

Relationship Between Students' Moral Development and their Academic Achievement: An Extension of Kohlberg's Theory

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Abstract

Moral development is the basic requirement of an educational system. The overall progress of as society based on its effective process of education which is consisted on valuable contents, devoted teachers, and purposeful activities and as a result a skilful, honest and useful citizen can be produced. The current study is based on two variables moral development and academic achievement of secondary and higher secondary level students of Fazaia colleges. The purpose of study is to gauge the moral development of students of 15 to 19 age (girls and boys) and teachers according to the moral stages given by Kohlberg, in his theory of moral development. The sample of study was the students (male /female) of SSCII (10th) and HSSCII (12th) Level and teachers of compulsory subjects' i.e. Urdu, English, Islamiyat and Pak Studies of Fazaia Inter colleges. To gauge the moral development of students and teachers, data was collected by the 6-point ranking scale (1-6).The academic achievement was gauged from the most recent board examination marks. One thousand questionnaires were distributed among the students, 24 questionnaires were distributed among the teachers. The collected data was analyzed by using different statistical technique i.e. descriptive statistics, t-test, Kendall-tau and Partial Correlation. The data was presented in the graphic form of clustered frequency bar graphs of priority wise option selection, as well as level/Score wise pie chart representation. The overall average Kohlberg Score for the Students is 3.7017, which is Stage- 3 Interpersonal Accord & Conformity lying in the Conventional Level-II. This is in line with the thinking of majority of the students as meeting the expectations of others plays a vital role in our Culture and Society. It was seen that no student had an overall average of more than 5 or less than 1.5. The study depicts that the students who have performed better in the Moral Development Test had also obtained high Academic scores. As per the result obtained a moderate correlation does exist between Moral Development and Academic Achievement. The study revealed that variation in moral level was present for both high and low grade students though a weak relation was present for the secondary; level students that hinted the students with higher grades usually also had better moral scores. Students were observed to have a higher moral score than that of the teachers and girls' moral development scores were better than boys.

Keyword: Moral Development, Autonomous Morality, Heteronomous Morality, Academic Achievement, Kohlberg theory of moral development.

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INTRODUCTION

A society deficient in moral values is indeed doomed to oblivion, just like a boat without oars amidst the raging sea. Its citizens lack empathy and compassion for others and create an environment where inappropriate conduct and crimes become the norm. According to Lodhi and Siddiqui (2014), social crimes such as violence, exploitation of people, theft, murder, drug addiction, harassment as well as humiliating and ill-treating parents have been on the rise in the recent years not only in the western societies but also in Pakistan. Therefore, there is a pressing need to eradicate these social evils from our country through moral education.

Moral education predominantly focuses on developing the character of our students. As universally recognized by people and nations, the US Department of Education (2005) suggests that individuals possessing strong character show compassion, honesty and fairness, display self-discipline in setting and meeting goals, make good judgments, show respect to others, show courage in standing up for beliefs and have a strong sense of responsibility. They are good citizens and feel concerned for their community, and also maintain self-respect.

Today, students have no moral grooming mainly due to family issues and declining morals (Sharma, 2013). Young girls and boys lack moral training. Due to their busy and tight schedule, parents are not able to find time to inculcate the right social values and morals in their children in their formative years. As a result, students demonstrate inappropriate behavioural attitudes and conduct in the classroom as well as in their social interactions with others outside the classroom. ;(Almani, Soomro, Abro,2012)

The parents' involvement can play a pivotal role in upbringing of their children's moral and social behaviour through their customs and religion. As a study conducted by Sumari, (2010) revealed that in our society religion has major role to play with specific reference to the development and grooming of our children. Religion is a family activity in the child's life and obviously the parents do emphasize the importance of the religion quite frequently.

Obviously, moral development and academic achievement are the equally critical factors of students' learning. Therefore educational institutions and teachers may focus on their pivotal role in personality development of learners. The studies conducted by Bnninga, Berkowitz, Kuehn & Smith (2003) and Berkowitz, & Bier (2005) revealed that academically and morally excellent schools provide opportunities for their students to contribute in volunteer activities and community services. It is required teachers, intentional and practical effort to impart ethical and moral values such as care, honesty, fairness, and respect for self and others in their students. Catalano, et al. (2002) and Rawals (2001) also concluded in this regard that a wide range of positive youth development approaches can result in positive youth behavioural outcomes and the prevention of problem behaviours.

In another research study related to secondary school students in private schools conducted by Lodhi and Siddiqui (2014), it was found that around 50% of students had not learnt about ethics in school, a wide majority had an indifferent attitude towards others and few of them engaged in unethical activities. Many factors are responsible for contributing towards the declining social and moral values in students today, including the Internet and the cell phone. Students who use social media via the Internet till the wee hours of the night get up late in the morning and miss their classes. Furthermore, research has shown that students who are

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addicted to Facebook experience negativity in their daily activities and overall dissatisfaction with their lives (Kamal, Tariq, Ishtiaq, Nawab & Idrees, 2013). In addition, the gross misuse of expensive cell phones equipped with high tech facilities, including the access to Internet, has not only digressed our youth from their main track but also posed serious social and moral issues for the society. A study by Amin, Rashed & Umair, (2014) shows that students use cell phone in the class for texting and other meaningless activities and as such they are disrespecting their teachers and at the same time losing focus from their studies.

Khanam, (2008), Zaman and Mehmood, (2015) found through their study that the moral contents have not constructive influence on the behavior and moral thoughts of students. Although the content of compulsory subjects has sufficient moral knowledge but it is taught just for examination point of view.

Teachers are responsible for grooming the personality of students in many different ways and creating a lasting impact on their lives. Most significantly, as a role model, teachers inspire students with their positive traits (Gururani, 2006) and as such they can provide effective moral education to students. However, first and foremost proper tools must be made available for the teachers to assess the morality of students. Due to the lack of a proper metric to gauge student's morality, it causes hindrance in development strategies that can be effectively quantified. Kohlberg theory is one of the few theories which focus moral development of individuals.

The premise of the present study is rooted in Kohlberg's theory. The stages suggested by Lawrence Kohlberg in his theory of moral development can be used to determine the morality of students by developing a carefully thought-out questionnaire based on a thorough literature review. Kohlberg's theory of moral development is as follows:

Level 1; Pre-Conventional: There are two stages in this level, the child has not yet internalized any of the values or morals he will compel himself to follow only externalized influences.

Stage 1- At this level of reasoning the child is simply trying to avoid punishment. A child obeys because an adult tells them to obey.

Stage 2- The child is egocentric in his thinking and is choosing to do what is right is a matter of satisfying one's own needs. The child follows the rules in order to get something in return.

Level 2; Conventional: Reasoning entails hints of internalization.

Stage 3- The Interpersonal Concordance, characterized by the individual's need to gain parental praise. The child is able to consider the intentions of the other people involved in moral dilemmas. Moral reasoning is based upon valuing, trust and loyalty.

Stage 4- Choosing right behaviour becomes it is important in upholding social order. It is characterized by a sense of duty to follow the law for the sake of maintaining social order and avoiding chaos.

Level 3- Post-Conventional: Marks the individual's ability to follow his or her own set of internalized morals and values.

Stage 5- Social-Contract Legalistic individual functioning at this level is able to clearly understand that laws exist for the good of all, yet if needed these laws can be changed to better represent the needs of all. The democratic avenue of arriving at laws and rules is viewed as most beneficial.

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Stage 6- The Universal Ethical Principle marks the Individuals, who have internalized morals and strong conscience to govern their behaviours. Rules are replaced by deep moral convictions. Following rules involves more than doing one's duty; rather internalized values direct one's behaviour. (Santrock, 2006).

To assess the moral development of students and teachers, a questionnaire consisted on 10 dilemmas focused on utilizing Kohlberg's Stages of Morality to design each question to assess Moral standing of teachers and students was established using pertinent works including the original Heinz Dilemma used in Lawrence Kohlberg's stages of moral development; the questions were based precisely on the guidelines of the original study. The scenarios were chosen to be relevant to the audience as well as assessing the complete spectrum of the options such that they cover each of the 6 stages presented by Kohlberg. The instrument was designed as such to gather maximum data points from the respondents to gauge moral development as per Kohlberg's Stages in minute detail.

;The respondents were asked to rank each of the six priorities in ascending order of priority from 1 to 6, then by analysing this priority set the weighted average Kohlberg Score was calculated that cumulated the overall response into a single score (representative of Kohlberg Score) with very high accuracy.

1.1 Objectives of the Study

Following were the objectives of the study:

- a. To analyze the behavioural attitudes of students and teachers with regard to Kohlberg's three levels of moral development.
- b. To ascertain the academic achievement scores of secondary and higher secondary level students.
- c. To find out the relationship between teachers moral development and student moral development
- d. To determine the relationship between students' moral development and their academic achievement in light of Kohlberg theory of moral development.

1.2 Hypotheses of the Study

Regarding the theoretical framework of the study and the literature reviewed, these hypotheses were formulated:

H₀1: There is a significant difference between the academic performance of the students who keep the punishment and reward factor in result of their actions in their mind and those who do not.

H₀ 2: There is a significant difference between students who are more concerned about the opinion of others and those that are not.

H₀ 3: There is a significant difference between students who take decisions based on their personal conscience and those who take decisions merely to abide by law.

H₀ 4: There is a significant relationship between teachers' moral development and students' moral development scores

H₀ 5: There is significant relation between students' moral development and their academic achievements.

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H₀ 6: There is significant relation between secondary and higher secondary level boys and girls students' moral development and academic achievements.

2 Methodology

2.1 Research Design:

It is a descriptive correlational study and was conducted by using the survey method. The data was collected through questionnaires. The study assessed the relationship between two factors i.e. moral development and academic achievement of the students studying at secondary and higher secondary level at Fazaia Inter Colleges. Moral development of students was independent variable and academic achievement of students was the dependent variable.

2.2 Sample

The sample of the study was 961 randomly selected students (Boys and Girls) of SSC-II (grade 10) and HSSC-II (grade 12) and 129 teachers (Male and Female) of compulsory subjects i.e. Urdu, English, Islamiyat and Pak Studies from the same institutions.

The sample distribution is as follows:

Table 1 Students

Student Groups	SSC Level	HSSC Level
Boys	309	279
Girls	246	127
Total	555	406

Average age 17 years

Table 2 Teachers

Teachers	English	Urdu	Islamiyat	Pak Studies
Male	02	02	02	02
Female	06	06	02	02
Total	08	08	04	04

Average age 40 years

2.3 Research Instrument

As the study was correlational in nature, the researcher developed two questionnaires to collect data, i.e. one questionnaire for the students and teachers and other just for teachers. The first questionnaire for students and teachers comprised of 10 question dilemmas with 6 options each while the questionnaire for teachers was consisted of 24 items. Researcher prepared these questionnaires by using 6-point rank order or non-metric scale for the first questionnaire and 5-point likert scale for the second questionnaire. The first questionnaire focused on utilizing Kohlberg's Stages of Morality to design each question to assess Moral standing of teachers and students, whilst the second was based on assessing the relation of morality and academic achievement from teacher's point of view. For pilot testing the questionnaires were administered to 10 teachers and 20 students. The validity of the instrument was established using pertinent works including the original Heinz Dilemma used in Lawrence Kohlberg's stages of moral development; the questions were based precisely on

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the guidelines of the original study. The scenarios were chosen to be relevant to the audience as well as assessing the complete spectrum of the options such that they cover each of the 6 stages presented by Kohlberg. Other famous dilemmas such as the trolley problem were also modified in order to evaluate the respondent from multiple dimensions. Thorough scrutiny was carried out in order to insure proper variation and avoid question bias. The instrument was designed as such to gather maximum data points from the respondents to gauge moral development as per Kohlberg's Stages in minute detail.

The respondents were asked to rank each of the six priorities in ascending order of priority from 1 to 6; this enabled each question to have a possible of 720 outcomes. Since permutation = NPR; $P(n, r) = n! / (n - r)!$ thus with $P(6, 6) = 6! / (6 - 6)! = 720$.

With 10 questions $720 \times 10 = 7200$ possible answers, this means the ability to evaluate the weighted Average Kohlberg score with an accuracy of 0.000138.

Internal consistency method was used to measure the reliability of tools. The questionnaires were delivered again and the data was collected from both students (20) and teachers (10). For this purpose, the data were analyzed through the Kendall Rank correlation Coefficient to check the reliability of questionnaires. The value of Kendall Rank Correlation Coefficient of the final questionnaire for teachers was found .89 and for questionnaire of students was .85.

2.4 Data Analyses

The questionnaires were distributed among 961 students and 24 compulsory subject teachers, 643 students and 24 teachers responded without mistakes.

The data was presented in the graphic form of clustered frequency Bar graphs of priority wise option selection, as well as level/Score wise pie chart representation.

The collected data was analysed according to the nature of the data and to address the research questions, different statistical technique i.e. descriptive statistics, t-test, regression analysis, Kendall-tau and Partial Correlation. The t-test was used to find out the difference between groups and female and male students with regard to moral development. Regression analysis was used to find the relation between different levels of moral development of students and their academic achievement. Kendall's tau coefficient was used for the statistical analysis of the two measured quantities and the ordinal association between them. It was applied to find the relationship between Kohlberg's weighted average score and student's academic achievement. Two tailed t-test was applied to find out the difference between the Moral stages of male and female students, Academically High and low scoring groups of students and of relationship of teachers Morality with student achievement.

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2.5 Findings

Table No: 3 Significance of difference between the academic performance of the students who keep the punishment and reward factor in the result of their actions in their mind and those who do not.

Groups	N	Mean	SD	τ value	P value
Those who keep consequences of their actions in mind	319	67.05	10.88	5.334	0.000
Those who don't keep consequences of their actions in mind	319	71.33	10.50		

The Value of P is less than 0.005; there is a notable difference for this set.

Table No 3 indicates that difference between those prioritizing Level-1 (Stage 1 & 2) in all the answers. The T-test was used to assess the difference between the two groups. The total sample compared was of N=319, with the difference in Mean of 4.28 and Standard Deviation difference of .38 only. As $\tau = 5.334$ and $p=0.000$. That is a significant difference between prioritization of Consequences such as Reward and Punishment with Academic Achievement, with those who giving less importance to direct reward and punishment as a stimuli faring better.

Table No: 4 Significance of difference between students, who are more concerned about the opinion of others and those that is not.

Groups	N	Mean	SD	τ value	P value
Those who are concerned about the opinions of others.	297	69.09	10.72	0.388	0.699
Those who aren't concerned about the opinions of others.	297	69.44	11.24		

df = 296 $P > 0.05$

Table 4 indicates that difference between those prioritizing Level-2 (Stages 3 & 4) in all the answers. The T-test was used to assess the difference between the two groups. The total sample compared was of N=297, with the difference in Mean of 0.35 and Standard Deviation difference of 0.52. As $\tau = 0.388$ and $p=0.699$. There is no significant difference between those who are concerned about opinion of others and those who don't with Academic Achievement.

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Table No: 5 Significance of difference between students who take decisions based on their personal conscience and those who take decisions merely to abide by law.

Groups	N	Mean	SD	τ value	P value
Students who take decision based on their personal conscience.	311	70.32	10.90	2.834	0.005
Students who take decision merely to abide by law.	311	67.82	10.80		

Df = 310 $P < 0.05$

Table 5 indicates that difference between those prioritizing Level-3 (Stage 5 & 6) in all the answers. The T-test was used to assess the difference between the two groups. The total sample compared was of N=311, with the difference in Mean of 2.5 and Standard Deviation difference of .10 only. As $\tau = 2.834$ and $p = 0.005$. That is a significant difference between those with internalized conscience and those who make decision merely to abide by law with Academic Achievement, with those who had internalized conscience had an overall better score compared with those requiring external influence.

Table No: 6 Relationship between teachers' moral development and students' moral development scores

No.	Group Name	N	R	Sig	P
1	Teachers moral development	24	.757	.862	$P < .05$
2	Students moral development	643			

Table 6 indicates the significance of relation between Teachers' Moral Development and Students' Moral Development. The Pearson r was used to assess the relation between the two groups. The total sample compared was of N=24 for Teachers and N=643 for the Students, There was a positive relation between the two variables, $r = 0.757$ with $P < 0.5$ therefore the two are correlated. We see that there exists a positive moderate relationship between teachers' moral development and students' moral development scores.

Table No: 7 Relation between students' moral development and their academic achievements.

No.	Group Name	N	R	Sig	P
1	Students' Moral Development Score	643	.124	.000	$P < .05$

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2	Students' Academic Achievements Score	643			
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Table 7 indicates the significance of relation between Students' Moral Development and their Academic Score. The Pearson r was used to assess the relation between the two Attributes. The total sample compared was of N=643, There was a positive relation between the two variables, $r = 0.124$ with $P < 0.5$ therefore the two are correlated. We see that there exists a positive moderate relationship between moral development and Academic Achievement.

Table No: 8 Significance of relation between secondary and higher secondary level students' moral development and their academic achievements.

	Group Name	N	r	Sig	P
Secondary level Students	Students' Moral Development Score	361	.145	.000	$P < .05$
	Students' Academic Achievements Score	361			
Higher secondary Students	Students' Moral Development Score	282	.105	.009	$P < .05$
	Students' Academic Achievements Score	282			

Table 8 indicates that the r value is higher for 1st year students than compared with Second year Students with r-values of .145 & .105 respectively. This shows that the XI students have stronger correlation between their Academic Achievement and Kohlberg Scores.

Table No: 9 Significance of relation between boys and girls students' moral development and their academic achievements

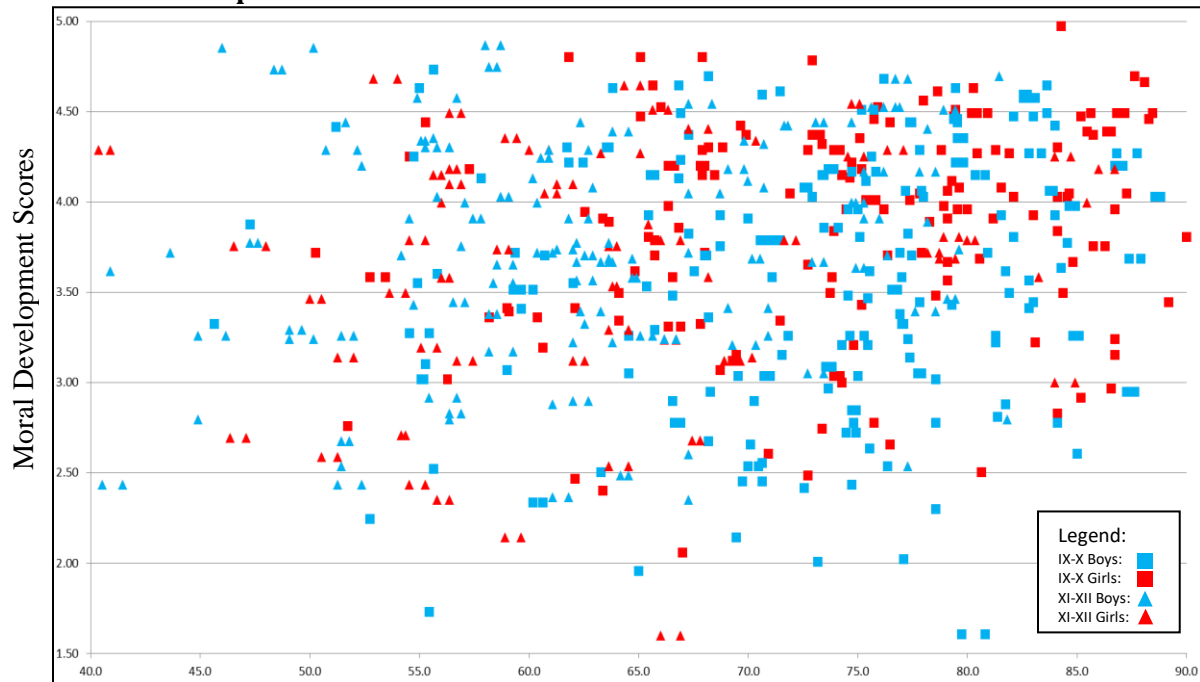
Table 4.4.7	Group Name	N	R	Sig	P
Boys	Students' Moral Development Score	378	.073	.034	$P < .05$
	Students' Academic Achievements Score	378			

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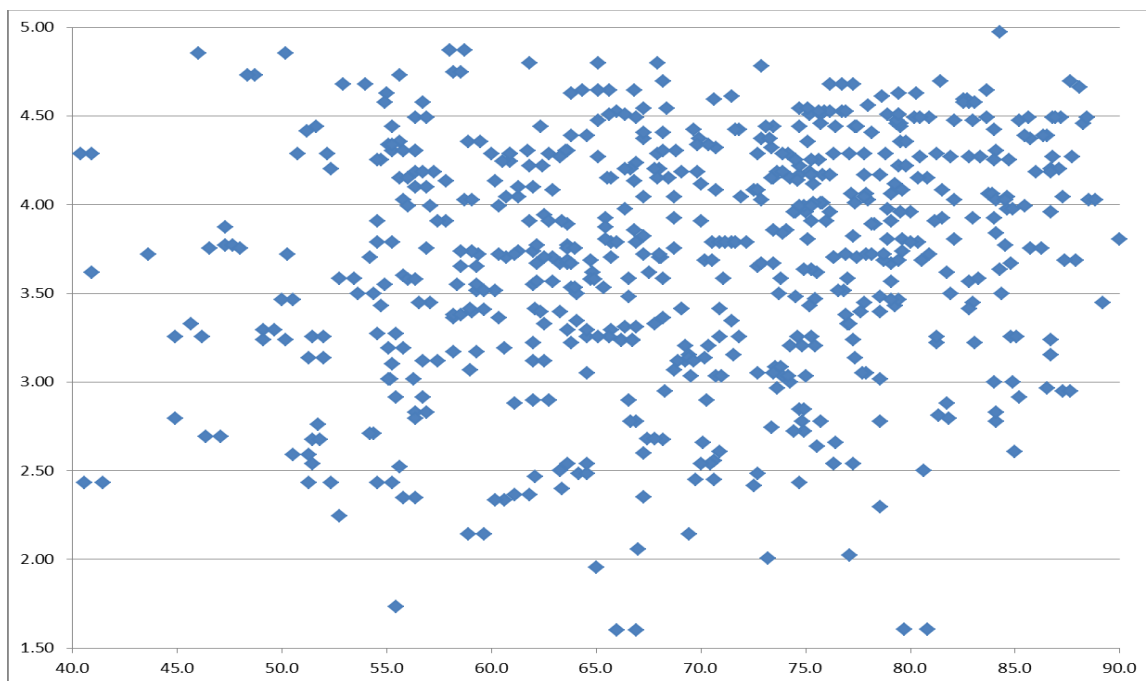
Girls	Students' Moral Development Score	282	.184	.000	P<.05
	Students' Academic Achievements Score	282			

Table 9 indicates the relationship between Moral Development and Academic achievement of Boys and Girls students respectively. It is seen that girls with a higher value of r (.184) show better relation between their Academic Achievement and Moral Development Scores. The Sample Size for Boys was taken to N=378 and N =282 with sig of 0.34.

Moral Development and Academic Achievement Scores



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Academic Score (Percentage) of All Students

Fig 1: Overall Relationship shown, Both Classes and genders. The overall average Kohlberg Score for the Students is 3.7017, which is Stage- 3 Interpersonal Accord & Conformity lying in the Conventional Level-II. This is in line with the thinking of majority of the students as meeting the expectations of others plays a vital role in our Culture and Society. It was seen that no student had an overall average of more than 5 or less than 1.5

The graphical representation of the overall result of the study is plotted in Fig 4.5.5. The marks have been converted into percentages in order to equate the two populations and represent Academic Achievement with the same standard. Although the Scatter charts depicts the data as highly scattered with no visible pattern emerging, but majority of the population is seen in the upper right quadrant signifying that the students who have performed better in the Moral Development Test had also obtained high Academic scores. As per the result obtained a moderate correlation does exist between Moral Development and Academic Achievement.

3 Discussion

Q.1What do you think is the main motivation for a student to study hard?

The current study assessed two variables moral development and academic achievement of 11th and 12th grade students. First the results of the descriptive analysis are discussed in the following.

The results evidenced that majority of students were at the 'Good Boy – Nice girl Orientation' level of moral reasoning. They make their moral judgments keeping in mind others' approval,

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family expectations and traditional values. They obviously do not decide the moral conflicts on the basis of their own principles or beliefs. They do not judge the cause and effect of their moral decisions in the long run. The majority of the students at the given stage think in terms of what pleases others, before moral action. They possibly do so because their moral judgments base on the daily life social actions which are different from what they study in the textbooks. It is observed that the students of higher secondary level (16 to 18 years of age) dependent on their parents and they want to please them in return of their support and efforts. As Zaman, S. (2010, p.38) mentioned in his study that students are pressed or even forced by parents and teachers to attain high marks for social status of the family. Therefore students develop better study habits among themselves and consequently improve their grades. This concern is rapidly increasing and it seems that very important aspects of students' personality are being ignored.

. Similarly, it was also seen that girls had a higher score than boys in some cases, as most of responses showed that boys want to take positions to please their parents (Level 3) but girls want to be an active part of society (Level 6). The gender-wise comparison of the results reveal a notable dissimilarity between the two population segments, it was noted that in cases of this dissimilarity the boys had more inclination towards the legalistic approach whereas for girls the socialistic point of view had more weightage.

The current study assessed two variables moral development and academic achievement of 10th and 12th grade students. He mentioned in his study Moral knowledge and moral reasoning of that students are pressed or even forced by parents and teachers to attain high marks for social status of the family. Therefore students develop better study habits among themselves and consequently improve their grades. This concern is rapidly increasing and it seems that very important aspects of students' personality are being ignored.

This can be attributed to the fact that the younger students of X are still predominately acting upon external factors of motivation such as to please parents or teachers. This source of motivation may also encourage students to study more and enable them to get higher Academic Scores, Whereas XII students owing to their older age have internalized some of the values of motivation thus yielding a higher Moral Development Score but are seen to have a lower academic score comparative to their juniors due to priorities according to their interests.

Q.2 What do you think is the reason, some people don't cheat?

It is probably due to the stereotype attitudes of the teachers towards students' moral and character development and over emphasis on the dominance of our defective examination system demanding content cramming. There is in this regard the importance of the crucial social activities often overlooked in morally deteriorating society. There is need at the core of school to introduce such social activities which are fundamentally social to transmit moral values and behaviors. The responses of some dilemmas have clear religious, social and cultural differences gender wise. The moral stance that majority of the students reflected, seems to be the result of family, peer and demands of educational system which are more influential factors in establishing cultural norms and beliefs for moral functioning of individuals.

Q.3 Why do you think some students don't help out other students in studies?

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It is also observed that the students participating in extra-curricular activities are not appreciated by teachers other than those who themselves encourage them to participate in activities assigned by them. They don't help them cope up with their course work; resultantly they suffer a lot in their academics. Firstly activities that require students to miss out on their studies should be avoided and should be scheduled accordingly. Secondly the teachers in charge of these activities should make sure that any loss in study is made up for and other teachers do not discriminate between those students. Also All students should be involved in extracurricular activities together, once or twice a year and not randomly so that everyone gets the chance to participate equally.

Q.4 Mr. Sumair is a hardworking and honest Science Teacher, He has been teaching students of Grade tenth for 3 years at a remote Village. Four Months before the final examination of the students, the teacher has been promoted to a greater post with double pay to the city. He has 15 days to join the new post. Should the teacher decide to go to the city?

Students were observed to have a higher moral score than that of the teachers due to the fact that students have less responsibility as compared with elders. Since they are not yet presented with a situation in which they have to decide between choosing ethical values versus practical needs. As a teacher has financial burden to cater for thus it impedes moral reasoning in some aspects where priority has to be given to his/her career

Obviously, moral development and academic achievement are the equally critical factors of students' learning. Therefore educational institutions and teachers may focus on their pivotal role in personality development of learners. As it was found that the teachers have no time to engage students in moral activities, the studies conducted by Bnninga, J. S. (2003) & Berkowitz, M. W. (2005) revealed that academically and morally excellent schools provide opportunities for their students to contribute in volunteer activities and community services. It is required teachers, intentional and practical effort to impart ethical and moral values such as caring, honesty, fairness, and respect for self and others in their students. Catalano, R. et al. (2002) also concluded in this regard that a wide range of positive youth development approaches can result in positive youth behavior outcomes and the prevention of youth problem behaviors. Nineteen effective programs showed positive changes in youth behavior, including significant improvements in interpersonal skills, quality of peer and adult relationships, self-control, problem solving, cognitive competencies, self-efficacy, commitment to schooling, and academic achievement.

Students were observed to have a higher moral score than that of the teachers due to the fact that students have less responsibility as compared with elders. This can also be contributed to the underlying principle of compulsion since they are less burdened and have the privilege of making less restrained decisions. Since they are not yet presented with a situation in which they have to decide between choosing ethical values versus practical needs. As a teacher has financial burden to cater for thus it impedes moral reasoning in some; aspects where priority has to be given to his/her career.

Q.5 Ali's mother is diagnosed with a very rare disease and the medicine for treating her is very expensive. If not given in time Ali can lose his mother. He has tried every way to get money for the medicine but still can't afford it so he decides to steal it, what should he do?

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Q.6 Suppose you live in a country with very a corrupt government; that uses tax money mostly for their personal benefit rather than the welfare of its citizen, would you still pay taxes?

. The results evidenced that majority of students were at the 'Good Boy – Nice girl Orientation' level of moral reasoning. They make their moral judgments keeping in mind others' approval, family expectations and traditional values. They obviously do not decide the moral conflicts on the basis of their own principles or beliefs. They do not judge the cause and effect of their moral decisions in the long run. The majority of the students at the given stage think in terms of what pleases others, before moral action. They possibly do so because their moral judgments base on the daily life social actions which are different from what they study in the textbooks.

Q.7A train's breaks have failed and it is heading towards 3 unsuspecting people on the tracks. The train is heading straight for them and they are likely to be killed. You are standing at a distance in the train station, next to the switch lever. If you pull this lever, the train will switch to a different set of tracks. However, you notice that there is one person on this track as well and he would likely be killed as a result. What would you do/think?

Q.8 Ahmed is the only son of his elderly parents. Despite having higher education, he is unable to ;get a job because of employment crisis in the country. He has sent his document to settle abroad. From there, he is offered a very good career with facilities. He is allowed by his parents to go abroad, should he?

This can also be contributed to the underlying principle of compulsion since they are less burdened and have the privilege of making less restrained decisions. It is seen that more than any other factor it is the socio-economic condition that plays the most vital role in Moral development. It was found that Kohlberg's stages of morality were for western societies where basic needs were partially fulfilled by state. Or they had no excessive burden of nurturing their huge families. In this study the aspect of financial problems was clearly observed by the responses of teachers.

Like, boys in Muslim society or in Pakistani culture, feel responsibility of their parents to look after in their old age. So they rejected the option of leaving them alone instead of their career. The girls chose the option of enhancing their career instead of taking care of their parents.

Q.9Zeeshan came little late to the final exam due to a road block on his way, he is not allowed to sit for the exam. As per rules and would have to retake the course next semester. Also the invigilator is against Zeeshan because of his previous misconduct.

It is also observed that teachers or administration have a very strict attitude towards the students in regard to disciplinary matters, like short attendance, late arrival at college. These matters are dealt strictly without considering the problem of students. Late comers are punished by kicking the student out of class; this has a very detrimental effect on the student as important lectures are missed whilst the student is still in college that lowers the self-esteem of the students and makes them prone to other activities because of availability of this free time. Another such scenario is that of short attendance that is dealt with expulsion of the student from examinations, this punishment practice is highly damaging to students' academic, psychological and moral wellbeing. The punishment criterion has a negative effect on students. It can totally damage the personality of students. They may lose their grades in

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academics as well as morals gradually; they waste their time out of class and indulge with immoral activities, like, smoking, Tableting etc

Teachers are responsible for grooming the personality of students in many different ways and creating a lasting impact on their lives. Most significantly, as a role model, teachers inspire students with their positive traits (Gururani, 2006) and as such they can provide effective moral education to students. It is observed that teachers have an opinion about the academic performance of ill-mannered student and they are not given proper attention in class since it is perceived that only well behaved students can show promising results academically. According to Karen, (2012) teachers' beliefs transform into disparity in behavior toward their students. For example, if teachers praise and favor particular students and treat them as highly motivated and highly capable, they present themselves according to their teacher's expectations. When students are perceived in a negative way by their teachers such as unmotivated and having no abilities and lazy they take on those beliefs about themselves. Most of teachers in this study, also confirm the prejudice that ill-mannered students may not excel academically.

Q.10 Ali after being jobless for many months finally gets his dream government job but soon realizes that the whole department is corrupt. He is forcefully offered bribe to forward some documents for allowing cutting of trees by his superior, what should he do?

A small number of the students attained the 'Law and Order orientation', to them laws need to be practiced, authority are to be respected and social order be maintained. A few of them were on social contract orientation which suggests that their moral judgments are based on socially agreed upon standards and other individuals' rights. None of them was at Universal Ethical Principle Orientation and Punishment-Obedience Orientation because the given two levels are at upper and lower extremes that are reportedly not compatible to the age stage of the students according to Kohlberg theory of moral development. But, in some cases as in the bribery that the level-1 option (punishment) was chosen as first priority because punishment in bribery was taken as curse of God. As due to religious and cultural influence more weightage was given to punishment that was in the divine sense and less to worldly punishment. The parents' involvement also can play a pivotal role in upbringing of their children's moral and social behavior through their customs and religion. It is also found the impact of family involvement in the responses of students in some cases as the responsibility of parents in old age and the fear of punishment by divinely powers in the case of bribery. As a study conducted by Sumari, M. (2010, p.2) revealed that in our society religion has major role to play with specific reference to the development and grooming of our children. Religion is a family activity in the child's life and obviously the parents do emphasize the importance of the religion quite frequently.

Conclusion:

The moral stance that majority of the students reflected, seems to be the result of family, peer and demands of educational system which are more influential factors in establishing cultural norms and beliefs for moral functioning of individuals.

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As concluded through the study no substantial evidence was found to support that Moral Development and Academic Achievement have any relation/correlation. It was observed that variation in Moral level was present for both high and low grade students though a weak relation was present for the secondary level students that hinted that students with higher grades usually also had better moral Scores. Most of teachers in this study, also confirm the prejudice that ill-mannered students may not excel academically, whereas the results of study show that this is only true to a limited extent. It was found a positive moderate relationship between Moral Development and Academic Achievement of students. As the extracurricular activities are very important for the social and moral development of students so teachers should allow the students to participate in these activities. It is concluded that although syllabus of compulsory subjects have a sufficient amount of moral content, but teachers are not able to convey it effectively due to the limitation of time and resources. There is in this regard the importance of the crucial social activities often overlooked in morally deteriorating society. It is probably due to the stereotype attitudes of the teachers towards students' moral and character development and over emphasis on the dominance of our defective examination system demanding content cramming. Students were observed to have a higher moral score than that of the teachers due to the fact that students have less responsibility as compared with elders. It is concluded that majority of teachers have a very strict attitude towards the students in regard to disciplinary matters. This study can be further extended to university level and parent's moral level. As university students are about to enter professional level and be part of the society, Parents have a significant effect on children's moral development thus their inclusion is also required for a holistic overall picture.

Ethical considerations

Disclosure of conflict of interest

Authors neither have any actual, perceived or potential current conflict of interest nor any disclosure to report.

Ethical approval

The research protocol was submitted for consideration, comment, guidance and approval to the University's research ethics committee before the conduction of study. All procedures performed in the present study were found in accordance with the ethical standards of the institutional research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards.

Informed consent

Each participant was adequately informed of the aims, methods, sources of funding, any possible conflicts of interest, institutional affiliations of the researcher, the anticipated benefits and potential risks of the study and the discomfort it may entail and post-study provisions. The subjects were informed of the right to refuse to participate in the study at any time without reprisal.

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