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A RE-EXAMINATION OF THE PIAGETIAN CONCEPT
OF THE DEVELOPMENT OF MORAL JUDGEMENT IN
RELATION TO A SELECTED GROUP OF CHILDREN
IN CEYLON

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ABSTRACT

The Piagetian concept of the development of moral judgement in children was studied using the type of stories similar to those framed by Piaget in his interviews. Subjects were one hundred and forty six children in all three media from two schools namely, St. Sylvester's College and Girls' High School.

The concepts associated with moral judgement like the child's mode of thinking, and continuity of moral development were clarified and analysed. To study these aspects we studied maturity of moral judgement in relation to chronological age, social maturity and intellectual development. The Chi-square technique was employed to ascertain if there was any relationship between moral judgement and chronological age, moral judgement and social maturity; moral judgement and intellectual development.

The relationship between moral judgement and chronological age, moral judgement and intellectual development and moral judgement and social maturity were in general all significant at the 5 per cent level. Thus our results were in general agreement with the Piagetian concept of the

development of moral judgement. Detailed analyses of data, however, showed that the largest areas of agreement was between moral judgement and intellectual maturity. We found that certain areas of moral judgement did not improve with grade or chronological age. Hence, we suggest the possible explanation that the way we teach religion and our cultural standards do not favour maturity of moral judgement in children in certain areas. Some related problems have been suggested for further research.