CHAPTER - III

REVIEW OF RELATED LITERATURE
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In this chapter, an attempt has been made to present a review of related studies, with a view to arriving at the trends of results with regards to development of moral judgement, and its relationship with selected Home* and Educational** variables as to formulate relevant hypothesis of the study. Due to the paucity of literature in this field, the studies presented in this chapter are scattered and very few.

The review of Moral Judgement and its development, Moral Judgement and Home Environment and Moral Judgement and Educational Environment have been presented in separate sections.

* (acceptance/rejection by parents, disciplinary technique, broken homes, size of the family, working mothers, education of the parents, moral attitude of the parents, age, sex and SES).

** Organizational Climate, open climate, teaching strategies, moral attitude of the teachers, moral education, religion affiliated schools.
Gesell (1956), Buber (1958) and Hemming (1960) were of the view that a pattern of moral development can be seen in the life of the child. Piaget (1932) in his study reported that a developmental pattern can be traced in the moral judgement of the child when he moves from one stage to another, from morality of constraint towards morality of cooperation. Havighurst and Taba (1949) also reported that a developmental pattern can be discerned. This, they said, is due to maturational process which displays common patterns of moral behaviour. McKnight (1950) showed clearly in his study that different moral behaviours of judgement coincide with different stages of mental and physical development. Peck and Havighurst (1960) in a similar vein reported that behind every moral behaviour lies a pattern of sequential development which preserves continuity of conduct as a child grows up and from where a clear scheme of development of moral judgement can be traced. That the development of moral judgement takes place can be seen in the study of Lydiat (1973), he took a sample of children aged seven to twelve years of age. The results of his study showed that immature forms of moral judgement were replaced in older children by more mature forms. Parikh (1975) in his study reported that there are hierarchical stages in moral judgement development and these stages are approximately related to age. As the child grows, the development in his moral
judgement also takes a more mature form. Hurley (1982) also reported similar results, that the development of moral judgement is sequential and a pattern can be traced with the age of the child.

The review indicates the possibility of definite trends of development of moral judgement just like other types of development. However, the paucity of research justifies more intense efforts involving longitudinal and cross-sectional studies in this area, in order to identify and establish pattern of moral judgement development.

MORAL JUDGEMENT AND HOME ENVIRONMENT:

Data from a number of studies show that a child's tendency to feel guilty about doing something wrong is related to a number of factors prevalent at home.

Moral Judgement and Parent Acceptance/Rejection:

Maintaining close affectionate relationship with the child and using training techniques that are capable of arousing unpleasant feeling/reaction in the child about his misbehaviour, independently of external threat, promote the development of high level of moral judgement. Parental warmth and affection has been considered important in the moral judgement of the
child. When the adult is nurturant, the child is likely to like and accept that person more. Parental acceptance operates as a background factor in moral judgement whose function is to orient the child positively towards the parent (Kohlberg, 1969; Hoffman, 1970).

In Symond's study (1949) on the moral traits developed by children who were accepted by their parents and children who were rejected by their parents, it was found, that "accepted" children were described as more co-operative, loyal, honest, calm and emotionally stable, while "rejected" children as overactive and more inclined to stealing and lying. Langdon and Stout (1952) in their study revealed that for a mature moral judgement the most common element in all the home environment was the acceptance of the child by its parents and the warm and permissive climate at home. Similar kind of results were reported by Sears, Maccoby and Levine (1957). In their study on parental warmth and moral judgement they found a significant and positive correlation between maternal warmth and affection and level of moral judgement. They further reported that boys with "accepting" fathers with whom they presumably identified, manifested more guilt following wrong doings and had higher levels of moral judgement than boys with "rejecting" fathers. Davitz (1958) reported that punishment by rejection of the child and moral judgement of the child are inversely related to each other, as this kind of punishment gives rise to fear and the
child lives in an interpersonal world of constant threat. Hallowitz and Stulberg (1959) reported in their study a significant correlation between high level of moral judgement and accepted children and between low level of moral judgement and rejected children. Parental warmth and affection was found to be a significant factor contributing towards moral judgement in the studies of Allinsmith (1960), Aronfreed (1961), Unger (1962). They reported that child manifests internal reaction to transgressions and adopt moral standards which he feels are essential for moral judgement. The kind of moral standard a child adopts and the level of moral judgement he reaches is fostered by the presence of parental warmth and love. Hoffman (1963) in his study in a similar vein revealed that boys aged 7-8 years with internalized standard of morality said that their parents were affectionate and did not use force or threat in disciplining them. Hammer (1964), Spock (1974) and DePalma (1975) in their study on psychiatric patients showed that these patients experienced more psychological than physical punishment during their childhood. Their level of moral judgement was found to be low. If withdrawal of love, they added, is repeated too often as a punishment it can have a devastating influence on the moral judgement of the child and on the child's personality as a whole. Parikh's (1975) study regarding family factors showed that the extent of encouragement given by the parents in the discussion of moral dilemmas, extent
of induction used by the parents and extent of affection shown by the parents were favorable conditions for the development of moral judgement. The results also showed the trend that the relationship between the mother's accepting behaviour and children's moral judgement was stronger than the relationship between the father's accepting behaviour and children's development moral judgement. This study was done on the age group 13 year olds and 16 years olds.

Moral Judgement and Disciplinary Techniques:

There are four categories of discipline methods and indices of internalization according to Hoffman (1970). The four discipline methods are: (a) use of power assertion; (b) withdrawal of love; (c) induction; and (d) affection or acceptance. The respective indices of internalization are: (a) resistance to temptation; (b) experience of guilt; (c) internal versus external orientation; and (d) tendency to confess. Disciplinary techniques may be strict or liberal, autocratic or democratic. The effect of these techniques on moral judgement has been studied by many researchers.

Brown, Morrison and Couch (1947) in their study found a general tendency for such traits as honesty and responsibility to be associated with children who were permitted opportunities for democratic participation in the
Havighurst (1952) introduces a new note, based on results in a eight year study in which he maintains that consistence of discipline is positively related to the development of moral competence. He says that there is moral orderliness in the world and that a reasonable degree of social conformity is realistic and desirable. Another study on disciplinary techniques was carried out by MacRae (1954). He attempted to test directly the relationship between the nature of a child's moral judgement and the disciplinary techniques used by parents. Moral judgement tests and questionnaires about parents were administered to boys between 5 and 14 years of age. Analysis revealed that boys who were strictly controlled by their parents, currently or in the past, tended to conform rigidly to adult dictated regulations. Compared with the children of less strict parents, these boys were more likely to make moral judgements primarily on the basis of "such moral prescriptions as respect for propriety, obedience to teachers and veracity". Hoffman (1963) in his study revealed that the children who had developed internalized standards of morality had parents who were democratic and did not use force or threat in disciplining them. In a similar kind of study Sollenberger (1968) attempted to show that children who had overly strict parents had not developed internalized standards of morality and were more prone to be sly and dishonest. The fact that overly strict discipline by parents is inversely related to higher level of moral judgement was shown by Gutkin in his study in 1975. Gutkin in the study
on "maternal discipline and children's judgement of moral intentionality", wanted to find out whether the behaviour that mothers report they would use in situations, involving intent and damage, bears a relation to the kind of judgement that their children make about similar situations. There were 12 subjects, forty children from grades I, III and VI. Each student was tested individually on four story-pairs resulting from pairing each of the two values of intention (good and bad) with each of the two values of damage (heavy and light). Mother's punishment response were based on the intent shown by the child in the stories. The results revealed that no relation was computed between the intentional level of children and the extent to which mothers reported that their discipline practices would be determined by consideration of intention. A majority of mothers reported that they would be influenced by their children's intentions rather than by the amount of damage they caused, thereby supporting Cowan et al.'s suggestion that parents do not provide their children with consistent models for damage-based responding. The conclusion that power assertive discipline by parents is associated with less advanced moral judgements in children was given further credence. Leigh (1983), in his study on the 'influence of child rearing attitudes and identification with father's on daughter's level of moral reasoning' showed similar results. He confirmed the results that the democratic disciplinary attitude is significantly
related to higher moral levels. Also, there was a positive relationship between the father's child rearing practices and identification with father's on the daughter's level of moral reasoning.

Moral Judgement and Broken Homes due to Death or Divorce of Parents:

The effect of broken homes on the moral judgement of the child is very crucial. Broken homes may be either due to the death of a parent or parents or due to divorce or temporary separation. Bossard and Boll (1966) in one of their studies on the effect of the loss of mother due to death on the development of the child found that the loss of mother is more damaging than the loss of father. The care is then taken by others whose child training techniques differ from those used by the mother. Also the child now gets less affection and attention. This lack of affection leads to stagnation in development of the child. Also, less affection does not lead to the development of moral judgement in an adequate way. In a similar kind of study Jones (1975) revealed that loss of father due to death is damaging when the child is growing older. With the loss of father, due to emotional trauma the mother is not able to give due attention to the child. This eventually leads to a lower level of moral
judgement. Jones adds that, should children lose both parents the effects are doubly serious. A home broken by divorce can be more damaging to children and to family relationships than a home broken by death. Hoyman and Froiland (1976) reported 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 development of moral judgement. A study related to father absence, divorce and power assertion technique was carried out by Santrock (1975). He hypothesized that father absent boys will be less advanced in moral judgement than father present boys; that boys from divorced homes will display a lower level of moral judgement than boys from widowed homes; and perceived maternal affection is related positively to moral judgement whereas power assertion and love withdrawal are negatively related. There were 120 boys, half from father absent homes and half from father present homes; fathers were absent either due to death or divorce. Results indicated few differences when computed between father absent and father present boys when IQ, SES, CA and sibling status were held constant. However, father absent boys were reported by their teachers as less advanced in moral judgement than father present boys. The sons of the divorced women indicated more social deviation but were more advanced in level of moral judgement.
Moral Judgement and Education of the Parents:

Various studies show that the educational standards of the parents play a vital role in determining the development of the child. IQ and cognitive development are aspects of moral judgement. Therefore, when it was seen that Fraser (1959) in his study reported an 'r' of the magnitude of .423 between the parents education and IQ scores of the children and also when Stevenson et al. (1976) reported a significant correlation between parents' education and cognitive development, an indirect link was formed between the education of the parents and moral judgement of the child, since moral judgement is a function of cognition and intelligence.

Moral Judgement and Family Size:

The size of the family bears some relation with the development of moral judgement. The influence of the size of the family on moral behaviour of children has received some attention from researchers but no general conclusions can be drawn. It is generally agreed by sociologists who have done intensive studies of the effects of family size, that all things considered, the medium sized family is probably the best from the point of view of healthy family relationship and the large family is probably the worst. The studies of Adams (1972), Russell (1974), Neville and Damico (1975) Forer
(1976), Scheck and Emerick (1976) show that large families are unplanned and therefore there is marital friction due to necessary personal and financial sacrifices. Children are denied outside companionship; there is strict parental control and all children are not given equal attention. This often leads to misdemeanour on the part of the children like lying, stealing, bullying, teasing and truancy and consequently towards lower level of moral judgement.

Moral Judgement and Working Mothers:

The effect of working and non-working mothers on the development of moral judgement of their children has been investigated through various studies. Biller (1971), Brofenbrenner (1975) in their studies reported that when mothers work outside the home and children are cared for by relatives or neighbours it leads to the child's neglect and rejection by the mother. The child gets less attention than he is entitled to. This leads to the maladjustment in his all round development and consequently in moral judgement development. In a similar vein Wood, 1972; Wallston, 1973; Etaugh, 1974; Bacon and Lerner, 1975. reported that when mothers work outside the home, opportunities for social life and recreation with the family are usually limited. Working mothers are viewed less favourably than the mother who stay at
home. This unfavourable attitude of the child towards the
mother mars the development of the child; his moral attitude
and code of conduct are not properly developed due to lack
of time on the part of the mother. Nevertheless, it cannot
be denied that the effect of the mother's working on the moral
judgement of the child depends to a great extent on the child's
age at the time the mother starts to work.

Moral Judgement and Moral Attitude of the Parents:

Davids and Holden (1970) said the importance of parental
attitude towards moral judgement comes from the fact that once
formed they tend to be persistent. Attitudes affect the
relationship the parents have with their children even into
adult years.

Stevens (1955) showed that mother's attitude affects the
moral judgement of the child. Allinsmith and Greening (1955)
revealed that the kind of moral attitude the parent adopt is
a significant variable leading to a differential effect on the
moral judgement of the child. Sears, Maccoby and Levine (1957)
in their study proposed that available identification may be
the major motivational factor in child's adoption of parent's
standards. In a study done by Hawkes, Bunchinal and Gardner
(1960) as regards to the moral attitude of the parents and the
moral judgement of child, the results revealed that positive moral attitude of parents bear a significant and positive correlation with higher level of moral judgement of the child. Again the findings from the United States on family determinants of moral judgement by Holstein (1968) and Shoffeit (1971) are consistent with the idea that the parents who provide a model of being rational, morally mature and responsible towards their children are likely to have morally mature children. Holstein (1971) again revealed that there was a significant correlation between the moral attitude of parents and the moral judgement of the child. The higher was the moral standards of the parents, the higher would be the child's level of moral judgement. He found this relationship more stronger for mothers than for fathers.

Moral Judgement and Age, Sex and Socio-economic Status:

To find out whether the factor of sex contributed towards moral judgement of child or not, various studies, were carried out. Some studies revealed that sex was correlated with moral judgement, but by and large, it was found that sex did not contribute towards moral judgement. Durkin (1960) addressed her inquiry specifically to investigating sex differences in children's concept of justice, but statistically significant differences were not revealed. She concluded that unlike other aspects of socialization, moral
training pressures are not exerted differently towards boys and girls. Whiteman and Kosier (1964) in their study relating to sex, hypothesized that girls because of their maturational advantages and parental pressures relating to impulse control would manifest superior ability to formulate moral judgements when compared with boys of the same age. However, they found that the hypothesis was not significantly supported. Boehm and Nass (1962), Irwin and Moore (1971), Jensen and Hugheston (1971), Medinnaus (1962) report no significant differences between boys and girls responses on moral judgement. Grinder (1964) found girls to show greater moral maturity. Bull (1969) found girls in advance of boys in all the areas of moral judgement studied. Magowan and Lee (1970) considered that differences found by investigators between sexes may be an artifact of the measuring instrument.

Age and SES are the factors which contribute towards the development of moral judgement. This has been proved by many empirical studies. Lydiat (1973), in his study on development of moral judgement in children took a sample of 368 children, aged seven to twelve years, and gave them six tests of moral judgement adapted from Piaget (1932). The results of his study revealed that, generally immature forms of moral judgements were replaced in older children by more mature forms, but elements of immature judgements could still be discerned in children upto 12 years of age. Less well organised system of
moral judgement was possessed by younger children while older children appeared to have a more stable and consistent system. No significant difference could be established between the patterns of response of boys and girls. Certain social class differences were demonstrated which suggested the advantage which middle class children have. Similar results were found by Rawan (1975) in his study of 'effect of age, sex, intelligence and social class on children's moral judgement - an examination of Piaget's theory in a cross-cultural perspective'. There were 160 Afghanistani subjects. Forty each at four age levels—7, 9, 11 and 13. The results of his study revealed that age was positively and significantly related to moral maturity and IQ and SES were positively and significantly related to moral judgement. However, sex showed no such relation. Age contributed most to the prediction of moral maturity. Another study on age and sex by Verma showed similar results. Verma (1976) conducted a study on 300 children from 6-11 years of age. Half of them were studying in mission school and the other half in non-mission schools. She divided the children into three age groups 6-7, 8-9, 10-11 consisting of 50 boys and 50 girls in each group. The differences between the three age groups were significant at .01 level showing a decreased in 'no knowledge' with increase in age and conceptual knowledge with age. The values most frequently known in all the three age groups were stealing, lying, truthfulness and forgiveness. The values least known were ahimsa, sense of duty, purity and virtue. As regards
sex differences, it was found that there was hardly any difference in children below 9 years, the coefficient of correlation being 0.91 and 0.75 in the two groups. But, in the 10-11 age group the coefficient was only 0.44. In a study conducted by Tripathi and Misra (1981), to examine the development of capacity for moral judgement in 120 children with respect to sex and economic status on the age group- 6-7, 8-9, 10-11, the results revealed that Age by Sex and Age by SES, interactions yielded significant relations. It was also found that the capacity for moral judgement increases with age, and moral judgement among children was influenced by different levels of SES. Girls were found to be at an early development stage of moral judgement than boys.

Marvin (1981) in his study found no significant correlation between moral judgement and variables of age, sex, religion, SES and discipline. Hurley (1982) studied the relation of social interactional variables with the level of moral judgement. Hurley in his study "an investigation of social interactional variables" related to level of moral judgement among catholic high school girls, studied the relation of the level of moral judgement with the following social interactional variables; religious education, influence of family environment, SES, age and grade levels. He found significant correlation between moral development and religious education, family influence, SES, age and grade levels. In an another attempt to study the relation between moral judgement
and SES a research by Edwards (1983) on 'Socio—Economic influences on Moral Reasoning' was carried out. He aimed at the relation between moral reasoning and socio-economic environment within which the individual develops, social class of origin, of aspirations and of attainment. Moral reasoning was assessed through Kohlberg's Moral Judgement interview. Findings have revealed the existence of relationship between father's occupational status and individual's moral reasoning.

The following trend of results can be teased out of the above empirical researches on the relationship between home environment and development of moral judgement:

- Parental warmth, affection and their accepting attitudes is found to be associated with higher levels of moral judgement.
- Democratic discipline at home is one of the factors in fostering the moral judgement.
- Loss of parents either due to death or divorce relates inversely to the moral judgement.
- Size of the family bears some relation to the moral judgement.
- Mothers working outside home may affect the moral judgement of their child.
- Education of the parents and moral judgement of the child seems to be related to each other.
- Moral attitude of the parents and the development of moral judgement of the child are interdependent on each other.
- Sex does not seem to contribute towards moral judgement.
- Age affects the moral judgement of the child. Moral Judgement increases with the increase of age.
- Socio-Economic Status seems to be associated with moral judgement.

Thus, a study of home life can achieve a functionary philosophy of personal and family living. The kind of home a person comes from has a powerful influence on the child's moral conduct. The home largely determines his personality and influences his ethical code.

MORAL JUDGEMENT AND EDUCATIONAL ENVIRONMENT:

In schools, children get supreme privilege and opportunity to form moral values and attitudes, which it is hoped will enable morally mature young men and women to emerge. At the moment, almost all educational endeavour seems to be devoted to academic excellence. Consequently, most moral education
occurs incidentally. While one can do little to affect
the homes from which the children come, the schools can be
modified to which they go.

The literature reviewed in this chapter is closely
related to the relationship of development of moral judgement
and organizational climate, open climate of the school,
classroom atmosphere, religious schools, moral education and
teachers role.

Moral Judgement and Organizational Climate/Open Climate
of the School:

Cornell (1955) in possibly first assigning the term
'organizational climate' to the structure, processes and inter-
relation within an organization, described a blend of inter-
pretations by persons within the organization as regards to
the leader behaviour and social relations. Focussing specifically
on the organization within a school setting, Halpin and Croft
(1962) suggested that the climate was to the school what the
personality was to the individual. Research involving the
concept of organizational climate has focussed primarily on 3
specific areas — (1) the establishment of valid climate measures;
(2) the relationship of organizational climate to variables of
personality measures, socio-economic status, school location,
school size, community characteristics and (3) the studies relat-
ing organizational climate to measures of student achievement.
Thus, while literature was found to be silent on the aspect of organizational climate and development of moral judgement, numerous theorists have implied in their writings such a transactional relationship. A lone study was found which specifically related organizational climate to levels of students' moral judgement. In the study conducted by Plimpton (1975) on the relationship of organizational climate of the school and moral judgement following results were revealed. It was found that although somewhat higher student moral judgement scores were achieved in those schools typed as being more open in climate (on the continuum of OCDQ) than for those typed as more closed in the climate, the differences in the means was not significant. Thus, the major hypothesis that 'students attending more open climate schools will have a higher level of moral judgements than students attending more closed climate schools' did not receive support, but the OCDQ sub-test which were characteristic of more open climate school, showed significantly higher student moral judgement score.

Open climate of the school, is then one of the measures of organizational climate which has been found in various studies to be a significant factor contributing towards moral judgement. A more open democratic environment characteristically allows for greater student involvement and, it is hoped,
reflection in making decisions and judgement. Morris (1969) and Illich (1971) reported in their studies that an authoritarian non-familial school structure, not only prevents moral judgement development but also induces moral immaturity, while the open schools facilitate the establishment of preconditions of morality. In another study on open school climate, Keasey (1971) found that schools which provided a rich social environment, one which was participatory, showed significant relation to moral judgement. Stewart (1975) in his study reported that autocratic system provides a ceiling effect and a child studying in such schools is less likely or even unlikely to ever experience principled morality. A democratic system, he reported, is found to be most effective in terms of moral judgement. An open climate is closely related to the level of moral judgement. A significant research was done by McCann and Bell (1975). They examined the educational environment and the development of moral concepts, where the development of moral concepts in two types of schools of different educational orientation, one based on the theory of Freinet (democratic type) and the other conventional school, was seen. Results revealed that children attending the Freinet school demonstrated higher levels of moral judgement for all moral stories combined. In Freinet school structure, self-discipline was encouraged and such practice enhanced moral judgement. In this study, 40 children formed the N of the sample aged 6 years to 11 years. The groups were matched on CA, IQ, school grade, sex, religion
affiliation, occupational level of father and number of children in the family. The stories given were adapted from Piaget (1932). McCann and Bell concluded their study by reporting that the school can be a powerful source of influence on moral judgement in the primary school years, even in a socio-economically and intellectually homogenous population.

Moral Judgement and School Characteristics:

The literature is silent on the relationship between moral judgement and school characteristics. Some studies, however, show relationship between classroom atmosphere and moral judgement, which involve the teaching techniques, which is an aspect of school characteristics. When considering the classroom environment as a factor in moral judgement it has been shown that specific teaching-learning strategies can be employed to stimulate advancement in individual's moral judgement. Blatt (1969) designed and implemented an experiment in classroom moral education. To stimulate the advancement in moral judgement, model classroom discussions were held and conflict laden hypothetical moral dilemmas were conducted. In pre and post testing, students in those classes where issues were discussed, clarified and supported, and where teachers challenged the students into thinking one stage above (+1) their
judged stage, significant upward change was noted when compared to the control group. These differences in changes were maintained when testing was repeated one year later. This kind of intervention research was replicated with 6th grade students, adolescent students (Boyd, 1973) and prisoners (Hickey, 1972) with similar ascending stage movement.

Moral Judgement and Religion Affiliated Schools:

Many interesting results have been obtained in the study done on religious and non-religious schools. Boehm (1962) in her study reported that catholic children regardless of socioeconomic class or intelligence level scored higher on moral judgement at an earlier age than public school children. She concluded that this difference can be explained by the encouragement given to catholic children towards confession and insights gained into the motivation of actions. Boehm's (1963) findings were interpreted as reflecting the influence of specific religious/moral philosophies. Her general conclusion was that the schools produced variations in the context of conscience. Difference in the performance on moral judgement task was found significant between catholic school and public school by Robinson (1976), in a study on comparison of the effects of selective catholic and public schools on the moral judgement of their respective students. He concluded that changes in moral judgement were more likely to occur in catholic school. Significant distinctions in the moral reasoning
abilities were also apparent. This difference favored the catholic school and indicated that students from this learning environment have better reasoning abilities than the students from public schools.

In other studies on religious school and non-religious schools, no significant difference were found between the moral judgement of these two schools. In a study, Whiteman and Kosier (1964) found slight trends in favour of members of sunday schools, but they were not statistically significant and creditable. Similar results were found by Kohlberg (1964) in his study, where he found no difference in the development of moral judgement between public schools and catholic schools. In a similar vein Bull (1969) in his study reported scattered, unpatterned and inconsistent associations between moral judgement and church affiliation. In a study by Armsby (1971), while a higher percentage of catholic children made intentionality judgements in the study, there was no significant difference between the moral development of catholic and public school children. Verma (1976) in her study on missionary and non-missionary schools and development of moral judgement found hardly any difference between the two schools. The coefficient of correlation were 0.95, 0.68 and 0.87 for the age groups 6-7, 8-9, 10-11 respectively. It was assumed in the study that moral instructions would improve moral knowledge and moral behaviour.
Moral Judgement and Moral Education:

As regards the inclusion of moral education in the school curriculum, Elvin (1964) felt that there is no future for moral education in the school if it is tied to religious instructions and is not taken in its own right. Selman and Lieberman (1975) evaluated the effects of a semi-structured group discussion approach to moral education on the level of usage of moral intentionality. The evaluation consisted of a comparison of the moral reasoning of children exposed to the filmstrip programme where moral instructions were given in classes run by lay teachers versus those run by especially trained teachers in moral discussions. A comparison of these groups with the control group receiving no moral education was also done. Results demonstrated higher level usages of the concept of moral intentionality on post and follow up testing than did the control group. In another evaluation of moral education it was Artfield (1976) who focussed on the finding that, the moral development found in response to religious material correlates with the Piagetian scheme of growth in general moral thinking. He further added that psychological inquiry into means to achieve the pre-requisites of moral judgement development was as essential for religious education as it was to moral education. In a research done by Emil (1977) on 'Moral Education - its possibility in the schools', said that there were two approaches to moral theory - Realm of facts
and Realm of values. There are two schools, cognitivism and Non-cognitivism. In cognitivism, difference between judgement of facts and value is not exaggerated, while in noncognitivism one may accept the same facts yet may arrive at conflicting moral conclusions. The main objective was to demonstrate the non-viability of the non-cognitivist position as providing grounds for the inclusion of a moral education program in the school curriculum. Hurley (1982), in his study of social interactional variables related to level of moral judgement, demonstrated that the variable of moral education is positively and significantly correlated to the level of moral judgement.

Moral Attitude of the Teachers and Moral Judgement of the Child:

Anderson et al. (1946) reported that character and moral attitude of the teacher are important in affecting the child's moral judgement. The evidence showed that the teachers who had indifferent and ineffective attitude, the moral conduct of their students deteriorated. Castle (1958) in his study stressed that the teachers are required to communicate the accepted morality of the community, they serve. He added that the teachers are the most powerful determinant of developing moral judgement. No empirical confirmation is needed, he says, to be convinced that a teacher cannot avoid affecting the conduct and moral judgement of his pupils. The literature
is not too vocal on the moral attitude of teachers and their affect on moral judgement of the students.

Reviewing the literature on school environment and its effect on development of moral judgement of children following trend of results were observed:

- Democratic Organization Climate, appears to be a significant factor in development of moral judgement.

- Religion affiliated schools may or may not raise the level of moral judgement.

- Moral education as a part of curriculum seems to contribute towards developing moral judgement.

- Teachers moral attitude and their character in some way or the other are significant factors in the development of moral judgement.

Thus, school environment is one with which children interact for considerable period of time. The influential power of the school or educational environment on the moral judgement development exceeds that of any other agency. This is primarily, because of the possibilities available for experiencing justice and injustice in more complex ways that are less likely to occur anywhere else.
Hence, the research on moral judgement and its relationship with variables of home and educational environment are scarce scattered and very few. The trends which come forth out of these research cannot presently be called conclusive, thereby leaving scope for further research in this field.

HYPOTHESES:

Consequent upon the research trends as cited in this chapter, following hypotheses were formulated for the conduct of the present study:

I. (a) Age to age differences exist in mean scores on the moral judgement at concrete operational stage and formal operational stage.

(b) There is significant difference between the development of moral judgement at concrete and formal operational stages.

II. (a) There is significant correlation between the moral judgement and family relationship at (i) concrete operational stage; and (ii) formal operational stage.

(b) The measure of socio-economic status correlates significantly with the moral judgement at (i) concrete operational stage; and (ii) formal
operational stage.

(c) There is a significant correlation between the moral attitude of parents and moral judgement of the child at (i) concrete operational stage and (ii) formal operational stage.

(d) The relationship of home variables with moral judgement differs at concrete and formal operational stages.

III. (a) Significant correlation exists between the measures of school characteristics and moral judgement at (i) concrete and (ii) formal operational stages.

(b) The measure of school organizational climate significantly correlates with moral judgement at (i) concrete and (ii) formal operational stages.

(c) There is a significant correlation between the variable of moral attitude of teachers and moral judgement of the child at (i) concrete and (ii) formal operational stages.

(d) The relationship of educational environment with moral judgement differs at concrete and formal operational stages.
IV. (a) The variables of home and educational environment cluster together in group factor/s with moral judgement at (i) concrete and (ii) formal operational stages.

(b) The factor structure underlying the variables of home and educational environment differs at the concrete and formal operational stages.

V. (a) Home variables are significant predictors of moral judgement at (i) concrete operational stage and (ii) formal operational stage.

(b) Educational variables are significant predictors of moral judgement at (i) concrete and (ii) formal operational stages.

(c) Home and educational variables conjointly contribute to greater variance towards prediction of moral judgement than when taken in isolation of each other at (i) concrete and (ii) formal operational stages.

VI. (a) Children with parents and children without parents (either mother or father) differ significantly in their development of moral judgement.

(b) There is significant difference in the moral judgement of the children having literate parents and those having illiterate parents (either mother or father).
(c) Significant differences exist in the moral judgement of the children belonging to small family and those belonging to large family structure.

(d) Children of working mothers and non-working mothers differ significantly in their development of moral judgement.

(e) Children having religious background at home have better moral judgement than those who do not have any religious background.

(f) Significant differences exist in the moral judgement of children having democratic discipline and those having authoritarian discipline at home.

(g) Children belonging to schools having school assembly and children belonging to schools not having school assembly differ significantly on the moral judgement tasks.

(h) Children belonging to co-educational schools and children belonging to only girls/boys school differ significantly on the mean scores of moral judgement test.

(i) Children of central schools/government schools/religion affiliated schools differ significantly in their development of moral judgement.
(j) There is significant difference on moral judgement scores of children belonging to schools having independent period of moral instruction and those belonging to schools having no period of moral instruction.

(k) No sex difference exists in the development of moral judgement of boys and girls.