral judgment of the children but other factors as characteristics, moral attitude of teachers, organizational techniques disciplinary techniques etc. paves way to get the large results, showing positive correlation between open climate of the school and moral judgment of the children.

  Teachers are the most powerful source of moral judgment of the children. Anderson et. al (1946) showed that the moral judgment of those students deteriorated to a large extent whose teachers had indifferent and ineffective moral attitudes. Morris (1955) found the secondary modern school pupils were much more conformist in their moral judgments than their grammer school counter parts. The former intended to base their judgments upon authoritarian and social sanctions while the latter displayed a facility for perceiving the principles upon which such judgments needed to be found. Castle (1958) in his study stressed that the teacher are the most powerful determinants of developing the ability of moral judgment of their children and found that teachers affect the conduct and moral judgment of their students.
Some studies have shown the relationship between different aspects of school characteristics such as classroom atmosphere which involves the teaching techniques and moral judgment. When considering the classroom environment as a factor in moral judgment it has been shown that specific teaching learning strategies can be employed to stimulate advancement in the moral judgment of the children. In an experiment designed by Blatt (1969) to stimulate the advancement in moral judgment, moral class room discussions were held and conflict laden hypothetical moral dilemmas were conducted. In pre and post-testing, students in those classes where issues were discussed, classified and supported and where teachers challenged the students into thinking one stage above (+1) their judged stage, significant increase in the level of moral judgment was noted when compared to the control group. These differences in changes were maintained when testing was repeated one year later. Similar results were also obtained with sixth grade adolescent students (Boyd, 1973).

The teacher is society's agent, the critical link in cultural transmission. It is his task to create a social, a moral being "through him, society creates man in its image." that says Durkheim (1973). Numerous researchers (e.g. Kay, Duskheim etc.) agree on this point that in the moral judgment of the child, the teacher is the most powerful determinant. It needs empirical confirmation to be convinced that a teacher can not avoid affecting the conduct of his students. Official reports throughout the present country confirm this view. They all sustain (1904) the view that teachers can endeavour by example and influence to implant in the children habits of industry, self-control.
and courageous perseverance in the face of difficulties, they can foster a strong sense of duty and instil in them the moral judgment and that consideration and respect for others which must be the foundation of unselfishness and true basis of all good manners.

In the words of Crowther Report (1959): "the teacher is a man who has honestly fought a philosophy of life which he would like his pupils to share." In a study conducted by Bhargva (1986), it was revealed that the variable of moral attitude of teachers and moral judgment of the children have positive and significant correlation with each other. Although the correlation value at concrete stage was higher ($r = .643$) than that was found at formal operational stage. ($r = .289$)

Peck and Havighurst (1964) and Illich (1971) reported in their studies that on authoritarian non-familiar school structure, not only prevents moral judgment level of the students but also induces moral immaturity while open school facilitates the establishment of pre-conditions of morality. A series of studies by Blatt and Kohlberg (1971) indicate that more restricted educational efforts to stimulate moral judgment can also have a significant effect on children. In one study, a class of ten sixth-grade met once a week for three months to discuss moral dilemmas. A majority of the students in the class showed significant increase in the moral judgment as compared with a set of control groups who discussed moral dilemmas on their own, without a teacher conducting the discussion. The Blatt studies suggest that by using procedures which are a little from those available to any teacher, it is possible to raise children’s level of moral judgment significantly.
and in a way that is sustained over time. Keasey (1971) revealed that the schools showed significant relation to moral judgment, which provided a rich social environment.

Plimption (1975), in his study on relationship of organizational climate of the school and moral judgment of the students, found that although some what higher moral judgment scores were achieved in those schools typed as being more open in climate than for those typed as more closed in the climate, the difference in the means was not significant but the open climate sub-test which were characteristic of more open climate school, showed significantly higher student moral judgment score. Steward (1975) reported that a democratic system is found to be most effective in terms of moral judgment.

Mecan and Bell (1975), in their study on a sample of 40 children aged 6 years to 11 years, between the different types of schools of different educational orientation, revealed that children demonstrated higher level of moral judgments, where self discipline was encouraged.

The results of study by Colby, Kohlberg, Fenton Speicher – Dubin and Lieberman (1977) indicated that students in a moral discussion group led by teachers in the context of a social studies class, showed a significant upward change in moral reasoning as compared to students in control classrooms where no moral discussions were held. In addition, Colby et.al (1977) found that more change in moral reasoning occurred for students who were in the process of stage transition, who were in classroom which consisted of students at diverse levels of moral reasoning and who had teachers skilled in
promoting reasoning at adjacent stages and who used a great number of discussion periods.

Rundle (1977), using a fifth grade classroom in which moral issues were taught by the experimenter and a teacher (29 hours) with in the context of class room democracy found that the experimental classroom (discussed and modified classroom rules using democratic procedures) showed significantly more change (one-half stage) than students in either the classroom with no moral dilemmas. This again suggests that the efficacy of moral education programme is in part a function of relevance of the dilemmas discussed. In addition Rundle (1977) found that children in the experimental cooperation task (brick-building) performed better than those in the control groups. It is important to recognize, however, that the group receiving moral discussion using hypothetical dilemmas was led by a teacher who had not received training in moral education procedures. Thus, the group differences may have resulted from differential levels of experience with Moral Education procedures rather than from exposure to real versus and hypothetical dilemmas.

Bajpai (1987) in a study, on a sample of 500 students (250 students who were given moral education and 250 students who were not given moral education) in the age range 6-11 years from III, IV and V grades, found that the level of moral judgment of students receiving moral education was much higher than those who were not receiving moral education. She also revealed that students with lower intelligence were also influenced by moral education though the influence was relatively little.
Mustapha (1990) made an investigation on 188 college students and compared two different approaches to the undergraduate general education curriculum in terms of their effect on level of moral reasoning. Situation in which students must formulate decisions in the moral domain occurred throughout the curriculum. Defining Issues Test was used as tool to collect the data. Results indicated that the foundation school was associated with higher levels of moral reasoning. It was because the foundation curriculum was organized around decision making and required students to formulate decisions of all kinds including decisions related to moral issue. It was concluded that the discussion of moral content issues and the deliberation that goes with it, may promote development of moral judgment.

- **Studies on Moral Judgment in relation to sex differences:**

  There are evidences from the studies that sex correlates with moral judgment and thus boys and girls differ in their pattern of moral judgment. Boys are more rebellious against discipline than girls and are less willing to conform to rules (Henry, 1957, Tuma, 1960). Boys misbehave more than girls do (Eaton, 1956). Bull (1969) found girls in advance of boys in all the areas of moral judgment. Thapa's (1976) study revealed that adolescent girls showed a consistent superiority over adolescent boys for all the values. In a study conducted by Tripathi and Mishra, girls were found to be at an early development stage of moral judgment than boys. It was found by Bandopadhyaya (1981) that girls showed moral maturity than boys in three areas, viz. attitude towards justice, equality and authority and collective responsibility in three others areas viz. moral realism immanent justice.
and guilt, there were no sex bias, but in efficacy of punishment, girls have less mature responses than the boys.

It was found by Krishnaraj and Balasubramanium (1985) that female students have more favourable attitude towards religion and thus towards moral judgment as compared to male students. Similar results were also observed by Sinha and Verma (1972). In Gupta’s study (1988) it was concluded that moral values of students are affected by parental aspiration, parental value and sex. Girls, in comparison to boys, were more receptive so far as the development of moral values are concerned because the boys did not show any positive results, but the girls made a positive shift in their moral values.

Bakken Linda, Ellsworth (190) conducted a study on moral development in adulthood (28-55 years old) and its relationship to age, sex and education.

Bakken et al., administered the moral judgment interview (MJI) at a non-random sample of 32 white males and 62 white females. Three age groups were established: 28 - 36 years, 37-45 years and 48-65 years. Findings indicate the continued development of moral judgments through middle adulthood for both males and females, although significant, gender differences was noted at each age level, with males scoring higher than females on the MJI. Educational level also demonstrated a relationship to moral development. Overall age appears to be a more determining factor of moral judgment for men, while for females both educational level and age appear significant.
Another study was conducted by Mwanwenda, Tuntufye S. (1991) on psychological aspects of sex differences in moral reasoning powers to men may be due in addition to over all cultural factors and to flaws in the assessment process.

Anhong, the objectives of her study, one objective was to find out the sex differences on moral maturity of children belonging to different socio-culture milieu and a significant difference was observed between boys and girls of an elite social group, the girls for the elite social group were found to secure significantly higher on moral maturity than the boys of that group.

However, there are certain studies where it was found that sex did not contribute towards moral judgment. Durkheim (1959) in her study, as to the effect of sex differences in children’s concept of justice revealed statistically insignificant differences. She reported that unlike other aspects of socialization, moral training pressures were not exerted differently towards boys and girls. Medinnus (1962) Irwan and Moore (1971), Jensen and Hughsten (1971), Rawan (1975) reported no significant differences between boy’s and girl’s responses on moral judgment. Marvin (1981) in his study found no significant correlation between moral judgment and sex. Study conducted by Pratap and Srivatva (1984) also revealed that there was not statistically significant difference between male and female students in their moral judgment. Singh (1984) in his study, “A comparative study of moral judgment in children.” On a sample of 180 children of V grade students found that boys and girls did not differ significantly in their moral judgment. Calculations of mean, S.D., standard Error of statistics to estimate the
parameter, C.R. and the usual picture of moral judgment followed a little change when it was studied in terms of sex and type of schools together.

- **Studies on moral judgment in relation to discussion of moral dilemmas:**

  Vasudev, Jyotsna and Hummel, Raymond C. (1987) studied "Moral Stage Sequence and Principled Reasoning in an Indian Sample." They investigated the cross-cultural generality of Kohlberg’s (1981) stages of moral development in Indian society by interviewing 112 males and females (aged 11-50 years) from an urban middle and upper middle class population on Kohlberg's dilemma. As analysis of variance (ANOVA) performed on the moral maturity scores indicated a significant effect of age but a non-significant effect of sex. A qualitative analysis of post convention oral reasoning among Indian adults revealed 2 themes:-(a) the adaptation of principles to real life dilemma and (b) the integration of indigenous moral and cross-cultural issues in morality that can not be assimilated in an overtly formalized theory of moral reasoning.

  Moran, et al (1988) made an investigation on 60 male delinquents between the age 14 and 17. The youths were assessed on Kohlberg's moral reasoning Test 20 non-delinquents were taken as control group. It was a study on moral development and moral action. Results revealed that the majority of the delinquent youths scored at the pre-conventional level.
• **Studies on Moral Development in relation to Other Methods:**

Three essential studies (Evans 1980), Hiffler and Edward (1980) and Peck and Blair (1987) could be traced in this category. The summaries of these research studies are given below:

Evans (1980) conducted a study on 96 students, 47 in experimental group and 49 in control group to ascertain the relationship of stages in moral development to knowledge of Kohlberg's theory of moral development for high school students. Multiple choice test developed by the researcher was used to assess the subjects knowledge of Kohlberg's theory, Kohlberg's moral judgment interview was administered as pre and post test. The findings do not permit conclusions regarding the stage development to the knowledge of Kohlberg's theory.

Pack and Blair (1987) studied "An Investigation of the effect of communicative techniques in the enhancement of moral reasoning." Using Defining Issues Test (Rest 1974) the study investigated the percentage. Sample comprised of 48 boys and girls of high school Results showed no significant change in P score between experimental and control group.

• **Some other Related Studies:**

Maternal disciplinary practices and their relation to development of moral judgment was studied by Saraswati (1978). The objectives of the study were:

1. To study the relationship between various maternal practices as reported by children and the development of moral judgment.
2. To determine the most effective disciplinary techniques for the internalization of morality.

3. To study class differences and sex differences, if any, as perceived in maternal disciplinary practices.

4. To study the nature of relationship between perceived maternal disciplinary practices and the development of moral judgment in boys and girls of two social classes.

5. To study the nature of perceived paternal disciplinary practices in a subgroup of boys and girls, and

6. To obtain information from a subgroup of mothers in order to establish a reliable technique of collecting data from mothers regarding their use of disciplinary measures and cross check and compare the responses of mothers and sons-on the same issue.

Data on moral judgment were available for a sample of 360 children from a previous project. A sample of 249 children who could be contacted from the original sample of 360 children of age group of 10-15 years, boys and girls from the upper middle and working class background were utilized for the present study.

The major findings were:-

1. There was a trend of negative correlation between maternal power assertion and MMS of children and positive correlation between maternal induction and MMS of children. The correlations were, however, clearly significant only in the case of upper middle class girls and approached zero in the case of working class boys.
2. There was a high usage of a mixed pattern of discipline i.e. use of both power assertion and induction. Upper middle class children whose mothers were perceived as using such a mixed mode of discipline scored significantly higher in MMS than those who perceived their mothers as using predominantly power assertion.

3. Power assertion was the predominant mode of discipline in both social classes. The highest usage, both in terms of frequency as well as intensity (beating, physical assertion of power) was reported by the working class boys.

4. There was a certain degree of consensus among children and mothers reports of disciplinary practices, more clearly so in the case of induction than with power assertion. Children reported a greater use of power assertion than mothers admitted, while the reverse was the case of induction.

5. A comparison of the children's report of maternal and paternal disciplinary practices indicated that both parents were seen as using more power assertion than induction, by both girls and boys. A moderate tendency for boys and girls to perceive the parent of the same sex as stricter than the parents of the other sex was evident across specific disciplinary situations.

Garg (1983) studied the children perception of parental disciplinary practices and its relation to development of personality needs, moral judgment and problem solving ability. The objectives were (i) To study the main effect of parental disciplinary practices and social class on personality needs, moral judgment and problem
solving ability of children belonging to the 10-15 years age group and (ii) To study the interaction of these variables while they influenced personality needs, moral judgment and problem solving ability.

The sample comprised 270 students selected by employing the stratified random sampling technique.

The Findings were :-

1. Moderate parental disciplinary (MPD) practice significantly promoted a need for achievement, a need for affiliation and a need for change. The parental mode of controlling children did not affect the need for order and ability to solve the children’s problem. A poor mode of parental control promoted in greater magnitude, the moral judgment of the children in comparison with strict and moderate modes of parental disciplinary practices.

2. Children belonging to age group of 10-11 or 13-14 years had significantly more need for achievement in comparison with those of 12-13 years old group. Children of 12-13 or 14-15 years had significantly better ability to solve problems and moral judgment in comparison to children of 10-11 or 14-15 years.

3. Children belonging to moderate as well as low social class families had more need for achievement in comparison with high social class family. Children of high social class or moderate social class had more need for achievement in comparison with those from low social class family.
4. Need for achievement was available at the age of 10-11 years only when this age group of children got moderate parental disciplinary practices. Children belonging to age group of 10-11 years, with parents controlling them in a moderate way, had the best pattern of need for affiliation. Children of age 12-13 years receiving moderate parental disciplinary practice had the best pattern of need for change.

5. The best pattern of need for affiliation prevailed in low social class children while other social class children showed that children belonging to high social class and receiving moderate parental control displayed the best pattern of need for change. The maximum magnitude of problem solving ability prevailed in moderate social class, where children received disciplinary pattern from their parents, whereas the minimum magnitude of problem solving ability prevailed in children of low social class, receiving moderate disciplinary pattern for the parents.

6. The best pattern of need for achievement prevailed at the age of 10-11 years only when they belong to low social class. A minimum magnitude of need for achievement prevailed in children of 14-15 years age range belonging to high class family.

7. The best pattern of need for achievement prevailed in children of the 10-11 years age group, belonging to low social class and receiving moderate parental disciplinary practices.

8. Poor parental disciplinary practices denoted in maximum magnitude the need for affiliation in children of age 14-15 years belonging to low social class.
9. The children of 10-11 years belonging to high social class had need for change than they got moderate disciplinary practices from their parents, but 14-15 years old children showed more need for change than they got strict disciplinary practices from their parents.

Gupta (1984) studied the moral development of school childhood. The main objectives of the study were:

1. To find out the stages of moral development of school children.
2. To study the moral reasoning of children of various age groups.
3. To find out the moral reasoning scores of children and compare them according to age and management and age and sex.
4. To compare the moral judgment of children of various age groups under the peer press and authority of orientation with respect to management, organization and sex.

The following were the main findings of the study.

1. Stage 1 (Immediate consequences) reasoning was used by the children at the age of 12 (50-80 percent). The use of reason of stage 1 declined sharply with the increase in age. Stage 4 (Generalised Comments) reasoning was completely absent at the age of 12.
2. Stage-2 (Partial Evaluation) reasoning was used by the children throughout from the age of 12 to 17 but stage 2 response decreased continuously.
3. Stage 3 (Full evaluation) reasoning was found to increase from 3.29 percent at the age of 12 to 40 percent at the age of 17.4.
4. Stage-4 (Generalized Comment) was found to increase slowly from the age of 13 to 15. As the child
matured, he used fewer and fewer arguments of reward and punishment, the dependence on the consequences decreased. There was a reversal of the order from 1 to stage 3 at the age of 17. The gain was clear ascendancy over stage 3 and stage 1. This proved that as the child advanced in age, his moral behaviour shifted from immediate consequences the fear of reward and punishment, to a generalised point of view.

2. The children from aided and government schools differed significantly from each other in moral reasoning.

3. Girls were superior to boys in moral reasoning.

4. Boys and girls of the same age group differed from each other but the difference was statistically significant only at the age of 15 and 16.

5. The older children give due weightage to the intention in making moral judgment in an adult approved direction.

6. The children of all ages subscribed to moral judgment in an adult approved direction in a conflicting situation. The child of the age of 15 subscribed mostly to adult orientation.

7. The children from aided schools showed more fluctuations (instability) in their judgment in subscription to adult orientation.

8. A gradual increase was observed in moral judgment among the children from Govt. Schools.

9. Girls showed faster development in moral judgment, including reasoning.
Bhargava (1986) studied the development of moral judgment among children at different age groups and its relationship with the variables of Home and Educational Environment.

The main objectives of the study were

1. To identify moral development trends among children from the concrete operational stage (8+ to 11+ years) to the formal operational stage (12+ to 18+ year)
2. To examine the variables of home environment with moral judgment at the concrete operational stage and the formal operational stage.
3. To examine the variables of educational environment with moral judgment at the concrete operational stage and the formal operational stage.
4. To determine the relative contribution of significant correlates (home and educational) of moral judgment to the prediction of moral judgment at the concrete operational stage and the formal stage.
5. To determine the sex difference in moral judgment with respect to its development in the 8 to 15 age group.

The sample of the study consisted of students, parents and teachers.

The findings of the study were:

1. There was a significant development of moral judgment from one age group to the next successive age group.
2. Mean score on moral judgment at the formal operational stage were significantly higher than those at the concrete operational stage.

3. The measures of home variable were positively related with moral judgment at the concrete as well as the formal operational stage. These measures were parental acceptance, parental avoidance, family relationship, moral attitude of parents, SES.

4. The factor structures underlying moral judgment, home and educational environment, were similar at concrete and formal operational stages. At the formal operational stage the factors were the group factor of organizational climate, the group factor of school characteristics and the group factor of home environment.

5. Home variable were significant predictors of moral judgment in terms of mother acceptance, SES and moral attitude of the formal operational stage, home environment was a significant predictor of moral judgment with respect to SES, mother acceptance, father acceptance, mother avoidance and the moral attitude of parents.

6. Educational variables were significant predictors of moral judgment with respect to the open climate of the school (intimacy, disengagement), the moral attitude of teachers, co-curricular activities and school traditions at the concrete stages. At the formal operational stage, predictors were humanized trust, open climate and psychological hindrance.
7. Children with both parents literate, children belonging to small families and the children belonging to religious families scored higher on moral judgment.

8. Children belonging to schools having morning assembly excelled in moral judgment over children of schools which did not have morning assembly.

9. Boys and girls scored equally well on moral judgment.

Urmil (1990) conducted a study entitled, “Personal and Educational Environmental factors as correlates of moral judgment among urban and rural senior secondary students.” This study provided a standardized tool to measure the ability of the moral judgment of urban and rural students for the age group from 15 to 18 years. Some of the findings of the study were:

1. Intelligence was found a good predictor of moral judgment of both urban as well as rural senior secondary students.

2. Most of the measures of family relationship inventory emerged as good predictors of moral judgment in both the urban and rural sample.

3. Two measures of family relationship inventory i.e. FRI-MA (family relationship - mother acceptance), FRI-FA (family relationship - father acceptance) emerged as good predictors of moral judgment of rural senior secondary students whereas these two measures - FRI-MA and FRI-FA were found to be weak predictors in predicting the moral judgment of urban senior secondary students.
4. School rules and school traditions were found to be good predictor of moral judgment in urban samples.

5. Teaching methods was found neither a good predictor of moral judgment in urban samples nor in rural sample.

6. Open school climate measure also proved to be weak predictor of in both the urban and rural sample.

Vandana (1993) conducted a study on the development of moral reasoning and its correlates. The main objectives of the study were:

a) **Primary Objectives**: 

1. To find the correlation between different dimensions of Mother Disciplinary Practices (MDP) and Moral Maturity (MM) of the subjects.

2. To find the correlation between different dimensions of family relationship and Moral Maturity of the subjects.

3. To find the correlation between different dimensions of school environment and Moral Maturity of the subjects.

4. To find the correlation between different dimensions of Home Environment and Moral Maturity of the subject.

5. To study the effect of sex on Moral maturity of the subjects.

6. To study the effect of locale on moral maturity of the subjects.

7. To study the effect of Father's Education on moral maturity of the subjects.

8. To study the effect of Mother's Education on moral maturity of the subjects.

9. To study the effect of Family Income on Moral Maturity of the subjects.
10. To find out the effect of Father's Occupation on Moral Maturity of the subjects.

b) Secondary Objectives:

11. To study the effect of locale on Power Assertion.
12. To study the effect of Mother's Education on Power Assertion.
13. To study the effect of Locale on Induction.
14. To study the effect of Mother's Education on Induction.

The main findings of the study were presented as follows:

A) Related with Mother Disciplines and Moral Maturity:
1. Power assertion is found to be negatively correlated with the moral maturity of the subjects, which means that higher Power Assertion, the lower will be the Moral Maturity.
2. Love withdrawal is neither correlated nor significantly affects the moral maturity of subjects. However, love withdrawal occurs where the child is loved by parents. Where parents do not love their children, love withdrawal has no effect on moral maturity.
3. Induction is positively correlated with moral maturity of the subjects and significantly affects it.

B) Related with Family Relationship and Moral Maturity:
1. Acceptance of the subjects by the parents is neither correlated nor significantly affects the moral maturity of the subjects.
2. Mother concentration is negatively correlated with moral maturity and affects it significantly. However, it is not found to be so, in case of father concentration.
3. Avoidance of the subjects by the parents is negatively correlated and significantly affects the moral maturity of the subjects.
C) Related with School Environment and Moral Maturity :-
1. Creative Stimulation, Cognitive Encouragement and Permissiveness are positively correlated with moral maturity. However, except the cognitive encouragement, both these significantly effects the moral maturity.
2. Acceptance, Rejection and Control by teachers neither correlated nor effects the moral maturity of the subjects.

D) Related with Home Environment and Moral Maturity :-
1. Reward and Nurturance given by parents are positively correlated with moral maturity of the subjects. Reward, significantly affects moral maturity.
2. Social Isolation, Deprivation of privileges and Rejection of the subjects are negatively correlated with and significantly affects moral maturity of the subjects by the parents.
3. Control, Protectiveness, Punishment, Conformity and Permissiveness of the subjects by the parents are neither correlated with nor effects the moral maturity of the subjects.

E) Related with Sex, Locale and other Aspects :
1. Girls showed more moral maturity than Boys.
2. Urban subjects showed more moral maturity than the Rural subject.
3. The children showed more moral maturity whose parents are highly educated than those whose parents are less educated.
4. Subjects whose father’s occupation is service, showed moral maturity in their reasoning than the subjects whose father’s occupation is agriculture.
5. Family Income does not play any role in the development of reasoning in the moral behaviour.

6. Rural and less educated mothers use more power assertion as a means of discipline, for their children.

7. Urban mothers use induction as a means of discipline, prominently.

Vijaya Luxmi (1998) conducted a study on the topic entitled "Moral Reasoning Among Pre-adolescents. A study of its developmental factors" on 198 boys and girls from three different schools of Delhi. The objective of the study were:

1. To compared the moral maturity between boys and girls at pre adolescent age.

2. To compare the moral maturity scores of the children belonging to different socio-culture milieu.

3. To find out the sex differences on moral maturity of children belonging to different socio-culture milieu.

4. To find out the correlation between different dimensions of the home environment and moral maturity among pre-adolescents.

5. To find out the correlation between different dimensions school environment and moral maturity among pre-adolescents.

6. To study the effect of disciplinary practices of parents on development of moral reasoning on pre-adolescents.

7. To study the effect of disciplinary practices of teachers on development of moral reasoning on pre-adolescents.
8. To study the development of moral reasoning among boys belonging to different socio-cultural milieu.

9. To study the development of moral reasoning among girls belonging to different socio-cultural milieu.

Major findings of the study were:

1. Boys and girls differ on moral reasoning.

2. Children belonging to different socio-cultural milieu do not differ in regard to moral reasoning. However, a significant difference was observed between boys and girls of an elite social group, the girls of elite social group were found to secure significantly higher on moral maturity than the boys of that group. In other social group that is the culturally and socially conscious subgroup and ruralities, there was no difference on moral maturity between boys and girls.

3. In regard to the relationship between parental disciplinary practices and the moral reasoning, there was no correlation between different disciplinary practices and the moral maturity. In the case of boys except one variable that is punishment where the relationship was significant but negative.

4. There was no relationship between different components of school environment and moral maturity score in respect of boys group.

5. In the case of girls four significant correlation were obtained between MMS and School Environment Scores:
i) Moral maturity had a significant positive relationship with creative stimulation.

ii) Moral maturity had a significant positive relationship with cognitive encouragement.

iii) Moral maturity had a significant positive relationship with permissiveness.

iv) Moral maturity had a significant negative relationship with rejection.

6. Socio-cultural milieu was found to have a significant relationship with moral maturity. In the case of children of elite social class, three components of home environment viz. punishment, social isolation and deprivation of privileges were found to have significant correlation with moral maturity. The first significant correlation was found to be between MMS and punishment which were negative. The second significant correlation was found with social isolation which was also negative. The third significant correlation was found with deprivation of privileges, this correlation was also negative.

7. In the case of children of socially and culturally conscious group there were only two significant correlation of MMS – One is with reward and other with nurturance. Both these correlations were positive. It is interesting to note that in the case of children of elite social class these two variables had no correlation with MMS.
8. In the case of children of rural set up MMS was found to have low significant correlation with any component of home environment and parental disciplinary practices.

9. MMS was found to have no significant correlation of school environment or teacher disciplinary practices on the children of elite social group. Similarly MMS was found to have no relationship with components of school environment or teachers behaviour in case of children of socio culturally conscious group also.

10. In the case of children belonging to rural set up creative stimulation on the part of teachers and permissiveness had a significant positive correlation with moral maturity of these children.

11. So far significant interaction effect were concerned there was a two way significant interaction between socio-cultural milieu and boys of socio culturally conscious parents group were found to have more moral maturity than any other group combination. These two groups were found to have almost equal scores on MMS.

12. There was only three way interaction found significant in the study. This significant three way interaction was between social isolation, sex and socio-cultural milieu. The unique combination obtaining the highest score on moral maturity was in the case of girls belonging to elite social group with social isolation.
13. From amongst the components of school environment scores, only one main effect was found to be significant. This significant main effect was in case of acceptance of the child by teacher. In addition to the main effect of acceptance and sex was also found significant. Further analysis in this regard showed that boys who were accepted by teachers scored higher on moral maturity than girls.

In the study of Narindra Kumar (2000), the focus was on the effect of value clarification model on moral reasoning of children.

The objectives of the study were:

1. To study the effect of value clarification of moral reasoning of both boys and girls.
2. To compare the effect of value clarification on the development of moral reasoning of both boys and girls belonging to different socio economic status.
3. To compare the effect of value clarification on the development of moral reasoning of both boys and girls at different levels of intelligence.
4. To compare the effect of value clarification on the development of moral reasoning of boys in relation to accepting attitude of parents towards their children.
5. To compare the effect of value clarification on the development of moral reasoning of girls in relation to concentrating attitude of parents towards their children.
6. To compare the effect of value clarification on the development of moral reasoning of both boys and girls in relation to avoiding attitude of parents towards their children.

Finding of the study were:

1. Value clarification technique has a positive significant effect on the development of moral reasoning of both boys and girls.

2. Socio-economic status of both boys and girls does not have a significant effect on the development of moral reasoning as a result of value clarification.

3. Intelligence has a positive significant effect on the development of moral reasoning of both boys and girls as a result of value clarification.

4. Accepting attitude of parents has a positive significant effect on the development of moral reasoning of children as a result of value clarification.

5. Concentrating attitude of parents does not have a significant effect on the development of children as a result of value clarification.

6. Avoiding attitude of parents does not have a signification effect on the development of moral reasoning effect on the development of moral reasoning of children as a result of value clarification.