CHAPTER - I

INTRODUCTION
Moral development is one of the most important developmental tasks from infancy to adulthood. Children develop morally just as they develop intellectually, socially and physically. A child's moral development is a gradual process passing through various succeeding stages just like mental, emotional or social development (Hurlock, 1968).

Morality, generally has been defined as a set of cultural rules of social action internalized by the individual. Internalization means the pressure to behave in terms of social or cultural rules from within and not from outside. This means that the control by others is replaced by self-control. The steady growth in such internalisation of basic rules is the index of moral development. There are three ways of studying the internalization of moral action: observation of behaviour, emotions and judgement. The internalization of rules through behaviour is measured by the intrinsically motivated conformity and resistance to temptation. The emotional internalization is revealed by feelings of guilt
after transgression of cultural standards. The judgemental aspect of morality is the ability to make judgements of right and wrong and to justify the standards maintained by oneself and others.

Corresponding to these three approaches to morality there are three directions in theory and research in the study of morality. They are: (a) learning theory, emphasizing the behavioral aspect; (b) psycho-analytic theory which emphasizes the emotional aspect and (c) cognitive developmental approach which emphasizes the judgemental aspect.

The judgemental side of the morality has been preferred in the present study for the following reasons:

1. Situational generality and longitudinal predictability are prerequisites for a meaningful study of socialisation (Kohlberg, 1969). Only studies on moral judgement fulfil this criteria i.e. they have shown clear age trends.

2. Studies of moral judgement do not assume temporal trait or construct stability, but show age-specific developmental trends and thus increase predictability.
Moral judgements tend to be universal and can be tested objectively. This is because the criteria for deciding whether judgements are moral are the reasons given for the rightness and goodness of the act.

Moral judgement is based on moral reasoning. When moral reasons are given for doing a certain act, the same reasons would be given to justify an evaluation of the act as right or a prescription that the act ought to be done. Thus, moral judgement includes evaluations as well as prescriptions. Colengalo (1977) defined moral judgement as 'the evaluation of actions, motives and character of people'. Liebert (1978) says that 'Moral Judgement is the perception of what one should do in situations involving moral dilemmas'.

Taking up moral judgement development within the framework of cognitive core in the present study means that the distinctive characteristic of moral reasoning is its active judgement. In addition, it also requires role taking which means assuming perspective of others. In other words, moral judgement is accomplished through cognitive structuring and restructuring of the perceived social environment.

Jean Piaget's theory (1932), originally derived from the general theory of child's conception of the world, is one of the most important works in the field of moral judgement.
His main aim was to study the mental processes and thought structure underlying the child's judgement in various problematical situations. He emphasized that as a child matures his moral judgement changes. The child, he said, begins with a morality of constraint, where the judgements are based on external authority and passes to the morality of cooperation, where the judgements are now dependent on social considerations.

Piaget constructed a model consisting of four stages of development through which an individual might progress. Further, he established characteristics and age ranges for each stage. Regarding the use of stage age in his model, Piaget wrote that "a typology of stage-age permits us to construct simplified models of reality and provides the study of the latter with irreplaceable dissecting instruments" (Piaget, 1960).

Piaget's four stages, each corresponding to specific age range and characteristics, are (a) the sensorimotor stage stretching over the age range from birth to approximately 2½ years, wherein the child plays individually and rules are irrelevant; (b) the preoperational or egocentric stage (Age range approximately 3 years to 7 years), characterized by child's play which to a certain extent is individual although
parallel with other children. The rules are followed to the extent that they can be recognized; (c) the concrete operational stage, age ranging from 8 years to 11 years, is characterized by the desire for mutual understanding. The child contends with his peers while observing common rules. However, at this stage children do not yet know the rules in detail and different children of this stage give contradictory accounts; and (d) the formal operational stage (Age range from 12 years to 16 years) wherein the children have thoroughly mastered their code. They even take pleasure in juridical discussions, whether of principle or merely of procedure, which may at times arise out of the points in dispute.

It is on the last two stages, that the present study is based upon, within the theoretical framework of Piaget's theory of moral judgement.

Piaget viewed moral judgement development as the result of a process involving the development of cognitive processes in conjunction with experiences of role taking, allowing the movement from moral realism to autonomy. He views moral stages as structured wholes forming a universal sequence in the direction of increasing maturity. The opportunities for participation and role taking in all basic groups to which the child belongs are important for moral judgement development. For a developing child the rough sequence in which he participates in groups is first family,
Development of moral judgement is thus a complex multifaceted phenomenon to which several different processes appear to contribute (Mussen, 1970). The 'environment' of the child is the most important force in affecting moral judgement development. According to Bloom (1963) "... we regard the environment as providing a network of forces and factors which surround, engulf and play on the individual. The environment is a shaping and reinforcing force which acts on the individual."

The most important environment in which the child develops socially, physically, mentally or morally is provided first at home and later at school. The nature of the child itself is such that it has to depend on elders for its need satisfaction. It learns to accept, imitate and internalize the values of its parents and teachers. It thus, becomes imperative to study the development of moral judgement in relation to home and school environment.

The home is one of the most important part of the child's 'social network'. Home is more than a mere living together of the members of the family. It is the environment, where the child forms his attitude towards life. Significant interactions take place here, during his early formative years which lays the foundation for his all round development.
These interactions result into various forces impinging on the child. These forces are differential functions of the individual as also of each family. As a consequence, each individual lives in a unique home environment. The variables in it are ecological in nature, yet may affect the child's moral judgement development.

Studies of Brown, Morrison and Couch (1947); Symonds (1949); Gough, Harris and Marvin (1950); Langdon and Stout (1952); Hallowitz and Stulberg (1954); MacRae (1954); Stevens (1955); Sears et al. (1957); Allinsmith (1960); Aronfreed (1961); Levine (1961); Unger (1962); Grinder (1962); Becker (1964); Burton et al. (1964); Hoffman (1968); Sollenberger (1968); Kohlberg (1969); Wood (1972); Lydiat (1973); Wallston (1973); Btaugh (1974); Bacon and Lerner (1975); Jones (1975); Parikh (1975); Rawan (1975); Santrock (1975); Gutkin (1975); Verma (1976); Stark (1981); DiCowden (1981); Marvin (1981); Hurley (1982); Edwards (1983); Leigh (1983); and many others show that family environmental factors are positively and significantly correlated with the level of moral judgement of children. Evidence suggests that conducive environment at home, the interactions between parents and children, parental practices and attitudes, disciplinary techniques, size of the family, broken homes, working mothers and religious influences at home, sex, socio-economic status and education of the parents go a long way in developing the morality and consequently the moral judgement of the child.
Next to the family environment, the other important agency in society for the development of moral judgement of the children is school. The schools serve as an extension of the home. They gear upward the program towards the development of the child. The school environment is one with which children interact for considerable periods of time. The climate of the school environment has been characterized as a "constellation" of interactions, customs and perceptions (Arnstine, 1971). Educational environment is a part of the total environment, which the child as a living organism continuously affects and in turn is affected by the various forces acting upon him.

The effect of educational environment on the individual in the field of moral development has been a subject of interest for exploration for many years. Studies of White and Lipitt (1960); Ryan (1960); Croft (1962); Wall (1967); Bennett (1968); Blatt (1969); Bar Yam and Kohlberg (1971); Keasey (1971); Illich (1971); Hickey (1972); Boyd (1973); McCann and Bell (1975); Stewart (1976); Verma (1976); Plimpton (1979); Hurley (1982) and many others have shown that educational factors are positively correlated with moral judgement. Studies suggest that from a host of educational factors specific classroom situations employing teaching strategies for advancing the level of moral judgement, the school climate, types of schools and the moral attitude of teachers have resulted in students achieving higher or more mature levels of
moral judgement.

Both home and school are therefore, potent forces in moulding a child's morality. It is reasonable to assume that when these two forces augment each other, their influence could be irresistible. Clearly, this complex interaction of parental and educational influence cannot be finally teased out into a simple pattern. This may be why, although different emphasis are placed on the home and school, most educators join in advocating that both should co-operate in the task of developing the child morally. Thus, co-operation between the home and school appears imperative.

In view of the above rationale and arguments, the present study entitled:

"Development of Moral Judgement among Children at Concrete and Formal Operational Stages and Its Relationship with the Variables of Home and Educational Environment"

was undertaken.

The study was directed towards the following objectives:

1. (a) To identify the moral developmental trends among children from concrete operational stage (8+ years to 11+ years) through formal operational stage (12+ years to 13+ years).
(b) To compare the moral judgement developmental trends at concrete operational stage with those of the formal operational stage.

2. (a) To examine the relationship of variables of home environment with moral judgement at (i) concrete operational stage and (ii) formal operational stage.
(b) To compare the degree of relationship of moral judgement and home environment at concrete operational stage with that of formal operational stage.

3. (a) To examine the relationship of variables of educational environment with moral judgement at (i) concrete operational stage and (ii) formal operational stage.
(b) To compare the degree of relationship of moral judgement and educational environment at concrete operational stage with that of formal operational stage.

4. (a) To identify factors with respect to home and educational environment which cluster together factorially with moral judgement at (i) concrete operational stage and (ii) formal operational stage.
(b) To compare the factorial structure underlying the home and educational environment and moral judgement at concrete operational stage with that of formal operational stage.

5. (a) To determine the relative contribution of significant correlates (home and educational) of moral judgement to the prediction of moral judgement at (i) concrete operational and stage and (ii) formal operational stage.

(b) To examine the conjoint predictability of home and educational variables towards moral judgement at (i) concrete operational stage (ii) formal operational stage.

(c) To compare the predictive efficiency of home and educational environment towards moral judgement at concrete operational stage with that of formal operational stage.

(d) To select the model of predictor variables which best explains the predictive efficiency of moral judgement.

6. To determine sex difference in moral judgement with respect to its development from 8+ to 13+ age groups.
Thus, the study is comparatively intensive and exhaustive. In addition to simply tracing the development of moral judgement and relating the variables of education and family to moral judgement, it will also extend its scope to identify the factor structure underlying the variables. It will also determine the predictive efficiency of home and educational environment factors in terms of combination of predictors, which best explain the development of moral judgement.

NEED OF THE STUDY:

Thoughtful people in all walks of life are greatly disturbed by the progressive erosion of values and the resultant pollution of public life. The fact that this crisis of values is as pervasive in schools, colleges, amongst teachers as well as students and parents as in other walks of life is seen as a highly dangerous development. It is therefore, being urged that the process of education should be reoriented. The young people should be made to realise that exploitation, insecurity and violence cannot be contained, nor can an organized society be sustained without adhering to and enforcing some norms of social and moral behaviour. Learning from past experience, it is expected that a coherent and an operationally viable system will be made a part of the educational processes based upon

In this technical world of ours which is progressing towards modernization, education plays an essential role. One sure way to modernize quickly is to spread education. However, modernization does not mean a refusal to recognize the importance of or to inculcate in the minds of the people necessary moral and spiritual values and self-discipline. Modernization aims, amongst other things, at offering to every individual a different way of life with a wider variety of choices. While this freedom to choose has its own advantage, it also means that the future of society will depend increasingly upon the type of choice each individual makes. This would naturally depend upon his motivation and sense of values. He might make the choice either with reference entirely to his own personal satisfaction or in a spirit of service to the community and to further the common good. The expanding knowledge and the growing power which it places at the disposal of the modern society must therefore, be combined with the strengthening and deepening of the sense of social responsibility, and a keener appreciation of moral values (Kothari Commission, 1964-65).

The weakening of moral values in the younger generation is creating many serious social and moral conflicts. A desire is already there to balance the knowledge and skills which science
and technology bring with the values and insights associated with morality. It is important, thus, to examine the proper moral orientation to our home life and educational system.

In this age of industrialization and urbanization most parents are ill-equipped in transmitting the moral skills. This only emphasizes that the educational system must accept its responsibility as an agent of socialization (Bernstein, 1971; Durkheim, 1960). The view that schools should undertake this task can appear in moderate or extreme forms. Some are content with schools merely transmitting a uniform culture and producing good citizens; others demand that the production of morally mature citizens is the responsibility of schools. They also insist that schools should examine the process by which men and societies develop and change the moral values by which the individuals live (Vickers, 1968). Whatever kind of demands the people make, they are all unanimous about the need for inculcating moral values among their children through the school as a moral agent.

At the same time, to develop a more mature and integrated moral system amongst children the home is an implicit moral agent. The kind of home a child comes from has a powerful influence on his character. The home largely determines his personality and influences his ethical codes. It is on the basis of his contacts with family members that the
child develops his attitude towards people, things and life in general. The home is intermediate between the individual and society. The need is thus felt to study the home environment of the child in relation to his moral judgement. A study of home life opens up new vistas of research.

The diversity existing within our contemporary society places the child in the position of dealing with increasingly complex moral issues and situations. To develop the child, capable of reasoning and acting from a position of moral maturity has been a goal of home and school. And this capability should be fully exploited so that morally mature young men and women may develop in the society. Moral maturity can take place only when one can identify the environmental factors which lead to mature moral judgement on the part of the individual. Hence, the need for the present study. If a significant relationship be found between levels of moral judgement and home and educational variables in the present study, additional information will be gained towards a better understanding of what factors do in fact influence moral judgement. This knowledge is important to educators and parents alike, who can then depending upon their ability bring desirable changes and eliminate those environmental determinants which hamper the moral judgement development of the child. If a favorable environment can be provided both at home and school for the child to develop morally, benefits
will accrue to family, school, and to the society as a whole.

Despite the fact that attention is being focussed on the area of development of moral judgement, there is a paucity of literature in this field. The studies are few and scattered. In this modern age when the need is being felt to inculcate moral values in children, it becomes an essential step to know about the environmental variables which interact and affect their moral judgement.

The present study is one such attempt which is addressed to certain basic questions pertaining to the nature of development of moral judgement in the perspective of home and educational environment.

In general, what can be claimed for the need to study moral judgement, holds equally true for this study as well. Arguments given earlier in this chapter also reflect the need for strengthening the conceptual framework of moral judgement. It is hoped that the correlations, factorial approach and multiple regression employed to study the home and educational correlates of moral judgement, would enable a stable picture of moral judgement development to emerge. It may further be helpful in identifying correlates of moral judgement which may be utilized for nurturing and harnessing the potential of moral judgement adequately.
DELIMITATIONS OF THE STUDY:

(1) The sample at concrete operational stage covers the mean ages as viewed by Piaget (i.e. 8+ to 11+), while at formal operational stage all the age groups from 12+ through 16+ (as viewed by Piaget) could not be taken up, primarily for reasons of change in school environment at 14+, at which age children studying in middle school shift to high or higher secondary schools. The present study confines itself to the sample of age groups of 12+ and 13+ at formal stage which ensures the completion of transition from concrete to formal operational stage.

(2) It is assumed that students falling in the above age range have reached their respective stages. The assessment as to they have really reached these stages have not been made through Piagetian tasks.

(3) The study will be limited to the sample drawn from urban population.

ORGANIZATION OF CHAPTERS IN THE REPORT:

Having presented the rationale for the present study and need for studying moral judgement in the Introductory chapter, Theoretical Viewpoints regarding the development of moral judgement and its relationship with home and educational
environment forms the content of chapter II. Chapters III and IV are devoted to Review of Related Literature and Methodology and Procedure respectively. The next four chapters (V, VI, VII, VIII) deal with Analysis and Discussion of Results simultaneously, wherein an attempt has also been made to furnish a global picture of different types of enquiries. Summary and Conclusions form the content of the last chapter (IX), which gives the overall view of the whole research report. A bibliography and appendices will be attached at the end of the research report as usual.