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RESEARCH PAPER

Assessing the Moral Development Level of Juvenile Delinquents Imprisoned in District Jail Okara: A Case Study

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PAPER INFO	ABSTRACT
Corresponding Author: hinafazil@hotmail .com	The main purpose of the current study was to assess the moral development level of the juvenile delinquents. An adopted tool "Moral Development Interview Inventory (MDII)" was used for the assessment of moral development level. The study was conducted at District Jail Okara, situated in Punjab province of Pakistan. Five juvenile delinquents were selected as research subjects. Purposive sampling technique was used to carry out the study. Using Quasi-experimental, A-B-A format was adopted to finalize the study. Microsoft Excel version 2016 software was used to analyze the data. The treatment was given for 75 days and one hour daily. The results were drawn after the findings on the basis of discussion. Keeping in view the comparison, it was concluded that treatment has significant effect to promote the moral development of juvenile. It was recommended that treatment program would be prepared to train the juvenile for restoration in the society.

Introduction

Juveniles as a responsible citizens are the precious assets of a society. Delinquent attitude make juveniles shameful and the society rejects them. Juvenile delinquents pose shameful social problem (Snyder & Sickmund, 1999). Immorality and existence of delinquent attitude is consequences of ignoring the children and absence of discipline in juveniles. Socialization makes the juveniles acceptable on acquisition of moral values and social norms. The development of social-cognitive domain delivers importance for moral development of children during childhood (Molchanov, 2013).

Good character develops good social relations. Good character comes from acceptable social norms and standards of society which leads to moral

development. The demand of moral development, particularly insightful thinking provides sense of moral development in childhood (Karabanova, 2010).

Langier (2016) mentioned that parents' role for inducing moral development in their children is very significant. The personality of children is shaped on the foundation of their parents and morality has the major role in shaping the moral development. Conversely, the followers of modern era families are enduring some new versions of morality. Depravity of moral development in the current century has touched the peak. The majority of juveniles does not exhibit respect the elders and show anti-social behavior. They are involved in all types of unethical activities like vandalism, bullying, or disrespect (Silva, 2017).

There are three theories of moral development. Piaget (1965) and Kohlberg (1984) is the first school of thought who focused on cognitive dimension of moral development that became principle of justice (Karabanova, 2010). Different aspects of the theory of Turiel (1983) mentioned one form of cognitive aspect moral development (Molchanov, 2013). The second theory focuses on emotional aspects and care attitude is considered (Gilligan, 1997; Hoffman, 2000). The third theory emerged in the combination of cognitive and emotional aspects of moral development which focus on principle of care and justice situational condition (Eisenberg, 1986; Rest, 1994).

Moral development is the process of development of behavior, regulated on the basis of internalized system of social values. The traditional cognitive approach begins from the theory of Piaget. Piaget focused on the organization of intellectual and cognitive structure. Later on, this theory contributed a lot in the work of Kohlberg. However, the criticism on Kohlberg's theory became very famous and began to use in new approaches of moral development. This reality appears as an example in the theory of Turiel (1983) that is totally based on ideas of Kohlberg (Molchanov, 2013). According to Turiel (1983), there are three aspects of human's life; moral, conventional and individual aspects. The research on capability of children exposed that the different dimensions of life carries diverse domains and children are able to clarify those domains accordingly between the ages six to seven years.

Pakistani culture is framed on the basis of Islamic ethical values and the religion Islam does not allow to harm anyone, even the enemy or animal as well. Illiteracy, land acquisition, money snatching, sexual attack, honor killing (gherat), drug abuse, and old enmity are the major factors of juvenile delinquency in Pakistan (Mahmood&Cheema, 2004). Bigger family size, inferiority complex, personal characters, financial status, peer pressure, friends' motivation, community environment, criminal parents, criminal siblings, poverty, and adventurous mind are the major determinants delinquency (Aoulakh, 1999).

Moral values are as important as life and parameter of wellbeing of the society depends upon moral level of juveniles as members of that society. Moral values specify the moral level.

Material and Methods

The present study was conducted in District Jail Okara, situated in Punjab province, Pakistan. The population of the study was, juveniles incarcerated in all jails of the Punjab province, Pakistan. 05 imprisoned juveniles in District Jail Okara were sample of the study. Purposive sampling technique was used to conduct the study.

Quasi-experimental technique was used to carry out the research. An adopted instrument "Moral Development Interview Inventory (MDII)" was used to assess the moral level of the juvenile delinquents with the formal permission of the author. The supervisor of the researcher provided reference letter to Superintendent of concerned jail. Due to security issue, it was very difficult to get permission to enter in premises to conduct the study but reference letter by the supervisor made it easy and accessible. One research assistant and two helpers support the researcher to collect the data. The illiterate and least qualified juveniles were unable to write their option, so helpers and research assistant helped them.

The instrument was comprised ten dilemmas to find out the moral level of the inmates. The instrument was administered through the researcher and research assistant. The juveniles were given opportunity and ample time to answer the questions concerned to dilemmas. They willingly opined the dilemmas.

The treatment was comprised moral stories and moral video clips to enhance the moral level of the juveniles, incarcerated in the jail. Stories were told by lecture method and video clips were shown on computer, already available in the juvenile ward of the jail. The treatment period was three months (75 days, one hour/day). The inmates were told about the research. They participated in research process willingly and provided information openly. The data were collected before the treatment (pre-assessment), during the treatment and after the treatment (post-assessment).

The instrument (MDII) was marked according to rules mentioned in the instrument it was associated with Kohlberg's theory of moral development.

Kohlberg (1973) presented his theory of moral development. He mentioned three levels of moral reasoning and each level has two stages. Therefore, six stages are found in the theory. First level is called 'Pre-conventional', second is 'Conventional', and third is 'Post-conventional level'. Kohlberg (1973) presented 'Heins dilemma' to prove his research. It was very interesting to justify the belief of an individual. He displayed the 'moral reasoning' moderately instead of conclusion and categorized the stages.

Table 1
Levels of Moral Development along with stages of Kohlberg's theory

Sr. No.	Level	No. of Stage	Description of Stage
1	Pre-conventional	1	Obedience and Punishment
		2	Instrumental
2	Conventional	3	Nice boy, Nice girl
		4	Law and order
3	Post-conventional	5	Social Contract
		6	Universal Ethical Principle

Pre-conventional level is the first level of moral development that carries first two stages. Stage 1st denotes 'Obedience and Punishment' that means an individual obey the rule to avoid punishment. Description of Stage 2nd is 'Instrumental that denotes for personal interest. Intrinsic respect is based on loyalty or need for others. It shows, "you give me a book, I will give you a pencil". The second level is 'Conventional level'. It has also two stages: stage 3rd and 4th. At Stage 3rd the individual wants approval and avoids disapproval. The individual want to listen, good boy or good girl. The individual who stands at stage 4th, accept and obey rules blindly to maintain society. Moral development at this stage is apart from personal need. The third level is 'Post-conventional level' that explains the sense of moral level to its abstract form. At stage 5th, People think that rules are changeable according to need of public. Responsible and sincere politicians priorities the needs of people and frame policies for the betterment of their people. Democratic governments work according to this stage. The last stage of third Level of moral development is existed on intangible thought describing that an individual choose moral principles which he or she want to follow not because of external motivation or to avoid punishment but the individual feel guilty even in the absence of other people. Kohlberg (1973) claimed that the 6th stage exists but he found the stage very hard to recognize.

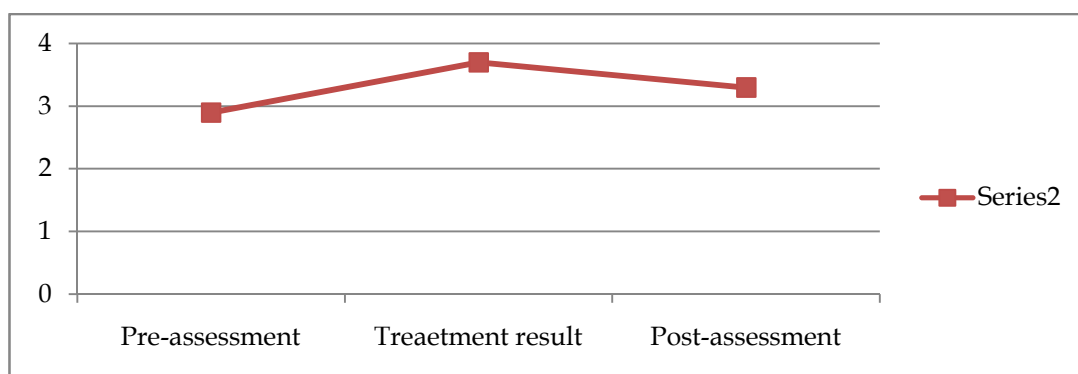Pre-assessment, during treatment and Post-assessment results of Juvenile 1

Table 2

Pre-assessment, during treatment and Post-assessment results of Juvenile 1

Activity	Obtained score	Average of Score	Stage Completed
Pre-assessment	29	2.9	2
Treatment result	37	3.7	3
Post-assessment	33	3.3	3

Table 2 represents the moral development level, before treatment (pre-assessment) during treatment and after treatment (post-assessment).The results were calculated through Microsoft Excel version 2016 and found that juvenile at Sr. No. 1, obtained 29 scores. Average of scores was calculated dividing by 10 because the data were collected through 10 dilemmas and the average of scores 2.9 that means the juveniles crossed stage 2nd (Instrumental) of moral development of level one (Pre-conventional level) and reached near stage three of level two (Conventional level) but actually does not exist on stage 3rd. During treatment the juvenile received 37 scores and average of the scores was 3.7 which exposed that the juvenile crossed stage three (Nice boy, Nice girl) of level 2 (Conventional Level) and reached near stage four. After the treatment of 3 months (75 days, one hour daily), the juvenile got 33 scores and average of the scores was 3.3 that mean he achieved stage three permanently of "Conventional Level."

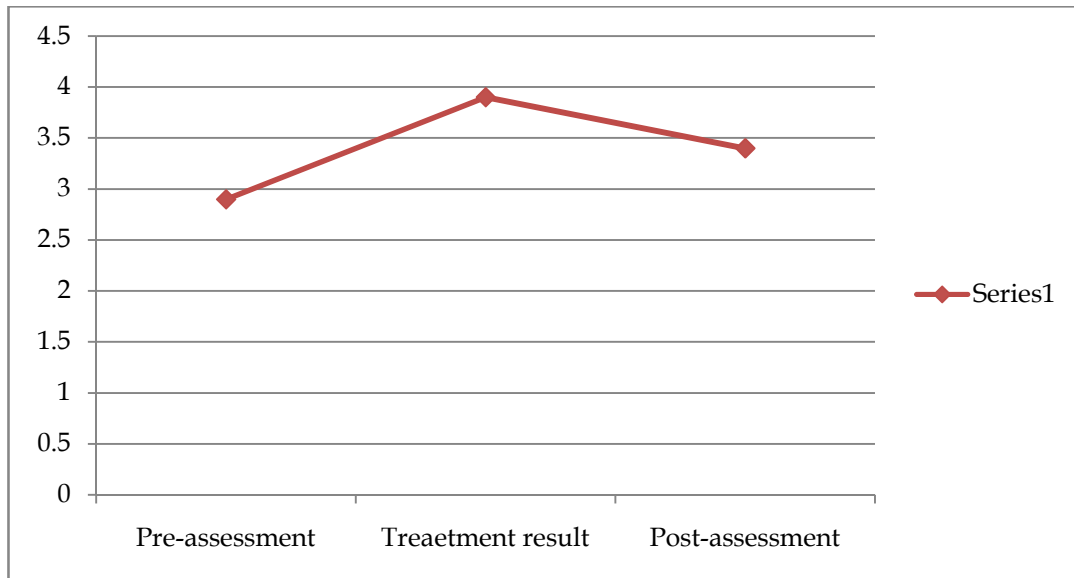Pre-assessment, during treatment and Post-assessment results of Juvenile 2

Table 3
Pre-assessment, during treatment and Post-assessment results of Juvenile 2

Activity	Obtained score	Average of Score	Stage Completed
Pre-assessment	29	2.9	2
Treatment result	39	3.9	3

Post-assessment	34	3.4	3

Table 3 denotes the moral development level, before treatment (pre-assessment) during treatment and after treatment (post-assessment). The results were calculated through Microsoft Excel version 2016 and found that juvenile at Sr. No. 2, obtained 29 scores. Average of scores was calculated dividing by 10 because the data were collected through 10 dilemmas and the average of scores 2.9 that means the juveniles crossed stage 2nd (Instrumental) of moral development of level one (Pre-conventional Level) and reached near stage three of level two (Conventional Level) but actually does not exist on stage 3rd. During treatment the juvenile received 39 scores and average of the scores was 3.9 which exposed that the juvenile crossed stage three (Nice boy, Nice girl) of level 2 (Conventional Level) and reached near stage four. After the treatment of 3 months (75 days, one hour daily), the juvenile got 34 scores and average of the scores was 3.4 that mean he achieved stage three permanently of "Conventional Level."

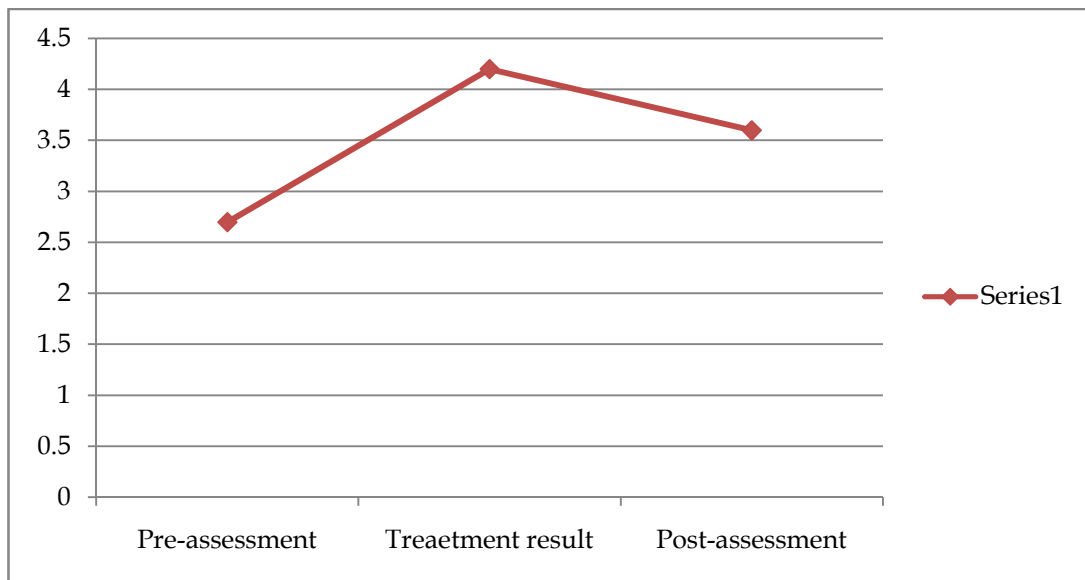Pre-assessment, during treatment and Post-assessment results of Juvenile 3

Table 4
Pre-assessment, during treatment and Post-assessment results of Juvenile 3

Activity	Obtained score	Average of Score	Stage Completed
Pre-assessment	27	2.7	2
Treatment result	42	4.2	4
Post-assessment	36	3.6	3

Table 4 denotes the moral development level, before treatment (pre-assessment) during treatment and after treatment (post-assessment). The results were calculated through Microsoft Excel version 2016 and found that juvenile at Sr. No. 3, obtained 27 scores. Average of scores was calculated dividing by 10 because

the data were collected through 10 dilemmas and the average of scores 2.7 that means the juveniles crossed stage 2nd (Instrumental) of moral development of level one (Pre-conventional Level) and reached near stage three of level two (Conventional Level) but actually does not exist on stage 3rd. During treatment the juvenile received 42 scores and average of the scores was 4.2 which exposed that the juvenile crossed stage four (Law and Order) of level 3 (Post-conventional Level) and remained near stage four. After the treatment of 3 months (75 days, one hour daily), the juvenile got 36 scores and average of the scores was 3.6 that mean he achieved stage three permanently of "Conventional Level."

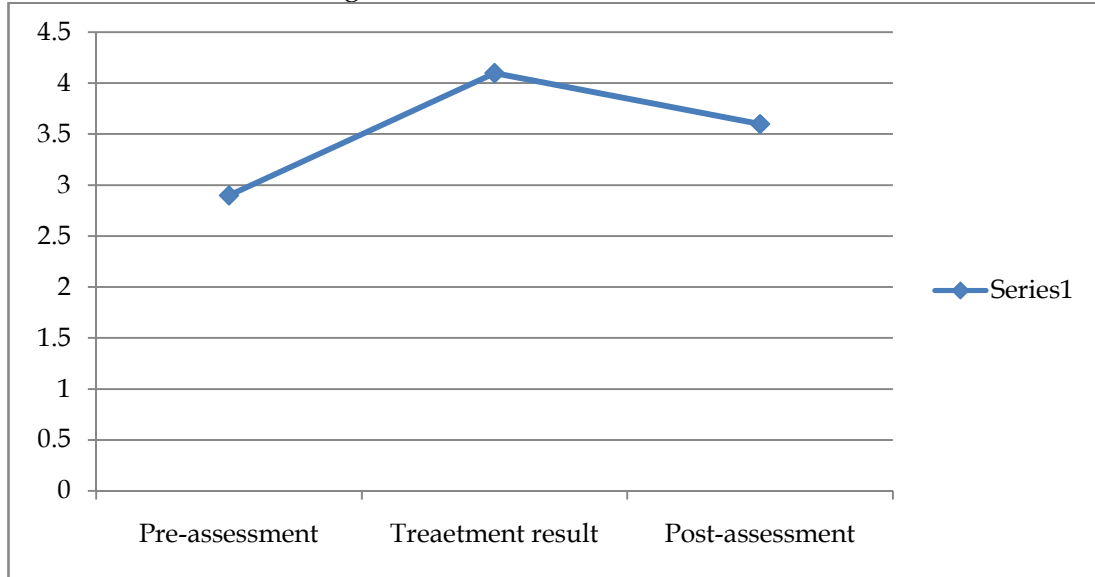Pre-assessment, during treatment and Post-assessment results of Juvenile 4

Table 5
Pre-assessment, during treatment and Post-assessment results of Juvenile 4

Activity	Obtained score	Average of Score	Stage Completed
Pre-assessment	29	2.9	2
Treatment result	41	4.1	4
Post-assessment	36	3.6	3

Table 5 symbolizes the moral development level, before treatment (pre-assessment) during treatment and after treatment (post-assessment). The results were calculated through Microsoft Excel version 2016 and found that juvenile at Sr. No. 4, obtained 29 scores. Average of scores was calculated dividing by 10 because the data were collected through 10 dilemmas and the average of scores 2.9 that means the juveniles crossed stage 2nd (Instrumental) of moral development of level one (Pre-conventional Level) and reached near stage three of level two (Conventional Level) but actually does not exist on stage 3rd. During treatment the juvenile received 41 scores and average of the scores was 4.1 which exposed that the juvenile crossed stage four (Law and Order) of level 3 (Post-conventional

Level) and remained near stage four. After the treatment of 3 months (75 days, one hour daily), the juvenile got 36 scores and average of the scores was 3.6 that mean he achieved stage three permanently of "Conventional Level."

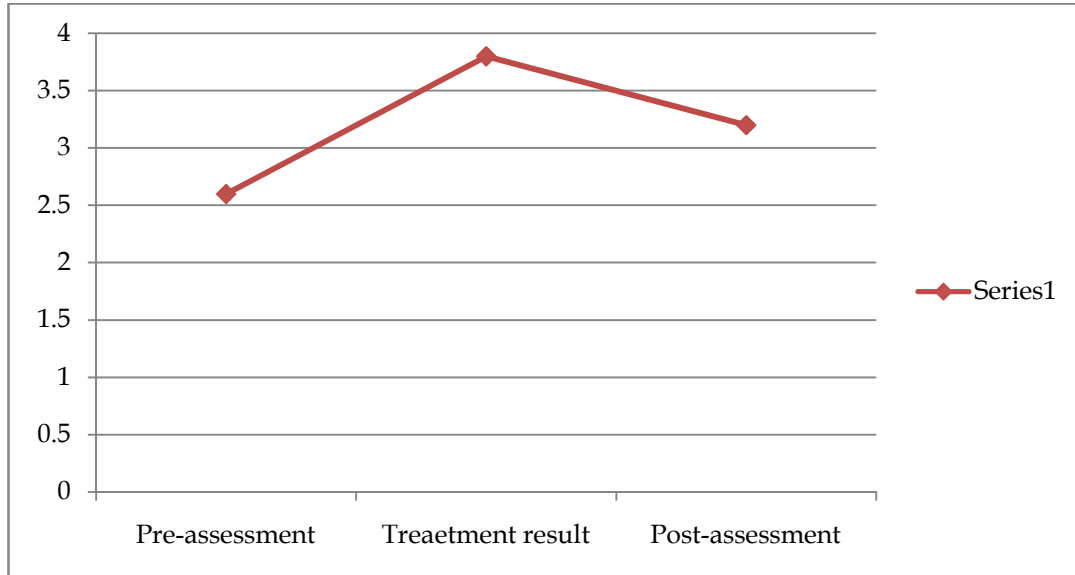Pre-assessment, during treatment and Post-assessment result of Juvenile 5

Table 6
Pre-assessment, during treatment and Post-assessment result of Juvenile 5

Activity	Obtained score	Average of Score	Stage Completed
Pre-assessment	26	2.6	2
Treatment result	38	3.8	3
Post-assessment	32	3.2	3

Table 6 indicates the moral development level, before treatment (pre-assessment) during treatment and after treatment (post-assessment). The results were calculated through Microsoft Excel version 2016 and found that juvenile at Sr. No. 5, obtained 26 scores. Average of scores was calculated dividing by 10 because the data were collected through 10 dilemmas and the average of scores 2.6 that means the juveniles crossed stage 2nd (Instrumental) of moral development of level one (Pre-conventional Level) and reached near stage three of level two (Conventional Level) but actually does not exist on stage 3rd. During treatment the juvenile received 38 scores and average of the scores was 3.8 which exposed that the juvenile crossed stage three (Nice boy, Nice girl) of level 2 (Conventional Level) and reached near stage four. After the treatment of 3 months (75 days, one hour daily), the juvenile got 32 scores and average of the scores was 3.2 that mean he achieved stage three permanently of "Conventional Level."

Conclusion

In the light of results, it has been concluded that juveniles are human beings and they need training to develop moral values among them because they want respect and love for themselves. They are ready to accept social norms and ethical values if they are provided guidance in proper way. They are not rigid in keeping antisocial behavior.

Recommendations

It is recommended that a training program would be prepared on regular basis for juvenile delinquents and be implemented to rehabilitate them in ethical way for the promotion of their moral development so that they become responsible citizen and sophisticated members of the society.

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