CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION
The present study is undertaken to study the moral judgment and its correlates among secondary school teachers in Karnataka. In this chapter, the researcher has delineated review of studies done related to moral judgment in relation to personality adjustment, job satisfaction and attitude. The studies have been compiled both from Indian and International scenario.

The review of related literature pertaining to the present investigation was done by the investigator and the same is presented under following headings.

- Studies related to Moral judgment/development among teachers and others
- Studies related to Moral judgment, attitude and job satisfaction-Indian and foreign studies
- Studies related to Moral judgment and other studies-Indian and foreign

2.2: Studies related to Moral judgment/development among teachers and others
Prahallada, N.N. (1982) has investigated the moral judgments of junior college students and their relationship with socio-economic status, intelligence and personality adjustment. A total sample of 1000 students belonging to Arts, Science and Commerce faculty of junior college were selected for the study. Tools used were Defining Issue Test of James R. Rest for investigation of moral judgment, Raven’s Progressive Matrices to determine intellectual ability and modified version of Kuppuswamy’s socio-economic status scale to determine socio-economic status of students. Results of the study show, (i) There was a significant difference in the moral judgment scores of junior college students of India and their peers in United States. (ii) There was a positive and significant relationship between moral judgment and socio-economic status. (iii) There was a positive and significant relationship between moral judgment and intelligence. (iv) There was a positive and significant relationship between moral judgment and personality adjustment. (v) There was a significant gender difference in moral judgment of junior college students.
Article by Shelina and Mitina (2014) presents the results of the analysis of adults’ moral judgements, directly connected with the process of socialization of the younger generation in big-city life. The comparative analysis they have carried out allows to discuss the question of homogeneity/heterogeneity of the joint team of tutors, to elicit significant differences for each category and to raise the issue of possibility of mutual substitution among the roles of tutors, teachers and parents.

Multiculturalism means the existence of several different cultures which go hand in the same country and this concept comprises of race, ethnic structure, religion, language and the awareness of other cultural dimensions. Multicultural education comprises of the educational activities conducted for the purpose of respect to others, being sensitive to different ideas and life styles and alienation from an ethnic-oriented understanding. Multicultural education is the construction of teaching learning process in a way to encourage cultural pluralism. Multicultural religious education is the process of having individuals gain multicultural knowledge, attitude and values in the study period of a certain religion. Together with this understanding, in communities where different religions, communions and understandings live together, besides providing their own religious education for every difference, confrontation of differences, regulations on religious education which enable them to know one another can be described as multicultural religious education. The aim of this study by Cekin (2013), is to analyse the attitudes of Religious Culture and Moral Knowledge Teachers towards multicultural education. The study has been carried out on 78 Religious Culture and Moral Knowledge Teachers who do their jobs in educational institutes of Kastamonu city center in 2013-2014 educational year. As data collectional tool, "Teacher Multicultural Attitude Scale" has been used for the study carried out by General Screening Model. The reliability of the scale developed by Ponterotto, Baluch, Greig and Rivera (1998) has been determined as 0.74 after being transcribed for Turkish by Yazici and his friends (2009). At the end of the study carried out; it has been determined that the gender variable doesn't make a significant difference on the attitudes of teachers towards multicultural education, but the variables of place of the job, educational status, graduation and seniority make significant differences.

Developing teacher candidates who are able to make moral judgements to equitably resolve classroom dilemmas, conduct student assessment and allocate resources is critical for today's diverse classrooms and should be part of fostering professional disposition. However, one
challenge of incorporating dispositions in teacher education and a valid argument for those opposing the trend is how to accurately assess growth in the development of teacher candidates. Study by Johnson (2008) investigates two measures of moral judgement and explores the congruence between these assessments. Findings indicate inconsistency in the congruence between the quantitative assessment (Defining Issues Test 2) of moral judgement and qualitative data (teacher candidate written assignments), suggesting an inaccurate picture of teacher candidate disposition. Patterns of incongruence are explored and linked to specific phases of moral judgement followed by suggestions for teacher education programs on building congruent assessments.

Prabhawathi Kumari (1987) has conducted a correlational study of moral judgment to selected variables of secondary school teacher. Objectives of the study were: (a) To compare the mean scores of moral judgment of male and female teachers. (b) To compare the mean scores of moral judgment of teachers belonging to rural and urban areas. A total sample of 500 teachers was selected for the study. The sample comprised 300 male and 200 female teachers. The inventory on moral judgment was prepared by researcher. The major findings of the study were: (i) There was a significant gender difference among the teachers in their moral judgment. (ii) The mean moral judgment scores of teachers belonging to urban area was high compared to that of teachers hailing from rural area.

Parsons, Michael, Holt, Ladd, Kauchak and Peterson (1983), examined the relationship between preservice teachers' perceptions of ideal teacher behavior and their levels of moral judgment with 71 beginning candidates in an elementary and secondary teacher education program. Three hypotheses were made: (1) Teacher candidates who use more principled thinking in their moral judgments would rate items dealing with law, order, punishment, and rules as of less importance than those who use less principled thinking. (2) The more principled thinkers would rank more highly the independent thinking of children than the less principled thinkers. (3) The more principled group would value more highly the social and interpersonal aspects of teaching. Level of moral development was assessed with the Defining Issues Test, and a description of ideal teacher behavior was obtained from a role-specific self-concept measure. Results confirm Hypotheses 1 and 2, but results related to Hypothesis 3 are ambiguous.
Dennis, L.K. et al. (1994) have made an attempt to determine the gender and perspective differences in moral judgment and moral orientation. The study revealed that, (i) There was no gender difference in moral orientation. (ii) Females made more care-oriented moral judgments than males on Kohlberg’s test.

Henkel and Earls (1985) developed a theoretical framework to frame research on the moral thought and actions of teachers and students. The moral judgment of K-12 physical education teachers (n = 47) was investigated to determine their characteristic types of moral judgment, the amount of variability in moral judgment, and how this variability was distributed with regard to gender, teaching level, formal education, amount of coaching experience, type of coaching involvement, and coaching aspiration. Moral judgment was assessed according to Rest's (1979b) Defining Issues Test. The largest differences were revealed for the coaching related subgroups. The total sample mean P (principled reasoning) score of 37.8% was lower than the normative mean for comparison groups in other studies employing the DIT.

A study by Shurai and Saad Al (2012) investigated the moral development of one hundred Kuwaiti high school teachers. They ranged in age from 23 to 48 years with a mean of 28.6 years and a standard deviation of 8.3 years. The teachers' individual moral judgment levels were assessed by the Defining Issues Test (DIT)- an objective test designed by James Rest to measure levels of moral reasoning stages. The results revealed that the participants reasoned predominantly at the conventional level of Kohlberg's moral taxonomy. Principles morality score (P-score) was found to be below the norms reported in the literature for this group. The results related to the gender variable indicated that there were statistically significant differences in the level of moral reasoning of high school teachers based on their gender.

Article by Proios, Athanailidis, and Arvanitidou (2011), examined the teachers' cognitive structures through moral judgment schemas, as well as whether the above-mentioned structures diversify among teachers, depending on education level, specialty, age, teaching experience, and gender. Moreover, another aim is to examine whether these cognitive structures can predict students' behaviors. Two hundred and fifty eight in-service teachers (men, n = 83; women, n = 175; M[subscript age] = 41.24, SD = 8.06; M[subscript age]
experiences] = 14.91, SD = 9.46), in elementary (n = 96), and intermediate education level (n = 158), participated in the study. The results revealed that the primary education teachers' moral judgment is based on the moral concepts of the maintaining norms schema, while the one of those of secondary education is rather based on the postconventional schema. Furthermore, the results of the present study revealed that age, experience, and gender do not constitute causes of diversification of moral concepts and that the personal interest schema can forecast any irresponsible behaviors on the part of the students.

The article by Kriaucioniene (2008) deals with the phenomenon of moral judgement as the expression of moral attitude and presents the analysis of the research into moral judgements of future foreign language teachers carried out at Vilnius Pedagogical and Vilnius universities in 2007. The research is based on the following theoretical background: the theory of dynamic-structural attitude, which views the attitude as an integral unity of its affective and cognitive aspects; the attitude theory and its measurement; the original G. Lind's research instrument Moral Judgement Test; moral judgement competence criteria. Moral judgement competence of future foreign language teachers is analyzed in terms of language, year of study and gender. The conclusion is made that university education does not have a significant influence upon the development of students' moral judgement competence, which leads to the assumption that universities may not fully exploit the possibilities of fostering students' moral development.

This study by Nimsombun (1996), utilized the Defining Issues Test to calculate "P" scores for selected educators in Bangkok, Thailand, thereby providing an empirical base for further discussions of moral education in that country. In addition, statistical tests were undertaken to determine if the "P" scores were correlated with variables related to the respondents' personal, educational, and professional background. Finally, written interviews with 15 of the educators who completed the DIT were conducted to elicit opinions about the validity of the DIT in the Thai context. Mean and standard deviations for the "P" scores were calculated for each of the three respondent groups (administrators, teachers, and students). One-way analysis of variance (ANOVA) was used to determine the differences in the average "P" scores earned by the three study groups. Multiple regression analysis was used to determine the relationships between "P" scores and the respondents' personal, educational, and professional backgrounds. The subjects for the study included 60 administrators, 210 teachers, and 150 last-year undergraduate students in teacher preparation programs.
Regression analyses were used to calculate the interrelationships between mean "P" score and personal and demographic variables. ANOVA procedures were used to test for differences between the three groups (administrators, teachers, and students). The results revealed that the mean "P" score of the administrators, teachers, and last-year undergraduate students were similar. Regression procedures revealed only two statistically significant relationships between respondents' background characteristics and the "P" scores earned on the DIT. Nonetheless, a follow-up focus group meeting with 15 of the respondents suggested that the DIT is a useful tool for studying the moral judgment of Thai educators.

Teachers at eight elementary schools in a large metropolitan school district participated in a multi-year program of professional ethical dilemma discussions that took place at monthly school meetings over a two-year or three-year period and focused on real-life situations faced by elementary school teachers. Discussions were structured using the Four Component Model of Moral Judgment. The DIT-2 served as a measure of moral judgment. Results proved to be counterintuitive; teacher moral judgment did not improve over time. We discuss the implications of promoting moral and democratic sensibilities at a time when American classrooms are tightly controlled and teachers held accountable for student performance on high stakes tests (Benninga, Sparks & Tracz, 2011).

The assumption that high level functioning is characterized by a great deal of autonomy is central to some major theories of moral development [Kohlberg (in T. Lickona (ed.) Moral development and behavior: Theory, research and social issues, 1976) Piaget (The moral judgment of the child, 1932)] and to the self-determination theory of motivation [Ryan and Deci (The American Psychologist, 55, 68–78, 2000)]. Based on these theories, Weinstock, Assor and Broide (2009) hypothesized that students' perceptions of their teachers as autonomy supportive, mainly in the form of encouragement of critical thinking, and perhaps also choice, would be positively associated with students' advanced moral judgment. Data collected from 12th grade students in two regular schools and two democratic schools supported this hypothesis. Results also showed that being a student in a democratic school (as opposed to a regular one) was associated with autonomous moral judgment, and that this association was mediated by students' perceptions of teachers as encouraging criticism, but
not choice. A possible implication is that programs of moral education should explicitly promote teachers' inclination to encourage critical thinking in their students.

A study by Cho (2010) conducted to examine Pre-service Early Childhood Teacher's moral judgment Types and Pre-service Early Childhood Teachers(Female : 30) in Early Childhood Education in two year colleges was presented twenty-four stories combined means (fair vs foul) and outcome (positive vs negative). Subjects were asked to judge the goodness or badness of each character in twenty-four stories on four point scale. They were also asked to assign how many give score to goodness or badness of each character in stories and why give score. Results showed that Pre-service Early Childhood Teacher can use not for an intention or in consequence but differentially a fair means vs a foul means for making moral judgement.

Article by Reiman (2002) identifies moral judgment as a needed aim in higher education and teacher education, suggesting that moral issues are a central part of the content of various disciplines in higher education and noting that there are calls to integrate ethics across the curriculum. A cognitive-developmental theory that includes new social role-taking and guided inquiry is described as a potential framework for deliberative educational programming in undergraduate education and teacher education. This framework guided curricular design for two teacher education cohorts. Data were collected to examine students' moral judgment growth across their four-year college experience. A total of eight undergraduate longitudinal studies were compared for gains in postconventional moral judgment as measured by the Defining Issues Test (Rest, 1986). The average gain across the two teacher education cohorts was 12.31 with an averaged effect size of .62. The average gain score gain of 12.31 in postconventional moral judgment was very large. Results highlight a moderate and significant change in postconventional moral judgment reasoning for the preservice teachers. Possible reasons for this change include the deliberative role-taking and guided inquiry curriculum embedded in students' experiences and differences in students' individual characteristics and extracurricular commitments.
2.3 Studies related to Moral judgment, attitude and job satisfaction - Indian and foreign studies

The aim of the study by Tuncay, Tuzun & Teksoz (2011) was to investigate the relationship between environmental moral reasoning patterns and environmental attitudes of 120 pre-service science teachers. Content analysis was carried out on participants’ written statements regarding their concerns about the presented environmental problems and the statements were labeled as ecocentric, anthropocentric, and non-environmental according to their meanings. Then, descriptive and inferential analyses were conducted on the calculated frequencies of each moral consideration category and participants’ responses to Environmental Attitudes Scale. The results revealed a significant positive correlation between ecocentric moral reasoning and environmental attitudes, whereas there was not a statistically significant relationship between neither of anthropocentric nor non-environmental moral reasoning and environmental attitudes. Findings of the study support the argument that an environmental ethic, which extends moral consideration beyond human beings to the nature as a whole, is necessary to overcome many of the environmental problems.

Article by Žygaitienė (2011), analyses the development of moral values (tenderness, regard, frankness, dignity, responsibility, altruism). Analysis of a longitudinal study on the attitudes of Vilnius pedagogical university students -- future technology teachers -- towards moral values is presented here. The research was carried out in 1999–2009. Statistical relations are revealed comparing the ratings of the values analysed in respect of demographic rates and the research years. The findings of the research have shown that frankness is at the top of the ratings of the analysed moral values; it is further followed by tenderness, responsibility, altruism, and regard in the order of importance. Almost half of the future technology teachers (45.1 %) are in favour of frankness and only about one third of the respondents (34.8 %) say that their closest friends follow this moral value in their lives. Most frequently (in about half of the cases) the respondents saw frankness as the most important value in 2002, 2003, and 2005. In 2004 this value was the least popular. Altruism has been attributed to the least popular values. Only 20.3 % of the respondents state that they prefer peers who follow this value, and only 12.2 % think that their closest friends consider altruism
important. In view of the research years (1999–2009) altruism was most valued in the year 2000 (38 %), and in 2004 and 2006 its popularity fell down to 4 %. However, since the year 2007 the importance of this value has been growing. The study has also revealed that family is the most influential factor in developing moral values. The majority of the informants (88.9 %) are convinced that their parents have most stressed the formation of moral norms, 82 % think that following the rules of etiquette has been emphasised in their families, while 74 % stressed polite behaviour. 71.9 % of the respondents pointed out that respect for others was developed in their families. Statistically significant differences (p < 0.05) between attitudes towards family impact on developing culture of behaviour were determined: daytime students mentioned that their families accentuated the rules of etiquette (86.2 %) and the development of tenderness (28.7 %) more frequently than extra-mural students and students on retraining programs (76.2 % and 21.3 % respectively). And on the contrary, less daytime students (68.5%) are convinced that respect for others is developed in their families in comparison with extra-mural students and students on retraining programs (76.6 %). The importance of the family for the development of this value has grown up from 50 % to 84 % during the research period. The impact of the family for the development of moral has not changed during this time period, while the curve for the role of the family in teaching the rules of etiquette has been the most dynamic -- falling from 87 % in 1999 down to 60 % in 2003. The future technology teachers who participated in the research consider the impact of the school on development of pupils' values very important well. 69 % of the informants think that school pays the biggest attention to following the rules of etiquette; 64.5 % of the respondents point out the development of politeness; 65 % of the research participants state that school develops moral qualities; and 53.5 % of future technology teachers think that school develops respect for others.

The aim of research by Coskun (2011) is to determine the levels of democratic attitude of teachers of Religious Culture and Moral Knowledge and to investigate these levels of attitudes in terms of various variables. The research is a definitive investigation in the survey model. Furthermore, the Democratic Attitude Scale was used to collect data. The scale was developed by Gözütok (1995) using the scale called "Teacher Opinionaire On Democracy", developed by Attitude Research Laboratory. 124 Religious Culture and Moral Knowledge teachers in the levels of secondary and high school in Turkey consisted of the samples of the research. The research data was collected by questionnaires and they were analyzed by One Way Analysis of Variance (ANOVA). According to obtained results, 42 % of Religious
Culture and Moral Knowledge teachers’ levels of democratic attitude were high and 38 % of them were medium while 20 % of them were low. This situation did not differ significantly by depending on teachers' genders, levels of education and seniorities.

Morality is the stance and attitude that makes a social human being; the display of behaviors such as praise, criticism, tolerance and intolerance, confirmation and rejection; the taking of sides by stating what one finds good or bad, right or wrong, instead of staying indifferent to what other people say and do (Pieper, 1999). Moral development needs to be taught at schools from the personality-shaping years of preschool so as to raise individuals with a strong sense of morality. Teachers are as important as families in children's moral development. Although parents may play a crucial role in child development within the family environment, once children start school, teachers take the primary importance in children's lives. As pointed out by Dewey (1995), telling preschool children to behave morally has very little contribution towards the development of moral behavior. Therefore, it is of utmost importance that teachers involved in morality education act as models for children by displaying ethical and moral behavior. As a discipline, morality is the collection of ethical codes reflected in practical everyday life; they constitute the value system guiding a society's behaviors, attitudes and beliefs. In their studies, Oser (1991) and Terhart (1998) state that teachers' professional quality depend on the development of cognitive, moral and practical domains, and that these three together define teacher competencies. Therefore, it is not enough for teacher education programs to improve teachers in only one domain; moral judgment levels and teaching attitudes play a determining role in the identification of teacher ethical behaviors. Starting from this, the present study investigates the relationship between preschool teachers' professional ethical behavior perceptions, moral judgment levels and teaching attitudes. The sample includes 464 randomly selected preschool teachers working in 10 different regions of Istanbul. Three different measurement tools were used: Preschool Teacher Ethical Behaviors Scale, Moral Judgment Test, and Teaching Attitudes Scale. The results seem to imply that a linear relationship exists between the variable of "preschool teachers' ethical behavior perceptions" and the variables of "moral judgment level", "democratic attitude", "autocratic attitude" and "apathetic attitude". Put differently, preschool teachers' perceptions about ethical behaviors are predicted by moral judgment level, democratic attitude, autocratic attitude and apathetic attitude (Oktay, Ramazan & Sakin (2010).
Teachers' tolerance and their attitudes toward diversity were studied through a survey of 521 graduate and undergraduate students by Vogt and McKenna (1998). The majority of the graduate students were teachers pursuing master's degrees, and most of the undergraduates were in preservice teacher education courses. The surveys were related to political, social, and moral diversity. In addition to the survey responses, information on teacher attitudes was drawn from 8 focus group interviews with 77 inservice teachers, 18 whole class discussions, and 22 open-ended questionnaire completed by students. Most of the attitudes held by these educators were well-formed and not susceptible to change by comparatively fleeting influences, such as a discussion of issues. Intolerant beliefs and attitudes were held more strongly (as is the case with the general public) than tolerant beliefs or practices. Teachers and future teachers differed widely in their level of tolerance for diversity, and their responses were distributed almost as widely as those of the general public. Few extreme conservatives or extreme liberals were found.

The aim of this study by Arpaci (2013), is to identify the meanings that are uttered to the concept of value by the religion and morals lesson teacher candidates, the order of values and also the ideas to bring in values via lessons. The universe of the study consists of teacher candidates in Religion and Morals Education Program. Sampling is done by the use of scale sampling method as one of the purposed sampling methodology. The respondents were the seniors of Religion and Morals Education Program in 2012-13 educational year. The survey utilizes a scanning model by the use of a semi-structured interview form which consists of a ranking part enabling the candidates to mention the top 5 values mentioned in the syllabi of Religion and Morals lesson from 4th to 8th grade and some open ended questions embedded with the aim of acquiring the ideas of the candidates on values education. The data obtained is interpreted by the use of frequencies and tables in order to reflect the ideas of the teacher candidates. The results of the study are paraphrased under the titles of values ranking, the definition of values, the function of Religion and Morals lesson in values education and how to perform values education in Religion and Morals Lesson. Content analysis technique is used as one of the qualitative research method.

Marks (1980), addressed following 3 questions in this study: 1) What are the levels of relationships among level of moral development, attitudes toward teaching and role specific self-concept in a group of entering teacher education candidates? 2) What differences exist between elementary and secondary candidates in areas of moral development, teacher
attitudes and self-concept? and 3) In what different ways would candidates at distinct levels of moral development describe ideal teacher behavior? While no significant difference was found between elementary and secondary candidates, findings indicated a relationship exists between teacher attitudes and moral judgment. An analysis of the findings is presented and implications for improving teacher preparation are discussed.

Sukhwal (1976) studied about attitude of married lady teachers towards the teaching profession. The findings stated that the attitudes of the married women teachers showed that a majority of teachers favoured the profession. The difference between favourable and unfavourable attitude was significant. A high percentage of those who were identified as a favourable attitude towards the teaching profession also revealed that highest percentage of problems in actual work situations. Nayar (1977) studied about the teacher attitude of Mysore city constructing a standardized tool. On the administration of the test, the scores of 100 teachers identified by their Headmasters and colleagues as having very good professional attitudes were compared with those of 100 teachers identified as having poor professional attitude. Mishra (1977) studied on the attitudes of teachers working in government aided conventional Sanskrit Vidyalayas of Varanasi towards teaching profession. The conclusions were, there was sex difference in the attitude towards teaching status influence the attitude towards the teaching profession. Teachers training favourably influenced the attitude towards the teaching profession, similarly teachers training favourable affected the attitude towards class room teaching process. The designation of teachers did not influence the attitude towards the teaching profession. Jaleel and Pillay (1979) studied on bureaucratic of college teachers and their attitude towards teaching profession. The findings of the enquiry were, nearly two thirds of the college teachers in the sample were highly bureaucratic. Bureaucratic as an aspect of personality was related to the attitude of college teachers towards the teaching profession. The teachers who have developed sound attitude towards the teaching profession were relatively more traditional and impersonal. Bhandarkar (1980) studied about the polytechnic teachers’ attitude towards teaching profession and its correlates. The study revealed that the attitude towards the teaching profession was not significantly related to the qualifications of the teachers. The trained teachers mean attitude score was significantly higher than the mean attitude of the untrained teachers. The job mobility and family problems were not significantly related to teachers’ attitude towards the teaching profession.
2.4: Studies related to Moral judgment and other studies-Indian and foreign

Judith, A.M. (2002) has conducted a study to find out the relationship between moral reasoning and moral judgment of teachers. A total sample of twenty-four teachers of high schools were interviewed to knew their moral reasoning and Defining Issue Test was used to assess the moral judgment of teachers. The study revealed that the teachers individual moral judgment levels is directly related to their moral reasoning.  

Study by MacCallum (1991) conducted to investigate the moral development of teachers, their reasoning about student discipline incidents, and whether a teacher's own moral development might affect desired student outcomes. An inservice course on student discipline entitled "Managing Student Behavior: A Whole School Approach to Discipline" (MSB) was offered at two secondary schools in Perth, Australia. The course, based on the premise that students are to take responsibility for their own behavior, focused on the enhancement of teacher strategies and skills necessary for the development of students' rights and responsibilities. Such techniques as student participation in the formulation of rules, and sanctions connected with violations were stressed. The 27 subjects of the study were interviewed, before and after attending the MSB class, about 4 hypothetical school discipline incidents. It was determined that teachers' moral judgment was related to various aspects of discipline and, therefore, that more attention needs to be paid to the development of teachers' moral judgment during education courses. The educational program could include the presentation and discussion of theories of moral development, challenging teachers to address the moral issues inherent in the teaching/learning environment.

Cartwright and Simpson (1990) analyzed the relationship between moral judgement development and teaching effectiveness of student teachers. Fifty-three student teachers at East Texas state university were administered the Defining Issues Test (DIT) and were evaluated by Student Teaching Performance scores. Although the study did not find a significant relationship between the P score on the DIT and the performance grade of a group of student teachers, a significant relationship was found between the u score on the DIT and the performance grade of the same group of student teachers. Student teachers who used concepts of justice in making moral decisions have a tendency to receive higher performance ratings.
Thoma and Rest (1987) studied the relationship between teacher effectiveness and the process of reasoning about moral issues. Since teachers often solve moral dilemmas, they expected to find individual differences in indices of moral development related to measures of teacher performance. The subjects were 30 education students (93% female) from a pool of 74 first year elementary and secondary education majors. Data were obtained from a background questionnaire, GPA, and the Defining Issues Test to measure moral judgment development. Teaching performance came from Likert scale ratings used by internship supervisors. GPA was found to be the sole significant correlate of teaching behavior. In this study the U score was calculated from the Defining Issues Test. This score represents the degree to which a subject uses concepts of justice in making moral judgments (Rest, 1987, p. 7). The U score was marginally significant (r=.36, p < .07). Thoma and Rest concluded that subjects who tend to prioritize moral judgement information in their decision making have a tendency to obtain higher teacher ratings.

Nado, J. (2006) explained the nature of moral judgment. His explanation supported Rawls theory of moral judgment. The study suggested that humans are Rawlsian creatures who produce moral judgments in the following manner. First, the perception of a morally significant event triggers an analysis of the actions involved. That analysis, though fast and unconscious, is a complex cognitive process in which many factors must be considered. It is a reasoning process, not a conscious one. The analysis, in turn, is used to form a permissibility judgment. Emotions are triggered only after this judgment has occurred and are relevant mainly for controlling our behavioural response to the perceived act.

According to Snežana Stojiljković (1997), the cognitive-developmental approach to morality represents a wider theoretical framework of this research. The study had as its objective to determine the relative contribution of some personality characteristics to moral judgment at different developmental levels. More precisely, moral judgment is connected with an individual's intellectual abilities, empathy and Eysenck’s basic dimensions of personality. Moral judgment was examined by Rest’s Defining Issues Test that consists of six stories, similar to Kohlberg’s moral dilemmas. The usual psychometric means were used for intelligence assessment. The Emotional Empathy Scale (Mehrabian and Epstein, 1972) and Eysenck’s EPQ were also used. The research sample consisted of 506 pupils, aged 16-17.
Factor analysis and canonical correlation analysis were applied to the gathered data. The results confirmed that there is a relation between moral judgment and cognitive abilities, especially on the post conventional level. Some no cognitive properties of personality (empathy, extroversion, neuroticism) are of some importance for the conventional forms of moral thinking. The findings suggest that moral judgment is not in its nature an exclusively cognitive process which can be thoroughly explained by the Ethics of justice principles. In short, moral judgment is the act of a Person as a whole. Moral person cannot be reduced to a moral thinker and Homo Justitiae. All in all, the results show that a cognitivistic approach cannot offer a complete explanation of the moral judgment processes.

Work values and job satisfaction of Arkansas business educators in secondary school systems and community/technical colleges were examined by Fuderburg and Kapes (1997) through a survey of a random sample of 129 of Arkansas' 926 secondary and community/technical college business educators. Of those teachers sent surveys (67 secondary and 62 community/technical college business educators), 64.5% responded. Respondents completed a demographic information, the Values Scale (a measure of work values), and the Minnesota Satisfaction Questionnaire (MSQ) (a measure of job satisfaction). Data were analyzed by multivariate analysis of variance, t-tests, and effect sizes. The secondary business educators valued cultural identity, economic rewards, and economic security more than the community/technical college business educators did. No differences were found between the job satisfaction of the secondary and community/technical college business educators as measured by the MSQ; however, a self-report form that was also used indicated that the community/technical college educators were more satisfied with their jobs than were the secondary-level educators. Among the secondary-level educators, males valued achievement, advancement, authority, autonomy, cultural identity, physical prowess, prestige, and risk more than females did. No gender differences regarding work values or job satisfaction were discovered among the community/technical college sub-sample.

Prahallada (1982) in his study on junior college students found that majority of the students had low moral judgment, and moral judgment was independent of socio-economic status, intelligence, and personality adjustment.
An Israeli survey by Mannhem (1993) on 209 men and 136 women (96 percent response) found women were less work centered than men of intermediate socioeconomic status (SES)—these women were usually wives, mothers, and employed; women's country of origin was relevant to work role centrality; and SES, values, and job satisfaction explained centrality for men, SES, socialization, and job satisfaction for women.

A study by Torres and Kapes (1992) conducted in 1990-91 to explore the work values and job satisfaction of minority professionals in community colleges and technical institutes who aspire to advance in leadership positions. The sample consisted of 59 Black and Hispanic educators from community colleges and technical institutes across Texas who participated in the Leadership Development Program at Texas A&M University. Characteristics of these potential minority leaders were assessed using the Demographic Information Sheet, the Values Scale (VS) and the long form of the Minnesota Satisfaction Questionnaire (MSQ). Findings indicated that the participants valued advancement, altruism, authority, creativity, and personal development and were satisfied with the activity and social service aspects of their work more than the norm group with which they were compared. There were no real differences between Black and Hispanic or male and female participants, nor between participants with different amounts of professional experience. Study findings suggested that leadership development programs in community colleges did not need to be structured differently for minority participants. The VS and MSQ both seemed to be sufficiently reliable and valid to recommend their use in further research with potential minority leaders in community college settings.

A report by Perie and Baker (1997) describes U.S. K-12 teachers' satisfaction with teaching as a career and identifies some workplace-related factors associated with satisfaction. Factors examined include school and workplace characteristics, teacher background, salary, and other benefits. Findings indicate that working conditions related to satisfaction are administrative support and leadership, student behavior, and school atmosphere. Compensation is only modestly related to teacher satisfaction.

Verdogo et al (1997) developed and estimated a causal model describing the relationship between bureaucracy, legitimacy, and community as predictors of teachers' job satisfaction, using data from a national survey of National Education Association teacher members. Bureaucracy has important effects on community via legitimacy. Legitimacy has greater effects than bureaucracy on community, which itself enhances job satisfaction.
The assumption that as teacher empowerment increases in restructuring schools teacher job satisfaction will increase, was explored by Klecker and Loadman (1996) in a study using a large sample of classroom teachers working in schools initiating self-designed restructuring efforts. Study participants were 10,544 classroom teachers working in 307 Venture Capital Schools funded to implement restructuring by the state legislature in Ohio. Six dimensions of teacher empowerment were measured: decision-making, professional growth, status, self-efficacy, autonomy, and impact. Teacher job satisfaction measured teachers' satisfaction with salary, opportunities for advancement, degree of challenge of the job, autonomy, general working conditions, interaction with colleagues, and interaction with students. Analysis of the data revealed room for growth in both empowerment and job satisfaction. A high positive linear correlation was found between teacher empowerment and teacher job satisfaction; the common variance was 49 percent. Although a high correlation between the two constructs was found in this study, at least half of the variance in teacher job satisfaction was not explained by teacher empowerment. Results of the study suggested that in depth, within school, qualitative studies of teachers' dissatisfaction with overall working conditions may be the best place for Venture Capital School planning teams to focus their restructuring efforts.

Using a national database of nearly 10,000 teachers, Taylor and Tashakkori (1995) explored the dimensionality of teachers' decision participation, school climate, sense of efficacy, and job satisfaction and their relationships were explored. Dimensions of decision participation did not emerge as best predictors of teachers' sense of efficacy or job satisfaction. In one of the study by Graham and Cline (1997), from a list of ethical "do's" and "don'ts" for teachers, four categories of ethical issues emerged: competence, professional relationships, confidentiality, and conflicts of interest. Competence embodies both negative and positive aspects, as teachers not only must refrain from doing the wrong thing but also must work to enhance the level of effectiveness in their own teaching and in the profession. In the professional relationships category, courtesy is basic. It is grounded in an attitude of respect and patience with co-workers, school administrators, students, and parents. But, while the reverse of courtesy is being overly critical of others in the school setting, teachers must still be able to offer constructive criticism to school administrators and other teachers. Considering the surrounding facts, common sense approaches, and the actions that would be in the best interest of all parties involved should solve dilemmas of confidentiality. Finally, while avoiding even the appearance of an activity that might lead to a misunderstanding of
what is proper may not always be possible, it is a goal that will relieve conflicts of interest in most professional situations.

Judith (1995) presents the findings of a study specifically dealing with student discipline but Johnston's findings suggest the discussion may have even wider implications. Judith's study revolved around the Managing Student Behaviour: A Whole School Approach to Discipline (MSB) in-service course introducing the programme into two Perth secondary schools. MSB is progressively being introduced into Western Australian secondary schools by the WA Ministry of Education. It is based on the "fundamental premise that the way in which the organisation of the school and the teachers function will affect the behaviour of students" (Dowding, 1988, p.18). By enabling teachers to work together to develop more effective strategies and procedures for student management, the programme aims to change students' behaviour while "maintaining positive relationships with them". This is principally achieved by encouraging students to take responsibility for their own behaviour. Although the title of the programme infers an emphasis on management, a number of the in-service sessions concentrated on enhancing teacher strategies and skills necessary for developing students' responsibility for their own actions such as: including students in the formulation of rules; developing sanctions directly connected with the violation (similar to Piaget's sanctions by reciprocity, Piaget, 1932); and developing teacher skills in listening and communication. In Lawrence's (1985) article espousing the MSB programme, he asks all teachers to address the question "Am I presenting myself to the students as a purveyor of knowledge or as a person interested primarily in people?" (p.8). Implicit in his statement "unless the teacher is genuinely interested in the welfare of his or her students, the approach will not come easily", is the notion that teachers do differ in their understanding of the teacher's role. If teachers do differ in their understanding of the teacher's role, what forms the basis of these differences? Johnston's findings suggest teachers' moral reasoning is a worthwhile avenue to pursue.

Cognitive developmentalists depict moral reasoning as the logical processes through which an individual construes and evaluates moral conflicts -- usually referred to as moral judgment (Piaget, 1932; Colby & Kohlberg, 1987; Rest, 1979). The central thesis of this approach is that differences among people in the way they construe and evaluate moral problems are determined largely by their concepts of justice or fairness, that it is possible to identify and describe these basic concepts and that more adequate and complex concepts of justice develop from less adequate ones. One way of understanding the developmental progression of moral thought is in terms of the relationship between the self and society's moral rules and expectations (Colby & Kohlberg, 1987). An individual's perspective
develops from one in which rules and social expectations are external to the self, to one in which the self is identified with or has internalised the rules or expectations of others (especially those of authorities). Some, but not all, adults progress to the perspective in which the self is differentiated from the rules and expectations of others and the individual is able to define moral values in terms of "self-chosen principles". There is increasing reciprocity and cooperation as more points of view are taken into account and a more encompassing and integrated perspective on society is attained. Parents' understandings of their discipline practices have been found to be related to parental moral reasoning (Holstein, 1969; Parikh, 1980; Buck, Walsh & Rothman, 1981; Dickinson & Gabriel, 1982; Powers, and Speicher-Dubin, in Powers, 1988). Specifically, parents of higher moral reasoning levels had children with higher moral reasoning, allocated more time for discussion, encouraged more child participation in the discussion, and encouraged children to express their feelings as well as their views. Higher level mothers were more supportive of other family members and more able to tolerate situations where sharing of differences was required. An Australian study (Dickinson & Gabriel, 1982) found parents of children with higher moral reasoning levels tended to use a communication style that encouraged interchange of views and critical thinking. Although a direct relationship between styles and parental moral reasoning is not reported, the higher moral reasoning students also had higher moral reasoning parents. Johnston & Lubomudrov's (1987) case study of eight female elementary teachers (with moral reasoning scores at the extremes of a larger group) identified two different approaches to discipline and ways of understanding the teacher's role which were related to the teachers' moral reasoning levels. The teachers with lower moral reasoning thought rules primarily served to maintain a stable social order; came from authorities and were given to students; and appeared inseparable from the authorities who enforced the rules. The teachers with higher moral reasoning, however, viewed rules as necessary to ensure the rights of individual students as well as the group; spoke of ways to set up rules to promote student understanding and responsibility; encouraged students to discuss the value of having a rule, to suggest options, and to consider various consequences of breaking the rule; focused on reasons underlying the rules in discussions with students; and distinguished between the rules and the teacher. In any school there are many different types of rules: of these, some are concerned with moral issues, like fighting and stealing; and others are concerned with procedures for maintaining social order, like school uniform, seating arrangements in classrooms and addressing teachers. In the school context, children are known to distinguish between actions and rules that are arbitrary (social-conventional)
and those that are prescriptive (moral), and the content of their responses to violations of social-conventional and moral rules reflects these distinctions (e.g. Nucci & Turiel, 1978; Nucci & Nucci, 1982). Students' evaluation of teachers' responses to transgressions also reflect these domain distinctions (Nucci, 1984). Johnston and Lubomudrov's study, however, concentrated on rules in general and did not address teachers' comparative understanding of specific incidents or distinctions between moral and social-conventional rules.

An article by Lee (2005) explored Taiwan elementary and junior high school teachers’ moral development and their perceptions of school environment. Pre-service teachers (N=328) and in-service teachers (N=336) filled in two questionnaires entitled ‘Moral Judgment Test’ (MJT) and ‘School as Caring Community Profile II’ (SCCP). The SCCP score of teachers was above average. The MJT score of pre-service teachers was mid-range while the score of in-service teachers was low. Several factors which influenced teachers’ moral development and their perceptions of school environment were revealed. Accordingly, the author has offered some recommendations on how to improve teachers’ moral development and reshape their school environments.

2.5: CONCLUSION

A careful review of related literature shows that a number of investigations have been carried out to find out the relationship of moral judgment with personality adjustment, socio-economic status and sex of higher secondary and secondary school students.

However, as per review of related literature, it appears that studies related to moral judgment in relation to intelligence, personality adjustment, socio-economic status, sex and locality of secondary school teachers are a few. This is the prime reason why the present study is undertaken to find out the relationship of moral judgment with job satisfaction and personality adjustment of secondary school teachers working in Karnataka.