The Relationship Between Moral development and Values: 
Cognitive-affective approach to the moral development

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PURPOSE OF RESEARCH STUDY 
To analyze the relationship between moral development (moral judgement maturity: moral judgement competence and moral attitudes) and the value orientations, preferred attitudes, motivational resources of the Slovak students. 
This study addresses the relationship between cognitive and affective aspect of moral development, as represented by the theory of Lind.

HYPOTHESES 
I anticipated significant relations between moral judgement competence and chosen values, attitudes and motivational resources.

METHODOLOGY

RESEARCH INSTRUMENTS
• Moral Judgement Test (MJT) by Lind (2002), adapted and translated by Petra Lajčiaková1 
• Values-Attitudes-Motivations (HO-PO-MO) by Vonkomer (1991), the Slovak version

SAMPLE
The study included a sample of 179 Slovak university students, coming from various fields of study: German languages, English languages, economics, natural sciences, psychology, and social welfare work.

The distribution of respondents by gender, age and education:

GENDER
• male: N = 59 (33%) 
• female: N = 120 (67%)

AGE
• 16-18: N = 37 (20,7%) 
• 19-20: N = 74 (41,3%) 
• 21-25: N = 68 (38,0%)

EDUCATION
• university students: N = 121 (67,6%) 
• students of secondary school 
  (or comprehensive secondary school): N = 58 (32,4%)

1 Note by the editor (GL): This version of the MJT has not been certified as valid yet.
ANALYSIS

RESULTS

Table 1: Intercorrelations between moral judgement competence and value orientations (N=179)

<table>
<thead>
<tr>
<th></th>
<th>C-score</th>
<th>Educational values</th>
<th>Aesthetical values</th>
<th>Moral values</th>
<th>Economical values</th>
<th>Social values</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-score</td>
<td>1,000</td>
<td>-.192*</td>
<td>.010</td>
<td>.048</td>
<td>-.597**</td>
<td>.444**</td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.05 level (2-tailed)
**Correlation is significant at the 0.01 level (2-tailed)

Table 2: Intercorrelations between moral judgement competence and preferred attitudes to values (N=179)

<table>
<thead>
<tr>
<th></th>
<th>C-score</th>
<th>Artistic attitudes</th>
<th>Moral attitudes</th>
<th>Economical attitudes</th>
<th>Scientifical attitudes</th>
<th>Social attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-score</td>
<td>1,000</td>
<td>.007</td>
<td>.394**</td>
<td>-.484**</td>
<td>-.177*</td>
<td>.402**</td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.05 level (2-tailed)
**Correlation is significant at the 0.01 level (2-tailed)

Table 3: Intercorrelations between moral judgement competence and motivational resources (N=179)

<table>
<thead>
<tr>
<th></th>
<th>C-score</th>
<th>Satisfaction of own interests</th>
<th>Subjective living results</th>
<th>Reward</th>
<th>Possibility progress</th>
<th>Competitiveness</th>
<th>Addition for society</th>
<th>Appreciation of collective</th>
<th>Appreciation of superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-score</td>
<td>1,000</td>
<td>-.004</td>
<td>-.213**</td>
<td>-.469**</td>
<td>-.135</td>
<td>-.086</td>
<td>.451**</td>
<td>.229**</td>
<td>-.086</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed)

SUMMARY

In conclusion I can state that cognition and affectivity create two significant, interrelated elements of moral development. Moreover, the results clearly show that the mentioned variables (values, attitudes, motivations) are in significant correlations with moral judgement competence.

1. Value orientations
There are negative correlations between moral judgement competence and educational, economical values and positive correlations between moral judgement competence and moral, social values.

2. Preferred attitudes
There are negative correlations between moral judgement competence and economical, scientifical attitudes and positive correlations between moral judgement competence and social, moral attitudes.

3. Motivational resources
There are negative correlations between moral judgement competence and reward, subjective living results and positive correlations between moral judgement competence and addition for society, appreciation of collective.