TEACHING MORAL CONCEPTS FOR THE DEVELOPMENT OF MORAL JUDGEMENT IN KINDERGARTEN AND FIRST-GRADE

BY

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ABSTRACT

Eighty subjects aged $5 \frac{1}{2} - 6 \frac{1}{2}$ years that were randomly selected from among the kindergarten and first grade classes in a private school in Irbid were used to investigate the influence of teaching moral concepts during a brief training program concerned with the development of mature moral judgment. The eighty subjects were randomly assigned to 2 groups: an instruction group and a non-instruction each consisting of 40 subjects (20 males and 20 females in each group). The instruction group was instructed and posttested on lessons in both Immanent Justice (IJ) and Understanding Punishment (UP) from the Modified Arabic Version of Jensen's (1977) Program consisting of stories on moral concepts. The data were analyzed using two 3-way analyses of variance. Results of the analyses of variance of both tests indicated that the instruction group performed significantly better than the non-instruction group. The results also revealed that grade did not have any influence on Immanent Justice scores; however, first graders were shown to perform significantly higher than kindergartners on Understanding Punishment. Finally the results indicated that there were no sex differences in regard to both IJ and UP. The results were interpreted as demonstrating the importance of training on advancing children's moral judgement to higher levels, thus providing implications for designing programs of a similar nature to facilitate moral development in schools in Jordan.