Chapter 2

REVIEW OF RELATED LITERATURE

“The art of a people is a true mirror of their minds”

-- Jawaharlal Nehru

2.0 Introduction

A summary of the writings of the recognized authorities and of previous studies research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective knowledge is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. Citing studies that show substantiated agreement and those that seem to present conflicting conclusions help to sharpen and define understanding of existing knowledge in the problem area, provide a background for the research project, and makes the researcher aware of the status of the issue (Best, 1989).

Since research is a continuous process in any field and so in education it has to be developed and supported by an accumulation of previous studies that helps the virgin field of education to become professional on the basis of scientific lines.

This chapter provides the review of related research and the summary of the studies reviewed and categorized according to studies abroad and in India.
1. Studies related to Emotional maturity
2. Studies related to Social Maturity
3. Studies related to Moral Judgement

**2.1 STUDIES RELATED TO EMOTIONAL MATURITY**


*The objectives of the study were:*

1. To find out the relationship between intelligence and emotional maturity of boys and girls separately.
2. To find out the relationship between intelligence and values of boys and girls on the Values of Children (VOC) Scale as rated by mothers and fathers.
3. To compare the value of boys and girls of three residential locations and the ratings of mothers and fathers for boys and girls.
4. To observe the significant difference between the value of boys and girls on the Values of Children (VOC) Scale.
5. To study the effect of sex, age and residence on emotional maturity of superior children and on valuation of children.

The sample comprised of 300 subjects superior in intelligence, of these 150 were boys and 150 were girls. They belonged to urban, semi-urban and rural areas and their age ranged from 13 to 16 years. The Group Intelligence Test developed by P.N.Mehrotra was used. The split-half, test-retest and Kuder Richardson Co-efficient of Reliability were 0.88, 0.86 and 0.85 respectively. The Emotional maturity Scale developed by Y.Singh was used. The test-retest co-efficient of reliability for sub-tests of
scale ranged from 0.42 to 0.86. The Values of Children (VOC) Scale was used for measuring values of children. The test-retest reliability coefficient for male and female were 0.9 and 0.94 respectively. The data were analyzed with the help of correlation and two-way analysis of variance.

The findings of the study were:

1. Superior boys and girls did well on the emotional maturity tests. Superior intelligence showed high relationship with emotional maturity.
2. On the Values of Children (VOC), differences were observed for urban boys and girls on continuity, tradition and security (boys rated as the highest) and role motivation (boys rated as the lowest).
3. In Values of Children (VOC), girls of urban residence were rated the highest for happiness and affection and the lowest for social status.
4. Semi urban boys and girls were rated highest for happiness and affection and lowest for role motivation.
5. Rural boys were rated highest for goal incentive value and lowest for the parenthood satisfaction. Girls of rural background were rated highest for role motivation and the lowest for goal incentives, while fathers of all the three residential locations rated both boys and girls similarly, the mothers of all the three locations rated boys and girls differently.
6. Age-wise (four age levels 13, 14, 15, 16 years) there were no significant differences on emotional maturity. Age wise no significant overall difference was found in the values of children but for boys of 13-15 years and 13-16 yeas age groups significant values were obtained.
7. Boys proved to be more mature. By sex, difference on values was noticed in the ratings of mothers and fathers.
8. Residence did not link with emotional maturity. By residence, difference between urban and rural and urban and semi urban boys and girls was observed. Intelligence and values of children were positively related. Value of superior boys was higher than that of superior girls.

2.1.2. Manral, Bheema, (1988), conducted a study on “The Impact of Emotional Maturity and Prolonged Deprivation on Indiscipline Behaviour among University Students in relation to their Academic Achievement”.

The Objectives of the study were:

1. To study whether emotional maturity and academic achievement are related to indiscipline behaviour tendency.
2. To study whether the variables of prolonged deprivation and achievement of students are related to indiscipline behaviour
3. To study whether the emotional maturity and prolonged deprivation of three groups of students differentiated on the basis of achievement are related to indiscipline behaviour and
4. To study whether the two groups of students selected on the basis of sex, prolonged deprivation, emotional maturity, and achievement differ significantly on indiscipline behaviour tendency.

The descriptive survey method was used in this study. Stratified random sampling procedure was used to select 472 students. The tools used were Emotional Maturity Scale of Y. Singh and M. Bhargava, Prolonged Deprivation Scale developed by Mishra and Tripathi, and Discipline/Indiscipline Scale developed by J.B.S. Manral. Achievement was
indicated by the score obtained in the previous annual examination. Mean, median, standard deviation, skewness and kurtosis, Pearson’s product-moment correlation followed by factor analysis using Hotlling’s principal axis method and varimax axis rotation method, multiple correlation, F test and ‘t’ tests were used in the study.

_The findings of the study were:_

1. Emotional maturity was related to indiscipline behaviour. Out of five dimensions of emotional maturity, emotional instability was related to behaviour in classroom, student union activities and behaviour in miscellaneous situations.

2. Emotional regression was related to student union activities. Indiscipline behaviour was also related to prolonged deprivation.

3. The emotional instability was related to home environment, economic sufficiency, rearing experience, parental characteristics, and interaction with parents, motivational experiences, emotional experiences and total score of prolonged deprivation.

4. All the dimensions of indiscipline behaviour were highly related to achievement, emotional maturity and prolonged deprivation contributed towards indiscipline behaviour when differentiated on the basis of achievement.

5. There was no significant difference between male and female students on emotional maturity, behaviour in classroom and library, behaviour related to sports and cultural activities and miscellaneous situations. But males and females differed on prolonged deprivation, achievement, behaviour in hostel, behaviour related to students union activities and indiscipline behaviour.
6. High maturity group differed significantly on prolonged deprivation, achievement, behaviour in hostel, behaviour-related cultural activities and sports and indiscipline behaviour when compared with low maturity group.

7. High deprived students differed from low deprived students on emotional maturity, behaviour in library, behaviour in examination and indiscipline behaviour.

8. High achievers differed from low achievers on emotional maturity and all variables of indiscipline behaviour.

9. High indiscipline students differed significantly on prolonged deprivation, emotional maturity and achievement, from low indiscipline students.

2.1.3. Gupta, Poonam, (1989), conducted a comparative study on “Male and Female Adolescent school going students on Emotional Maturity and Achievement in Co- and Curricular activities”.

The Objectives of the study were:

1. To compare male and female adolescent school going students on emotional maturity, co-curricular and curricular activities.

2. To compare behavior of boys and girls due to age level.

The sample comprised 200 girls and 200 boys studying in high school and intermediate classes of Agra City who were selected on the basis of the random number table. The tools used in the study were Emotional maturity Scale developed by Yashvir Singh and Mahendra Bhargava and Curricular and Co-curricular Activities Questionnaire.
developed by the investigator. Statistical techniques used for data analysis were chi-square, F-ratio and t-ratio.

The findings of the study were:

1. The girls were more sober and well behaved as compared to boys of this age. The characteristic behavior of the girls was shy, reserved and more sober as compared to boys.

2. Boys behaved more openly and were more interested in bold activities.

3. Boys were more interested in cricket and hockey while girls preferred the activities like painting, reading magazines, singing and decoration.

2.1.4. Pyara Singh Sidhu, (1991), conducted a study on “Professional Competence of Physical Education School Teachers in Relation to their Intelligence, Emotional Maturity, Self-Esteem and Environmental Facilities”.

The objectives of the study were:

1. To find the amount and nature of relationship between the criterion measures and predictors of professional competence.

2. To ascertain the factors contributing to professional competence.

The overall sample consisting of 300 physical education school teachers both male and female working in rural/urban, private/government, high/senior secondary school were selected on the basis of incidental cum purposive sampling technique. In addition to these, 200 students were also taken for the purpose of obtaining rating about their teachers. The tools used were Teacher attitude scale by Grewal (1975),

The findings of the study were:

1. The measure of intelligence has been found to be significant and positively correlated with the totals of teaching attitudes and totals of pupil’s ratings of teachers.

2. The variable of self esteem accounted for significant relationship with pupils ratings. It had also exhibited significant positive correlation with teaching attitudes. The sub-measures of socially perceived self and personally perceived self also correlated positively and significantly with the criterion measures of professional competence.

3. Environmental facilities, emotional adjustment, emotional regression, social maladjustment and personality disintegration also accounted for significant positive correlation with the totals of pupils’ ratings and with total attitude scores. The sub-measure of emotional instability exhibited significant positive correlation with totals of pupils’ ratings.

2.1.5. Singh, R.P (1993), conducted a study on “Emotional Maturity of Male and Female Students of Upper and Lower Socio-Economic Status”.

The total sample consisted of 640 adolescent students of Aligarh. There were 321 male and female students of upper Socio-Economic Status and 320 male and female students of lower Socio-Economic Status in age ranging from 15 to 19 years. The subjects were chosen on the basis of Stratified Random Sampling method. These 640 subjects were then administered Emotional Maturity Scale of Yashvir Singh and Mahesh Bhargava.
The findings of the study were:

1. The statistical analysis revealed that mean scores of male and female students of higher socio-economic status were lower than the corresponding mean scores of male and female students of lower socio-economic status in all the five areas of Emotional Maturity Scale.

2. In the total area of the emotional maturity the mean scores of male and female students of higher socio-economic status were lower than the corresponding mean scores of male and female students of lower socio-economic status. The ‘t’ value was significant.

3. The mean scores of female students were slightly lower than the corresponding mean scores of male students in social disintegration.

4. In the total area the mean score of male students was significantly lower than the mean score of female students.

2.1.6. Kaur, M. (2001), conducted a study on “Emotional Maturity of Adolescents in Relation to Intelligence, Academic Achievement and Environmental Catalysts”.

The objectives of the study were:

1. To find out relationship between emotional maturity and intelligence, academic achievement and environmental catalysts of adolescents.

2. To find out the differences in the emotional maturity of adolescents of rural-urban areas, between boys and girls, studying in arts and science streams, studying in government and recognized private senior secondary schools.

3. To find out the differences in the emotional maturity of boys and girls, hostellers and day scholars and children of working and non-working mothers.
4. To find out the difference in emotional maturity of adolescents up to 15 years and above 15 years of age, and those who are youngest and those who are eldest in the family.

The survey method was used by the researcher. The sample comprised 350 students of class XI from 11 schools of Punjab state and was selected by random sampling. Emotional Maturity Scale by Singh and Bhargava, Group Test of General Mental Ability by Tandon, and Environmental Catalyst Scale by Kalra were used for data collection. Class X Academic Achievement scores were taken from school records. The data were analyzed by correlation and t-test.

The findings of the study were:

1. There was significant negative correlation between intelligence, environmental catalysts variable, academic achievement, urban and rural, boys and girls, hostlers and day scholars, youngest and eldest in the family and emotional maturity of adolescents.

2. There was significant difference in the emotional maturity of science and arts students. The adolescents of science stream were more emotionally mature as compared to the adolescents of arts stream.

3. The adolescents of government schools were more emotionally mature as compared to the adolescents of private school. The difference was significant.

4. Adolescents of working and non working mothers did not differ significantly from each other in their level of emotional maturity.

5. The adolescents who were less than 15 years age were at a higher level in their emotional maturity than the adolescents who were more than 15 years of age.
2.1.7. Geeta S. Pastey and Vijayalaxmi A. Aminbhavi, (2006), conducted a study entitled “Impact of Emotional Maturity on Stress and Self Confidence of Adolescents”.

The objectives of the study were:
1. To study the effect of emotional maturity on the stress and self-confidence of adolescents. 
2. To examine the influence of some personal factors like sex, number of siblings, order of birth, parental education and income on stress and self confidence of adolescents.

The quota sample of study consists of 105 adolescent students studying in XI and XII class of K.E. Board’s Pre University Arts and Commerce College situated at Dharwad city, Karnataka State. The age range of the sample happens to be 16-18 years. The tools used were Emotional Maturity Scale developed by Singh and Bhargav (1984), Students Stress Scale developed by Deo (1997), and Agnihotri’s Self Confidence Inventory (ASCI developed by Rekha Agnihotri (1987).

The findings of the study were
1. The adolescents with high emotional maturity have shown significantly higher stress and higher self confidence than those with lower emotional maturity.
2. Adolescent boys tend to have significantly higher stress than adolescent girls. In case of self confidence, girls tend to have higher self confidence than boys.
3. The adolescents with more number of siblings have shown significantly higher self confidence than those with fewer siblings.
4. The order of birth of adolescents has not influenced their stress and self confidence significantly.

5. Adolescents with differential educational level of their fathers have shown significant difference among themselves in their stress where as the difference is not significant in other comparisons.

6. Adolescents with varying degrees of family income level do not differ significantly in their stress and self confidence.

2.1.8. Suneetha Hangal and Vijayalaxmi A. Aminabhavi, (2006) conducted a study on “Self- Concept, Emotional Maturity and Achievement Motivation of the Adolescent Children of Employed Mothers and Homemakers”.

_The Objectives of the study were:_

1. To investigate the impact of employed mothers on the self-concept, emotional maturity and achievement motivation of their children.

2. To study the sex differences in children of employed mothers and children of homemakers in relation to self-concept, emotional maturity and achievement motivation.

3. To determine the differential impact of mothers employed in high, middle and lower level occupations on the variables under study.

For this study, 150 adolescents (75 children of employed mothers and 75 children of home makers) studying in 8th and 9th standards in the age range of 13 to 16 years were randomly selected from the following 4 schools of the twin-cities, Hubli-Dharwad, in Karnataka State: i) N.K.Takkar’s High School, Hubli, ii) K.H.Kattimani High School, Hubli, iii) St.Joseph’s High School, Dharwad and iv) Sri.Shivananda High School,
Dharwad. In addition to bio-data sheet, the following psychological tests were used to collect the Impact of Maternal Employment data and study the impact of maternal employment on their adolescent children: Children’s Self Concept Scale (Ahluwalia, 2002), (ii) Emotional maturity Scale (EMS) (Singh and Bhargava, 1991), Adjustment Inventory by Singh and Bhargava (1980), (iii) Deo-Mohan Achievement Motivation Scale (Deo and Mohan, 2002).

The findings of the study were:

1. The children of homemakers have significantly higher self-concept in various dimensions of self-concept such as intellectual and school status, anxiety, happiness and satisfaction, as well as in overall self-concept compared to children of employed mothers.

2. Children of employed mothers have significantly higher self-concept in the area of physical appearance and attributes and high emotional maturity in comparison to their counterparts.

3. Children of homemakers have significantly higher emotional instability, emotional regression and personality disorganization compared to children of employed mothers.

4. The children of employed mothers are more socially maladjusted and lacked independence to a very highly significant level compared to the children of homemakers.

5. Female children of homemakers and employed mothers have significantly higher emotional maturity and achievement motivation compared to male children of employed mothers.
6. The children of employed mothers working at the upper, middle and lower levels of occupations do differ significantly among themselves with regard to their emotional maturity.


The objectives of the study were
1. To study the effect of nature of school on anxiety of adolescent girls and boys.
2. To study the effect of nature of school on emotional maturity and security-insecurity of adolescent girls and adolescent boys.

The sample of 120 students of class XI was obtained by purposive sampling, out of which 30 girls and 30 boys of co-education school and 30 girls and 30 boys from uni-sex education school were chosen. All of these belong to middle socio-economic status. The tools used were:
1. Anxiety Scale: S.E. Kurg, I.H. Scheier and A.B. Cattell,
2. Emotional Maturity Scale: Dr. Yashvir Singh and Mahesh Bhargava,

The findings reported were
1. No significant difference in anxiety, emotional maturity, emotional instability and emotional regression of adolescent boys and adolescent girls coming from co-education and uni-sex education school was observed.
2. Significant difference in emotional instability, emotional regression and social maladjustment of adolescent girls coming from co-education and uni-sex education school was reported.

3. There was significant difference in lack of Independence of boys coming from co-education and uni-sex education school.

4. No significant difference in security-insecurity, family and school security of boys and girls coming from co-education and uni-sex education school was seen.

2.1.10. Archana Dutta, (2009), conducted a study on “Designing, Developing and Implementing an Educational Program for Enhancing Emotional Maturity of Student-Teachers”.

The Objectives of the study were

1. To study emotional maturity of the student-teachers.
2. To develop a program for enhancing emotional maturity of the student teachers.
3. To study effectiveness of the intervention program.

The population for the study consists of the student teachers at Secondary School level of academic session 2007-2008. Sample size was the cluster of all these 51 student teachers. Pre-test was administered on all of them. After pre-test, they were asked to volunteer for intervention program. 18 student-teachers out of 51 volunteered for the program. These 18 student-teachers comprised the sample for the intervention study.

Tools and techniques employed for the study were 1) Emotional maturity scale of Dr. Yashwir Singh and Dr. Mahesh Bhargava (1990) and 2) Program designed and developed by the investigator for enhancement
of Emotional maturity included observation, discussion, reflective diary, in-depth interviews, Thematic Apperception Test, technology enabled narrations and field trip.

The findings of the study were

1. All the cases have shown decrease in emotional immaturity. Although, the difference in pre-test and post-test is not constant in all the cases, there is difference in all the cases pre and post intervention.

2. There were other personality factors of each individual that are responsible for this difference in pre and post test scores. It was evident from Interpersonal Need Inventory (IPNI) that every individual differs from each other in giving and receiving help, affection, control, recognition and influence. Some of these factors may enhance the development while some of these may restrict the development of personality by playing as an obstacle in the process of enhancement of emotional maturity.

2.1.11. S.P. Goyal, Monika Gupta, (2010) conducted a study on “Relationship between Emotional Maturity and Attitude towards Marriage of Adolescent Girls”

The objectives of the study were:

1. To study the attitude of adolescent girls towards marriage.
2. To study the emotional maturity level of adolescent girls.
3. To find out the relationship between the emotional maturity and attitude towards marriage of adolescent girls.

The sample consisted of 100 college-going adolescent girls of B.A- III under the age group of 19 to 21 years. Purposive sampling was taken.
The tool used was Emotional Maturity Scale (EMS) by Dr. Y.V.Singh and Dr. Mahesh Bhargava, and Marriage Attitude Scale (MAS) by Promod Kumar.

The findings of the study were:

1. Overall 76% girls were found to have positive attitude towards marriage.
2. 57% of the sample girls were found to be having higher levels of emotional maturity. Scores obtained on maturity scale indicate the fact that the percentage of instability is higher than that of stability.
3. There is a positive correlation between attitude towards marriage and emotional maturity. Attitude towards marriage has a significant positive correlation with stable emotional maturity.

2.1.12. Subbarayan, G.Visvanathan, (2011) conducted a study on “Emotional Maturity of College Students”.

The Objectives of the Study were:

1. To study the level of emotional maturity of college students.
2. Is there any significant difference in emotional maturity between the male and female college students?
3. Is there any significant difference in emotional maturity between the college students who belong to the religion of (i) Hindu and Muslim, (ii) Hindu and Christian and (iii) Muslim and Christian
4. To study, if there is any significant difference in emotional maturity between the college students who belong to the community of i) Other Community and Backward Community Students, ii) Other Community and Most Backward Community Students, iii) Other Community and

5. To study, if there is any significant difference in emotional maturity between the college students who belong to joint family and nuclear family

Normative survey method and random sampling method have been used in the present study. The tool “Roma Pal KM Emotional Maturity Scale” was used. It has been administered to 982 students available at the time of data collection.

The findings of the study were:

1. The emotional maturity of college students is extremely unstable.

2. There is a significant difference between the pairs of the college students (i) Male and Female students, (ii) Hindu and Muslim Students, (iii) Hindu and Christian and (iv) Other Community and Backward Community Students (v) Other Community and Most Backward Community Students, (vi) Other Community and Scheduled Caste/Scheduled Tribe Students, (vii) Backward community and Most Backward Community students, (viii) Backward Community and Scheduled Caste/Scheduled Tribe Students.

3. There is no significant difference between the pairs of the college students with respect to i) Muslim and Christian at the 0.05 levels, ii) Most Backward Community and Scheduled Caste/Scheduled Tribe Students, iii) Belonging to joint family and nuclear family at the 0.05 levels.
2.1.13. Surjit Singh, Parveen Thukral, (2011), conducted a study on “Emotional Maturity and Academic Achievement of High School Students”.

The objectives of the study were:

1. To investigate the relationship of emotional maturity with academic achievement of high school students and
2. To see the sex and regional difference on the basis of their emotional maturity.

The sample comprised of 400 students of class X, out of them 200 were boys (100 rural and 100 urban) and 200 were girls (100 rural and 100 urban). The sample was collected by using multi-stage random sampling technique. The tool used was Emotional Maturity Scale (EMS) developed by Singh and Bhargava (1990).

The findings of the study were:

1. There exists no significant relationship between emotional maturity and academic achievement.
2. No significant differences were observed between boys and girls and rural and urban students on the basis of their emotional maturity.

2.2 STUDIES RELATED TO SOCIAL MATURITY

2.2.1. Saovaluk Thongngamkhom, (1983) conducted a study on “Social Maturity as a Function of Some Psycho-Socio Adjustment Factors of B.Ed College Students of North-Central Region of Thailand”.

The objectives of the study were:

1. To prepare a reliable and valid tool to measure social maturity.
2. To study the social maturity of B.Ed college students in the North-Central region of Thailand.
3. To study the social maturity of B.Ed college students of different sex, different age groups and students coming from single sex schools and mixed schools.
4. To study the social maturity of B.Ed college students in relation to the level of study, socio-economic status, selected personality traits, personal social adjustment and family adjustment.

The Social Maturity Scale was prepared following the Likert method. The scale was standardized on a sample of 922 students including boys and girls from the North-central Region. The reliability, validity and norms of the scale were established. For measuring Socio-Economic Status and Personality traits, A.S.Patel’s Socio-Economic Status Scale and Personality Inventory were translated into English and Thai and were used for collecting the data. The $2 \times 2 \times 3$ factorial design and analysis of variance technique were used for arriving at conclusions. The reliability of the scale, as established by different methods, ranged between 0.84 and 0.92. The concurrent validity established by correlating the scores on the scale with teacher’s opinion about social maturity was found to be 0.73.

The findings of the study were:

1. The B.Ed college students with high socio-economic status background were found more socially mature than those coming from low socio-economic status strata.
2. The students having high leadership personality trait and dominant personality trait were more socially mature than those having submissive personality trait.
3. Students having radicalism personality traits and low neuroticism were more socially mature than those having conventionalism and having high neuroticism.

4. Students having high emotional stability, good personal social adjustment and good family adjustment were more socially mature than those having low emotional stability, poor personal social adjustment and with poor family adjustment.

5. The two groups of B.Ed students having high suggestibility and low suggestibility trait did not differ on social maturity.

2.2.2. S.D. Puranik, (1985), conducted a study on the “Relationship of Social Maturity of Pupils with Organizational Climate and Teacher’s Morale in the Primary Schools of Bangalore City”.

The objectives of the study were:

1. To study the levels of the social maturity of male and female students, with different organizational climate, under different managements, functioning in different school-organizations, and situated in different localities.

2. To study the relationship between social maturity of students of both sexes and morale of teachers and students of both sexes working in the schools of Bangalore City.

Stratified random sampling procedure was adopted. From each school 35 to 40 students of both sexes were randomly selected. The sample was 2634 of which 1404 were male and 1230 were female students. The sample of male teachers was 130 and female teachers were 582. The total number of schools thus included was 712.
The findings of the study were:

1. There is a significant difference between the levels of social maturity of male and female students and students of both sexes studying in the schools of six different organizational climates.
2. There is a significant difference between the levels of social maturity of male and female students studying in the schools of different localities.
3. There is a significant difference between the levels of morale of male and female teachers employed in different schools.

2.2.3. Pattramon Jumpangern (1986) conducted a study on “Social Maturity of Teachers-College Students of Western Region of Thailand, in the Context of some Psycho-Socio Factors”.

The objectives of the study were:

1. To prepare a reliable and valid tool to measure social maturity.
2. To study the social maturity of teachers-college students of the western region of Thailand coming from urban and rural areas.
3. To study the social maturity of teachers-college students of different sex, different age groups, socio-economic status.
4. To study the social maturity of teachers-college students of certain personality traits, namely dominance vs. submission, leadership, radicalism vs. conventionalism, neuroticism, emotional stability and suggestibility.
5. To study the social maturity of teachers-college students in relation to their personal, social and family adjustment.

For collecting the data for maturity, the researcher constructed a Social Maturity Scale by following the mixed model technique. Initially 95 statements were constructed keeping in view the behaviour of socially
matured individuals. Out of these statements, by applying various techniques of item discrimination, 60 statements were selected over a sample of 669. The reliability of the scale established by various methods ranged between 0.78 and 0.92. The concept and concurrent validity were established. The other tools used for collecting data were Socio-Economic Status Scale by A.S.Patel and Personality Inventory also by A.S.Patel. For studying social maturity in relation to certain personality traits, a $2 \times 2 \times 3$ factorial design was used. Analysis of Variance was used for verifying the hypotheses.

The findings of the study were:

1. The teachers-college students coming from urban areas were found to be more matured than those coming from rural areas.
2. The male teachers-college students were found superior to the female student teachers.
3. Teachers-college students were more matured in age group 25-29 than age group 17-20 and 21-24, high socio-economic status than low socio-economic status, dominant personality traits than submissive personality traits, high leadership traits than low leadership traits.
4. Teachers-college students having radicalism were more socially matured in personality traits than those having conventionalism traits, low neuroticism than high neuroticism, high emotional stability than low emotional stability, good family adjustment than poor family adjustment and good personal adjustment than poor personal social adjustment.

2.2.4. Manga Devi (1987) conducted a longitudinal study to examine the “Influence of Pre-School Education on Social Maturity,
Language Skills and Scholastic Achievement of Students with and without Anganwadi Background at Primary Level”.

The objectives of the study were:

1. To critically review the programme of Anganwadi, which is one of the non-formal modes of pre-school education, its objectives, functioning and the drawbacks.

2. To find out the difference in the levels of Social Maturity attained by the children at the primary level with and without Anganwadi background.

3. To study the difference in the development of language skills found at primary level between the children with and without Anganwadi background.

4. To make a comparative analysis of the scholastic performance of children with and without Anganwadi pre-schooling.

5. To examine the difference in the dropout rate at primary stage in the children with and without non-formal pre-school background.

The sample selected consists of 1000 boys and girls drawn from different primary schools, out of these 500 respondents were taken with the background of Anganwadi exposure and the other 500 without Anganwadi background. Simple random sampling technique was implemented.

The findings of the study were:

1. There was significant difference between the two groups of respondents with regard to their level of social maturity.

2. No significant difference in the development of language skills among the children who attended Anganwadi centers and those who did not attended was observed.
3. No positive correlation between Anganwadi learning experience and scholastic achievement at latter levels was seen.

4. The findings did not reveal any considerable degree of variance in the drop-out rate of children with and without Anganwadi background.

2.2.5. Asthana Anju, (1989), conducted a study of “Social Maturity among School Going Children in the City of Lucknow”.

The Objectives of the study were:

1. To study whether social maturity increases with grade level.

2. To study the association of intelligence, socio-economic status, academic achievement, adult dependence and sex of the child with social maturity.

The sample for this study comprised 150 children studying in Grade I through V (30 from each grade) selected randomly for this study of 450. The tools used for data collection included a Social Maturity Scale developed by the investigator, Draw-a-Man Test by Kamla Phatak, Kuppuswami’s Socio-Economic Status Scale, and Adult-dependence Check-list by Marshall and McCandless. The average percentages of the third monthly test results of the students were taken as the index of their academic achievement. The statistical techniques used for the analysis of data were mean, SD. ‘t’ test, person’s product moment correlation and step-wise multiple regression analysis.

The findings of the study were:

1. Social maturity was increased with increase in grade level, the growth rate being highest in the first school year.
2. Intelligence, academic achievement, and adult-dependence were significantly associated with the social maturity of children although adult-dependence had a negative association. Adult dependence was found to contribute to social maturity in Grades I to IV only.

3. No significant association was found between social maturity and socio-economic status at any of the five grade levels of the child.

4. Sex did not present a consistent picture of its association with social maturity at different grade levels and girls were found to be socially more mature than boys.

5. Academic achievement and Intelligence was found to be related to social maturity in Grades I, II and V only.

2.2.6. **Sarojamma, Y.H. (1990)** conducted a comparative study of “Reading Ability and Social Maturity of Over, Normal and Under-achievers of Standard VII”.

*The Objective of the study was:*

To measure and compare the reading ability of under, normal and over achievers and of the sub groups of these categories of students based on sex, type of schools, and social maturity.

The study was conducted on a final sample of 1,000 VII standard students whose medium of instruction was Kannada. This sample was drawn from the total population of 28,055 by giving proportionate representation to categories like sex, government and private schools. The final sample comprised 476 boys and 524 girls. The tools used for collection of data were the Non-verbal Group Test of Intelligence by Premalatha, a standardized Achievement Test Battery by Aruna, Silent Test
Battery by Shivananda and Deve Gowda, and Social Maturity Scale by Sathyanarayana and Sudha. The multiple classification analysis of variance and ‘t’ test were used for testing the hypotheses.

The findings of the study were:

1. There was significant difference in the reading ability of normal and under achievers, over and normal-achievers, girls and boys, students having high and normal social maturity, students having high and low social maturity, and students in private and government schools.

2. The interaction effects of the variables on reading ability, hypothesized were not significant.

2.2.7. Agnihotri, C.S (1991) conducted a “Cross-Cultural Comparative study between Tribal and Non-Tribal First Generation and Traditional Learners in relation to their Social Maturity and Educational Adjustment”.

The objectives of the study were:

1. To determine the ratio between the student population of first generation and traditional learners attending school in the Bhopal region.

2. To develop a tool to measure the social and psychological characteristics of the children.

3. To make a comparison of traditional and first generation learners within and between tribal and non-tribal groups of children.

4. To study the factor structures underlying the scales of social and psychological differentials and to compare the first generation learners with the traditional learners on these factor structures.
5. To study how the first generation learners and the traditional learners are similar to and different from each other in their social characteristics and

6. To summarize the social and psychological characteristics in relation to the subject’s social maturity and school adjustment.

A sample of 113 first generation tribal learners and 108 traditional tribal learners was selected from the Bhopal region, along with 120 first generation non-tribal learners of the same region. Raven’s Progressive Matrices and the Socio-Economic Status Scale prepared by D.Chandler were used to collect the data. Analysis of Variance (F-ratio) was computed to find out the significance of difference between the two groups in terms of various factors and psychological characteristics.

The findings of the study were:

1. The difference between tribal and non-tribal learners was real and was not because of the traditions of learning.

2. Social Maturity and Educational Adjustment were only the social ingredients. Psychological characteristics also influenced the social maturity and educational adjustment of the children.

3. Social Maturity was independent of traditions of learning.

4. Tribals were found to be more diligent and laborious in comparison with their counterparts.

5. Non-tribals were found to be more oriented towards leadership.

6. Tribals were found to be only just aware of social norms while non-tribals affirmed their consciousness of these norms.

7. The tribals and non-tribals differed in terms of their placements on attributes of social maturity.
8. The traditions of learning were found to be contributing to social maturity.

9. There were more educational adjustment problems in the tribal group. So, proper remedial measures need to be thought out and executed to improve their adjustment.


*The Objective of the study was:*

To study the stream effect, sex effect of levels of differential intelligence quotient and interaction effect among independent variables on social maturity.

The sample comprised ten higher secondary schools of Ahmedabad which were selected randomly out of 50 higher secondary schools having all the three streams namely arts, commerce, and science. A sex-wise list was prepared for each school. Using the stratified randomized sampling technique, 200 students from the science stream, and 150 students each from the commerce and arts streams were selected. The tools used included Non-Verbal Intelligence Test of Tarulatta Shah and the Social Maturity Inventory of J.I.Vora. The 3 x2 x 2 factorial design in which the Multi-Way Analysis of Variance and Duncan’s new multiple range set was used to treat the data.

*The findings of the study were:*

1. There was no significant difference in social maturity among students of the three streams, and between the two sexes while differential
intelligence quotient had main significant effect on social maturity, streams and sex.

2. No interaction effect of streams and sex as well as sex and differential intelligence quotient was found significant on social maturity.

3. The interaction effect among streams, sex and differential intelligence quotient on social maturity was not significant.

2.2.9. Vijay Laxmi Agarwal, (2008), conducted a study on “Social Maturity of Adolescents in Relation to Cognitive and Non-Cognitive Variables”

The Objectives of the study were:

1. To find relationship between social maturity and intelligence, academic achievement, problem solving ability, adjustment, socio-economic status and mental health of the adolescents.

2. To see whether there is significant difference in the social maturity of male and female adolescents and adolescents of government and private senior secondary schools.

The survey method has been suitably employed for the study. The sample of 691 adolescents (276 male and 415 female) was drawn from 12 of the schools located across all the 7 districts of Punjab. Random sampling technique has been well employed. The characteristics of all the 7 tools employed for data collection, namely, Social Maturity Scale (Srivastava, 2000), Group Test of General Mental Ability (Tandon, 1971), Academic Achievement (10th Class records), Problem Solving Ability Test (Rajnish, 1998), Adjustment Inventory (Mattal, 1976), Socio-Economic Status Scale (Kohli, 1988) and Mental Health Battery (Singh and Gupta, 1999) have been well established. The data have been analyzed employing suitable
statistical techniques, namely, Pearson’s Product Moment Co-efficient of Correlation, Step up regression, and t-ratio.

The findings of the study were:
1. Intelligence, adjustment, emotional stability, and mental health and socio-economic status have been found to be positively significantly correlated with social maturity.
2. The correlation between academic achievement, problem solving ability, school adjustment and social maturity has been found to be not significant.
3. Home adjustment, social adjustment and health and emotional adjustment has not been found correlated with social maturity.
4. Autonomy, security-insecurity and self-concept has not been found associated with social maturity.
5. Intelligence, adjustment and mental health have been found to be good predictors of social maturity of the adolescents, whereas, problem solving ability, academic achievement and socio-economic status have been found to be poor predictors.
6. No significant difference has been found in the social maturity of male and female and adolescent and students of government and private/aided schools adolescents.

2.2.10. Surjit Singh, Dr. Praveen Thukral, (2010), conducted a study on “Social Maturity and Academic Achievement of High School Students”.

The objectives of the study were:
1. To study the relationship of social maturity with academic achievement of high school students and
2. To see the regional and gender differences on the basis of their social maturity.

Normative survey method was followed. The present study is based on correlation method where the dependent variable is academic achievement and the independent variable is social maturity. The sample consists of 400 students of Xth class selected from the different schools of Punjab state affiliated to C.B.S.E, New Delhi. Out of which 200 were boys (100 rural and 100 urban) and 200 were girls (100 rural and 100 urban). The sample was collected by using multi-stage random sampling technique. In the present study Rao’s Social Maturity Scale (RSMS) has been used. Academic achievement score was collected from the results of matriculation examination conducted by C.B.S.E., New Delhi through INTERNET.

The findings of the study were:
1. There is significant correlation between social maturity and academic achievement of high school students.
2. Even the boys and girls, rural and urban high school students do not differ significantly in their social maturity scores.

2.3 STUDIES RELATED TO MORAL JUDGEMENT

2.3.1. Wright and Cox (1967) conducted a research on “Relationship between Moral Judgement and Religious Belief”.

The sample consisted of 2276 pupils of whom 49.6% were boys and 50.4% girls from 6th forms of 96 maintained grammar schools in England.
The major findings were as follows:

1. Nearly on all items, girls were more severe in their judgements than boys.
2. Age, subject studies and experience of co-education were not found to be related to moral judgement.
3. Consistency, indices of religiosity were found to be severity of moral judgement.
4. The more ascetic the moral issue, the stronger the association with religious belief and practice.

2.3.2. A. Simon, L.O Ward. (1972) conducted a study on “Age, Sex, History, Grades and Moral Judgement in Comprehensive School Pupils.”

The objectives of the study were:

1. To obtain data on the relationship of age and sex to children’s ability to judge historical narratives with a moral content.
2. To ascertain whether environmental studies facilitated the development of moral judgement, and whether performance in history was related to the level of moral judgement made by pupils.

A sample of 334 (11 year old and 13 year old) comprehensive school pupils were given a historical morality test.

The findings reported were:

1. The performance of the older pupils was significantly superior to that of the younger pupils and there was a significant association in B and A (higher stream) pupils between history grade and moral level score, although not in B and B.
2. No significant difference occurred between the sex and environmental studies did not seem to facilitate the development of moral judgement.


The objectives of the study were:

1. To study the relationship between various maternal disciplinary practices, as reported by children, and the development of moral judgement.
2. To determine the most effective disciplinary techniques for the internalization of morality.
3. To study the nature of perceived parental disciplinary practices and the relationship between perceived maternal disciplinary practices and the development of moral judgement in boys and girls of two social classes.
4. To obtain information from a sub group of mothers in order to establish a reliable technique of collecting data from mothers regarding their use of disciplinary measures and cross check and compare the responses of mothers and sons on the same issue.

Data on moral judgement were available for a sample of 360 children from a previous project. A sample of 249 children who could be contacted from the original sample of 360 children of age group of 10-15 years, boys and girls from the upper middle and working class background was utilized for the present study. The tools used were an adapted forms of the Kohlberg Moral Judgement Test (Sunderesan, 1975) to assess the moral judgement of the children. A structured interview schedule consisting of 15
daily life situations to assess children's perception of maternal disciplinary practices.

The findings reported were:

1. There was a trend of negative correlations between maternal power assertion and moral maturity scores (MMS) of children, and positive correlation between maternal induction and moral maturity scores of children. The correlation were, however, clearly significant only in the case of upper middle class girls and approached zero in the case of working class boys.

2. The pattern of relationship between love, withdrawal and moral maturity scores was neither clear nor consistent in terms of direction.

3. There was a high usage of a mixed pattern of discipline i.e., use of both power assertion and induction. Upper middle class children whose mothers were perceived as using such a mixed mode of discipline scored significantly higher in moral maturity scores than those who perceived their mothers as using predominantly power assertion.

4. Power assertion was the pre-dominant mode of discipline in both social classes. The highest usage, both in terms of frequency as well as intensity (beating, physical assertion of power) was reported by the working class boys.

5. There was a certain degree of consciousness among children's and mother's reports of disciplinary practices, more clearly so in the case of induction than with power assertion. Children reported a greater use of power assertion than mothers admitted, while the reverse was the case with induction.
6. A comparison of the children's report of maternal and parental disciplinary practices indicated that both parents were seen as using more power assertion than induction, by both boys and girls. A moderate tendency for boys and girls to perceive the parent of the same sex as stricter than the parent of the other sex was evident across specific disciplinary situation.

2.3.4. **Vijaya Kalra (1978)** conducted a study entitled “A Study of Moral Judgement in Children belonging to different Mental and Socio-Economic Levels”.

*The objective of the study was:*

To find out the level of development of moral judgement of children. Tools used in this study were Standard Progressive Matrices, Socio-Economic Status Scale (urban) and Moral Judgement Scale developed by the investigator. The sample comprised 1,000 girls selected from fifteen schools.

*Findings reported were:*

1. Intelligence was positively related with the level of moral judgement at all the three levels of socio-economic status.
2. The socio-economic status was positively related with the level of moral judgement at all the levels of intelligence.

2.3.5. **Bandyopadhyay. R (1981)** conducted the study of "Growth and Development of Moral Judgement in Children".

*The objectives of the study were:*

(i) To adapt Piaget's stories.
To study the growth of moral judgement with age and to examine the effects of intelligence, socio-economic conditions, sex, type of school and parental discipline on moral judgement.

The tools used were Raven's Progressive Matrices, Kuppuswamy's SES (urban) scale, the Ideal Person Test and a questionnaire built with adopted versions of stories developed by Piaget with a reliability of 0.90 (boys) and 0.80 (girls). The sample consisted of 440 children; 243 boys of which 58 were reading in Missionary schools, and 197 girls of which 57 were from Missionary schools. Children were all Bengali Hindus of age group 6-11 years of matched socio-economic status from 8 schools, four Missionary and four Non-Missionaries.

The findings reported were:

1. Moral judgement grew with age and the relation was appreciably linear.

2. Of seven areas of moral judgement, girls showed more maturity than boys in three areas viz, attitude towards justice, equality and authority and collective responsibility; in three other areas viz moral realism, immanent justice and guilt, there was no sex bias, but on efficiency of punishment, girls have less mature response than the boys.

3. The moral judgement was positively related with intelligence, irrespective of age, sex and type of school.

4. The practice of induction helped maturity of moral judgement and this, occasionally supplemented by withdrawal of love, assertion of power produced the best result.

5. Boys and girls of missionary schools, where some moral lessons were given in some allotted hours of a week, were better in moral judgement
than children of non-missionary schools, where no time was allotted for moral lessons.

6. There was no significant association between moral judgement and socio-economic status.

7. Where both parents adopted the same form of discipline (love-oriented or power-assertion), children showed more mature moral judgement; the greater the divergence between the parents the lesser was the development of moral judgement.


The objective of the study was:

To make a comparative study of the scores of male and female teachers in the inventory on values, personality needs and moral judgement. Tools used in this study were personality needs, values and moral judgement inventories.

The findings reported were:

1. The male and female teachers expressed high preference for the theoretical values and needs and both have keen moral sense.

2. Urban male teachers were more moral than rural male teachers.

3. Male teachers secured better points in the aesthetic, political, social values than female teachers.

4. Male teachers below 30 years appeared to be more moral than those above 45 years and female teachers below 30 years also more moral than those above 45 years.
2.3.7. **Prahallada, N.N. (1982)** undertook his doctoral study on “An Investigation of the Moral judgement of Junior College Students and their Relationship with Socio-Economic Status, Intelligence and Personality Adjustment”.

*The objectives of the study were:*

1. To investigate the level of moral judgement of students in Standard XII
2. To investigate the relationship between moral judgement and socio-economic status, intelligence, and personality adjustments of the students.
3. To investigate the significant difference between science, arts and commerce students with respect to their level of moral judgement.

A sample of 1000 students was drawn using the stratified random sampling technique from all the 3 disciplines - Science (Boys - 268; Girls - 147), Arts (Boys - 187; Girls - 212) and Commerce (Boys - 130; Girls - 56). The Four tools used are Defining Issues Test (DIT) perfected by James R.Rest (Minneapolis, USA), a modified version of Kuppuswamy's Socio-Economic Status Scale, an advanced version of Raven's Progressive Matrices and Bell's Personality Adjustment Inventory (English and Kannada version).

A try-out of the tests was conducted to know the difficulties regarding the language of the tools, conceptual understanding, fatigue etc. To minimize the fatigue effect and data were collected in two phases (1) Socio-Economic Status and Defining Issues Test; (2) Raven's Progressive Matrices and Personality Adjustment Inventory Statistical Techniques.
employed to analyze the data were t-test and product-moment co-efficient of correlation (r).

Major findings reported were:

1. There was significant difference in the moral judgement scores of junior college students in India (Mysore) and senior high school students in USA.

2. There was positive and significant relationship between Defining Issues Test and Socio-Economic Status and Defining Issues Test and Personality Adjustment Inventory.

3. There was significant difference between science and arts students, science and commerce students and arts and commerce students.

4. Significant difference was also indicated between boys and girls.

5. Significant difference was not reported between (a) the students belonging to 4 different age groups and (b) students studying in junior colleges and composite colleges as far as their moral judgement were concerned.


The objective of the study was:

To verify Lawrence Kohlberg's theory of moral development through a new research design, the Standard Issue Scoring System, was reported. Kohlberg theorized that an individual progresses through several stages in attaining moral judgement. As children grow older, they are able to integrate diverse points of view on a moral conflict. Thus, each stage presupposes understanding gained at previous stages.
The findings reported were:
1. Moral judgement was found to be positively correlated with age, socio-economic status.
2. There was a significant relationship between moral judgement and intelligence quotient and education.


The objectives of the study were:
1. To study the main effect of parental disciplinary practices and social class on personality needs, moral judgement and problem solving ability of children belonging to the 10 – 15 years age group and
2. To study the interaction of these variables while they influenced personality needs moral judgement and problem solving ability.

The sample comprised 270 students selected by employing the stratified random sampling technique. The design of the study was ex-post facto cum co relational. The independent variables were parental disciplinary practices, social class and age. Each independent variable had three levels. The dependent variables were personality needs, problem solving ability and moral judgement. The Personality Need Inventory (PNI) developed by C. P. Sharma was used for measuring personality. It measured achievement (n – ach), affiliation (n – affil) change (n – cha), and order (n – ord). Moral judgement was assessed with the help of the Moral Judgement Test developed by Durganand Sinha and Meera Varma. The
Parental Disciplinary Practices Test and Problem – Solving Ability Tests were developed by the investigator. The data were analyzed with the help of factorial design, ANOVA and correlation techniques.

Findings reported were:

1. Children of 12-13 years had significantly better ability to solve problems and moral judgement in comparison with children of 10-11 or 14-15 years.

2. The maximum magnitude of problem solving ability prevailed in 12-13 years age group children belonging to high social class, whereas the minimum magnitude of problem solving ability prevailed in the same social class children of 10-12 years.

3. The best pattern of need for achievement prevailed in children of the 10-11 year age group belonging to low social class and receiving moderate parental disciplinary practices.

4. Poor parental disciplinary practices denoted in maximum magnitude the need for affiliation in children of the age 14-15 years belonging to low social class.

2.3.10. Singh, R.S. (1983) studied “Children's Moral Judgement in relation to Prolonged Deprivation and Parental Attitudes”.

The objective of the study was:

To study moral judgement in relation to prolonged deprivation and parental attitudes. The variables studied in relation to moral judgement to fulfill the objectives were

1. Prolonged deprivation.
2. Three types of parental attitudes - possessive, dominative and ignoring and
3. Demographic variables - sex, area, birth order, age, educational status of father, income and type of school.

The sample consisted of 350 (216 male and 134 female) children studying in the 5th grade and belonging to the age range of 9 to 12 years from schools situated in the rural and urban areas of Gorakhpur and one adjoining districts in Uttar Pradesh selected on the basis of successive random sampling. The tools were the Moral Judgement test by Sinha and Verma an adoption of the prolonged deprivation scale by Mishra and Tripathi, and a parental attitude scale developed by the researcher himself. The obtained data were subjected to statistical analysis by employing mean, S.D, Pearson's r, point biserial r, biserial r, t - ratio, Duncan's Range Test, One Way Analysis of Variance and Graphic Methods.

The findings reported were:
1. There was a significant negative correlation between i) moral judgement and prolonged deprivation, ii) significant difference between high and low, and high and medium deprived groups iii) moral judgement and sex was significant. Boys had significantly higher mean moral judgement scores than the girls. iv) children's age and their capacity for Moral judgement were found to be significant.
2. Sex differences were not significant at high and low levels of deprivation and between residential (urban/rural) area and moral judgement.
3. The correlation between birth order, type of school and moral judgement, was not found to be significant.
4. Children belonging to fathers with different income groups and educational status had differences in the capacity for moral judgement.
5. A significant positive correlation was obtained between father’s attitude of possessiveness and children's moral judgement.
6. Father's attitude of domination and father's ignoring was found to be unrelated to children's moral judgement.

2.3.11. Soni, J.C., (1984) conducted a research study entitled “Study of Moral Judgement in School Going Children of Rural Area of Delhi belonging to different Castes and Sexes”.

The objectives of the study were:
1. To construct and develop a Moral Judgement Scale which could be used to find the level of development of moral judgement of school-going children of a rural area of Delhi.
2. To find whether there was any real difference in moral judgement of children belonging to different castes and sexes.

The tools used were coloured progressive matrices to measure intelligence; a Moral Judgement Test developed by Kalra was adapted for this study. The original Hindi version of the test was translated into the spoken language of rural Delhi (Haryanvi). All the stories of Kalra’s try-out form of the test were translated. The sample consisted of 20 school-going young children (10 boys and 10 girls) of 10-15 years.

The findings reported were:
1. In both the sexes as well as in the combined group, each of the caste groups - Brahmins, Vaishyas and Kshatriyas had done better than the Shudras.
2. In all the caste groups as well as in the whole group, girls had done better than boys.


*The objectives of the study were:*

1. To develop an instrument for measuring moral judgement on Kohlberg's theoretical constructs.
2. To develop an instrument to measure religious practices.
3. To determine the relationship between (a) locality; (b) sex; (c) age; d) intellectual ability; (e) religious practices and moral judgement.

Tool used was a Moral Judgement questionnaire which was constructed based on the theoretical constructs of Kohlberg's stage topology and the method of administration and scoring was on the lines of James Rest's Defining Issues Test (DIT). The sample for the pilot study included 200 boys and 200 girls drawn from different classes. Based on the result of item analysis, 8 moral dilemma situations were selected for the final study. A family religious practices questionnaire was also developed. The sample for the final study consisted of 100 students equally distributed between the two localities, urban and rural and of age-groups ranging from 7+ to 16+. The study of moral judgement was carried out in three steps i.e study of moral stages, study of moral levels, and study of moral judgement.

*The findings reported were:*

1. There was no significant difference between boys / girls in their stage pre-conventional and conventional stages of moral reasoning.
2. There was significant difference between age and moral reasoning at different stages.

3. The moral judgement scores differ for urban subjects and rural ones, between age, and between boys and girls.

4. There was a significant relationship between the different levels of intellectual ability as measured by Raven's Progressive Matrices and moral judgement scores.

5. There was a significant relationship between levels of family religious practices and moral judgement scores, the latter being higher in the case of subjects coming from less rigid religious practices.

2.3.13. Bhargava, I (1986) conducted a study on “Development of Moral Judgement among Children at Concrete and Formal Operational Stages and its relationship with the variable of Home and Educational Environment”.

The objectives of the study were:

1. To identify moral development trends among children from the concrete operational stage (8+ to 11+ years) to the formal operational stage (12+ to 13+ years).

2. To examine the variables of home and educational environment with moral judgement at the concrete operational stage and the formal operational stage.

3. To determine the relative contribution of significant correlates (home and educational) of moral judgement to the prediction of moral judgement at the concrete operational stage and the formal operational stage and
4. To determine the sex differences in moral judgement with respect to its development in the 8+ to 15+ age group.

The sample of the study consisted of students, parents and teachers. The sample of students had two sub samples. First was a sub sample of 278 students (128 boys and 150 girls) in the age range of 8+ to 11+ at the concrete operational stage. The second sub-sample comprised 322 students (158 boys and 164 girls) in the age range of 12+ to 13+ at the formal operational stage. The parents of these 600 students formed the sample of parents. The sample of teachers consisted of 80 teachers of the institutions from which the sample of students was collected. All these samples were selected randomly from 22 districts of North-West Madhya Pradesh.

The tools used in the study were the Sinha and Verma Moral judgement Test (1986), the Sherry and Verma Family Relationship Inventory (1968), the Srivastava Socio-Economic Status scale (1978), the Singh School Characteristic Index (1977), the Sharma School Organizational Climate Description Questionnaire (1978) for teachers, the students Information Form, the Teacher Information Form, the Test of Moral Dilemma and the interview schedule for parents. The data so collected was analyzed with the help of t-test product moment correlation, factor analysis and step-up regression.

_The findings reported were:_

1. There was a significant development of moral judgement from one age group to the next successive age group
2. Mean scores on moral judgement at the formal operational stage were significantly higher than those at the concrete operational stage.

3. The measures of home variables were positively related with moral judgement at the concrete as well as the formal operational stage. These measures were parental acceptance, parental avoidance, family relationship, moral attitude of parents and socio-economic status.

4. The measures of school characteristics, teaching methods and co-curricular activities and socio-economic status were positively related with moral judgement at both the stages.

5. Home variables were significant predictors of moral judgement in terms of mother acceptance, socio-economic status and moral attitude of the formal operation stage; home environment was a significant predictor of moral judgement with respect to socio-economic status, mother acceptance, father acceptance, mother avoidance and the moral attitude of parents.

6. Educational variables were significant predictors of moral judgement with respect to the open climate of the school (intimacy, disengagement), the moral attitude of teachers, co-curricular activities, and school traditions at the concrete stage. At the formal operational stage, predictors were humanized thrust, open climate and psycho-physical hindrance.

7. Children with both parent’s literate, children belonging to small families, children belonging to religious families and children belonging to schools having morning assembly scored higher on moral judgement.

8. Boys and girls scored equally well on moral judgement.

The objective of the study was:

To determine the relationship between moral judgement of children and the treatment that they receive from their parents and also their parent’s socio- economic status.

279 boys and 281 girls aged 6 to 12 years were selected as sample from some schools of Patna Town. Varma’s Moral Judgement test, Akhtar’s Parental Attitude Scale and Kuppuswamy’s Socio-Economic Status Scale were applied. Data were analyzed using Means, SDs, Percentages, t ratios, chi-squares and different kinds of correlations.

The findings reported were:

1. Maturity in moral judgement increased with increase in subject’s age.
2. Boys were superior to girls in moral judgement.
3. Positive correlations between children’s moral judgement and parental love and autonomy were obtained.
4. Negative correlations between children’s moral judgement and parental control and hostility and between children’s moral judgement and discrepancies in attitude of father and mother.
5. Differential relation was evidenced between children’s moral judgement and the attitude of father and mother.
6. Among the three socio-economic variables father’s income had the highest correlation with children’s moral judgement, education was next to income and occupation had the lowest correlation.
2.3.15. Prabhawati, Kumari. (1987) conducted a “Correlational study on the Personality Needs Moral Judgement and Value Patterns of Secondary School Teachers”

The objectives of the study were:

1. To make a comparative study of the mean scores of male and female teachers in the inventories on personality needs, value and moral judgements.

2. To make a cognitive study of the mean scores of teachers belonging to different localities (rural and urban) in the inventories mentioned above.

3. To make a comparative study of the scores of the teachers belonging to two generations young: below thirty years, and old: forty five years and above) in the three variables and

4. To determine the degree of relationship between the scores of male and female teachers separately in the three inventories.

Inventories on personality needs and moral judgement were prepared by the researchers. Inventory on Spranger's six values prepared by Yashvir Singh was used. The sample consisted of 500 teachers (300 male and 200 female). The teachers from rural and urban secondary schools were selected through a stratified sampling procedure.

Findings reported were:

1. Male teachers showed high preference for affiliation need and secured better points in the aesthetic, political and social values whereas female teachers preferred need for maintaining order and.

2. Male (urban) teachers secured better points in the aesthetic, theoretical and social values than the rural male teachers. Urban male teachers
secured high scores in the affiliation need while rural male teacher expressed high preference for achievement need. Urban male teachers secured better points in the moral judgement inventory.

3. Urban female teachers preferred economic and social values while rural female teachers showed high preference for aesthetic and religious values. Urban female teachers expressed high preference for affiliation and order needs. Urban female teachers showed better average score in the moral judgement inventory.

4. The effect of age on value was also observed. Teachers belonging to the age group forty five and above preferred aesthetic, social and religious values. They also expressed preference for need of achievement and order. Teachers belonging to the young generation (below 30 years) secured better marks in the moral judgement inventory.

2.3.16. Geethanath, P.S. (1988) undertook a study on “Moral judgement in relation to some selected variables”.

The objectives of the study were:

1. To find out the influence of certain personal and demographic variables on moral judgement based upon Kohlberg's theoretical constructs, i.e. different moral stages, moral levels and moral judgement (sum of stages).

2. To find out the relationship between certain psychological variables and moral judgement.

3. To develop an instrument to measure attitude towards religion, and

4. To develop multiple regression equations in order to predict moral judgement with the help of different groups of independent variables.
The sample comprised 1,400 students equally distributed between the two localities (urban and rural) the two sexes and seven classes (VI to XII). The sample was selected by the stratified random sampling procedure. The study was of 2 x 2 x 7 factorial design. The tools used to collect the data included Moral Judgement Questionnaire, Raven’s Progressive Matrices Test, Socio-Economic Status Scale, and Religions Attitude Scale. Analysis of Variance and Multiple regression analysis were used to analyze the data.

The findings reported were:
1. Students in different classes in school, different age-groups, different intellectual abilities and different Socio-economic strata differed significantly in their moral judgement.
2. Urban students exhibited higher moral judgement than rural students.
3. Boys and girls didn’t differed significantly in their moral judgement.
4. Students belonging to different sub groups on attitude towards religion differed significantly in their moral judgement.

2.3.17. M.R Krishnappa (1989) conducted a study of “Moral Judgement among VII Standard Pupils of Higher Primary Schools of Banglore District in relation to their Socio-Economic Status”.

The objectives of the study were:
1. To find the significant difference, if any, in the moral judgement of VII standard pupils of high and low socio-economic status groups and between boys and girls studying in higher primary schools of Banglore district.
2. To find the significant difference if any, in the moral judgement of VII standard pupils of high and low socio-economic status groups studying in Government and Private Higher primary schools of Bangalore district.

3. To find the significant difference if any, in the moral judgement of VII standard pupils of high and low socio-economic status groups studying in urban and rural higher primary schools.

Tools used were Moral Judgement Scale and Socio-Economic Status Scale. A sample of 480 pupils (240 boys and 240 girls) studying in VII standard of higher primary schools from the Bangalore district was selected by stratified random procedure.

Major findings reported were:

1. The VII standard pupils belonging to high and low socio-economic status differed significantly in their moral judgement in total and in components at moral judgement such as “truthfulness” and “justice”. At the same time the same group did not show any significant difference in the components like obedience, honesty and non-violence.

2. Boys and girls belonging to high socio economics status groups did not show any difference in the moral judgement in total and in the components of moral judgement like honesty, truthfulness, non-violence, and obedience. But they showed difference in the component “justice” significantly.

3. The pupils of high socio-economics status studying in VII standard in the Government and Private schools did not show any difference in the moral judgement in total and in the components of Moral judgement like honesty, non-violence, truthfulness, obedience, justice.
4. There was no significant difference in the moral judgement in total and in the components of moral judgement like honesty, truthfulness, obedience, justice and non-violence of pupils studying in Government higher primary schools belonging to high and low socio-economic status groups.

5. The girls of high and low socio-economic status groups studying in higher primary schools showed significant difference in moral judgement in total and in the components of moral judgement like truthfulness and Justice. At the same time, the same group showed no significant difference in honesty, non-violence, and obedience.

6. The pupils of high and low socio-economic status groups studying in private higher primary schools showed significant difference in the moral judgement in total and in “justice” a component of moral judgement. At the same time they showed no significant difference in the components like honesty, truthfulness, non-violence and obedience.

7. The pupils of high and low socio-economic status groups studying in urban higher primary schools showed significant difference in the components like truthfulness, obedience and justice. At the same time the same group showed no significant difference in moral judgement in total and in the components like honesty and non-violence.

8. The pupils of high and low socio-economic status groups studying in rural higher primary schools showed no significant difference in the moral judgement in total and in the components like honesty, truthfulness, obedience and justice. At the same time they showed significant difference in the component ‘non-violence’.
9. The boys of high and low socio-economic status groups studying in higher primary schools showed no significant difference in moral judgement in total and in the components of moral judgement like honesty, truthfulness, non-violence, obedience and Justice.

10. The pupils of high socio-economic status groups belonging to urban and rural communities of higher primary schools did not show any difference in the moral judgement in total and in the components like honesty, obedience, non-violence, truthfulness and Justice.

2.3.18. Reddy Dayakar, V. (1989) conducted a study of “Moral judgement in relation to Intelligence, Personality and other Variables”.

The Objectives of the study were:

1. To study whether urban and rural boys and girls in different classes differ in their reasoning at each moral stage and moral level and in their moral judgement.

2. To study the influence of intelligence, personality and socio-economic status on the moral judgement of the subjects.

The sample consisted of nine hundred students, equally distributed between the two sex, the two localities (urban and rural) and their school classes VIII, IX and X served as subjects for the study. The sample was selected by a multi-stage stratified random sampling procedure. For analyzing the random between moral judgement and personality, a sub sample, of 300 students equally distributed between the different subgroups mentioned above was taken. The tools used included Moral Judgement Questionnaire based upon Kohlberg's method; Raven's Progressive
Matrices, High School Personality Questionnaire and a Socio-Economic Status Scale were used to collect the data. Analysis of Variance and Correlation were used to analyze the data.

Major findings reported were:

1. When the reasoning scores of moral stage I was analyzed, it was found that boys obtained a significantly higher mean score than girls.

2. Students of Class VIII were significantly higher in their reasoning score than classes IX and X students. There was no significant difference between classes IX and X students and there was no significant difference between urban and rural students.

3. Locality differences were significant only for stage 3 and level 1. In both cases, rural subjects scored better than urban subjects.

4. The sex effect was significant for stages 1, 3, 4 and levels 1 and 2 and for moral judgement. There was no consistency in the results obtained. Boys scored better in stages 1 and 4 and level 2; and also in moral judgement.

5. The class effect was significant in the case of stages 1, 4, 4A and 6; and levels 1 and 2. In stages 1 and 6, class VIII children scored the highest. In stages 4 and 4A class X children scored the highest. In level 1, class VIII subjects were the highest, where as in level 2, class X subjects scored highest.

6. There was no significant difference between the moral judgement of students classified on the basis of their a) Intelligence, b) Socio-Economic Status. The correlation between moral judgement and personality scores was low. The highest correlation coefficient was for factors G of the High School Personality Questionnaire.

*The Objectives of the study were:*

1. To investigate whether development of moral judgement in children can be enhanced through an intervention programme, and
2. To observe the role of the following attribute variables in development of moral judgement in children: intelligence, sex, socio-economic status, academic achievement, school adjustment, family structure, birth order and mother's level of education.

The sample consists of 80 children, 40 boys and 40 girls, aged 7+ and 8+ years, enrolled in standard II in three schools of Lucknow city. The children were selected randomly and assigned to two treatment groups, i.e. experimental and control. The tools used were two sets of Piaget's stories highlighting particular aspects of moral judgement, adapted to the Indian situation, for pre-test and the other for post-test for measuring the level of moral judgement; Draw-a-Man Test by Pramila Phatak for intelligence; Kuppu Swamy's Socio-Economic Status Scale with Revised Income Grade; School Adjustment Check list prepared by J. Pant; and Bio-data. Statistical techniques Mean, SD and 't' test were used to treat the data.

*Major findings reported were:*

1. The children who participated in the programme acquired an ability to judge an act as right or wrong, taking into consideration not only the material consequences but also the intention behind the act.
2. The variables of intelligence, academic achievement, school adjustment and family structure were found to be significantly related to the level of moral judgement, where as no relationship was found with socio-economic status, sex and birth-order.

2.3.20. Gupta, K.M. (1991) assessed “The Structure of Teacher Educators in Moral Judgement”.

*The objectives of the study were:*

1. To find out the moral judgement profile of teacher educators.
2. To determine the Principled Morality Index of teacher-educators, and
3. To study the Principled Morality Index according to sex and qualifications.

The sample comprised 20 male and 11 female teacher-educators from 11 states. Twenty one teacher training colleges and four university departments were represented on the sample. The Defining Issues Test (DIT) was used to collect the data. Percentage, Mean, SD and ’t’ values was used to treat the data.

*The findings reported were:*

1. Teacher educators generally operated on stage 4 ‘Law and Order’ orientation.
2. There existed no significant difference in the principled morality index of male and female teacher educators.
3. Teacher educators of the science and humanities streams differed significantly in the principled morality index. The principled morality index for the science stream teacher educators was higher than for the humanities stream teacher educators.
4. There existed no significant difference in the principled morality index of Ph.D and Non Ph.D teacher educators.

5. Eighteen percent teacher educators were not satisfied with the present set-up (establishment).

2.3.21. Urmila Rani. (1991) conducted a study on the “Personal and Educational Environmental Factors as Correlates of Moral Judgement among Urban and Rural Senior Secondary Students”.

The objectives of the study were:

1. To see and compare the degree of relationship of student's personal variables, such as intelligence, diet, sex, age, impact of Television (TV), with moral judgement among urban and rural senior secondary students.

2. To see and compare the degree of home variables, such as death or divorce of parents, moral attitude of parents, socio-economic status, love oriented techniques of discipline, parental warmth and affection, parent's education, with moral judgement among urban and rural senior secondary students.

3. To see and compare the degree of relationship of structural and process variables of school such as school/college, urban/rural, private/government, school characteristics, school climate, moral education with moral judgement among urban and rural senior secondary students and

4. To study the urban/rural differences as regards the moral judgement of the senior students.

A sample of 375 senior secondary students, boys and girls, comprising 225 urban and 150 rural were taken from four districts of
Punjab students randomly, i.e. Ferozepur, Faridkot, Bhatinda and Patiala. Both urban and rural schools and colleges, private and government schools and colleges and co-educational and separate boys and girls institutions included in the sample were randomly selected from each district. The parents of the 375 students and 100 teachers, who were taking senior secondary classes and whose students were taken for research purpose also formed part of the sample. The tools used included Family Relationship Inventory (FRI) of Sherry and Sinha, Socio-Economic Status Scale (SES) of Trivedi and Udai Pareek, School characteristic Index (SCI) Hindi adaption by Gakhar, School Organizational Climate Description Questionnaire (SOCDQ) by Kaur, Test of Moral Dilemmas by Bhargava, Teacher's Information Proforma by Bhargava, Moral Judgement Test developed by the investigator, Student's Information Proforma developed by the investigator and Group Test of General Mental Ability by Tandon Measures of Central Tendency, Skewness, Kurtosis, Pearson's product moment correlation, Factors analysis and 't' test were employed for analyzing the data.

Findings reported were:

1. There was a significant relationship among intelligence, and family relationship and the moral judgement of urban and rural senior secondary students.

2. Urban students, irrespective of their sex, did equally well on the moral judgement task. Rural girls performed better than the rural boys on the task. Urban students were better in moral judgement as compared to rural student.
3. The age of students, socio-economic status and viewing of television by students and strict or liberal discipline at home didn't affect the moral judgement in both urban and rural students.

4. Moral attitude of the father and mother and the moral judgement of urban students were not related whereas in the case of rural students moral judgement was related to moral attitude of father and mother.

5. Education of parents was a strong factor in entrancing the moral judgement of students in both the samples.

6. Death or divorce of parents proved to be a damaging factor for growth of moral judgement in both the samples.

7. Moral attitude of teachers and school climate were not related to the moral judgement of the students in any sample.

8. School/College differences and students studying in government/private institutions did not come in the way in fostering moral judgement among urban students. In rural students, the differences could not be found due to absence of colleges and private institutions in rural area.

9. Moral education given in the morning assembly or in an independent period positively affected the growth of moral judgement in urban students, but not in rural students.

2.3.22. Pradhan, G.C. (1992) conducted a study of the “Variation in the Development of Moral Judgement of School Students in Different Types of Schools in Relation to General Intelligence, Personal Values, Socio-Economic Status and Sex”.

The Objectives of the study were:

1. To find out the possible relationship between moral judgement and intelligence, socio-economic status.
2. To find out the variation in the development of moral judgement between boys and girls, students studying in government managed schools and private managed schools and in between rural schools and urban schools.

3. To find out the possible relationship of the moral judgement scores with each of the ten personal values of the Personal Values Questionnaire (PVQ).

The sample of the study comprised 2,642 students in classes V, VII and IX who were selected from 14 secondary schools of Puri district through stratified random sampling method. The tools used to collect the data included the Defining Issues Test of James Rest, the Group Test of Intelligence for children of R.K. Tandon. Personal Values Questionnaire of Sherry and Verma and Socio-Economic Status Scale of Bhardwaj et.al. The collected data was treated with partial correlation, ‘t’ test and chi-square.

Major Findings reported were:

1. There was a significant positive but moderate correlation between moral judgement and intelligence, positive but low correlation between moral judgement and socio-economic status.

2. The girls exhibited significantly higher moral judgement than the boys.

3. The class VII and class IX students studying in privately managed schools scored significantly higher in moral judgement than their government school counterparts.

4. The urban school students of all the classes exhibited significantly higher moral judgement than the rural school students.
5. Moral judgement development was related to age. The higher age group students exhibited a higher level of moral judgement.

6. The mean gain DIT score of private school students was slightly higher than that of the Government school students although the difference was statistically not significant.

7. The mean gain Defining Issues Test score of urban schools students was slightly greater than the mean gain Defining Issues Test score of rural school students, but the difference was not statistically significant.


The objectives of the study were:

1. To develop Piagetian type stories to study the nature of development of the moral judgement of children aged 5 to 15 years.

2. To study how intentions and motives play a role in the development of moral judgement of children.

3. To study how far Cognitive Maturity (CM) affects the development of the moral judgement of children.

4. To study the nature of moral judgement as it varies with the increase in the age of the child, successively with regard to each year or each stage of development of the child.

5. To study how moral judgement is a function of the development of varied nature of Cognitive Maturity (CM) and

6. To study how moral judgement varies with the cultural context of the child.
The study covered 120 students in the age-group of 5-7 years, and 160 students in the age group of 8-11 years and 160 students in the age group of 12-15 years respectively, making a total number of 440 students. The investigator used a Moral Judgement Scale based on Piaget's concept. Percentage analysis was used while treating the collected data.

The findings reported were:

1. The younger child judged more lightly a person who, regardless of the motive had done more damage.

2. With the advancement of age that can be taken as an index of cognitive maturity, there was a consistent decrease in the report based on consequences of "happening" and a consistent increase in the report based on the intentionality of the actor of dilemma. (The child was advancing from the stage of moral realism to moral autonomy).

3. The majority inferred moral judgement as good or bad on the basis of the consequences of "happening".

4. In the three stages of moral development, there was continuity and the stages were not segregated.

5. Sikhs and Muslims were more gradual and slower than Hindu, and Hindu children were found to display cognitive maturity earlier.

6. Boys were superior to girls in making a moral judgement.

2.2.24. Soloman (1995) designed a study to examine the “Relationship between Children’s Moral Reasoning Maturity and their Legitimacy Judgements about Gender Stratification”.
The objectives of the study were:

1. To create a measure to assess children’s interpretive and legitimacy judgements of gender stratification and
2. To assess the moral reasoning-legitimacy judgement relationship.

The findings reported were:

1. Boys are more advantaged in sport because they were highly skilled. Most children (66.1%) judged gender stratification as illegitimate.
2. Older children, girls, and children with more sports experience were more likely to exhibit a difference between their interpretive and legitimacy judgements.
3. No significant relationship between children’s moral reasoning maturity and their legitimacy judgement about gender stratification was observed.

2.2.25. Anna Malgorata Palucka (1997) conducted a study on “Relationships of Moral Judgement, Emotional Empathy and Impulsivity to Criminal Behaviour in Young and Adult Offenders”

The objective of the study was:

To investigate the relation of psychological variables of moral judgement, emotional, empathy and impulsivity to criminal behaviour in young and adult offenders.

The sample of the study comprised of four groups of male subjects participated in this research. Young offenders (n=29), adult offenders (n=27), young community (n=26) and adult community (n=24). Moral judgement was assessed by the Defining Issue Test that utilizes Kohlberg’s Moral Dilemmas. Self-report measures were administered to assess
emotional empathy and impulsivity. The questionnaire measure of emotional empathy, the impulsive expression scale of the Basic Personality Inventory and the IMP-30. The research data was analyzed using multi-variate and subsequently un-varied statistics.

The findings reported were:

1. Offenders were lower on moral judgement and higher on impulsivity than non-offenders. Contrary to the prediction, responses on the emotional empathy scale did not differentiate between the groups.

2. In the offender group young offenders were lower on principled morality and higher on impulsivity than adult offenders. There was a significant interaction effect between age and level of violence implying important differences between violent young and adult offenders. Contrary to the expectation, there was no difference between first and repeat offenders.


The Main Objectives of the study were:

1. To compare the moral judgement performance of the students on the basis of school backgrounds and socio-economic status.

2. To compare the moral judgement performance of the students of high and low socio-economic status group for convent schools and for Nagar-Palika background schools.

Sample of 150 students of class VI of Nagar-Palika background schools and convent schools of Shahjahanpur city was selected by using
random sampling technique. To measure the moral judgement performance of the children, the standardized test of Moral Judgement by D.N. Sinha and Meera Verma was used. Socio-Economic Status was measured with the help of a self made instrument.

Findings reported were:

1. Moral judgement of convent school’s students is better than the students of nagar-palika schools.
2. Moral judgement of high socio-economic status group students is better than low socio-economic status group students.
3. High socio-economic status group students of convent School posses’ significantly good moral judgement in comparison to low socio-economic status group students.
4. Moral judgement performance of high socio-economic status group of nagar-palika school students is better than low socio-economic status group.

2.3.27. Chaya A. Heblikar (2001) conducted a study on “Moral Judgement of 10th Standard Students in Relation to their Parental Behavior, Child Rearing Practices, Emotional Maturity and Personality Traits”.

The Objectives of the study were:

1. To find out the relationship between moral judgement of 10th standard students and their parental behaviour, child rearing practices, emotional maturity and personality traits.
2. To find out the differences if any in moral judgement of 10th standard students as per difference in their parental behaviour, child rearing
practices (father form and mother form), emotional maturity, personality traits. (introversion-extroversion-ambiversion), parental socio-economic status, differences in sex and differences in type of management.

The sample was drawn following a two stage stratified random sampling technique. At the first stage, a total of 20 schools have been drawn from the total of 924 schools. In total 4 government, 8 private aided and 88 private un-aided schools were selected. At the second stage 250 male and 250 female students were selected from the 20 schools.

The findings reported were:

1. There is a significant and positive correlation between all the dimensions of moral judgement and their parental behaviour, mother and father child rearing practices, emotional maturity and personality traits (extroversion/ introversion/ambiversion).

2. There is a significant difference in all the dimensions of moral judgement and total moral judgement as per differences in their parental behaviour. Students belonging to high parental behaviour group were having higher mean scores than the students belonging to low parental behaviour group.

3. There is a significant difference in all the dimensions of Moral judgement and total Moral judgement as per the difference in their father-oriented child rearing practices and mother-oriented child rearing practices. Students belonging to high father oriented child rearing practices and mother-oriented child rearing practices group were having higher mean scores than the students belonging to low father oriented child rearing practices and mother-oriented child rearing practices group.
4. There is no significant difference in the total moral judgement scores and all the dimension of 10th standard students as per differences in their socio-economic status and students studying in government and private aided schools.

5. There is a significant difference in the total moral judgement scores and the honesty and truthfulness dimensions of 10th standard boys and girls. Girls had higher mean scores on honesty and truthfulness components and the total moral judgement than boy’s honesty and truthfulness components and the total moral judgement.


The objective of the study was:

To examine the development of moral judgement in 37 nursing students of a university in Suwon, Korea.

The participants completed the Korean version of the Defining Issues Test to allow analysis of their level of moral judgement. The development of moral judgement was quantified using 'the moral development score' at each stage (i.e. the six stages detailed by Kohlberg) and the 'Percentage (%) score' (a measure of the overall moral judgement level).

The findings reported were:

1. The moral development score for stage 5A was consistently the highest across the four years of the students' course, showing significant differences in some socio demographic factors including home, birth order and monthly income.
2. The Percentage (%) score was higher in fourth-year (47.47 +/- 11.21) than in first-year (46.13 +/- 9.73) students and
3. There was no significant difference in the Percentage (%) score according to socio demographic factors.


The study investigated these possible relationships using a sample of 405 adolescent students recruited from grades seven through twelve in a mid western middle – class suburban school district. Mutualistic moral judgement was assessed using a recent Kohlbergian stage measure. Verbal ability and social experiential processes accounted for comparable portions of the variance in adolescent moral judgement. General friendship perspective-taking correlated with friendship intimacy and each separately predicted moral judgement maturity.

*The findings reported were:*

1. Females reported higher levels of friendship perspective-taking, and (as a trend) evidenced more mature moral judgement during early adolescence.
2. Friendship perspective-taking experiences both generally and within the context of intimate may facilitate the development of mutualistic moral judgement during adolescence.

**2.3.30. Anshu, Susan Jacob and Sushma Dubey (2006)** conducted a study on “Moral Judgement during Late Childhood in Allahabad District”. 
The objective of the study was:

To find out the effect of socio-economic status and achievement level on the moral judgement of six to twelve year old children.

One hundred children (fifty each from the middle and lower income group) were selected from three schools in Allahabad district. Verma and Sinha’s Moral Judgement Test (1999) and Kuppuswamy’s Socio-Economic Status Scale (1980) were administered on the respondents.

The findings of the study were:

1. The socio economic background of the family had an effect on the moral judgement level of the children.
2. The achievement level had an effect on the moral judgement level of the children.


A cross-sectional study explored the moral judgement competence and moral attitudes of 310 Czech and Slovak and 70 foreign national students at the Medical Faculty of Charles University in Hradec Kralove, Czech Republic. Lind’s Moral Judgement Test was used to evaluate moral judgement competence and moral attitudes depending on factors such as age, number of semesters of study, sex, nationality and religion.

The findings reported were:

1. Moral judgement competence decreased significantly in the Czech and Slovak medical students as they grew older; in medical students from other countries it did not significantly increase.
2. The influence of other factors (Sex, nationality and religion) on moral judgement competence was not proven in either the Czech and Slovak or the foreign national medical students. The Czech and Slovak as well as the foreign students preferred the post conventional levels of moral judgement (Kohlberg's 5th and 6th stages).

3. Medical students who had undergone a lower number of semesters of study were morally more competent.

2.3.32. **Praedao Klengklao (2007)** conducted a study on “Parenting Styles and Moral Judgement in Juvenile Delinquency in Southern Thailand”

This descriptive research aimed at investigating the moral judgement of convicted adolescents in juvenile detention centers in the south of Thailand and their perception of their parents’ parenting styles.

The study sample consisted of 189 convicted adolescents. The research instruments included the Parenting Style Questionnaire and the Defining Issues Test.

*The findings reported were:*

1. Result revealed that 50.26% of subjects had clear perception of parenting styles and 49.7% were unable to clearly categorize their parents’ parenting styles. Of the subjects with a clear perception of the different parenting styles, the majority reported being raised under the authoritative parenting style.

2. Result regarding moral judgement showed that the majority of the subjects are at stage 2 of the moral judgement theory of James Rest. Subjects aged 17-18 year olds and with high school educational level had the highest level of moral judgement.
3. Additional results from One-way Analysis of Variance revealed that there were significant differences in levels of moral judgement of the five groups of parenting styles.

4. Post-hoc analysis using the Bonferroni Test showed that the authoritarian parenting style group was associated with a significantly higher level of moral judgement than other parenting style groups and the unidentified parenting style group was associated with a significantly higher level of moral judgement than the authoritative parenting style group.

2.3.3. **G. Rangaswamy (2007)** conducted a study on “Moral Judgement of High School Pupils in relation to Certain Factors”.

*The objectives of the study were:*

1. Does the sex, class of the study and locality of the students have any influence in reasoning of each moral stage, moral level and moral judgement?

2. Does the intellectual ability, personality, socio-economic status, religious difference, size of the family of the students have any influence on moral judgement?

*The major findings reported were:*

1. The inference was that sex, class of study and locality has no relationship on subjects as regards to stage I reasoning.

2. There was significant relationship between the boys and girls, subjects studying in different classes of study with regard to their stage III and stage IV and IVA reasoning.

3. There was no significant relationship between the boys and girls and locality with regard to their stage II, IV, IVA, VA and VB reasoning.
4. The inference was that sex and locality had no influence on subjects with regard to pre-conventional level.

5. The inference was that sex had influence and locality had no influence on subjects with regard to stage VI scores, with regard to conventional and post-conventional level reasoning and moral judgement scores.

2.3.34. Ramesh Kumar Mohanty, (2008), conducted a study on “Development of Moral Judgement in Elementary School Children in Relation to their Home Environment, Socio-Economic Status and Intelligence”.

The objectives of the study were:

1. To assess the level of moral judgement in elementary school children reading in religious based institutions like Shishumandirs, Bidyamandirs and compare the same with the students of other schools.

2. To prepare a profile of elementary school children in percentage on different categories of moral judgement like very poor, poor, and average, above average and extra ordinary.

3. To study the home environment, socio-economic status and intelligence of those elementary school children and to compare them due to sex variation.

The sample of five hundred religious based elementary school children and three hundred other government elementary school children has been well drawn for the study from undivided Cuttack district of Orissa region employing simple random sampling.

The tools used were Test of Moral judgement (Das R.C., 1981), Mohite Home Environment Inventory (Mohite, 1983), Mishra’s Verbal
Test of Intelligence (Mishra, 1984), and the Socio-Economic Status Scale constructed by the investigator were the tools used for the study.

The findings of the study were:

1. There exists a significant difference in moral judgement of children of religious schools as compared to that of the children of the other schools.
2. There exists a significant difference in the moral judgement of boys and girls of the sample schools.
3. There exists a significant difference in home environment, socio-economic status and intelligence of boys and girls at the elementary school level.
4. Highly sophisticated home environment influences better in the development of the moral judgement of the children at the elementary school level, as compared to low level of the home environment.
5. No significant difference was found in the moral judgement of the boys and girls due to high or low level of socio-economic status.
6. High and low level of intelligence groups of students differed significantly in their scores on moral judgement.
7. There exists a positive relationship between home environment, socio-economic status and intelligence and moral judgement of elementary school children.

The objective of the study was:

To investigate the role of gender, education (general education and health education) and religious belief (Catholic and non-Catholic) on moral choices by testing 50 men and 50 women with a moral judgement task.

The findings reported were:

1. No differences were found between the two genders in utilitarian responses to non-moral dilemmas and to impersonal moral dilemmas, men gave significantly more utilitarian answers to Personal Moral (PM) dilemmas (i.e., those courses of action whose endorsement involves highly emotional decisions).

2. Cultural factors such as education and religion had no effect on performance in the moral judgement task.

2.3.36. Hajimu Hayashi (2009) conducted a study on “Young Children’s Moral Judgements of Commission and Omission related to the Understanding of Knowledge or Ignorance”.

The objective of the study was:

This study examined developmental change in young children’s moral judgements of commission and omission related to mental states, especially knowledge or ignorance. 4-5 and 5- to 6-year-olds (n=67) made moral judgements about the tasks related to the understanding of knowledge or ignorance. The tasks were also composed of two types of acts: commission or omission.

The findings reported were:

1. The results showed that both age groups understood knowledge and ignorance, but that the older group made moral judgements based on
this understanding more similar to adults compared to the younger group.

2. There was no age difference whether the acts were of commission or omission. These findings indicate that there is no difference for young children in the difficulty in moral judgements of acts of commission and omission related to mental states, whereas there is a developmental difference in using the understanding of knowledge or ignorance for making moral judgements.

2.3.37. Stephens, Deidra Graves, (2009) conducted a co-relational study on “Parental Attachment and Moral Judgement Competence of Millennial Generation College Students”

The objective of the study was:

To determine, if there was a correlation between parental attachment and the moral judgement competence of college students in the context of their millennial generation characteristics.

The population studied included 6,091 students enrolled in two campuses of a major university system in the North-Eastern United States. Responses were received from 1,272 students (20.88% response rate). Subjects' level of perceived parental attachment was measured using the Parental Attachment Questionnaire (PAQ) and subjects' percentage of demonstrated moral judgement competence was measured using the Moral Judgement Test (MJT). Other variables studied included gender, ethnicity, class studying, and age.

The findings of the study were:

1. No significant relationship was found between perceived parental attachment and moral judgement competence in the population,
although the research did find significant differences by demographic characteristics.

2. The correlation between moral judgement competency and parental fostering of autonomy was significant for non-Caucasians, sophomore students, and students aged 18-19.

3. The correlation between moral judgement competency and total parental attachment, as well as between moral judgement competency and affective quality of attachment was also significant for sophomore students.

2.4 Summary and Linkages to Present Study

The following studies cited in this chapter have direct bearing on the present investigation, and all of these have been discussed earlier in detail.

Linkage Studies to Emotional Maturity

Arya, A, (1984) in his research study on “Emotional Maturity and Value of Superior Children in Family” found that the variables he chose like intelligence and sex found to be significant with emotional maturity where as residential location and age are found to be not significant.

Manral, Bheema, (1988), in their survey on “The Impact of Emotional Maturity and Prolonged Deprivation on Indiscipline Behaviour among University Students in relation to their Academic Achievement”, they studied on variables like sex, home environment and rearing experiences and found that home environment and rearing experiences are significant with emotional maturity where as sex did not show any significance with emotional maturity.
Gupta, Poonam, (1989), conducted a comparative study on “Male and Female Adolescent school going students on Emotional Maturity and Achievement in Co-Curricular Activities”. They found that sex and co-curricular activities influenced emotional maturity.

Pyara Singh Sidhu, (1991), studied about “Professional Competence of Physical Education School Teachers in relation to their Intelligence, Emotional Maturity, Self-Esteem and Environmental Facilities” and his study found that the variables intelligence, self-esteem, emotional regression, emotional adjustment and environmental facilities had influence on emotional maturity.

Singh, R.P (1993), in his survey on “Emotional Maturity of Male and Female Students of Upper and Lower Socio-Economic Status”, identified that sex and socio-economic status had shown difference in emotional maturity.

Kaur, M. (2001), studied about “Emotional Maturity of Adolescents in Relation to Intelligence, Academic Achievement and Environmental Catalysts”. He selected variables like age, stream of study, intelligence, academic achievement, location and sex. Age and stream of study are found to be significant where as the remaining said variables are not significant with emotional maturity.

Geeta S. Pastey and Vijayalaxmi A. Aminbhavi, (2006), conducted a study entitled “Impact of Emotional Maturity on Stress and Self Confidence of Adolescents” and found that sex and siblings had an impact on emotional maturity whereas income did not had any influence on emotional maturity.
Suneetha Hangal and Vijayalaxmi A. Aminabhavi, (2006) in their study on “Self-Concept, Emotional Maturity and Achievement Motivation of the Adolescent Children of Employed Mothers and Homemakers”, they identified that there is a significant difference between children of employed mothers and homemakers in their self-concept, emotional maturity and achievement motivation.

Mrs. Charu Vyas (2008) in her comparative study on “Anxiety, Emotional Maturity, Security-Insecurity among Adolescents of Co-Education and Unisex Education Schools” identified that sex and adolescents belonging to co-education and unisex educational schools had no impact on emotional maturity.

Archana Dutta, (2009), made an investigation on “Designing, Developing and Implementing an Educational Program for Enhancing Emotional Maturity of Student-Teachers”. Her study on the personal factors like giving and receiving help, affection, control and recognition showed difference in emotional maturity.

S.P. Goyal, Monika Gupta, (2010) made a study on “Relationship between Emotional Maturity and Attitude towards Marriage of Adolescent Girls” and found that marriage attitude of girls had shown difference in emotional maturity.

Subbarayan, G. Visvanathan, (2011) conducted a study on “Emotional Maturity of College Students” and found that sex and religion influenced emotional maturity and type of family had not influenced emotional maturity.
Surjit Singh, Parveen Thukral, (2011), in their survey research on “Emotional Maturity and Academic Achievement of High School Students” found that sex and location had an impact on emotional maturity.

**Linkage Studies to Social Maturity**

Saovaluk Thongngamkhom, (1983) conducted a study of “Social Maturity as a Function of Some Psycho-Socio Adjustment Factors of B.Ed. College Students of North-Central Region of Thailand”. The variables studied in this study were socio-economic status, leadership personality, family adjustment, level of study, emotional stability and found that all the variables have shown significant difference in social maturity.

S.D. Puranik, (1985), made a survey research on “Relationship of Social Maturity of Pupils with Organizational Climate and Teacher’s Morale in the Primary Schools of Bangalore City”. He studied on the variables sex and different organizational climate and found that these variables had influenced social maturity.

Patramon Jumpangern (1986) in the investigation on “Social Maturity of Teachers-College Students of Western Region of Thailand, in the Context of some Psycho-Socio Factors” found that the variables studied in the study area, sex and age; there is a significant difference between these variables and social maturity.

Manga Devi (1987) conducted a longitudinal study to examine the “Influence of Pre-School Education on Social Maturity, Language Skills and Scholastic Achievement of Students with and without Anganwadi Background at Primary Level”. The variables she has chosen were
language skills, learning experience and drop out rate and identified that all these had no impact on social maturity.

Asthana, Anju. (1989), study entitled “Social Maturity among School Going Children in the City of Lucknow”. The variables they chose were sex, intelligence, socio-economic status, academic achievement and adult dependence. Out of these, sex, socio-economic status had no impact, but remaining variables had an impact on social maturity.

Sarojamma, Y.H. (1990) conducted a comparative study of “Reading Ability and Social Maturity of Over, Normal and Under achievers of Standard VII”. The variables she had chosen were sex and type of school and these variables shown significant difference with social maturity.

Agnihotri, C.S (1991) conducted a “Cross-Cultural Comparative study between Tribal and Non-Tribal First Generation and Traditional Learners in Relation to their Social Maturity and Educational Adjustment” and found that there is a significant difference between tribal and non tribal learners in relation to their social maturity and educational adjustment.

Mulia, R.D. (1991), in his survey on “Social Maturity of Higher Secondary Students in the Context of their Streams, Sex and Differential Intelligence Quotient”. The variables he studied were sex, intelligence and stream of study and found that sex and stream had influenced social maturity whereas intelligence had not influenced social maturity.

Vijay Laxmi Agarwal, (2008), in her investigation on “Social Maturity of Adolescents in Relation to Cognitive and Non-Cognitive Variables” selected the variables like intelligence, socio-economic status, sex, self-concept, academic achievement, emotional stability, problem
solving ability, mental health and adjustment problems. The variables intelligence, emotional stability adjustment problems and mental health are found to be significant with social maturity where as the other variables are not significant with social maturity.

Surjit Singh, Dr. Praveen Thukral, (2010), conducted a study on “Social Maturity and Academic Achievement of High School Students”. The variables they studied were sex, academic achievement and area. They found that sex and area are not significant with the social maturity and academic achievement had shown significance with social maturity.

**Linkage Studies to Moral Judgement**

Wright and Cox (1967) in their research studied on “Relationship between Moral Judgement and Religious Belief”. The variables in their study were sex, age and subject studies in which except sex all other variables did not show any difference in moral judgement.

A. Simon, L.O ward. (1972) studied on “Age, Sex, History Grades and Moral Judgement in Comprehensive School Pupils.” The variables in their study were age and sex in which both had a significant difference with moral judgement.

Saraswati, T.S. (1978) undertook a study related to “Perceived Maternal Disciplinary Practices and their relation to Development of Moral judgement”. Her variables in the study were sex and different social class. She found that these variables had shown significant difference with moral judgement.
Vijaya Kalra (1978) conducted a study entitled “A Study of Moral Judgement in Children belonging to different Mental and Socio-Economic Levels”. The variables under this study were intelligence and socio-economic status and found a significant variation between these variables and moral judgement.

Bandyopadhyay, R. (1981) studied "Growth and Development of Moral Judgement in children". His study variables were age, sex, intelligence, type of school, socio-economic status and parental discipline. All the variables showed significant difference except socio-economic status in moral judgement.

Kumari. P (1981) conducted a critical analysis on “Personality Needs, Moral Judgement and Value Patterns of Secondary School Teachers”. Her variables under investigation were sex and area and found significant difference between these variables and moral judgement.

Prahallada, N.N. (1982) undertook his doctoral study on “An Investigation of the Moral Judgement of Junior College Students and their Relationship with Socio-Economic Status, Intelligence and Personality Adjustment”. In his study, he found that all the variables sex, age, socio-economic status, intelligence, personality adjustment, stream had an impact on the moral judgement.

Colby, Anne.et.al (1983) undertook "A Longitudinal Study of Moral Judgement". The variables in this study were sex, age, socio-economic status and intelligence quotient. These variables had an impact on moral judgement.
Garg, R. R. (1983) conducted a study entitled “Children’s Perception of Parental Disciplinary Practice and its Relation to Development of Personality Needs, Moral Judgement and Problem Solving Ability.” His variables under the study were age, social class and different parental disciplinary practices had shown influence on moral judgement.

Singh, R.S. (1983) in his study titled “Children’s Moral Judgement in relation to Prolonged Deprivation and Parental Attitudes”, selected different variables like prolonged deprivation, parental attitudes (possessive, dominative IX ignoring), and demographic variables (sex, area, birth order, age, educational status of father, income and type of school). He found that the variables like prolonged deprivation, children’s age, type of school, different income groups of the father, possessiveness, showed on impact on moral judgement. The sex, area, birth order and father's ignoring variables did not show any correlation to moral judgement.

Soni, J.C., (1984) in her research study entitled “Study of Moral Judgement in School Going Children of Rural Area of Delhi belonging to different Castes and Sexes”, the variables selected were caste and sex and found that both these variables had an impact on moral judgement.

Srinivas Rao (1984) undertook a study of “Moral Judgement in Children”. The variables he selected were sex, age, area, intellectual ability, religious practices and found that all these variables showed difference with moral judgement.

Bhargava, I (1986) conducted a study on “Development of Moral Judgement among Children at Concrete and Formal Operational Stages
and its relationship with the variable of Home and Educational Environment”. The entire variables that he selected for his study were, educational environment, home environment, age, co-curricular activities, morning assembly and socio-economic status had shown difference in moral judgement except sex.

Afshan Mahnaz (1987) made a survey on the “Relationship between Children’s Moral Judgement and the Treatment that they receive from their Parents and their Parents' Socio - Economic Status”. The variables of the study age, sex and fathers income had shown significant difference with moral judgement.

Prabhawati, Kumari. (1987) conducted a co relational study on the “Personality Needs, Moral Judgement and Value Patterns of Secondary School Teachers”. The variables studied were sex, area and age and found that all these variables showed significant difference in moral judgement.

Geethanath, P.S. (1988) undertook his study on “Moral Judgement in Relation to Some Selected Variables”. He found that all the variables he chose i.e. class, age, locality, intellectual ability, socio-economic status, and religion had an impact on the moral judgement of school students. Gender was the only variable which was not casting its influence.

M.R Krishnappa (1989) surveyed “Moral Judgement among VII Standard Pupils of Higher Primary Schools of Banglore District in relation to their Socio-Economic Status”. His variables in the study were sex and socio-economic status in which sex had no influence and socio-economic status influenced moral judgement.
Reddy, Dayakar.V. (1989) made a research on “Moral Judgement in relation to Intelligence, Personality and other Variables". The variables under his study are locality, classes, sex, intelligence, socio-economic status and personality. He found that sex, classes (between VIII and IX, X) and locality showed differences in moral judgement except classes between IX and X students.

Bajpai, Amita. (1991) undertook “An Experimental Study of an Educational intervention Curriculum for Value-Development and its Facilitative Effect upon the Development of Moral Judgement”. In the variables they selected intelligence, academic achievement, school adjustment, family structure, participation in intervention programme, socio-economic status, sex and birth order except the variables socio-economic status, sex and birth order all other variables had an impact on the moral judgement.

Gupta, K.M. (1991) assessed “The Structure of Teacher Educators in Moral Judgement”. He found that all the variables he choose i.e. sex, qualification (Ph.D and non Ph.D) and different streams had an impact on the moral judgement.

Urmila Rani. (1991) conducted a study on the “Personal and Educational Environmental Factors as Correlates of Moral Judgement among Urban and Rural Senior Secondary Students”. She selected the variables like intelligence, diet, sex, age, locality, socio-economic status, impact of television and discipline and found that all the variables except age, socio-economic status, impact of television and discipline had an impact on moral judgement.
Pradhan, G.C. (1992) in his investigation on the “Variation in the Development of Moral Judgement of School Students in Different Types of Schools in Relation to General Intelligence, Personal Values, Socio-Economic Status and Sex”, found that the variables intelligence, socio-economic status, sex, children belonging to government and private schools and locality had an impact on moral judgement.

Rani, Tripta, (1992) studied “The Role of the Intentions and Motives in the Development of Moral Judgement”. The variables like age, motives, religion and sex showed an impact on the moral judgement.

Soloman (1995) designed a study to examine the “Relationship between Children’s Moral Reasoning Maturity and their Legitimacy Judgements about Gender Stratification”. The study with sex as the main variable showed significant difference in moral judgement.

Anna Malgorata Palucka (1997) conducted a study on “Relationships of Moral Judgement, Emotional Empathy and Impulsivity to Criminal Behaviour in Young and adult Offenders”. The study with age as the main variable showed significant difference in moral judgement.

K.M. Meena Sharma and Prabhat Shukla (1999) conducted a study on “Moral Judgement in relation to Socio-Economic Status and School Background”. In their study, students belonging to different socio-economic status and students belonging to convent and nagarapalika schools showed difference in their moral judgement.

Chaya A. Heblikar (2001) in her survey on “Moral Judgement of 10th Standard Students in Relation to their Parental Behavior, Child Rearing Practices, Emotional Maturity and Personality Traits”, found that
the variables she selected parental behaviour, child rearing practices, emotional maturity, personality traits and sex had an influence on moral judgement except type of management and socio-economic status.


Rebecca L. Grime, M.A – (2005) studied “Social Perspective – Taking, Intimate Friendship and the Adolescent Transition to Mutualistic Moral judgement”. The study with sex as the main variable showed significant difference in moral judgement.

Anshu, Susan Jacob and Sushma Dubey (2006) in their research on “Moral Judgement during Late Childhood in Allahabad District” found that both the variables socio-economic status and achievement level differ significantly in their moral judgement.

Birgita Slovackova, Ladislav Slovacek (2007) undertook a study on “Moral Judgement Competence and Moral Attitudes of Medical Students”. The variables in the study like sex and nationality showed significant difference in the moral judgement except the variable age.

Praedao Klengklao (2007) studied on “Parenting Styles and Moral Judgement in Juvenile Delinquency in Southern Thailand”. The variables were age which had an impact on moral judgement and parental style which had no impact on moral judgement.
G. Rangaswamy (2007) in his survey on “Moral Judgement of High School Pupils in relation to Certain Factors” found that sex, class of study and locality did not show any impact on moral judgement.

Ramesh Kumar Mohanty, 2008, conducted a study on “Development of Moral Judgement in Elementary School Children in Relation to their Home Environment, Socio-Economic Status and Intelligence”. The variables in the study were sex, socio-economic status, home environment showed impact on moral judgement.


Hajimu Hayashi (2009) made a survey on “Young Children’s Moral Judgements of Commission and Omission related to the Understanding of Knowledge or Ignorance”. The study with age as the main variable showed significant difference in moral judgement.

Stephens, Deidra Graves, (2009) conducted a co relational study on “Parental Attachment and Moral Judgement Competence of Millennial Generation College Students”. The different variables in the study like gender, perceived parental attachments, class studying and ethnicity did not show any difference in moral judgement and the variable age showed difference in moral judgement.
2.5. Conclusion

In the present chapter the investigator presented a review of related literature in India and abroad, in order to know what was already done and what is needed to be explored in the concept of emotional maturity, social maturity and moral judgement of the student teachers.

In the next chapter the investigator will be discussing the method and procedure adopted to carry out the study.