

유아의 도덕성 발달과 가족요인들과의 관계에 대한 연구

Family Factors and the Moral Development of Young Children

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Abstract

Family factors included in this study of the relation of family environment to the moral development of young children were: socioeconomic status, maternal values, mother's religion and the quality of the home environment. Forty-one 6- to 7-year-old children and their mothers were interviewed and observed in their home settings. Results indicated that the quality of the home environment was positively related to the moral development of children. Mothers who provided a more stimulating home environment had children who received higher scores on the Moral Development Scale. Regression analyses indicated that the quality of the home environment was the most significant predictor of the moral development of young children.

Key Words : 도덕성 발달(moral development), 가정환경의 질(quality of the home environment), 유아(young children)

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I. INTRODUCTION

Presently the Korean society is faced with serious moral crises. Citizens hear on the everyday news report about all kinds of fraud, homicides, and organizations of violent groups in schools and neighborhoods. It seems as though, many Koreans today are stressing the accumulation of academic knowledge over social justice and moral values. Therefore, children mainly internalize instrumental values through which they satisfy personal gratification rather than social justice or moral excellence.

In the last two decades the psychology of moral development has emerged as a distinct field of study (Gilligan & Wiggins, 1987; Gibbs, 1991). The size and scope of the moral development literature has grown over the past several years. Recently many child development scholars have focused on finding familial and social factors that is related to children's moral development (Park, 2001; Na 1998; Song, 1994). However, majority of the research dealt with elementary, middle, high school students due to the convenience of data collection. Even though children make moral judgments, deciding what is right or wrong on the basis of concepts they construct about justice and fairness from their early childhood (Gibbs, 1991), little research has examined the development of moral understanding in young children.

Moral Development of Children

The moral development of each successive generation is of obvious significance to society.

Although moral standards may vary from culture to culture, every society has devised rules that its citizens must obey in order to remain members in good standing (Garbarino & Bronfenbrenner, 1976).

A child's moral code eventually consists of his ideas of right and wrong, his convictions about his responsibilities and about what he should or should not do or be, and the values and standards by which he judges the worthiness or unworthiness of his thoughts and actions (Jersild, 1968).

The work of Piaget (1965) has greatly influenced the study of children's moral development. He has described certain qualities of children's moral judgments during various periods of childhood. According to Piaget, the changes in children's ideas about morality and justice come about through maturation and environmental influences. In his view, following the rules of others through a morality of obedience will never lead to the kind of reflection necessary for commitment to a set of internal or autonomous principles of moral judgment. In contrast, a relation of mutual respect gives a child the possibility to exercise his will by elaborating his own moral rules. On the other hand, Freud believed that the individual's morality is embodied in the superego, which is composed of the ego ideal and the conscience. As the superego forms, the 5- to 7-year-old child internalizes his or her parents standards of right and wrong.

Hoffman (1988, 2001) suggested that the motivation to be moral grows out of one's ability to experience empathy, that is, the development of empathy forms the basis for the development of

morality and prosocial behavior. Empathic distress, in particular, is important in prompting one to aid another. He described five types of moral encounters that encompass the prosocial moral domain : bystander, transgression, virtual transgression, multiple claimant, and caring versus justice. He also analyzed parents' disciplinary techniques and identified power assertion, love withdrawal, and induction as the three approaches that parents take. Children with highest level of moral development tend to have parents that use induction and avoid power assertion.

During the preschool period, the child moves from a moral sense that is based on outside approval to a more internalized sense of right and wrong(Davis, 1999). During this period, progression in cognitive and social development makes possible an internalization of morality. The preschoolers begin to understand that he is wrong whether the parent knows or not. Between 6 and 7 years of age they gradually take more responsibility for their actions. As early as 5 to 7 years of age, children differ considerably in their reasoning about prosocial and related moral conflict (Eisenberg et al., 1999). Eisenberg et al.'s study (1999)indicated that there is a prosocial personality disposition that emerges early and is somewhat consistent over time. Spontaneous sharing in the preschool classroom predicted prosocial behavior and empathy related responding up to 17 years later.

Selected Family Factors Influencing Children's Moral Development

Quality of the Home Environment

A number of processes, both in the environment and within the child, support moral development. The family is the most important institution in children's lives. Our society relies on families to perform functions that are critical to the survival and development of children, especially young children. The majority of children in South Korea grow up in families, and there is no doubt that this microsystem has the primary influence on their development. Various aspects of family influence have been investigated for their impact on moral, cognitive, or personality development. According to Yoo (1985), the base of personality, intellectual, creative, moral, and social development is determined by the home environment of a person's childhood.

Kohlberg(1962) suggested that children's moral development was positively influenced by parental warmth and negatively influenced by punishments with hostility. According to Baumrind (1993) and Powers (1983), the physical and psychological home environment has a primary influence on the moral development of children.

Song's study (1994) also indicated that children's moral development is related to the physical and psychological home environment of the children. The study found that the moral development of children is primarily determined by the psychological home environment of the children. Especially, the degree of communication between children and their parents was the most important predictor of children's moral development.

Socioeconomic Status(SES) Variable

Socioeconomic status (SES) refers to one's

position within a society that is stratified according to status or power. Parents' education, income, and occupation are very powerful influences on child rearing. Many people from the lower and working classes face very different kinds of problems, pursue different goals, and often adopt different values. According to Shaffer (1994), they live in a different world than middle-class people do. On average, it appears that lower-and working-class parents are somewhat more critical, more punitive, and more intolerant of disobedience than parents from the middle and upper socio-economic strata (Maccoby, 1980).

Vonnie McLoyd (1989) suggests that economic hardship creates its own psychological distress - a most pervasive discomfort that makes lower-income adults more edgy and irritable and more vulnerable to all negative life events, thereby diminishing their capacity to be warm, supportive parents.

According to Song (1994), father's education was positively related to the moral development of children. However, the result of multiple regression analyses showed that father's education and occupation had no influence on children's moral development.

Maternal Values

Another family factor that can influence children's moral development is parental values. According to Kohn (1969, p. 18), parental values are "the values that parents would most like to see embodied in their children's behavior - the characteristics they consider most desirable to inculcate in their children". The child who loves

and admires his parents comes to identify with them and takes their values into the self. Preschoolers show more evidence of having internalized their parents' expectations and rules, based on positive identification (Davis, 1999)

Because parents offer instruction both by precept and example, we might expect children, eventually, to adopt their parent's moral standards and values. Preschool children show conscience or superego although it is a very elementary form. In this period, children identify with parental values and attitudes, and they learn behavioral standards and rules of the society from their parents (Yoo, 1985). Song's study (1994) indicated that there was a positive relationship between parental moral values and children's moral development.

In this study, two kinds of parental values, self-direction values and conformity values, are considered. Parents who emphasize self-direction values focus on internal standards of behavior such as freedom, individualism, creativity, and self-realization. On the other hand, parents whose emphasis is on conformity values consider external standards of behavior such as obedience, and order.

Mothers Religion

Religion is one of the most powerful, deeply felt, and influential forces in human society. Sociologists have exhibited keen interest in the connections between religion and the family (Tomas & Cornwall, 1990). A large and growing body of research indicates that religious communities and belief systems help to shape a variety of attitudes and behaviors relevant to

family life : the selection of marital partners, marital quality, desired and actual family size, the timing of family formation, attitudes toward gender roles, sexual attitudes and conduct, and child-rearing (Ellison & Sherkat, 1993).

The relation between morality and religion is an enduring area of controversy (Crittenden, 1990). Oliners, Wilson, and Parsons suggested that religion is indispensable for maintaining morality (Green, 1994). Nucci (1993) suggests that young children develop an understanding of social complexities in the structure of the religious upbringing.

In summary, both theory and the empirical data support the conclusion that parents play an important role in their children's moral development. This is not surprising because children learn much about relationships and ways of treating

other people within the familial context.

The purpose of this study is to identify factors in the home environment that may be related to the moral development of 6 to 7 year-old children. Specifically, this study will investigate the relationships of socioeconomic status(SES) variables, maternal values, mother's religion and the quality of the home environment as they relate to children's moral development.

The research objectives for this study are as follow :

1. To determine the relationships among family's SES variables (parents' education, income and occupational status), maternal values, mother's religion, the quality of the home environment and young children's moral development.
2. To identify what family factors predict the moral development of young children.

II . METHOD

Participants

Participants consist of 6 to 7 year-old children attending kindergarten and their mothers residing in the city of Incheon. The investigator contacted the principal of a kindergarten and explained the purpose of the study and then the principal sent consent forms to one hundred twenty mothers through the children. After receiving the signed consent forms, the investigator started contacting the mothers by telephone to set the time for the interview and observations. Forty one mother-child pairs were observed and interviewed.

Research Instruments

The following research instruments were used in this study : (a) Moral Development Scale (MDS), (b) Home Observation for Measurement of the Environment (HOME), (c) Family Background Interview Schedule and (d) Schaefer and Edgerton Rank Order of Parental Values.

The dependent variable, children's moral development, was measured using the Moral Development Scale (MDS) (Kurtines, Pimm, & Pimm, 1981). The MDS is an individually administered set of tasks designed to assess the overall level

of moral reasoning within a Piagetian framework. The equipment for the scale consists of the Manual for the Moral Development Scale, the record sheets containing the stories for each scale, the directions, verbal instructions, and response categories, and a set of cards visually depicting the dilemmas. The five subscales of the MDS are as follow : (a) Intentionality : clumsiness and stealing, (b) Intentionality : lying, (c) Justice : fairness of punishment, (d) Justice : utility of punishment, and (e) Justice : equality versus authority. Each subscale contains three items. For each of the items the stage of moral development is determined by the child's moral choice and the child's justification for his choice. Moral choice refers to the alternative the child selects. The correct choice (i.e., the autonomous one) is indicated on the record form by an asterisk. The heteronomous choice is the alternative without an asterisk. Justification refers to the child's reason for his choice. Basically, the scoring for the items on the scales is as follow : The child is given 2 points if he or she makes the correct choice and provides a Level II justification. A Level II justification is one that is clearly appropriate for the that particular story. The child is given 1 point if he or she makes a correct choice and provides a Level I justification. A Level I justification is one that indicates that the child understands the appropriate justification even though the reason itself is an incomplete one. Finally, the child is given no points for autonomous morality if he or she makes a heteronomous choice, with a heteronomous justification, no choice, or a correct choice with an inappropriate justification. According to

Kurtines and Pimm (1981), an estimate of internal consistency reliability was calculated for the cross validation (N=112) and the coefficient alpha was .83. The test-retest correlation for the MDS was .82 and the interrater correlation.

The Home Observation for Measurement of the Environment (HOME) scale, developed by Bradley and Caldwell (1984), is an observation/interview instrument that assesses the quality of the social, emotional, and cognitive stimulation available to a child in the home. Home environment was measured by the preschool version of the HOME. The eight subscales of the HOME are as follow : (a) Learning stimulation, (b) Language stimulation, (c) Physical environment, (d) Warmth and acceptance, (e) Academic stimulation, (f) Modeling, (g) Variety in experience, and (h) Acceptance. Bradley and Caldwell (1978) reported interrater reliabilities from six studies in the high .80s to low .90s, and 6 month test-retest subscale correlations ranging from .45 to .87. Internal consistency estimates based on the Kuder-Richardson 20 formula showed coefficients ranging from .53 to .83 for the HOME subscales while the internal consistency estimate for the total scale was .93.

The child's family background information was obtained by the Family Background Interview Schedule designed by the researcher. This form is a modified version from Masud's schedule (1993). This interview schedule include questions about socioeconomic status of the family including parents' education, annual income of the family, fathers' occupations and mothers' religion.

Schaefer and Edgerton's Revision of M.L. Kohn's (1977) Rank-order of Parental Values

(Edgerton & Schaefer, 1978) was used to determine child outcomes that mothers identified as important for their children. The fifteen values in this measure include six self-direction values (to think for him/herself, to be curious about many things, to be responsible for his/her own work, to use imagination, interest in how and why things happen, ability to look after him/herself), six conformity values (to keep him/herself and his/her clothes clean, to be polite to adults, to obey parents and teachers, to keep things neat and in order, being a good student, good manners), and three that represent social skills values. Edgerton and Schaefer reported an internal consistency estimates of .74 (Cronbach's alpha) for both the conformity and the self-direction scales (Luster, 1985). None were reported for the social skills items.

Data Collection Procedure and Analyses

Data collection began on May 20, 1996 and ended on June 29, 1996. The investigator contacted by telephone mothers who signed the consent form. Then according to their area of residence, the investigator scheduled the home observation and interview. A minimum of one and

a maximum of four families were interviewed and observed by the investigator in one day. The investigator was the only person collecting the data. About 1 to 2 hours were spent with each family. After the short warm-up period, the HOME scale was administered. During this time, observations for the HOME scale were simultaneously carried out. Demographic information was collected next. During the process of administering the instruments to the mother, the investigator paid attention to the child and tried to be friendly with him/her. The Moral Development Scale (MDS) was the last instrument to be administered at the child's home.

The data were analyzed using the Statistical Package for the Social Sciences (SPSS-XII). Descriptive statistics were used to determine the basic distributional characteristics of each of the variables. To examine the relations between the variables of interest, Pearson Product Moment Correlation Coefficients and regression analyses were conducted. Additional supplemental analyses including t-tests were conducted. A chance probability level of less than .05 was set to reject the null hypotheses. All tests were two-tailed.

III. RESULTS

Demographic Characteristics of the Sample

The total number of mother-child pairs who were interviewed and observed was 41. Forty-six

percent of the children studied were males and 54% were females. The age of children ranged from 64 months to 76 months with a mean age of 70 months. The average number of children per family was 2.0. In the present study 78% of

the families had two children, 12% had one child and 10% had three children.

Data on marital status revealed that all the mothers were married. As far as the education of the mothers was concerned, 12% of the mothers did not complete high school while 51% completed high school. Thirty-seven percent of the mothers graduated from universities and professional colleges while 61% of the fathers graduated from universities and professional colleges.

There was a wide range in the annual income of the sampled families ranging from less than \$12,500 to more than \$37,500. One hundred percent of the fathers were employed 41% were skilled workers 12% were owners of very small business or sales and clerical workers 39% were administrative personnel, small independent business owners, minor professionals 5% were business managers, proprietors of medium sized business and 2% were major professionals. Thirty-nine percent of the mothers were employed. Twenty-two percent of the employed mothers worked part-time, while 17% were full-time employees.

Relations Between Several Variables and the Moral Development of Children

This section presents the relations between the predictor variables and the moral development of children as measured by the Moral Development Scale. Table 1 presents the correlations between the continuous variables and the children's moral development for the overall sample.

As expected, the quality of home environment

Table 1. Zero-order Correlations : Relations between Several Variables and Moral Development of Children.

MDS Scores	
Variables	Overall Sample (N=41)
Mothers Education	.11
Family Income	.28
Self-direction Values	.06
Conformity Values	.06
HOME	.40**

Note : **p<.01

was positively and significantly related to scores on the MDS. Children who scored higher on the MDS tended to come from more supportive and more stimulating environments. Mother's education, family income, self-direction values, and conformity values were not significantly related to scores on the MDS.

As can be seen in Table 2, mother's education was positively related to self-direction values and family annual income. Families with more income and mothers with more education provided their children with better quality care, as assessed with the HOME. Self-direction values were negatively related to conformity values. The data showed that mothers who had higher scores on self-direction values had lower scores on conformity values and for their children.

Table 2. Relations among the Variables for Overall Sample.

	1	2	3	4	5
1. Mothers Education	—				
2. Family Income	.34*	—			
3. Self-direction Values	.31*	.30	—		
4. Conformity Values	-.18	-.12	-.81**	—	
5. HOME	.49**	.44**	.18	-.15	—

Note : *p<.05 **p<.01

Differences Between Subsamples for Independent Variables in Moral Development of Children

Independent t-test was run to examine the difference between the mothers who had religion and mothers who had no religion on children's moral development. No significant difference was found between the two groups on moral development of children (see Table 3).

Another independent t-test was run to examine the difference between the mothers who scored higher on self-direction values and mothers who scored higher on conformity values on moral development of children. No significant difference was found between the two groups on moral development of the children (see Table 4). Thus, there was no difference between mothers who have self-direction values and mothers who have conformity values on children's moral development.

Consistent with expectation, there was a significant difference between the mean MDS scores of children from families with higher scores on the home environment (greater than 43 HOME

Table 3. T-Test for Differences between Two Groups of Mothers' Religion in Moral Development of Children.

Variable	Mean (SD)		t-value	df	Prob.
	Have No Religion(N=16)	Have Religion(N=25)			
Moral Development Scale	15.1 (3.4)	14.6 (3.3)	.40	39	.69(NS)

Note : The NS means not significant.

Table 4. T-Test for Differences between Two Groups of Maternal Values in Moral Development of Children.

Variable	Mean (SD)		t-value	df	Prob.
	Self-direction values(N=19)	Conformity values(N=21)			
Moral Development Scale	14.7 (3.1)	14.8 (3.5)	.02	38	.98(NS)

Note : The NS means not significant.

Table 5. T-Test for Differences between Two Groups of Quality of Home Environment in Moral Development of Children

Variable	Mean (SD)		t-value	df	Prob.
	Higher HOME scores(N=19)	Less HOME scores(N=22)			
Moral Development Scale	16.3 (2.7)	13.5 (3.2)	-2.99	39	.01**

Note : **p<.01

scores) and children from families with lower scores on the home environment (less than 43 HOME scores) (see Table 5). To make two different groups similar in size, 43 HOME scores was selected as a standard point. The mean MDS score for children from families with higher scores of the home environment was 16.3 for children from families with lower scores of the home environment was 13.5.

Multiple Predictors of Children's Moral Development

This section presents the findings of a regression analysis that was done to determine which of

Table 6. Multiple Regression Analysis : Predictors of Children's Moral Development.

Predictor Variables	MDS Scores		
	Betas	t-Statistic	Prob.
Mothers' Education	-.21	-1.15	.26
Fathers' Occupational Status	.16	.83	.41
Family Annual Income	.17	.94	.35
Mothers' Religion	-.10	-.70	.49
HOME	.41	2.46	.02
R sq	.26		
F-Ratio	2.51		.05

Note : Betas presented are standardized betas.

the predictor variables are related to children's moral development. In the analysis, all the independent variables were entered simultaneously. The results of the regression analysis for the overall sample are presented in Table 6. As can be seen in Table 6, mothers' education, fathers' occupational status, family annual income, mothers' religion, and quality of the home environment explained 26% of the variance in the scores for MDS. The F value for the model was significant. The analysis suggested that none of the independent variables, except for the quality of the home environment, were significantly related to children's moral development.

Path Analysis

Multiple regression was used to determine which of the independent variables were directly related to the outcome, when other factors were controlled. Path analysis, which relies on multiple linear regression, attempts to isolate the separate

Table 7. Multiple Regression Analysis : Predictors of Home Environment.

Predictor Variables	HOME Scores		
	Betas	t-Statistic	Prob.
Mothers' Education	.38	2.70	.01
Family Annual Income	.30	2.13	.04
R sq	.32		
F-Ratio	8.94		.001

Note : Betas presented are standardized betas.

Table 8. Multiple Regression Analysis : Selected Predictors of Children's Moral Development.

Predictor Variables	MDS Scores		
	Betas	t-Statistic	Prob.
Mothers' Education	-.14	-.78	.44
Family Annual Income	.15	.89	.38
HOME	.40	2.23	.03
R sq	.19		
F-Ratio	2.83		.05

Note : Betas presented are standardized betas.

contributions to a dependent variable made by a set of interrelated predictor variables. Table 7 and Table 8 presents the results of multiple regression for four variables.

The results of path analysis are presented in Figure 1. Mothers' education and family income were significant predictors of the quality of home environment. These factors did not significantly predict the moral development of children when the quality of home environment was controlled. Only the quality of home environment had a direct effect on moral development of children.



Path coefficients are standardized betas. (*p<.05)

Figure 1. Path model with a mediating variable.

IV. DISCUSSION

The data showed that there were no relationships exist between the SES variables and child's moral development. This conclusion is tentative for the researcher felt that there were not enough highly educated mothers. Also, the sample didn't include unemployed fathers and unskilled workers. There was a positive relationship between mothers' education and the quality of home environment. Mothers who had higher levels of education provided better quality home environments for their children than other mothers. This finding is consistent with findings from other studies (Baharudin & Luster, 1998; Masud, 1993). The result also indicated that there was a positive relationship between family income and the quality of home environment. This result might be explained by McLoyd's study included in the introduction section (1989).

According to the results, no significant relation between mothers' self-direction values and children's moral development was found. However, there was a significant relation bet-

ween mothers' self-direction values and mothers' education. This finding supported Kohn's hypothesis. Kohn (1977) argues that low SES families tend to value conformity and middleclass families tend to value selfdirection.

Results also showed that there was no significant difference between children whose mothers have religion and children whose mothers have no religion in moral development. The researcher dealt with only mothers' religion. It would be useful to study the extent of religiosity rather than mothers having or not having religion.

The data analysis indicated children who achieved higher scores on the MDS experienced a more supportive home environment. This finding is consistent with the literature which suggests that a high quality home environment has a positive influence on children's developmental outcomes (Yoo, 1985; Luster & Mittelstaedt, 1993).

The five independent variables (mothers' education, fathers' occupational status, family annual income, mothers' religion, quality of the home

environment) explained 26% of the variance in the scores for MDS. If more useful variables such as communication between children and parents, parental understanding of a particular child's characteristics and situation, parental consistency, family cohesion and concord, peer relationship, intimacy with a teacher, neighborhood environment are included, the power of explanation for children's moral development will be increased (Song, 1994; Grusec, Goodnow, & Kuczynski, 2000; Davis, 1999; Park, 2001).

The findings of this study have demonstrated that the development of children is related to factors in the children's ecosystem. Bronfenbrenner (1986) assumed that environments surrounding the children influence their developmental outcomes. The results from this study were consistent with this assumption. Children who achieved higher scores on the test of moral development had mothers who provided higher quality home environments.

Although the research instruments are standardized for use within the United States, the researcher felt that these are also appropriate for Korean families. There were a few questions which needed to be explained more often to mothers by the researcher. The MDS seemed a little bit difficult for younger children but children understood the stories found in the Moral Development Scale (MDS). Children especially recognized the stories about lying.

In summary, the study showed that children who had higher scores on the MDS, a measure of their moral development, experienced more supportive home environments than children who

had lower scores. The relationship between children's MDS scores and HOME scores was highly significant (see Table 1). Mothers' educational level, fathers' occupational status, maternal values, and mothers' religion were not related to children's moral development. However, there were significant relationships between mothers' education and family income with HOME, and mothers' education and self-direction values.

The potential limitation of the study concerns the sample, and generalizability of the findings. The non random sample size of 41 mother and child dyads may be too small to allow the findings to be generalized to Korean families with 6 to 7-year-old children. Only mothers were interviewed. Findings apply, therefore, only to parenting by mothers. Similarly, only mothers residing in the urban setting of Incheon were included as respondents. The generalizability of the study, therefore, is limited to similar populations. Another limitation of the study is the use of the research instruments that were standardized in the United States. Data from other countries are limited especially regarding the moral development of children 6 to 7 years of age. Caution is needed in drawing conclusions from the study.

Replication of this research with a large, representative sample would serve to confirm or disconfirm the results of this study. It would be interesting to include, as part of the sample, fathers. Korean fathers are increasingly becoming more involved in their children's well being.

This research indicated a significant relationship between home environment and children's moral development. However, additional research beyond

the scope of this research project on moral development of children needs to be conducted to get a better explanation of this topic. Because our society is rapidly changing, we need to be concerned about the impact of other social environments on our children, such as school, friends, mass media, community, and policies of the government.

Although the results of the study suggest little

influence of mothers' religion in the moral development of children, studying other aspects of religion with a larger sample size may yield some valuable results. For example, the relations of different types of religious orientations to knowledge about child development, parents' concerns and goals for the child, and expectations and aspirations for children could be studied.

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요 약

아동의 도덕성 발달이 가정환경적 요인과 사회적 요인들에 의하여 영향을 받는다는 것은 이미 여러 선행연구에 의해 밝혀진 바이다. 하지만 아동은 유아기 때부터 그들이 가지고 있는 정의와 공평에 대한 개념을 바탕으로 도덕적 판단, 즉 무엇이 옳고 그른지에 대한 결정을 함에도 불구하고, 대부분의 연구들은 편의상 초, 중, 고등학교 학생을 대상으로 하고 있다. 이에 따라 본 연구는 6, 7세 유아의 도덕성 발달이 어떤 가족요인들에 의해 영향을 받는지를 살펴보고자 한다. 여러 가족요인들 중에서 본 연구는 가정의 사회인구학적 변인, 어머니의 가치관과 종교, 그리고 가정환경의 질에 초점을 두었다.

6, 7세 아동과 어머니 41쌍이 조사 관찰되었다. 아동의 도덕성 발달은 Moral Development Scale Interview에 의해, 어머니의 가치관은 Schaefer and Edgerton Rank-Order of Parental Values에 의해, 가정환경의 질은 Home Observation for the Measurement of the Environment(Preschool Version)에 의해 측정되었으며, 자료분석을 위해 correlation, t-test, multiple regression, path analysis 가 사용되었다.

이에 따른 본 연구의 결과는, 가정환경의 질이 유아의 도덕성 발달과 정적인 상관관계가 있음을 증명하였다. 즉, 어머니가 유아에게 지지적이고 자극적인 가정환경을 제공할수록 유아는 Moral Development Scale Interview에서 더 높은 점수를 받았다. 다중회귀분석에서도 가정환경의 질이 유아의 도덕성 발달을 예측하는 가장 영향력 있는 변인으로 나타났다. 또한 본 연구를 통하여 어머니의 교육정도와 가정의 소득정도가 가정환경의 질을 예측하는 중요한 요인임이 확인되었다.