Summary And Conclusions

The present study entitled, "A study of the development of moral reasoning and its correlates", is related with the factors which are responsible for the development of moral reasoning such as family environment, school environment, family relationship, family income, parental education, sex and locale etc.

One of the most significant defects of modern Indian education is the absence of any clear objectives and programmes promoting value education in it. The growing indiscipline, the lack of human considerations etc. are the results of weakening of social and moral values in the younger generation, which is a matter of grave concern for any right thinking man. The loss of human values is leading to a general discontentment and frustration in all those who have a concern for education of the child. If this situation is left uncared for or ignored, it may create a serious threat to the very foundations of our society and will ultimately make us completely rootless.

The role of teachers in this regard, is very important. The teachers represent the conscience of a nation. It is through examples rather than precepts that the teachers can help students imbibe human values. They will have to adopt a definite non-doctrinaire approach. The teacher must convince the students why a particular action or behaviour is good.
What is most needed, therefore, is the development of moral reasoning in children. Moral reasoning, even though, it is not a sufficient condition of moral behaviour, but certainly it is the essential condition.

This study, therefore, was undertaken as to find out the different correlates of development of moral reasoning such as -- school environment, home environment, family relationship, mother discipline, locale, sex, parental education & family income etc. The main objective was to study the various factors which facilitate moral reasoning.

**Objectives of the study:**

a) Primary Objectives:

1. To find the correlation between different dimensions of Mother Disciplinary Practices (MDP) and Moral Maturity (MM) of the subjects.

2. To find the correlation between different dimensions of family relationship and Moral Maturity of the subjects.

3. To find the correlation between different dimensions of School Environment and Moral Maturity of the subjects.

4. To find the correlation between different dimensions of Home Environment and Moral Maturity of the subjects.
5. To study the effect of Sex on Moral maturity of the subjects.
6. To study the effect of Locale on Moral maturity of the subjects.
7. To study the effect of Father's Education on Moral Maturity of the subjects.
8. To study the effect of Mother's Education on Moral Maturity of the subjects.
9. To study the effect of Family Income on Moral Maturity of the subjects.
10. To find out the effect of Father's Occupation on Moral Maturity of the subjects.

b) Secondary Objectives:
11. To study the effect of Locale on Power Assertion.
12. To study the effect of Mother's Education on Power Assertion.
13. To study the effect of Locale on Induction.
14. To study the effect of Mother's Education on Induction.

Hypotheses:

In the hypotheses corresponding to the objectives stated above, care has been taken to frame the hypotheses in directional form, if the related research and theoretical
orientation warrant a particular relationship, whereas if there is found some controversy or ambiguity of a definite direction in case of certain relationships or effect of a particular variable on the other, hypotheses have been framed in null form.

A) Hypotheses related to correlations:

1. Hypotheses corresponding to MDP

1.1 There is negative relationship between Power Assertion and Moral Maturity.

1.2 There is no relationship between Love Withdrawal and Moral Maturity.

1.3 There is positive relationship between Induction and Moral Maturity.

2. Hypotheses Corresponding to Family Relationship:

2.1 There is no relationship between Mother Acceptance (MA) and Moral Maturity.

2.2 There is no relationship between Father Acceptance (FA) and Moral Maturity.

2.3 There is no relationship between Mother Concentration (MC) and Moral Maturity.
2.4 There is no relationship between Father Concentration (FC) and Moral Maturity.

2.5 There is negative relationship between Mother Avoidance (MV) and Moral Maturity.

2.6 There is negative relationship between Father Avoidance (FV) and Moral Maturity.

3. Hypotheses Corresponding to School Environment

3.1 There is positive relationship between Creative Stimulation provided by the teachers and Moral Maturity of the subjects.

3.2 There is positive relationship between Cognitive Encouragement provided by the teachers and Moral Maturity of the subjects.

3.3 There is no relationship between Permissiveness provided by teachers and Moral Maturity of the subjects.

3.4 There is no relationship between Acceptance provided by the teachers and Moral Maturity of the subjects.

3.5 There is negative relationship between Rejection and Moral Maturity of the subjects.
3.6 There is no relationship between Control imposed by the teachers and Moral Maturity of the subjects.

4. Hypotheses corresponding to Home Environment:

4.1 There is negative relationship between Control imposed by the parents and Moral Maturity (MM) of the subjects.

4.2 There is no relationship between Protectiveness and MM of the subjects.

4.3 There is no relationship between Punishment and MM of the subjects.

4.4 There is no relationship between Conforming behaviour and MM of the subjects.

4.5 There is negative relationship between Social Isolation and MM of the subjects.

4.6 There is positive relationship between Rewarded behaviour and MM of the subjects.

4.7 There is no relationship between Deprivation and MM of the subjects.

4.8 There is no relationship between Nurturance and MM of the subjects.
4.9 There is negative relationship between Rejection and MM of the subjects.

4.10 There is no relationship between Permissiveness provided by parents and MM of the subjects.

B) Hypotheses related to the effect of different dimensions of independent variables on dependent variable:

5. Hypotheses corresponding to MDP:

5.1 There is no significant difference between Moral Maturity Score (MMS) of the subjects with respect to (w.r.t.) high and low Power Assertion.

5.2 There is no significant difference between MMS of the subjects w.r.t. high and low Love Withdrawal.

5.3 There is no significant difference between MMS of the subjects w.r.t. high and low Induction.

6. Hypotheses Corresponding to Family Relationship (FRI)

6.1 There is no significant difference between MMS of the subject w.r.t. high and low Acceptance by their Mothers.
6.2 There is no significant difference between MMS of the subjects w.r.t. high and low Acceptance by their Fathers.

6.3 There is no significant difference between MMS of the subjects w.r.t. high and low Concentration by their Mothers.

6.4 There is no significant difference between MMS of the subjects w.r.t. high and low Concentration by their Fathers.

6.5 There is no significant difference between MMS of the subjects w.r.t. high and low Mother Avoidance.

6.6 There is no significant difference between MMS of the subjects w.r.t. high and low Father Avoidance.

7. Hypotheses corresponding to School Environment (SEI)

7.1 There is no significant difference in MMS of the subjects w.r.t. high and low Creative Stimulation provided by the Teachers.

7.2 There is no significant difference in MMS of the subjects w.r.t. high and low Cognitive Encouragement provided by the Teachers.

7.3 There is no significant difference in MMS of the subjects w.r.t. high and low Permissiveness provided by the Teachers.
7.4 There is no significant difference in MMS of the subject w.r.t. high and low Acceptance by their Teachers.

7.5 There is no significant difference in MMS of the subjects w.r.t. high and low Rejection by the Teachers.

7.6 There is no significant difference in MMS of the subjects w.r.t. high and low Control imposed by the Teachers.

8. Hypotheses Corresponding to Home Environment (HEI)

8.1 There is no significance in MMS of the subjects w.r.t. high and low Control imposed by the parents.

8.2 There is no significant difference in MMS of the subjects w.r.t. high and low Protectiveness provided by the parents.

8.3 There is no significant difference in MMS of the subjects w.r.t. high and low Punishment by the parents.

8.4 There is no significant difference in MMS of the subjects w.r.t. high and low Conformity by the parents.
8.5 There is no significant difference in MMS of the subjects w.r.t. high and low Social Isolation by the parents.

8.6 There is no significant difference in MMS of the subjects w.r.t. high and low Reward by the parents.

8.7 There is no significant difference in MMS of the subjects w.r.t. high and low Deprivation of Privileges by the parents.

8.8 There is no significant difference in MMS of the subjects w.r.t. high and low Nurturance by the parents.

8.9 There is no significant difference in MMS of the subjects w.r.t. high and low Rejection by the parents.

8.10 There is no significant difference in MMS of the subjects w.r.t. high and low Permissiveness provided by the parents.

9. There is no significant difference in Moral Maturity of the subjects w.r.t. Sex.

10. There is no significant difference in Moral Maturity of the subjects w.r.t. Locale.
11. There is no significant difference in Moral Maturity of the subjects w.r.t. Father's Education.

12. There is no significant difference in Moral Maturity of the subjects w.r.t. Mother's Education.

13. There is no significant difference in Moral Maturity of the subjects w.r.t. Family Income.

14. There is no significant difference in Moral Maturity of the subjects w.r.t. Father's Occupation.

15. There is no significant difference in Power Assertion used by Mother w.r.t. Locale.

16. There is no significant difference in Power Assertion of the subjects w.r.t. Mother's Education.

17. There is no significant difference in Induction of the subjects w.r.t. Locale.

18. There is no significant difference in Induction of the subjects w.r.t. Mother's Education.

**Delimitations of the Study:**

The study was delimited to a well stratified cluster sample. The stratification was based on sex and locale. The total sample chosen comprised 400 Ss (200 Urban, 200 Rural).

The following tools were used for obtaining data:
1. Home Environment Inventory by Dr. Karuna Shanker Misra for assessment of home environment. ii) School environment Inventory for assessment of school environment iii) Family Relationship Inventory by Sherry & Sinha iv) Mother Disciplinary Practices (self prepared) were used to know to various means of discipline adopted by mothers’ v) Student Information Form, was used to collect information regarding student's residential background, educational background, age, parental education, occupation and family income.

To collect data on dependent variable (Moral Maturity), the subjects were given 10 moral dilemmas, which were adapted from literature on moral development. Some of the original dilemmas, used by Kohlberg's and his associates, were also included (in translation form).

The analysis of the data was done by using appropriate statistical techniques; keeping in view the requirement of the objectives (correlations, significance of differences between means i.e. ('t' value).

The main findings of the study are presented as follows:

A) Related with Mother Disciplines and Moral Maturity:

1. Power assertion is found to be negatively correlated with the moral maturity of the subjects, which means
that higher Power Assertion, the lower will be the Moral Maturity.

2. Love withdrawal is neither correlated nor significantly effects the moral maturity of subjects. However, love withdrawal occurs where the child is loved by parents. Where parents do not love their children, love withdrawal has no effect on moral maturity.

3. Induction is positively correlated with moral maturity of the subjects and significantly effects it.

B) Related with Family Relationship and Moral Maturity:

1. Acceptance of the subjects by the parents is neither correlated nor significantly effects the moral maturity of the subjects.

2. Mother Concentration is negatively correlated with moral maturity and effects it significantly. However, it is not found to be so, in case of father concentration.

3. Avoidance of the subjects by the parents is negatively correlated and significantly effects the moral maturity of the subjects.