CHAPTER II

REVIEW OF RELATED LITERATURE
In this chapter, it was thought to be appropriate to shift the relevant facts regarding the variables under consideration from the mass of research evidence so as to enable the researcher to formulate hypotheses in order to provide an outline for the successful execution of the investigation. The existing researches that are directly or indirectly related to the present study are given below:

Before reviewing the research literature, it will be relevant to see the factors on which moral judgement of the students depend. Moral judgement of students depend on certain factors, which may be divided into two groups: (a) personal and (b) environmental factors. The personal factors point out that moral judgement vary due to difference in intelligence, age, diet, sex, impact of T.V. etc. and the environmental factors indicate that the inter-personal relations in the home and school play a significant role in the moral judgement of the child. In home, death or divorce of parents, socio-economic status of the parents, moral attitude of parents, love-oriented disciplinary techniques, parents' education, parents' warmth and affection, and in school/college, moral attitude of the
teacher, the climate of the school, school characteristics, index, private and government institutions, urban/rural society, moral education given in the school etc. may influence the moral judgement of the students.

2.1 INTELLIGENCE AND MORAL JUDGEMENT

We find ample evidence for insisting that moral judgements are both cognitive and orectic, involving both intelligence and emotion. Hsieh Chien-Chiu (1964) found that adolescents' ability to render moral judgement 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 test scores and the moral test scores was .92. Kay (1969) found that intelligence was significantly correlated with the measure of moral judgements. According to Bull (1970), intelligence is a leading constituent factor in moral judgement; and that, as such, it facilitates development in moral judgement. But it is not by any means the only factor. Lydiat (1971) discovered a significant correlation between intelligence and maturity of moral judgement.

Moral judgement is essentially the end product of a cognitive process one would expect a correlation between
intelligence and moral judgement. Results of Rawan (1970) study revealed that IQ was positively and significantly correlated to moral judgement of the children. Hilton and Michael (1978) (cited by Niraj, 1985) found high correlation between IQ and moral values. Bajpai (1937) study revealed that when bright students go through moral education courses, their level of moral judgement increases sharply as compared to moral judgement level of weak students. Gupta (1933) 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 is positively correlated with the moral values of students.

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). Durkin (1959) found hardly any evidence at all that a child's intelligence was correlated with the level of his moral judgement. Varma (1962) found the ethical discrimination and intelligence do not 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 (Wiggam, 1964). It is not necessary that the child who is superior in intelligence may also stand superior in judgement about right and wrong. The study of Miraj (1985) concluded that the level of intelligence does not affect the level of moral judgement of students.

2.2 DIET AND MORAL JUDGEMENT:

According to Joshi (1984), the diet of a student should be sattvik. Sattvaguna stands for lightness, cleanliness, brightness, pleasure, happiness, understanding, knowledge, peace, justice, honesty, truthfulness, tolerance etc. Sattvik food has a preference of Sattvaguna and Sattvik effects and consequently increases the ability of moral judgement whereas meat, fish, eggs, wine, garlic, spices, chillies, onions are considered as rajasik and snatch the ability of moral judgement of the person.

Kalia (1983) observed that yoga philosophy accepts the middle way in life for the personality development. It accepts the principle of "sound mind in a sound body". According to yoga, body is the temple of soul and supreme power and without body, soul is inactive. For the proper development of body, mind and spirit, Sattvik food is essential. Bhagwan Sri Krishna has also shown to the world that by eating and loving Sattvik food i.e. milk, butter, curd,
man can compose beneficial supernatural Grantha Ratna like "Sri Mad Bhagwad Gita" (Pandit Krishnadat Shastri, 1938).

In Kalyan, Garg (1988) has given that diet should be pure. Sattvik diet is that which is easily digestible intelligible, purifier of blood and for meditation, one should eat only Sattvik food and not rajsik or tamsik because rajsik and tamsik food hinders in the development of intellect. Thus moral judgement being cognitive ability of the person is affected by the diet of the individual according to this view.

2.3 SEX DIFFERENCES AND MORAL JUDGEMENT:

There are evidences from the studies that sex correlates with moral judgement and thus boys and girls differ in their pattern of moral judgement. Boys are more rebellious against discipline than girls and are less willingly 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 judgement. 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 Misra, girls were found to be at an early development stage of moral judgement than boys. It was found by Krishnaraj and Balesubramanism (1985) that female students
have more favourable attitude towards religion and thus towards moral judgement 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.

However, there are certain studies where it was found that sex did not contribute towards moral judgement. Durkin (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), Irwn and Moore (1971), Jensen and Hughsten (1971), Rawan (1975) reported no significant differences between boys' and girls' responses on moral judgement. Marvin (1981) in his study found no significant correlation between moral judgement and sex. Study conducted by Pratap and Srivastva (1984) also revealed that there was not statistically significant difference between male and female students in their moral judgement. Singh (1984) in his study, "A Comparative Study of Moral
Judgement in Children*, on a sample of 180 children of V grade students found that boys and girls did not differ significantly in their moral judgement. Calculations of Mean, SD, Standard Error of Statistics to estimate the parameter, C.R. and the usual picture of moral judgement followed a little change when it was studied in terms of sex and type of schools together.

2.4 AGE AND MORAL JUDGEMENT:

It is quite obvious that since in the beginning intelligence increases with the maturity, it is sure to influence their capacity and capacity for making their judgement for the moral values accordingly. Similar conclusions were also drawn by MacRae (1955). Piaget's (1968) results too strongly supported the idea and he suggested that such results give more mature answer. Lerner (1937) and MacRae (1955) also supported the above findings and explained this increasing positive relationship with increasing age on the basis of 'Relativism in Judgement', meaning thereby that the young child viewed an act as being totally right or totally wrong and thought that everyone viewed it in the same way while the older child was able to recognize that there could be more than one perspective on the moral value in one situation. Boehm and Nass (1962) were of the opinion that children of later stages were sensitive to the intentions of certain behaviour. Lydiat (1973), in his study on the development of moral judgement in children (N=368), revealed that generally immature forms of moral judgement were replaced
in older children by more mature forms, but elements of immature judgement could still be discerned in children up to 12 years of age. Parikh (1975) in his study reported that there are hierarchical stages in moral judgement and these stages are approximately related to age. As the child grows, his moral judgement also takes a more mature form. Raman (1975), in his study while taking 160 Afghanistani subjects and divided them into 4 groups of age 7, 9, 11 and 13 years, found that age was positively and significantly related to moral judgement of the children. Varma (1976) conducted a study on a sample of 300 children, dividing them into three groups (age 6-7, 8-9, 10-11 years) and found the differences in the moral judgement of three groups of children. These differences were significant at .01 level. Later researchers also found a positive relationship between the age of the child and his/her moral judgement. Tripathi and Misra (1981), in their study, to know the level of moral judgement in 120 children with age group 6-7, 8-9, 10-11, showed that the level of moral judgement increased with age. Hurley (1982) also reported similar results, that the pattern of moral judgement could be traced with the age of the child. Examination of moral judgement developmental trends across various age levels of 8+ to 13+ years, Bhargava (1986) showed that there was a clear cut and significant development of moral judgement from one age group to the next.
successive age group. Mean score on moral judgement at formal operational stage age 12+ to 13+ (M=35.39) was higher than that at concrete operational stage 8+ to 11+ (M=24.30). The results indicated that children at formal operational stage were definitely on a higher place of moral judgement than children at concrete operational stage.

However, Marvin (1981) observed that there was no significant relationship between age and moral judgement. It was found by Krishnaraj and Balasubramaniam (1985) on a sample of college students (N=360) that the age of the students did not influence their religious attitude and hence moral judgement.

2.5 IMPACT OF TV AND MORAL JUDGEMENT:

Himmelweit (1956) and Belson (1971) studied the effects of violence seen on television on children's behaviour but they could not reach on agreed conclusions. In other words, their conclusions were uncertain. Kaur Sandhu (1989) observed differences in the relationship of TV-viewing with moral judgement among urban and rural students.

2.6 PARENTS' EDUCATION AND MORAL JUDGEMENT:

As cognitive development is a function of moral judgement, therefore, it is expected that parents' education has significant effect on the moral judgement of the child. Spock (1951) found that educated mothers are found to have rich speech habits and language patterns to encourage the development of moral concepts among her children. Bacon (1955), Poffenberger
(1959) and Allport (1961) have also concluded that traditionally the mother is the parent who usually spends more time with the child and if she is educated, then she can increase the ability of moral judgement of the child by way of her own ability to differentiate between good and bad.

Fraser (1959) in his study reported an 'r' of the magnitude of .42 between the parents' education and cognitive development of the children and hence between the moral judgement of the children as moral judgement is a function of cognition. Stevenson et al. (1976) revealed a significant positive correlation between parents' education and moral judgement level of the child. Kothari (1987), in her study on a sample of 1249 of VII grade while finding out the relationship between mother's academic qualification and the development of the moral concepts of the child, concluded that mother's academic qualification affects all the moral concepts of the child and hence mother's academic qualification (MAQ) has significant impact on moral judgement of the child. For this, analysis of variance approach and 't' values were used. In her study, she reported that mothers with secondary education influence the moral judgement in a better way than the mothers educated up to primary level. Similarly, graduate mothers influence moral judgement better than mothers educated up to secondary level. But post-graduate mothers do not seem to affect the moral judgement better than graduate mother.
2.7 **FAMILY RELATIONSHIP AND MORAL JUDGEMENT**

Parental warmth and affection has been considered important in the moral judgement of the students. Piaget (1932) recognized that an affectionate mutual relationship between parent 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. 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 the parents and the warm and permissive climate at home. Sears Maccoby and Levin (1957) in their study on parental warmth and moral judgement found a significant and positive correlation between parental warmth and affection and level of moral judgement. Davitz (1953) reported that warmth and affection of parents and moral judgement of the child are positively related to each other. Hallowitz and Stulberg (1959) concluded a significant correlation between moral judgement and warmth and affection of the parents. Parental warmth and affection was found to be a significant factor contributing towards the moral judgement of the children in the studies of Allinsmith (1960), Aronfreed (1961), Unger (1962) who observed that 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 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 which, of
necessity extend beyond the specific circumstances of the
moment (Kohn, 1959). Hoffman (1962) reported that the child's
identification with the parent and hence his/her moral values
were promoted by display of parental affection, and the
influence of withdrawal of affection in promoting internalisat­
ion. 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. Sears'
(1959) Sollenberger (1960) and Leigh (1963) have shown that
rejection on the part of the parents is often associated with
lack in the growth of moral judgement. Parental acceptance
also operates as a background factor in moral judgement whose
function is to orient the child positively towards the parent
Spock (1974) and Dapalma (1975) in their study on psychiatric patients concluded that their level of moral judgement was found to be low and they experienced psychological punishment during their childhood. Parish (1975) and Bhargava (1986) also obtained the similar results by observing positive and significant correlation between parental warmth and affection and moral judgement of the students.

2.3 DEATH OR DIVORCE OF PARENTS AND MORAL JUDGEMENT:

Death of a parent or divorce between parents or separation or desertion have adverse influence on the moral judgement 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 judgement as compared to children from normal homes. As far as ability of moral judgement 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 judgement in an adequate way. Jones (1975), in his study revealed that loss of father due to death leads to a lower level of moral judgement.
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 judgement reported few differences when computed between father absent and father present boys when IQ, SES, chronological age were kept constant. However, level of moral judgement was found less in father absent boys than in father present boys, as reported by their teacher. Hozman and Froiland (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 judgement. Therefore, a home broken by divorce can be more damaging to children and to family relationship than a home broken by death. The studies done by Reer and Lutkins (1967), Neumeyer (1963), Zena Blan (1973), Hetherington, Cox and Cox (1977), John and Perry (1977) and Parikh (1975) have highlighted that one parent families are full of high mental disorder, hostility, insecurity and social isolation and thus provide different type of home environment to their children which is not conducive for growing the ability of moral judgement of the child.
Study conducted by Tasch (1952) and quoted in Father's Influence on Children by Hamilton (1979) showed that smaller percentages of fathers reported involvement in such areas as emotional development (41.2%); moral and spiritual development (38.3%); maintaining family unity (37.6%); and development of personality characteristics (30.6%). 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, judgement of hypothetical transgressions, judgement of the importance of personal attributes and teachers' ratings 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 the father-present boys. The father-absent
boys had lower scores on maximum guilt, internal moral judgement, acceptance of 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-absence boys.

2.9 **SOCIO-ECONOMIC STATUS AND MORAL JUDGEMENT**

Socio-economic status is one of the factors which contribute towards the development of moral judgement. Hollingshead (1949), MacRae (1954) and Newsom (1963) claimed to have established social class variations in moral judgement, where children from higher socio-economic groups were sent to progress more rapidly towards the stage of autonomy and moral judgement as compared to children from less socio-economic groups. Harrower (1963) selected children from the different social classes and tested their moral judgement with Piaget-type tests. She was able to highlight the deficiency of Piaget's results and showed that his conclusions could not be applied discriminately to different socio-economic groups of children. Her positive results were much more valuable. Taking two sample groups (one from London's east end and the other from middle-class suburban areas), she was able to show that children from the higher status families tended to display relatively mature moral judgements. Hoffman (1963) found that higher status children develop their own standards
of right and wrong early in life. Bandura and McDonald (1963) expressed this view also by confirming that such children adopt the types of moral judgement expressed by the parent.

Barkley (1942) had studied college students and discovered that moral judgement was directly associated with socio-economic status. The work of Hollingshead (1949) is also relevant. His study of the teenagers in Elmton confirmed that there were distinct social-class difference evident in the moral judgements of the adolescents who constituted his sample. MacRae (1954) studied moral judgement in the context of parent-child relationships and clearly revealed the influence of socio-economic status. Sub-culture variations of moral judgement were confirmed by Sugarman (1965) in his research with over 500 London schoolboys. He discovered that their moral judgement was positively correlated with socio-economic status. Higher status children fit snugly into schools where middle class values and judgements are the norm. Lydiat (1971) confirmed that there was a correlation between greater moral maturity in the child and a middle-class family background. He confirmed this by insisting that in tests of moral judgement "middle class children had an advantage over working class children". Kohlberg (1966) affirmed that middle class children were found to negotiate moral judgemental stages with greater ease than matched working-class children. Bull's (1970)
findings discovered too, that socio-economic factors were relevant in any consideration of moral judgement and found that social-class factors were a significant variable in influencing the ability of moral judgement of the children.

According to Gupta (1968), most of the students in India come from the poor families and the parents of such families can neither afford for the education of their children nor they care about future careers of their children. As these students have been brought up in such homes which have never seen an enlightenment and have always lived in utter poverty, they are frustrated lot and have little opportunity for the development of moral judgement and in this way, moral judgement of the child goes with socio-economic status of the family. Rawan (1975) in his study of effect of age, sex, intelligence and social class on children's moral judgement revealed that SES was positively and significantly related to moral judgement. In a study conducted by Tripathi and Misra (1981), to examine the level of moral judgement in 120 children with respect to sex and economic status, it was found that the level of moral judgement among children was influenced by different levels of SES. Edward (1933) in his study on socio-economic influence on moral reasoning assessed the moral judgement of children through Kohlberg's moral judgement interview and revealed the significant relationship between SES and moral judgement of the individual. Hurley (1983)
studied the relationship of social interactional variables with the level of moral judgement and found significant correlation between moral judgement and SES.

On a sample of college students (N=360), Krishnaraj and Balasubramaniam (1935) reported in their study that there is a significant association between socio-economic status of the parents and the religious attitude of the college students and hence their moral judgement also. The 'chi' square value was computed to find out their relationship. The variable of socio-economic status was found to be closely associated with moral judgement (r = .616) in Bhargava's study (1986). According to her, children from high socio-economic status background tend to display a much more mature form of moral judgement than children from low socio-economic status due to the educational and cultural background of their parents and this stimulates the capacity of the children in making moral judgement. Study conducted by Gupta (1933) revealed that moral values of students are affected by the parental values, parental aspirations, socio-economic status and students with high socio-economic status showed a marked improvement in their moral values. In this study, socio-economic status emerged as a crucial variable for the development of moral values of students.

Lerner (1937), however, concluded that improved environmental conditions and opportunities in the home had
no bearing on moral judgement of the students. Marvin (1931) also found no significant correlation between the SES and moral judgement of the child. Similarly, Niraj (1939) in his study "Intelligence and Socio-Economic Status as Determinants of Moral Development of Children" revealed that the level of socio-economic status does not affect the level of moral judgement of students.

2.10 MORAL ATTITUDE OF PARENTS AND MORAL JUDGEMENT:

In a house, when parents and children live together under one roof, the moral attitude of the parents have considerable effect on the moral judgement 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 judgement 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 judgement of the child. Stevens (1955) reported that mother's attitude affects the ability of moral judgement of the child. Results of the study conducted by Hawkes, Bunchinal and Gardner (1960) as regards to the moral attitude of the parents and the moral judgement of the child revealed that positive moral attitude of the parents bear a significant and
positive correlation with the level of moral judgement of the child. Studies conducted by Holstein (1960) and Shoffeit (1971) on family determinants of moral judgement 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 the moral judgement of the child. Bhargava (1986) in her study with a sample of 600 students (13+ age group) found that moral judgement of the child and the moral attitude of parents were found to be significantly and positively related to each other ($r = .608$).

2.11 DISCIPLINARY TECHNIQUES AND MORAL JUDGEMENT

Moral judgement is more influenced by reward, appreciation and approval. Hartshorne, May and Shuttleworth (1930) correlated children's idea of right with the ideas of their parents. They found the highest correlation of .55 between children's and parents' ideas about right and wrong. Ausuel (1951) and Cooper (1950) also found similar results. Havighurst (1952), in a study reported that consistence of discipline is positively related to the moral judgement of
the child. MacRae (1954), in a study of the relationship between the nature of a child's moral judgement and the disciplinary techniques used by parents on students 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 judgement primarily on the basis of such propriety, obedience to teachers and veracity."

Sears's (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 Havighurst (1960) pointed to the prime significance of family influence on the moral judgement 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. Kohn (1959) was more concerned to show social class variations in the kind of parental control exercised over children.
and proved that higher status children are more likely to consider motive and intend to be crucial to any moral judgement.

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 of detection and punishment. The study suggested that the quality of the internalised 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 judgement 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. Lerner (1970) discovered that higher status parents tended to be flexible in their moral demands. In contrast to this, he found that lower status children were treated as though they were objects rather than persons. 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 judgement.

2.12 MORAL ATTITUDE OF TEACHER AND MORAL JUDGEMENT:

Teachers are the most powerful source of moral judgement of the children. Anderson et al. (1946) showed that the moral judgement of those students deteriorated to a large extent whose teachers had indifferent and ineffective moral attitudes. Castle (1958) in his study stressed that the teachers are the most powerful determinants of developing the ability of moral judgement of their children and found that teachers affect the conduct and moral judgement of their students.

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, Durkheim etc.) agree on this point that in the moral judgement of the child, the teacher is the most powerful determinant. It needs no empirical confirmation to be convinced that a teacher cannot avoid affecting the conduct of his students. Official reports throughout the present century confirm this view. They all sustain the 1904(4) 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 judgement and that consideration and respect for others which must be the foundation of unselfishness and the true basis of all good manners.

In the words of the Crowther Report (1959): "the teacher is a man who has honestly fought his way through a philosophy of life which he would like his pupils to share." In a study conducted by Bhargava (1986), it was revealed that the variable of moral attitude of teachers and the moral judgement of the children have positive and significant correlation with each other. Although the correlation value at concrete stage was higher \( r = 0.643 \) than that found at formal operational stage \( r = 0.289 \).

### 2.13 SCHOOL CHARACTERISTICS INDEX AND MORAL JUDGEMENT:

Some studies have shown the relationship between different aspects of school characteristics such as classroom atmosphere which involves the teaching techniques and moral judgement. 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 the moral judgement of the children. In an
experiment designed by Blatt (1969), to stimulate the advancement in moral judgement, moral 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, classified and supported and where teachers challenged the students into thinking one stage above(+) their judged stage, significant increase in the level of moral judgement 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, 1975).

Bhargava (1936) in a study concluded that the measures of school characteristics total, teaching methods, co-curricular activities, evaluation, school rules and school traditions were found to correlate positively and significantly with moral judgement of the children at concrete and operational stages.

4.4 **SCHOOL/COLLEGE CLIMATE AND MORAL JUDGEMENT:**

Climate is to the school/college as personality is to the individual. Although there are few studies on the aspect of school/college climate and its relationship with the moral judgement of the children, yet by and large their results showed significant positive correlation between open climate
of the school/college and moral judgement of the children. Morris (1955) found the secondary modern school pupils were much more conformist in their moral judgements than their grammar school counterparts. The former intended to base their judgements upon authoritarian and social sanctions while the latter displayed a facility for perceiving the principles upon which such judgements needed to be found. Morris (1955), Peck and Havighurst (1964) and Illich (1971) reported in their studies that an authoritarian non-familiar school structure, not only prevents moral judgement 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 judgement can also have a significant effect on children. In one study, a class of ten sixth-grades 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 judgement 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 different from those available to any teacher, it is possible to raise children's level of moral judgement significantly and in a way that is sustained
over time. Keasey (1971) revealed that the schools showed significant relation to moral judgement, which provided a rich social environment.

Plimption (1975), in his study on the relationship of organizational climate of the school and moral judgement of the students, found that although somewhat higher students moral judgement scores were achieved in those schools typed as being more open in climate (on the continuum of \( OCD_1 \)) than for those typed as more closed in the climate, the differences in the means was not significant, but the \( OCD_1 \) sub-test which were characteristic of more open climate school, showed significantly higher student moral judgement score. Stewart (1975) reported that a democratic system is found to be most effective in terms of moral judgement.

McCann 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 levels of moral judgement, where self-discipline was encouraged. Bhargava (1986) concluded that out of the various sub-measures of \( OCOD_1 \), only five sub-measures of organizational climate, namely esprit, intimacy controls, production, emphasis and humanized thrust depicted positive and significant correlation with moral judgement at .01 level, while the other sub-measures of organizational
climate viz. disengagement, alienation and psycho-physical hindrance were found to be inversely related to moral judgement.

2.15 SCHOOL/COLLEGE DIFFERENCES AND MORAL JUDGEMENT

The study conducted by Krishnaraj and Balasubramaniam (1935) revealed that the students studying in the colleges have more favourable attitude towards morality than the students studying at school level.

2.16 PRIVATE/GOVERNMENT INSTITUTIONS AND MORAL JUDGEMENT:

In one of the study conducted by Singh (1934), it was found that the ability of moral judgement was highest among children who belonged to private schools and the lowest in that of government schools. The difference was found to be highly significant when it was compared and studied significantly. In the same study, the difference was highly significant between the moral judgement of convent schools and government schools. The findings of this study corroborate with those of Hertshorne (1923), Piaget (1965), Boehm (1962), Panicker (1962), Varma and Sinha (1972), who have also concluded that the students who studied in private institutions and got higher academic environment had more favourable moral judgement and the attitude towards moral values as compared to their counterparts studying in government schools. The study conducted by Krishnaraj and Balasubramaniam
(1935) on a sample of 360 college students using 't' test found that the students who had their schooling at private institutions had more positive attitude towards religion and hence moral judgement than their counterpart in government institutions.

2.17 URBAN–RURAL DIFFERENCES AND MORAL JUDGEMENT:

Kohlberg (1963), in a twelve-year cross-sectional study of boys in the U.S.A., Great Britain, Canada, Mexico and Turkey found that although Piaget's stages emerged universally, children in rural societies showed slower progress in moral judgement as compared to counterparts in urban societies. Ahluwalia's and Kalia's (1934) study, on a sample of 454 adolescents from urban and rural areas of age of 14-17 of Class IX, X, XI from 14 schools (7 urban and 7 rural), revealed that there was no significant difference between urban and rural adolescents on aesthetic, religious and moral values. Gupta (1933) in his study concluded that moral values of students are affected by the parental values, parental aspiration, urban and rural localities. Students living in posh localities on getting treatment have shown improvement in their moral values and students living in slum areas showed no significant improvement.

2.18 MORAL EDUCATION IN SCHOOLS/COLLEGES AND MORAL JUDGEMENT:

There are many evidences in research literature that variable of moral education is positively and significantly
correlated to the level of moral judgement of the students (e.g. Hurley, 1932). Selman and Lieberman (1975) evaluated the effects of a semi-structured group discussions 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 of usages of the concept of moral intentionality of post and follow up testing than did the control group. In another study Artifield (1976) reported that moral judgement followed in response to religious material correlates with the Piagetian scheme of growth in general thinking.

Seetharamu (cited by Miraj, 1985) investigated the effect of direct moral instructions on the moral development of children. For the purpose of investigation, the test involving 34 situations of moral judgement was developed. It covered various aspects of morality like honesty, truth, responsibility, generosity, courtesy, kindness, service and sacrifice, love of fellowmen, patriotism, revolt against injustice etc. Moral development, intelligence and socio-economic status of 562 students studying in standards VI and VII of four schools located in the different localities of the Mysore district were measured. Experimental and
control group were framed. The following were some of the findings:

1. Instructions of honesty and responsibility was more effective for girls than boys.

2. Boys improved on the non-deceitful behaviour by the moral instructions.

3. A definite improvement in moral judgement was brought in by moral instruction.

4. Scores on the fair play or the democratic character improved significantly for the experimental group while not of the control group for both boys and girls taken together separately.

Bajpai (1947) 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 judgement 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.

Hence the studies in the past have shown contradictory results so far as the relationship between students!
intelligence, diet, age, sex, impact of TV, parents' education, parental warmth and affection, death or divorce of parents, socio-economic status, parents' moral dilemmas, disciplinary techniques, moral attitude of teacher, school characteristics index, school/college climate, school/college differences, urban/rural differences, private/govt. institutions, moral education in schools/colleges and the ability of moral judgement of the students. Even the positive relationship between the personal and educational environmental variables and moral judgement of the students has been found in varying degrees from a very low positive to a very high positive and significant. Further in all these studies, the samples were taken from high school students or from higher level to know the relationship between the moral judgement of the student on one hand and the other variables of intelligence, diet, age, sex, impact of TV, parents' education, parental warmth and affection, death or divorce of parents, socio-economic status, parents' moral dilemmas, disciplinary techniques, moral attitude of teacher, school characteristics index, school/college climate, school/college differences, urban/rural differences, private/government institutions, moral education in schools/colleges. Not even a single study has been taken up at the level of senior secondary stage, which is an important segment of our educational ladder. This important segment has so far not been given due attention.
Therefore, in view of the above conflicting conclusions and the importance of senior secondary stage in the educational ladder has led the investigator to explore the relationship of personal and educational environmental variables with the moral judgement of the students at the senior secondary stage.

2.19 HYPOTHESES:

Guided by the review of research trends as cited in the preceding paragraphs, following hypotheses were formulated for conducting the present study:

2.19.1 Hypotheses Related to Students' Personal Variables:

1. (a) There is significant relationship between the intelligence and moral judgement of the urban senior secondary students.

(b) There is significant relationship between the intelligence and moral judgement of the rural senior secondary students.

(c) The relationship of intelligence and moral judgement of the urban and rural senior secondary students differs.

2. (a) Significant differences exist in the moral judgement of the urban students who take vegetarian diet and those who take non-vegetarian diet.
(b) Significant differences exist in the moral judgement of the rural students who take vegetarian diet and those who take non-vegetarian diet.

3. (a) There is significant difference on the moral judgement scores of urban boys and girls.
   (b) There is significant difference on the moral judgement scores of rural boys and girls.

4. (a) There is significant difference on the moral judgement scores of urban students having age below 16 years and above 16 years.
   (b) There is significant difference on the moral judgement scores of rural students having age below 16 years and above 16 years.

5. (a) There is significant difference on the moral judgement scores of urban TV viewers and non-viewers.
   (b) There is significant difference on the moral judgement scores of rural TV viewers and non-viewers.

2.19.2 Hypotheses Related to Home Variables:

6. (a) There is significant relationship between the family relationship and moral judgement of the urban senior secondary students.
There is significant relationship between the family relationship and moral judgement of the rural senior secondary students.

The relationship of the family and moral judgement of the urban and rural senior secondary students differs.

There is significant relationship between the socio-economic status and moral judgement of the urban senior secondary students.

There is significant relationship between the socio-economic status and moral judgement of the rural senior secondary students.

The relationship of the socio-economic status and moral judgement of the urban and rural senior secondary students differs.

There is significant relationship between the moral attitude of the father and moral judgement of the urban senior secondary students.

There is significant relationship between the moral attitude of the mother and moral judgement of the urban senior secondary students.

There is significant relationship between the moral attitude of the father and moral judgement of the rural senior secondary students.
(d) There is significant relationship between the moral attitude of the mother and moral judgement of the rural senior secondary students.

(e) The relationship of the moral attitude of the father and moral judgement of the urban and rural senior secondary students differs.

(f) The relationship of the moral attitude of the mother and moral judgement of the urban and rural senior secondary students differs.

9. (a) There is significant difference in the moral judgement scores of the urban students having illiterate (or education upto primary level) parents and those having literate parents.

(b) There is significant difference in the moral judgement scores of the rural students having illiterate (or education upto primary level) parents and those having literate parents.

10. (a) Urban students with parents and students without parents (either both or mother/father) differ significantly in their moral judgement.

(b) Rural students with parents and students without parents (either both or mother/father) differ significantly in their moral judgement.
11. (a) Significant differences exist in the moral judgement of the urban students having liberal discipline and those having strict discipline at their homes.

(b) Significant differences exist in the moral judgement of the rural students having liberal discipline and those having strict discipline at their homes.

2.19.3 Hypothesis Related to Teacher:

12. (a) There is significant relationship between the moral attitude of teachers and moral judgement of the urban senior secondary students.

(b) There is significant relationship between the moral attitude of teachers and moral judgement of the rural senior secondary students.

(c) The relationship of the moral attitude of the teachers and moral judgement of the urban and rural senior secondary students differs.

2.19.4 Hypotheses Related to School/College Structural and Process Variables:

13. (a) There is significant relationship between the school/college characteristics and moral judgement of the urban senior secondary students.

(b) There is significant relationship between the school/college characteristics and moral judgement of the rural senior secondary students.
The relationship of school/college characteristics and moral judgement of the urban and rural senior secondary students differs.

14. (a) There is significant relationship between the institutional climate and moral judgement of the urban senior secondary students.

(b) There is significant relationship between the institutional climate and moral judgement of the rural senior secondary students.

(c) The relationship of institutional climate and moral judgement of the urban and rural senior secondary students differs.

15. (a) Urban students studying in schools and urban students studying in colleges differ significantly in their level of moral judgement.

(b) Rural students studying in schools and rural students studying in colleges differ significantly in their level of moral judgement.

16. (a) Urban students studying in private institutions (school/college) and urban students studying in government institutions (school/college) differ significantly in their level of moral judgement.
(b) Rural students studying in private institutions (school/college) and rural students studying in government institutions (school/college) differ significantly in their level of moral judgement.

17. (a) There is significant difference in the moral judgement scores of urban students getting moral education in their institutions and those belonging to institutions having no independent period of moral education.

(b) There is significant difference in the moral judgement scores of rural students getting moral education in their institutions and those belonging to institutions having no independent period of moral education.

18. Urban/Rural differences exist in the moral judgement of senior secondary students.

19. (a) Students' personal variables and variables related to home, teacher, school/college cluster together in group factors with moral judgement of urban senior secondary students.

(b) Students' personal variables and variables related to home, teacher, school/college cluster together in group factors with the moral judgement of the rural senior secondary students.
(c) The factorial structure underlying the students' personal variables, variables related to home, teacher, school/college differs among the urban and rural senior secondary students.

20. (a) Students' personal variable i.e. intelligence is a significant predictor of the moral judgement of urban senior secondary students.

(a') Students' personal variable i.e. intelligence is a significant predictor of the moral judgement of rural senior secondary students.

(b) Variables related to home i.e. measures of family relationship are significant predictors of the moral judgement of urban senior secondary students.

(b') Variables related to home i.e. measures of family relationship are significant predictors of the moral judgement of rural senior secondary students.

(c) Moral attitude of parents is a significant predictor of moral judgement of urban senior secondary students.

(c') Moral attitude of parents is a significant predictor of moral judgement of rural senior secondary students.

(d) Moral attitude of teacher is a significant predictor of moral judgement of urban senior secondary students.
(d') Moral attitude of teacher is a significant predictor of moral judgement of rural senior secondary students.

(e) Measures of school characteristics index are significant predictors of moral judgement of urban senior secondary students.

(e') Measures of school characteristics index are significant predictors of moral judgement of rural senior secondary students.

(f) Measures of school organizational climate description questionnaire are significant predictors of moral judgement of urban senior secondary students.

(f') Measures of school organizational climate description questionnaire are significant predictors of moral judgement of rural senior secondary students.

(g) Students' personal variable/s, variables related to home, teacher and school/college conjointly contribute greater variance towards the moral judgement of urban senior secondary students as compared to their individual contribution.

(g') Students' personal variable/s, variables related to home, teacher and school/college conjointly contribute greater variance towards the moral judgement of rural senior secondary students as compared to their individual contribution.