

Moral Reasoning Stages Of Secondary School Head Teachers Of Pakistan

Umar Farooq [1], R.A. Farooq[2], Rabia Tabassum [3], Shafqat Ali Khan[4]

[1] Dr., Assistant Professor
University of Education Attock
Campus
(drumarfarooque12@gmail.com),

[2] Dr., Dean Faculty of Arts and
Social Sciences Northern University,
Nowshera, Pakistan
(drfarooqch43@gmail.com),

[3] Dr., Professor, Head
Department of Education Northern
University Nowshera, Pakistan
(rabiatabasum227@gmail.com)

[4] Dr., Assistant Professor,
University of Education
(shafqat_khan4@yahoo.com)

ABSTRACT

The study was designed to investigate the moral reasoning stages of secondary school head teachers of Pakistan. Objectives of the study were (1) to investigate the stages of moral reasoning among secondary school head teachers in the light of Kohlberg's theory of moral development, (2) to find out the differences in moral reasoning of secondary school head teachers of Punjab and Khyber Pukhtoonkhwa provinces, (3) to determine the differences in moral reasoning of secondary school head teachers of rural and urban areas.

Keywords: *Head teachers; Moral reasoning; Kohlberg's theory of moral development; Standard Issue Scoring Manual*

INTRODUCTION

The cognitive skills and concepts which are utilized by an individual to solve moral problems are called moral reasoning (Dukerich, Nichols, Elm, & Vollrath, 1990). It also explains moral behavior (Blasi, 1980). Linn (1985) discussed the importance of moral reasoning in the behaviour regulatory process saying, "Mature moral thought would lead to mature moral action." According to Morgan & Hunt (1994), highest level of moral reasoning causes strong relationship with colleagues. Ormrod (2011) holds that children and adolescents construct different standards that guide their moral reasoning.

According to Rest (1986), Kohlberg's theory of Cognitive Moral Development is one of valid means to understand and investigate moral reasoning.

Farooq (2009) was of the view that Kohlberg, after conducting a long series of studies, identifies three levels of moral reasoning. These levels are level of preconventional reasoning, level of conventional reasoning, and level of postconventional reasoning. At the preconventional level, there is no internalization of moral values. People do not have understanding of moral values and their moral judgments are completely under the control of external reward and punishment. At the conventional level, morality is intermediately internalized because though people understand what is right and what is wrong but the moral standards are thought to be imposed by others and laws of the society. At the postconventional level, moral thinking of people is completely internalized because people at this level believe in abstract moral principles underlying moral conventions. Kohlberg further divided each level into two stages.

Many studies have shown that there are cultural differences in the way people respond to moral dilemmas. A longitudinal study of moral judgment in Turkish males was conducted by Nisan & Kohlberg (1982). They concluded that the rate of development was slower among village than among city subjects. While studying the impact of cultural norms and values on the moral judgment of Malay and American

adolescents, Jaffar, Kolodinsky, Carthy, & Schroder, (2002) found that both males and females in the Malay sample demonstrated high level of moral reasoning than American sample and the highest level of moral reasoning was showed by Malay females. Miller (1987), after conducting a research in the field of moral development, held that culture is important in determining moral reasoning of the people. According to Lei & Cheng (1987) maintenance of harmony and obedience which are prominent traits in Chinese culture do affect moral judgments of Chinese people. Maqsood (1977) also found cultural effects on moral judgment.

This theory has generated worldwide research and a lot of work has been done in the area of moral reasoning in many countries of the world. But as far as Pakistan is concerned, insufficient attention has been paid to the area. Therefore, there was a dire need to explore the moral reasoning stages of the people of different areas of Pakistan.

Research objectives

This study was designed to investigate the moral reasoning stages of secondary school head teachers of Pakistan. Following were the objectives of the study

- 1- To investigate the moral reasoning stages of secondary school head teachers of Punjab and Khyber Pukhtoonkhwa provinces of Pakistan in the light of Kohlberg's theory of moral development.
- 2- To find out the differences in moral reasoning of secondary school head teachers of Punjab and Khyber Pukhtoonkhwa provinces.
- 3- To determine the differences in moral reasoning of secondary school head teachers of rural and urban areas.

In order to achieve objective No 2 and 3, following null hypotheses were tested;

Ho1; "there is no significant difference between the moral reasoning of secondary school head teachers of Punjab and Khyber Pukhtoonkhwa."

Ho2; "there is no significant difference between the moral reasoning of secondary school head teachers of rural and urban areas."

METHODOLOGY

Population

The target population of the study consisted of head teachers of 5816 secondary schools (in Public Sector) of the Punjab and Khyber Pukhtoonkhawa provinces of Pakistan. These schools were located in rural and urban areas of Punjab and Khyber Pukhtoonkhwa.

Sample

Sample of the study consisted of 160 secondary school head teachers of urban and rural areas of five districts of Punjab (i.e. Attock, Chakwal, Hafiz Abad, Jhelum and Rawalpindi) and five districts of Khyber Pukhtoonkhawa (i.e. Nowshera, Haripur, Sawabi, Charsada and Peshawar). The sample was taken according to the existing proportion of the schools between Punjab and Khyber Pukhtoonkhwa, and rural and urban areas.

Research Instrument

In order to determine the moral stage of each participant of the sample, Kohlberg's Moral Judgment Interview, Form A was used to collect the data. Written interviews were conducted as Colby & Kohlberg (1987) suggested written interviews for collecting data from large number of subjects. The researcher instructed the respondents that the interview consisted of stories with challenging issues and the interviewer interested in their answers to "why" questions rather than "what" questions.

Form A of Kohlberg's Moral Judgement Interview consisted of three dilemmas including the classical "Heinz and the druggist" dilemma involving the issues of life and law. The other two dilemmas were, Joe's dilemma involving the conflict of contract and authority, and the judge's dilemma about the conflict between

conscience and punishment. The dilemmas were followed by questions. These questions were designed to clarify a reason why a subject made that particular judgment.

The instrument has proven to be highly reliable. Test-retest reliability of the instrument is .90. The longitudinal data presented in Measurement of Moral Judgement Volume 1 can be considered to provide substantial support for the validity of the instrument (Colby & Kohlberg, 1987).

Data Collection

For the collection of data, the researcher visited the selected schools personally but due to the cultural restrictions it was very difficult for the researcher to collect data from female head teachers. So help of a female research assistant was also sought to collect data from female head teachers.

Analysis of Data

The global stage scores of the head teachers were determined on the basis of their responses to the presented moral dilemmas of Moral Judgment Interview Form A by using Standard Issue Scoring Manual.

Following procedure was adopted for scoring the dilemmas. 1- The researcher broke down the interview material into interview judgments. 2- These Interview Judgments (IJ) were matched with the Criterion Judgments (CJ) in the manual. 3- Then a stage score was assigned on the basis of the match.

To gain the sense of the subject's response, the researcher read all the material on the first dilemma. In the next step, the "chosen issue" was identified. Then the researcher classified all the material by issue. After this, he broke down the interview material into interview judgments and he matched the interview judgments one by one with the criterion judgments in the manual. On finding the IJ-CJ match, the score was entered in the score sheet as well as in the interview form. A single score sheet was used for all the three dilemmas. In case, if the IJ-CJ match was not found, then a guess score was assigned on the basis of the researcher's general knowledge of the stages. The researcher assigned guess score only when he did not find any IJ-CJ match. And if the material on an issue did not provide any reason, then "no material" was written in the score sheet. The researcher repeated this procedure for all remaining dilemmas.

While calculating issue score, when the researcher found only one IJ-CJ match on an issue or all the IJ-CJ matches represented the same stage, then he did not make any further calculation. However, if he found two or more matches with different stages, then each stage was added up each the time it was represented by IJ-CJ match for the issue. And if the researcher found a match showing a transition stage then he counted each stage as one half. Finally, the investigator considered that stage as issue score which represented 25% or more. Transition score was assigned when the frequency of the stages were the same. The researcher circled the scores for chosen issue but guess scores were not circled in the score sheet.

For calculating global stage score, the researcher assigned three points to pure stage score for chosen issue. For transitional stage, he assigned one and a half point to each stage. Two points were assigned to pure stage score for non-chosen issue. For transitional stage, one point was assigned to each. For guess score, the investigator assigned one point to pure and half point to transitional or major or minor. The stage that reached 25% of the total number of weighted points was considered as global stage.

The researcher calculated Weighted Average Score (WAS) of each respondent by multiplying each stage represented in the interview by weighted points for that stage. Then he added the product of all the stages. Finally, the sum of the products was divided by total number of weighted points and multiplied by 100.

To achieve the objective No 2 and 3, the observed frequencies were tabulated in contingency tables and expected frequencies in each cell of the contingency table were determined by multiplying the total of the respective column and total of respective row, then dividing them by the grand total. Then the chi-square value of each cell was calculated.

The level of significance for testing the null hypotheses relating to differences in moral reasoning stages was set at 0.05

RESULTS

Table No- 1 Moral reasoning stages of secondary school heads of Punjab

Stage	1	1/2	2	2/3	3	3/4	4	4/5	5	Total
n	01	00	00	00	01	56	61	03	00	122
Punjab										
%	.82	00	00	00	.82	45.90	50	2.46	00	100%

Table No- 1 depicts that 45.90 percent head teachers were at stage 3/4 of their moral reasoning, 50 percent at stage 4, while 2.46 percent head teachers responded at stage 4/5. Only .82 percent was at stage one and three of their moral reasoning.

Table No- 2 Moral reasoning stages of secondary school heads of Khyber Pukhtoonkhwa

Stage	1	1/2	2	2/3	3	3/4	4	4/5	5	Total
n	00	00	00	01	01	22	11	03	00	38
KPK										
%	00	00	00	2.63	2.63	57.9	28.95	7.89	00	100%

Table No- 2 shows that 57.9 percent respondents were at stage 3/4 and 28.95 percent were at stage 4 of conventional level of their moral reasoning, while 7.89 percent responded at stage 4/5. Only 2.63 percent were at both stages 2/3 and stage 3 of their moral reasoning.

Ho1; “there is no significant difference between the moral reasoning of secondary school head teachers of Punjab and Khyber Pukhtoonkhwa.”

Table No- 3 Significance of difference among moral reasoning stages of secondary school heads of Punjab and Khyber Pukhtoonkhwa

Stage	1	2/3	3	3/4	4	4/5	Total	χ^2	Level of significance
Punjab	fe .76	0.76	1.53	59.48	54.9	4.58			
	fo 01	00	01	56	61	03	122		
KPK	fe 0.24	0.24	0.48	18.53	17.1	1.43		10.21	0.05
	fo 00	01	01	22	11	03	38		
Total	01	01	02	78	72	06	160		

$$\chi^2_{0.05(5)} = 11.07$$

d.f = 5

Table No- 3 shows the χ^2 value of 10.21 which is less than the critical χ^2 value. Therefore the above null hypothesis is accepted and it is concluded that there is no significant difference between the moral reasoning stages among secondary school head teachers of Punjab and Khyber Pukhtoonkhwa provinces.

Table No- 4 Moral reasoning stages of secondary school heads of rural areas

Stage	1	1/2	2	2/3	3	3/4	4	4/5	5	Total
n	01	00	00	01	02	57	58	02	00	121
Rural										
%	.83	00	00	.83	1.65	47.11	47.93	1.65	00	100%

Table No- 4 depicts that 47.11 percent head teachers responded at stage 3/4 and 47.93 percent at stage 4 of conventional level to the presented moral dilemmas, while 1.65 percent responded at stage 3 and stage 4/5. Only .83 percent were at stage 1 and 2/3 of their moral reasoning.

Table No- 5 Moral reasoning stages of secondary school heads of urban areas

Stage	1	1/2	2	2/3	3	3/4	4	4/5	5	Total
n	00	00	00	00	00	20	15	04	00	39
Urban										
%	00	00	00	00	00	51.28	38.46	10.26	00	100%

Table No- 5 shows that 51.28 percent respondents were at stage 3/4 of their moral reasoning, 38.46 percent responded at stage 4, while 10.26 percent head teachers responded at stage 4/5. None of the head teachers from urban area responded at stage 1, 1/2, 2, 2/3, and 3.

Ho2; “there is no significant difference between the moral reasoning of secondary school head teachers of rural and urban areas.”

Table No- 6: Significance of difference among moral reasoning stages of secondary school head teachers of rural and urban areas.

Stage	1	2 /3	3	3/4	4	4/5	Total	χ^2	Level of significance
fe	0.76	0.76	1.51	58.99	54.45	4.54			
Rural							121		
Fo	01	01	02	58	57	02		7.69	0.05
fe	0.24	0.24	0.49	19.01	17.55	1.46			
Urban							39		
Fo	00	00	00	20	15	04			
Total	01	01	02	78	72	06	160		

$$\chi^2_{0.05(5)} = 11.07$$

d.f = 5

Table No- 6 shows the χ^2 value of 7.69 which is less than the critical χ^2 value. Therefore the above null hypothesis is accepted and it is concluded that there is no significant difference between the moral reasoning stages among secondary school head teachers of rural and urban areas of Punjab and Khyber Pukhtoonkhwa provinces.

DISCUSSION

The main purpose of the study was to find out moral reasoning stage of secondary school head teachers of Punjab and Khyber Pukhtoonkhwa and to investigate the differences in moral reasoning of secondary school head teachers of Punjab and Khyber Pukhtoonkhwa, and also in the moral reasoning of head teachers of rural and urban areas. On the basis of their responses to the presented moral dilemmas, 48.45 percent head teachers were found at transitional stage 3/4 and 44.72 percent at stage 4 of conventional level. Only 3.73 percent were ranked at stage 4/5 while 1.42 percent of the respondents responded at both stage 1 and 3. No significant differences were detected in the moral reasoning of secondary school head teachers of Punjab and Khyber Pukhtoonkhwa and also in the moral reasoning of head teachers of rural and urban areas of Punjab and Khyber Pukhtoonkhwa. The reason for not detecting any differences in the moral reasoning of the above mentioned head teachers may be that the area from which the sample was selected had the same culture and traditions. Maqsood (1977), Miller (2001), and Vimalasiri (2001) detected relationship between moral reasoning and culture. The other reason may be the

subject of the study followed the same religion. Vimalasiri (2001) also found the relationship between the moral reasoning and religion. Another reason could be the level of education of the respondents, which was almost the same. Rest, Turiel, and Kohlberg (1973) also found relationship between formal education and moral maturity level of adults. Izzo (2000) also detected correlation between moral reasoning and formal education. The other reasons may be the curriculum of the training programme, the working environment of the public schools where the head teachers spent most of their time, and the role they play at school were also the same.

CONCLUSIONS

The following conclusions were derived from the findings of the study.

- 1- Due to their responses to the presented moral dilemmas, majority (93.17 %) of the head teachers were ranked at stage 3/4 and 4 of conventional level of Kohlberg's theory.
- 2- No significant differences were detected in the moral reasoning of secondary school head teachers of Punjab and Khyber Pukhtoonkhwa
- 3- No significant differences were also detected in the moral reasoning of head teachers of rural and urban areas of Punjab and Khyber Pukhtoonkhwa.

RECOMMENDATIONS

Following recommendations are made in the light of conclusions and discussion;

1. It was found that the majority of the head teachers were at the conventional level of their moral reasoning. For developing them to the post conventional level, it is recommended that the training in the area of moral reasoning be provided to the head teachers. For this, Education Department may arrange ethical training programmes for head teachers in summer vacations at tehsil level.
2. Moral issues should be included in the induction training curriculum of head teachers.
3. For providing teachers, head teachers, and also the students an opportunity to develop them to the highest level of their moral reasoning, moral discussions be conducted at school and class room settings.

REFERENCES

- Blasi, A. (1980). Bridging moral cognition and moral actions: a critical review of the literature. *Psychological Bulletin*, 88, 1-45.
- Colby, A. & L. Kohlberg. (1987). *The Measurement of Moral Judgment*. Vol.1 Cambridge University Press. U.K. pp 18-31, 129-149.
- Dukerich, J.M., Nichols, M. L., Elm, D. R. & Vollrath, D. R., (1990). Moral reasoning in groups: Leaders make a difference. *Human Relations*, 43, 473- 493.
- Farooq, U. (2009). A developmental study on moral reasoning among students of different grade levels in the light of Kohlberg's theory of moral development. Un published M. Phil thesis. UIER. Pir Mehr Ali Shah, Arid Agriculture University Rawalpindi.

- Izzo, G. (2000). Cognitive Moral Development and real estate practitioners. *Journal of Real Estate Research*, 20, 119-142.
- Jaffar, J., Kolodinsky, P., Mc Carthy, S., & Schroder, V. (2002). The impact of cultural norms and values on the moral judgement of Malay and American adolescents: A brief report.
- Lei, T., & Cheng, S. (1987). A little but special light on the universality of moral judgment development. Unpublished manuscript. Harvard University. Cambridge.
- Linn, R. (1985). Morality in action. The relationship between moral judgement and moral action of Israeli Reserve Soldiers Who Refused to Serve in Lebanon. Retrieved from <http://eric.ed.gov/ERICWebportal>.
- Maqsood, M. (1977). Moral reasoning of Nigerian and Pakistani Muslim Adolescents. *Journal of Moral Education*. 7(1), 48-49.
- Miller, J. (2001). Culture and moral development. In D. Matsu moto. *Hand book of culture and psychology*. New York. Oxford University Press. 151.
- Morgan, R.M. & Hunt, S.D. (1994). Commitment-trust theory of relationship marketing. *Journal of Marketing*. 58, 20-38.
- Nisan, M. & Kohlberg, L. (1982). Universality and Cross-Cultural Variations in Moral Development. A Longitudinal and Cross-Sectional Study of in Turkey. *Child Development*. 53, 865-876
- Ormrod, J.E. (2011). *Educational Psychology. Developing Learners. Moral and prosocial development*. Pearson Education Inc. USA. 90-94
- Rest, J.R. (1986). *Moral development: Advances in Theory and Research*. Oxford University Press. 201
- Rest, J., Turiel, E. & Kohlberg, L., (1973). Relations between levels of moral judgement and preference and comprehension of moral judgment of others. *Journal of Personality*. 37, 225-250.
- Vimalasiri, S. J. (2001). Moral Reasoning Capacity of Management Students and Practitioners: An empirical study in Australia, *Journal of Managerial Psychology*. 16(8), 613-634.