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Level of Moral Judgment and Home Discipline Employed by Parents of First Year and Fourth Year High School Students of Pasay City North High School

Carmina P Noroña

Faculty of the College of Arts, Sciences and Education, Olivarez College, Dr. A Santos Ave. Sucat Road, Parañaque City, Philippines

Corresponding Author: Carmina P Noroña

Abstract

Introduction

Morality has become a matter of widespread which is a common concern now days. Parent worries that their children are growing up deprived of traditional values. Teachers complain that their students seem ethically shallow and worse? The social conditions that have fostered this rising tide of concern about children's morality are plainly apparent to anyone exposed to the daily news. Family has a great influenced in molding the children's moral judgment through values, rules and the kind of discipline employed by parents. The young, inexperienced child does not know how to discipline himself but with adult guidance and examples he eventually acquires the ethical concepts and conduct approved by society.

Statement of the Problem

The study aimed to determine the Level of Moral Judgment and Home Discipline employed by Parents of First Year and Fourth year high school students.

This study sought to answer the following Questions:

1. What are the level of Moral Judgment of high school students with regards to the following:
 - a. sex
2. A) As shown in tale 2 there is a significant relationship between the level of Moral Judgement of first year male and female high school students and fourth year male and female high school students.
 - b) There is also a significant relationship between the level of Moral Judgement of first year and fourth year high school students.
 - a) There is a significant relationship between the home discipline employed by the parents of first year male and female high school students and fourth year male and female high school students.
 - b) There is also a significant relationship between the home discipline employed by the parents of first year and fourth year high school students.

Conclusion

1. The researcher conclude that majority of females who have higher level of Moral Judgement than male high school students falls under level 5, based from the related studies conducted by Carol Gilingan, that females are more oriented toward responsbility and more caring than males. While the first year and fourth year high school students have the same level of Moral Judgement which falls under level 5 but fourth year high school students fall under this level too than first year high school students, based from Kohlberg's stage of Moral Development on Last stage (6).
2. Based from the findings of the study, the researcher conclude that there is a significant relationship on some factors such as Fairness and Honesty, Social Responsibility While on factor self-discipline there is no significant relationship on Value Development Index of high school students with regards to sex and year level.
3. Base from the findings of the study as shown in Table 4, the researcher conclude that there is a significant relationship between the home disciplines employed by the parents of high school students with regards to sex and year level.

Recommendation

1. Studies of this nature are basic to improve the level of Moral Judgement of every individual and to identify the level of Moral Judgement not only in educational setting but also in any type of setting. Then the researcher would have been able to contribute something relevant.
2. There is a need for Administrator of particular institution to conduct a review of their institutional objectives and goals to see whether these show high concern for the students to make necessary changes.
3. However, parents should be consistent and maintain the right way of disciplining their children and to manage their family in accordance with the rules of morality.
4. Lastly, for those who would like to embark with this kind of studies, this could be able to provide additional information and use this as their reference.

Keywords: Moral Development, Value Development Index (VDI), Civic Values

1. Introduction

1.1 Background of the Study

Morality has become a matter of widespread which is a common concern now a days. Parent worries that their children are growing up deprived of traditional values. Teachers complain that their students seem ethically shallow and worse? The social conditions that have fostered this rising tide of concern about children's morality are plainly apparent to anyone exposed to the daily news. The conception of what is good and bad ever been one of the main concern of man for it is one of the basis of his behavior and his happiness.

Aristotle (1971) stated that the good man is an activity of the soul in conformity with excellence or virtue. The good is not just a characteristic, but an activity, which produces a result. An active man in this sense must act and act well for his happiness in which life lies in conformity with virtue.

Where in this virtue, the individual should be good must not only seen in his behavior, whatever the individual might do, he must produce a good outcome. He is considered an active man, striving more to achieve happiness in his life. One thing that make a man happy is by having a family of his own, having a good wife and wonderful children.

Panopio *et al* (1995) stated that a family is composed of parents and children with or without relatives united by bonds of love and affection and who share common residence, economic cooperation and reproduction. It includes adults of both sexes at least two of them who maintain a socially approved sexual relationship and of one or two children. Barges and Lock (1963:2) agreed that family as a group of persons united by ties of marriage, blood or adoption, constituting a single household, interacting, and communicating with each other in their respective social roles as husband and wife, mother and father, son and daughter, brother and sister that will create maintain a common culture.

The family may be viewed as the first context for learning society's rules and the obligation to obey. Consequently, it is the primary agent of "socialization" during the child's early years. But not all families socialize children in the same way. There is a great variation from one family to the next in how they are induced to follow social rules. Family has a great influenced in molding the children's moral judgement through values, rules and the kind of discipline employed by parents.

Parents, at times, oscillate in their discipline: from the very strict to the very lenient. Such oscillation may occur from situation to situation depending upon varied factors such as parental mood, time of the day, or the situation in which the wrongdoing was committed. While parents are not expected to completely agree about discipline. It is important that they support one another instead of disagreeing with each other in such matters as sanctioning or censoring certain behavior children are quick to detect which parent is lenient and can therefore secure what they want from him.

Current literature on human growth and development recognize the child's need for discipline to motivate him to achieve socially approved goals. Under adult guidance he can learn to behave appropriately and in the end acquire self-discipline and a social conscience which helps him make correct and wire choices. Discipline purports to develop in the child's inner control and self-direction so that he can gradually grow in maturity and understanding.

The influence of his parents or foster parents could intervened positively and negatively the child's moral transformation, which starts within a basic unit of society, which is the family. Rules and regulations acquaint the child with the mode of behavior desired by his group. They set the limits for the child and thereby provide security by making him realize what is expected of him. The young, inexperienced child does not know how to discipline himself but with adult guidance and examples he eventually acquires the ethical concepts and conduct approved by society.

1.2 Statement of the Problem

This study aimed to determine the level of moral judgement and home discipline employed by parents of first year and fourth year high school students of Pasay City North High School.

Specifically, this study sought to answer the following questions:

1. What is the level of moral judgement of first year and fourth year high school students?
2. Is there a significant relationship on the level of moral judgement of high school students with regards to the following:
 - a. Sex
 - b. Year Level
3. Is there a significant relationship on home discipline employed by parents of high school students with regards to the following:
 - a. Sex
 - b. Year Level

1.3 Significance of the Study

The results of this study would give a great contribution to the following individuals;

Since the study deals with moral judgement, the administrator helps to provide an effective way to develop and enhance the level of moral judgement of high school students and formulate programs to maintain the development of their students.

For the guidance councilor, this study may provide a great influence to consider the formulation of programs and services that could be rendered to the students, to help them provide their moral judgement and maintain the essence of morality.

This study may serve as a basis for classroom teachers to foster harmonious relationship and proper way of discipline that greatly influence the students moral judgement.

Parents could implement proper way to discipline their children and gain insight on how to handle and manage the family in accordance with morality.

Students, particularly first year and fourth year high school students of Pasay City North High School, for they will discover their strengths and weaknesses in terms of moral judgement. Such information will inspire them to do corrective measure in collaboration with the guidance and counseling services.

Lastly, this study is of great contribution to the academe, for it will serve as reference for students who may also to embark on a similar research study.

1.4 Scope and Limitation

In order to attain consistency, brevity, cohesiveness in the study, the researcher defined the scope and limitations of the study.

The present study was limited only to the level of moral judgement and home discipline employed by parents of first year and fourth year high school students of Pasay City North High School.

The researcher used 30 respondents which randomly chosen from first year level and another from fourth year level. The study was limited only to three different disciplinary techniques employed by parents such as authoritativeness, permissiveness and democratic.

In this study, the researcher provide questionnaires administered to 30 students from first year and another 30 from fourth year level who were chosen as respondents and interview were also utilized in collecting the researcher data with the students for additional information.

Children with an active sense of responsibility. These children were friendly rather than hostile to peers, facilitative rather than disruptive of other's work, and cooperative rather than resistive of adult led activity. The relative permissiveness of a parent did not have a noticeable effect on a child's tendency to be aggressive. The amount of parental encouragement of the child's participation in discussion (in a taped revealed differences) mother- father-child discussion of moral conflict situations was a powerful correlated of moral advance in the child, Lynch and Hollsteiner (1995) surveyed household leads to get their opinions on certain topics with emphasis on the family, community and nation. One of the things they asked about was the rank given by the respondents to six child-rearing values and these were the rankings that resulted.

1. Trust in god
2. Obedience to parents
3. Desire to succeed in life
4. Honesty and justice
5. Getting along well with others
6. Enjoying life

Allen and Kickbush (1996) studied the relation of the variable to moral judgment in 430 ninth graders, but found no significant differences in the scores between males and females.

1.5 Local

Jocano (1991) states that the parents show affective concern in infancy with a shift towards authoritarianism in childhood. Children perceived the mother as being easily swayed while the father was a strict disciplinarian. Domingo and Lagmay (1991) states that obedience was not always observed and they attributes this to inconsistencies in disciplining the child- i.e., punishment for disobedience was dependent upon the mother's moods. And they pointed out that child-rearing practices are not the only determinants of behavior or personality.

Porio (1995) found out that children who received consistent although severe discipline rarely became criminals while those who turned criminals were found to have received inconsistent discipline.

These findings indicate the negative effects on inconsistency of discipline on the socialization of children. Such damaging effects are easily understood; when children are uncertain about adult expectations they become confused and in the end behave in the manner they please.

1.6 Conceptual Framework

The conceptual scheme model which will serve as the framework of the study was shown in Fig 1.

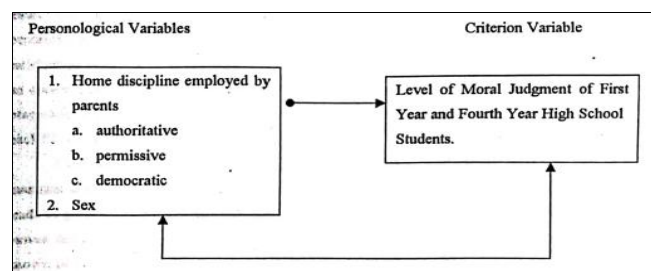


Fig 1

The conceptual framework illustrated above shows that there are two variables which could be cause to determine

that level of Moral Judgment of First Year and Fourth Year High School Students and which can also be differentiated through sex variable. The level of Moral Judgment of two level differentiate and varies with the kind of Home Discipline that the parents employed and the difference of the two sexes varies also with the kind of discipline employed by parents.

1.7 Theoretical Framework

Sigmund Freud who postulated the psychoanalytic theory asserts that moralization is a process of internalization of cultural or parental norms. Morality is expressed by the superego and is formed and fixed early in the child's development through internalization of parental norms. For Kohlberg's view; the six stages of moral development comprising three levels of moral realism are pre conventional level (0-9) years; conduct is determined by external factors.

At this level, a child behaves or does an act because he wants either to be rewarded or to avoid being punished by a superior power (the external factor), which can be God, the parents, or any recognized authority (stage 1). Later in this level, the child becomes less concerned about the reward-punishment orientation but considers more the satisfaction he derives from doing an act (stage 2). The child now is now likely to choose an option that will make him happy and bring him rewards. He has now become very pragmatic; a functioning that can be transformed into a construct like "you scratch my back I'll scratch yours".

Conventional level (9-16 years); Morality is defined as performing good acts to maintain conventions or social order. Here the child views morality as something that leads to 'good relations and that this can be achieved if one's action pleases others. He moves toward selecting an option where he can achieve interpersonal concordance known as the "good boy / nice girl" orientation (stage 3). Progressing to the next stage, the child's actions become more oriented to abiding with existing laws, rules and regulations in order to maintain the status quo in a group (stage 4).

Post-conventional level (16 years and above): (or morality of self-accepted principles); Morality is defined as conforming to shared standards, individual rights or duties.

At this stage, the growing individual chooses options, which respect shared standards as individual rights or duties. This time the concept of what is right is one that corresponds to unwritten contracts, otherwise known as socially agreed principles and standards (stage 5). As one continues to mature and grow in experience he realizes that he chooses and performs acts as dictated by his own conscience (stage 6).

Jean Piaget, one of the cognitive developmental moral psychologist found that children go through definitive cognitive stages in their reasoning: the intuitive, the concrete logical thought, where he can make logical influences, classify and handle quantitative relations about concrete things. In adolescence, he usually enters the stage of formal operations. Now he can reason abstractly; that is, he can consider all possibilities, forms hypotheses, deduces implications from hypotheses and tests them against reality. Not all people, though, completely attain the stage of formal operations. They do consider all the actual relations of one thing to another, but they do not consider all possibilities and could not form abstract hypotheses. There are even a few who do not enter this last stage at all but remain only in

the concrete operational stage.

Building on his studies of the cognitive stages, Piaget was the one to define stages of moral reasoning in children through actual interviews and observation of them. He defined three stages as follows; 1. The pre-moral stage, where there is no sense of obligation to rules; 2. The heteronomous stage, where the right is literal obedience to rules and an equation of obligation with submission to power and punishment (roughly ages 4-7; and 3;) the autonomous stage, where the purpose and consequences of following rules are considerable and obligation is based on reciprocity and exchange (roughly ages 8-12).

Herbert Spencer who postulated the "adjustment theory", he stated that the essence of morality with life, is the adjustment of the individual to his fellow in a community. Good, therefore is that which furthers life, which makes man well adjusted and bad is that which makes him miserable, unhappy due to maladjustment.

RM. Hare, whose theory is prescriptivism, stated that morality is essentially a Language; which means that we can discover the meaning of morality only by studying the form of moral discourse, that is, the language of morality. Another theory pre-dated Hare's prescriptivism was emotivism theory. The distinguishing feature of moral language lies in what it expresses, for its characteristic function, according to emotivism, is to convey and influence emotional attitudes.

Jean Paul Sartre, an existentialist philosopher, he stated that the form of morality is distinctive in that moral decisions have always to be invented by the agent and the one thing that counts is to know whether the invention is made in the name of freedom.

John Wilson claims that one of the defining characteristics of a morally educated person is that he is able to formulate rationally rules and principles to which he commits himself. Aiken stated in "levels of Moral discourse", moral language goes on at two levels, the conventional and the principled. At the conventional level, moral language refers to an actual expectation or rule of the group or of particular members of the group. At this level "the moral judgment functions primarily as a middleman or agent he voices the claims of society but he is not the primary source of this moral authority.

1.8 Hypotheses

The researcher had formulated a hypotheses based from the statement of the problem;

H1 There is no significant relationship between the kind of Home Discipline employed by parents and Level of Moral Judgment of First Year and Fourth Year High School Students of Pasay City North High School.

1.9 Definition of Variables

In order that the readers will readily understand the study, the researcher had defined the variables used in the study.

Authoritative: Those parent who uses two basic techniques in disciplining the child; psychological manipulation and/or corporal punishment.

Brevity: Briefness of duration.

Fairness & Honesty: According to Domingo Nunez that this factor determine the just, fair, impartial, virtuous, upright and worthy whether to oneself, to others or to property of an individual.

Family: Refers to or composed of parents and children with

or without relatives, united by bonds of love and affection and who share a common activities.

Home Discipline: A way of molding the spiritual, moral values of children at home and with the application of reward and punishment by the parents at home.

Moral Development: The stages that every individual should strive to become morally good individual of the society.

Moral Judgment: The degree to which a person is responsible for some action which falls under the scope of the moral rules or ideals.

Morality: Refers essentially to a language according to Hare, that the distinguishing feature of moral language lies in what it expresses to convey and influence by emotional attitudes.

Reciprocity: The person wants mutual granting of equal rights and benefits.

Self Discipline: Second factor on VDI, which covers a wide range of self-imposed control temperance and adherence to what are morally upright in an exercising orderliness and promptness, handling of aggression, sharing, meeting schedules, keeping positive work attitude and etc.

Social Responsibility: Third factor on VDI, which one assumes he has a sense of duty or accountability, perhaps with the family, parents, peers, and society as a whole.

Value Development Index: Standardized and Validated by Domingo Nunez, this is a test used to measure the Level of Moral Judgment of Children and Youth based on Kohlberg's theoretical framework.

2. Methodology

This chapter discusses the methodology used and procedure followed in this study. It includes discussion, research design, research local, samples and sampling technique, data gathering procedure and statistical tools used for analysis of the data.

2.1 Research Design

Research design plays an important role in determining ways in which the data will be gathered and analyzed. The researcher will choose what is the most appropriate design for the study.

The researcher made use of a descriptive method to describe the nature of a situation as it exists at the time of the study and to explore the relationship of level of Moral Judgment and Home Discipline employed by the parents of first year and fourth year high school.

According to Gay (1976), descriptive research involves collection of data in order to test hypotheses or to answer the questions concerning the current status of the subject of the study.

2.2 Research Local

The research was conducted at Pasay City North High School, with four building where the respondents were chosen from first year and fourth year level. There are 30 respondents from first year and another 30 from fourth year level.

2.3 Sampling Technique

The sampling technique used in the study was random sampling where the respondents were randomly chosen from first year and fourth year level.

According to Weirisma, (1975) random sampling is a method

of selecting a sample size from a universe such that each member of the population has an equal chance of being included in the sample and all possible combinations of size have an equal chance of being selected as the sample.

There are 30 respondents from first year and 30 from fourth year level who. were randomly chosen from Pasay City North High School. The respondents were group according to their sex and year level, to know the relationship of Level of Moral Judgment and Home Discipline by the parents.

2.4 Instrumentation

The instrument used in gathering the data was the Value Development Index (VDI) which was conducted by Domingo B. Nunez (1987) [18]. The test measures the level of moral judgment of the children and the youth based on Kohlberg's theory of Moral Development. The initial forms of the value development index, were pilot tested among randomly selected children and youth, testing was done by selection by researcher with one-day interval.

Form A which is intended for children whose age ranged from 7 to 12 years old were found to be significantly correlated with their totals. This means that this item measures the same concepts or constructs, which the instrument intends to measure.

The corrected item total correlations and quartimax rotated analysis for the 13 to 16 years old. A coefficient alpha of .8847 shows the degree of internal consistency (reliability index) of the total index for this group.

Among the 17 to 21 years old, the reliability analysis, provides an alpha of .89915 which is significant at the .01 level, with 17 items found to be contributing high degree of internal consistency to the total test, quartimax rotated analysis, discloses 4 valid items in four factors; factor 1, self-discipline and temperance (7 items) factor 2, fairness and Honesty (2 items), factor 3, commitment (3 items) and factor 4, civic consciousness (2 items), Factor 1, self-discipline and temperance, appears to be the general factor. (Nunez, 1987) [18].

This instrument has three forms namely:

FORM A - has items (Value Dilemma) intended for children age ranged from 7 to 12 years old. It will measure the value of self-discipline and temperance, persistence and social responsibility.

FORM B - made up of 12 items (Value Dilemma) designed for 13 to 16 years old to assess their value development in the following areas: fairness and honesty, self-discipline and social responsibility.

FORM C - composed of 14 items (Value Dilemma) good for 17 to 21 years old. The value areas that will measure are self-discipline, and temperance, fairness, commitment and civic consciousness.

Response is scored 0,1,2,3,4,5,6 respecting a stage of value development (Nunez 1987; 18) [18] The maximum score for Form A is 48, Form B is 72 and Form C is 84. However, in this study, the researcher used Form B that is designed for high school students whose age ranged from 13 to 16 years old to assess their values development.

The process led to the listing of 17 specific values clustered as follows:

1. Moral/Spiritual values
 - a. reverence/spirituality
 - b. fairness and honesty
2. Personal Values
 - a. love of parents

- b. self-discipline
 - c. handling of aggression.
 - d. work attitude
 - e. health and sanitation
 - f. orderliness
 - g. promptness
 - h. cleanliness
3. Social Values
 - a. interpersonal relations
 - b. cooperation and sharing
 - c. leadership
4. Civic Values
 - a. sense of nationalism
 - b. respect of authority
 - c. respect for property

Mother and father discipline them. They are instructed to write it in a piece of paper.

Step 3 - The data was gathered from the students about the home disciplines employed by the parents.

Part 2

Step 1- The information gathered from the students were analyze and arrange according to the kind of home discipline employed by parents.

Step 2- The researcher constructed a questions, a total of 222 items base from the information gathered from the students.

Part 3

Step 1 - The test that was constructed by the researcher with the help of two educators to analyze the words used.

Step 2 - The researcher distribute the questions to 30 respondents, 30 from first year and Fourth year level and 15 males and females in each level. The respondents did not asked anything about the words used on the questionnaire. They finish answering the questions with in 30-45 minutes. The first trial run was now administered.

Step 3 - The researcher score the test questions and asked the respondents about the Questions indicated on the paper. This is done to support the questions of the respondents.

Step 4- After the researcher ask the respondents about the instrument used, the test questions were analyzed and arranged with the help of two educators of Values Education of Pasay City North High School.

Part 4

Step 1 - When the two educators of Values Education agree with the kind of measure-ment used on Home Discipline employed by parents, the researcher prepared the Test questions for the second trial run.

Step 2 - The researcher instruct the students about the procedure in answering the test Questions before the test questions were distributed.

Step 4 - After 30-45 minutes, the respondents passed the test paper, and the researcher compute the Person Product Moment Correlation to determine the level of Moral.

Judgment and Home Discipline employed by parents of two level and each sex.

2.5 Statistical Tools

The following statistical tools are used in computing the data gathered from the study:

1. Frequency: This statistical tool was used to determine the distribution of the item in terms of its difficulty indices. An

inspection of how noted and tabulated.

2. Percentage.

$$\% = f / N \times 100 =$$

3. Pearson Product Moment Correlation

$$r = \frac{\frac{\sum xy}{N} - \left(\frac{\sum x}{N}\right)\left(\frac{\sum y}{N}\right)}{\sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2} \sqrt{\frac{\sum y^2}{N} - \left(\frac{\sum y}{N}\right)^2}}$$

3. Results and Discussion

This chapter deals with the results and discussion of the data collected. The researcher made use of frequency, percentage distribution, and Pearson Moment Correlation to be able to answer the questions stated in the problem and determine the relationship between the Level of Moral Judgment and Home Discipline of first year and fourth year high school students.

There were a total of 60 questionnaires distributed to the first year and fourth year high school students of Pasay City North High School. Due to limited time and resources, the researcher believed that for this time, this population is large enough to be acceptable for presentation purposes. A sample of this questionnaire is shown in Appendix 1.

The following tables show the Summary of frequency, Percentage distribution and Pearson r of first year and fourth year high school students on the Level of Moral Judgment and Home discipline employed by parents.

Table 1: Summary of frequency and Percentage of first year (male and female) and fourth year (male and Female) high school students on Level of Moral Judgment

Level	First year				Fourth year			
	Male	%	Female	%	Male	%	Female	%
1	2	13.33	0	0	0	0	0	0
2	4	26.66	0	0	0	0	0	0
3	7	46.66	3	20	3	20	0	0
4	2	13.33	10	66.66	9	60	5	33.33
5	0	0	2	13.33	3	20	10	66.66
6	0	0	0	0	0	0	0	0
Total	15	99.98	15	99.99	15	100	15	99.99

The above table shows the summary of frequency and Percentage of first year (male and female) and fourth year (male and female) on Level of Moral Judgement. The first year female high school students obtained a frequency of 2 with a 13.33 % on Level 5 of Moral Judgment wherein the students doing an act to conform to social practices, while the first year male high school students obtained a frequency of 2 with a 13.33 %, wherein the male students doing an act according with rules, regulations and laws. The highest frequency and Percentage was obtained by the first year female high school students with a frequency of 10 or 66.66 % which falls under level 4 of Moral Judgment followed by level 3 where the female high school students obtained a frequency of 3 or 20 %. While the males obtained a high frequency and Percentage of 7 or 46.66% which falls under level 3 of Moral Judgment with a frequency of 4 or 26.66 % wherein the students were doing an act to please oneself with an element of reciprocity. And the first year male high school students obtained an equal frequency and Percentage of 2 or 13.33%.

The fourth year female high school students obtained a high frequency of 10 or 66.66 % which falls under level 5, while the male high school students who obtained a frequency and Percentage of 3 or 20 % which falls also under level 5, wherein the students doing an act to conform to social practices. For fourth year female high school students they obtained a frequency of 5 or 33.33 % second to the highest level of Moral Judgment. Fourth year male high school students obtained a high frequency and Percentage of 9 or 60 % which falls under level 4 of Moral Judgment, wherein the male high school students were doing an act according to rules, regulations and laws. Followed by level 3 of Moral Judgment with a frequency of 3 or 20 % wherein the male students were doing an act to please others.

It discloses that only the male and female fourth year and first year female high school students had a high level of Moral Judgment while the first year male students are not. The level of Moral Judgment of first year male students is much lower than the level of females and fourth year male and female. The first year female high school students and fourth year high school students have the same level of Moral Judgment (level 3 to 5) while the fourth year female high school students have higher levels of Moral Judgment compare with fourth year male, first year male and female.

According to Carol Gilligan, one of Kohlberg's co-worker, she found out that there are differences in moral assumptions between the sexes, that females are more oriented toward responsibility and more caring than males. The result of the above table shows correlation with the said study where in the fourth year female high school students obtained a highest frequency of 10 or 66.66 % which falls under level 5 compared with fourth year male high school students. And females have the highest level of Moral Judgment compared with males which means that females are more responsible for some of their actions which falls under the scope of the moral rules or ideals.

Table 2: Summary of frequency and Percentage of first year and fourth year high school students on the Level of Moral Judgement

Level of Moral Judgement	First year		Fourth year	
	f	%	f	%
1	2	6.66	0	0
2	4	13.33	0	0
3	10	33.33	3	10
4	12	40	14	46.66
5	2	6.66	13	43.33
6	0	0	0	0
Total	30	99.98	30	99.99

The above table shows the summary of frequency and Percentage of first year and fourth year high school students on the Level of Moral Judgment. The first year obtained a frequency of 12 or 40 % on level 4 of Moral Judgment wherein the students act according to rules, regulations and laws. Followed by level 3 of Moral Judgment with a frequency of 10 or 33.33 %, and the lowest frequency obtained by the first year high school students were on the level 1 and 5 of Moral Judgment with a frequency of 2 or 6.66 %; as compared with the fourth year high school students, wherein the higher frequency falls under level 4 of Moral Judgment with a frequency of 14 or 46.66 %. The second to the highest is on level 3 of Moral Judgment with a frequency of 3 or 10%.

It discloses that on level 4 of Moral Judgment, the fourth year high school students is higher than the first year high school students with a difference of 2 or 6.66% while on level 5, the fourth year high school students obtained a difference of 11 or 36.66%. However, the first year high school students got a higher score on level 3 with a frequency difference of 7 or 23.33 % which means that the first year high school students were doing an act to please others more as compared with fourth year high school students.

Majority of first year high school students who obtained a frequency of 12 or 40%, and majority of fourth year high school students who obtained also a frequency of 14 or 46.66 %, both of them falls under level 4 which means that the students were doing an act in accordance with rules, regulations and laws base from the Kohlberg's Stages of Moral Development correlates with the result of the study that those students falls under the Stages of Moral Development the Post-conventional level (16 yrs and above) that the growing individual chooses options which respect shared standards as individual rights or duties. This time the concept of what is right is one that corresponds to unwritten contracts, otherwise known as socially agreed principles and standards and according to this stage, as one continues to mature and grow in experience he realizes that he chooses and performs acts as dictated by his own conscience.

Table 3

Factors	1st Yr. & 4th Yr.	1st Yr. & 4th Yr. Female	1st Yr. & 4th Yr. Male	1st Yr. & 4th Yr. Male	1st Yr. & 4th Yr. Female	1st Yr./4th Yr. Male & 1st Yr/4th Yr.
Fah	.57	.84	.71	.71	.46	.65
SD	.29	.09	.41	.21	.45	.27
SoR	.74	.76	.66	.37	.64	.75
Global score	.92	.88	.55	.96	.54	.95

The above table shows the summary of Pearson r of first year and fourth year high school students on Value Development Index. It shows that first year and fourth year high school students has a significant relationship on ff. Factors; fairness and honesty (.57), social responsibility (.75) and on Global Score (.92) while on self discipline first year and and fourth year high school students have no relationship where they obtain a score of .29 only. First year and fourth year female high school students has a significant relationship on the following factors; fairness and honesty wherein they got a score of .84, on social responsibility they got a score of .76 and on Global score .88 but on self-discipline the first year and fourth year female high school students obtained a score of .09 which means that there is no significant relationship between the two levels of female.

The first year and fourth year male high school students has a significant relationship on factors; fairness and honesty where they showed a score of .71 while on social responsibility they got a score of .66 and on Global score they got a score of .55 and the same with the first year and fourth year female high school students they obtained a low score of .41 therefore there is no relationship between the two levels of males. The first year male and female has a significant relationship on factors; fairness and honesty where they obtain a score of .71 and on Global score they got 96, and on factors; self- discipline where they got a

score of .21 and on social responsibility they got a score of .37 which means that there is no relationship between the two sexes of first year level.

The fourth year male and female high school students has a significant relationship on factors: social responsibility with a score of .64 and on Global score with a score of .54 while on the two factors such as fairness and honesty (.46) and self- discipline (.45) there is no relationship between the two sexes of fourth year level.

First year and fourth year male and first year and fourth year female high school students who obtain a score on ff. Factors; fairness and honesty (.65), social responsibility (.74) and on Global score (.95) which means that there is a relationship between the two sexes of different level but on factor self-discipline they got a score of .27 which means that there is no relationship between the two sexes of different level with regards to self-discipline.

Table 4: Summary of Pearson r of first year and fourth year high school students on home discipline employed by the parents

Year Level	1st Year	Parents	4th Year
1st Year Male	.88		
4th Year Male			.91
Sex			
Male		.91	
Female		.84	
1st/4th Year Male & 1st/4th Year Female		.85	
1st Year & 4th Year		.86	

The above table shows the summary of Pearson r of first year and fourth year high school students on Home Discipline employed by parents. The formula for computing this table shown in Appendix. It shows that by year level there is a significant relationship with the kind of home discipline employed by parents of first year male and female (.88) and fourth year male and female (.91). With regards to sex, there is a relationship with the kind of discipline employed by the parents of males (.91) and females (.84). First year and fourth year male high school students and first year and fourth year female high school students. And lastly there is a significant relationship between the kind of home discipline employed by parents among first year and fourth year high school students.

It shows that with regards to year level and sexes, home disciplines employed by Parents has significant relationship with the students which means that the parents mold the spiritual, moral values of this students at home and applied with reward and punishment.

4. Summary, Conclusions and Recommendations

This is a study aimed to identify the Level of Moral Judgment and home discipline employed by parents of first year and fourth year high school students.

The hypotheses adapted by the researcher is that; "there is no significant relationship between the kind of home discipline employed by parents and Level of Moral Judgment of first year and fourth year high school students.

The study used the descriptive type of research. The study used the questionnaire as the instrument for data gathering purposes. It was issued to 60 students from first year and fourth year level of Pasay City North High School, who served as the study's respondents.

The data gathered was analyzed using the frequency and

Percentage distribution, Pearson Product Moment Correlation to answer the questions raised in the study.

In light of the findings revealed in this study, the specific questions can now be answered and the corresponding conclusions arrived at;

1. What are the level of Moral Judgment of high school students with regards to the following;

a. The fourth year male and female high school students level of Moral Judgment both falls under level 5 but the females obtained a higher frequency and percentage of 10 or 66.66 % than males who obtain 3 or 20%. While the first year female high school students level of Moral Judgment is much higher than first year male high school students who obtained a frequency of 2 or 13.33%, the first year male and female high school students obtained the same frequency and percentage which falls under level 4.

b. Majority of first year who obtained a frequency of 12 or 40% high school students and fourth year students who obtained a frequency of 14 or 46.66% which falls under level 4 which means that the majority of them were doing an act in accordance with rules, regulations and laws.

2. Is there a significant relationship between the level of Moral Judgment of high school students with regards to the following:

a. Sex

b. Year Level

a. As shown in Table 2 there is a significant relationship between the level of Moral Judgment of first year male and female high school students and fourth year male and female high school students. b. There is also a significant relationship between the level of Moral Judgment of first year and fourth year high school students.

3. Is there a significant relationship on home disciplines employed by the parents of high school students with regards to the following:

a. Sex

b. Year Level

a. There is a significant relationship between the home discipline employed by the parents of first year male and female high school students and fourth year male and female high school students.

b. There is also a significant relationship between the home discipline employed by parents of first year and fourth year high school students.

Conclusion

1. The researcher conclude that majority of females who have higher level of Moral Judgment than males high school students falls under level 5, base from the related studies conducted by Carol Gilligan, that females are more oriented toward responsibility and more caring than males. While the first year and fourth year high school students have the same level of Moral Judgment which falls under level 5 but fourth year high school students falls under this level too than first year high school students, based from Kohlberg's stage of Moral Development on last stage (6).0.

2. Based on the findings of the study, the researcher concluded that there is a significant relationship on some factors such as Fairness and honesty, social responsibility while on factor Self-discipline there is no significant relationship on Value Development Index of high school students with regards to sex and year level.

3. Base from the findings of the study as shown in Table 4, the researchers conclude that there is a significant

relationship between the home disciplines employed by the parents of high school students with regards to sex and year level.

Recommendation

1. Studies of this nature are basic to improve the level of Moral Judgment of every individual and to identify the level of Moral Judgment not only in educational setting but also in any type of setting. Then the researcher would have been able to contribute something relevant.

2. There is a need for Administrator of particular institution to conduct a review of their institutional objectives and goals to see whether these show high concern for the students to make necessary changes.

3. However, parents should be consistent and maintain the right way of disciplining their children and to manage their family in accordance with the rules of morality.

4. Lastly, for those who would like to embark with this kind of studies, this could be able to provide additional information and use as reference.

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