CHAPTER V

DISCUSSION, FINDINGS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

A research can be fruitful if it can be implemented for further study. On the basis of analysis of data the present chapter highlight the scope of future research and utility of present research in various fields. The investigator has made humble request to see this chapter in this regard.

5.1 DISCUSSION OF RESULTS

5.1.1 Discussion of results of tables related to comparison of Moral Judgement (4.1 & 4.23)

These tables were related to the comparison of Moral Judgment between total sample of children (boys and girls) and between rural and urban children at formal operational stage. The table showed that there was significant difference in Moral Judgment between total sample of children (boys and girls). Girls were more mature to take rational Moral Judgment. So the null hypothesis was rejected consequently it was inferred that there was significant difference between boys and girls at formal operational stage. Another table showed that difference in location as urban or rural area did not play a significant role in the Moral Judgment because no significant difference was found between rural and urban children of Moral Judgment at formal operational stage. So the null hypothesis could not be rejected and subsequently it was inferred that there was no significant difference between rural and urban
children in Moral Judgment at formal operational stage. The reason behind difference between boys and girls in Moral Judgment could be that due to societal structural difference in brought up of boys and girls. At formal operational stage girls were more mature to understand about the Moral Judgment to play their role in making of family and society compared to boys. Children could be from rural or urban areas they had to confront with same societal structure, so they did not show any difference in Moral Judgment.

Some previous studies also indicated results in same line of action as investigator adopted. Tirri, Kirsi (2000) studied the “Development of empathy and role taking skills in pupils from grade six to nine.” Students wrote a story about moral conflict in their school involving themselves or their groups. Story content and theme were analyzed and compared across age groups. Sixth grade onward boys were clearly justice-oriented in their stories. Study done by Bandyopadiiyay, R (1981) on “Growth and Development of Moral Judgement in Children" and found that girls showed more maturity than boys in Moral Judgment. Study done by Rothbart K. Mary et al. (1986) on “Gender Differences in Moral Reasoning” indicated that moral orientations were widely used by both men and women, but women were more likely to employ predominantly care considerations. Results suggested that both gender need to be considered in understanding of moral reasoning. The above studies also supported the findings done by researcher.
5.1.2 Discussion of results of tables related to comparison of Emotional Intelligence (4.2 & 4.24)

These tables interpreted the comparison of Emotional Intelligence between total sample of boys and girls and between rural and urban children at formal operational stage. The result showed significant difference in Emotional Intelligence between total sample of boys and girls. Girls were more emotionally intelligent compared to boys. So the null hypothesis was rejected. Results of another table showed that there was no significant difference in Emotional Intelligence between rural and urban children at formal operational stage. So the null hypothesis could not be rejected. The reason could be that generally in Indian conditions girls had to manage their emotions and others emotions more to establish equilibrium in family, so girls were more Emotional Intelligent compared to boys. There would be some significant factors which could play role in Emotional Intelligence like culture, societal background and intelligence. The significant factors which influenced the Emotional Intelligence could be socio-economic status of parents (Mahnaz Afshan, 1987) and births order (Laksmi Sitaram, 2004).

The results of the study can be supported by another studies like, S. Katyal and E. Awasthi (2005) on “Gender Differences in Emotional Intelligence Among Adolescents of Chandigarh” and averted that girls were found to have higher Emotional Intelligence than boys. Another study done by Scourfield et.al (1999) showed that girls played more pro social and Emotional Intelligence behaviour rather than boys.
5.1.3 Discussion of results of tables related to correlation between Moral Judgment and Emotional Intelligence (4.3 to 4.5, 4.25 and 4.26)

These tables interpreted the relationship between Moral Judgment and Emotional Intelligence of total sample of boys and girls and of rural and urban children at formal operational stage. The results showed significant positive correlation between Moral Judgment and Emotional Intelligence of total sample of children and urban and rural children. The tables suggested that Emotional Intelligence had positive influence on Moral Judgment. For boys high positive and significant correlation between Moral Judgment and Emotional Intelligence was interpreted. So the null hypothesis was rejected. For girls the table interpreted high positive and significant correlation between Moral Judgment and Emotional Intelligence at formal operational stage. Consequently it was averted that Emotional Intelligence of girls was strongly related to their Moral Judgment. So the null hypothesis was rejected. Researcher had compared the tables for girls and boys and found that coefficient of correlation between Moral Judgment and Emotional Intelligence at formal operational stage, was more for boys compared to girls consequently it was inferred that Emotional Intelligence correlated Moral Judgment more of boys than girls. It could be due to the reason that girls could make mature Moral Judgment even their emotions were mismanaged upto a certain extent. Children who had high Emotional Intelligence exhibited more mature Moral Judgment capacity. Similarly high positive and significant correlation was interpreted between Emotional Intelligence and
Moral Judgment of rural children and urban children at formal operational stage. So the null hypotheses were rejected. But the rural children showed more positive correlation coefficient compared to urban children between Moral Judgment and Emotional Intelligence at formal operational stage.

These finding were in signature tune with study done by Hanks, Richard (1985), in which he analysed that intellectually less able children performed less on a test of Moral Judgment. The findings of Greene J. (2001) suggested that emotional reasoning played a role in the production of Moral Judgment in an important class of cases. These type of findings also found in the study done by Bartels, Daniel M. (2008). In his study the researcher found that moral rules played an important but context-sensitive role in moral cognition and offer an account of emotional reactions to perceived moral violation received less weight than the consideration of cost and benefits in Moral Judgment and decision making. After comparing present study to those finding researcher could inferred that Emotional Intelligence of children played a significant role in their Moral Judgment. Study done by Patient and Skarlicki (2010) also suggested that empathic induction had a greater effect on interpersonal and informational justice for communicators who were high (versus low) in moral development. These findings further enforced the study done by investigator.
5.1.4 Discussion of results of tables related to comparison of Social, Emotional, Educational and total Adjustment (4.6 to 4.9 & 4.27 to 4.30)

These tables analyzed the comparison of Emotional Adjustment, Social Adjustment, Educational Adjustment and total Adjustment between total sample of children (boys and girls) and between rural and urban children at formal operational stage. The results of the tables showed no significant difference in Emotional Adjustment, Social Adjustment and total Adjustment between boys and girls and between rural and urban children at formal operational stage. So the null hypotheses could not be rejected. Educational Adjustment showed significant difference at 0.05 level between total sample of children. Thus Null hypothesis was rejected. These results interpreted that two dimensions of Adjustment namely Emotional and Social Adjustment would be equally significant for both boys and girls and all three dimensions of total Adjustment between rural and urban children at formal operational stage. So this can be said that rural and urban area did not play a significant role in the Adjustment of the children at formal operational stage. Educational Adjustment showed difference between boys and girls. Girls had shown higher Educational Adjustment compared to boys. It could be the reason that they were high Academic Achievement than boys. In the rear of no significant difference found in Emotional, Social and Educational Adjustment between rural and urban children, the reason could be that in present study the total sample was taken from Mahendergarh district of Haryana and this District is not very modern, infect it comes under one of the most
backward districts of India. So difference in Adjustment was not found between rural and urban children.

These results were in line with previous studies like study by Manju Gehlawat (2011) on “Adjustment among high school students in relation to their gender” and found no significant difference in the Emotional, Social, Educational and the total Adjustment of students with respect to their gender. Sitaram Lakshmi (2004) also suggested that there was no significant difference in adjustment among the adolescent in comparison to their gender. There were many other factors which would be determining factors in the Social, Emotional and Educational Adjustment of the children at formal operational stage like socio-economic status of the family and type of family (Sitaram Lakshmi, 2004). Sinha (1998) also reported that socio-economically disadvantage male group had lower level of Emotional, Social and Educational Adjustment than advantaged group and location was not much influencing factor in the Adjustment. Study done by Mohan Gupta and Renu Gupta (2011) suggested that female children were better in Social Adjustment. While in Emotional Adjustment the result showed that boys and girls had same order of adjustment. The present study also indicated the results in signature tune with these studies. Shalu and Audichya (2006) assessed and compared the school adjustment of 60 rural adolescents (14 to 16 years) with reference to their emotional, social and educational sphere. They reported a significant difference in emotional adjustment among the gender
and boys scored better, whereas no significant difference was observed in school, social and educational adjustment.

5.1.5 Discussion of results of tables related to correlation between Moral Judgment and Adjustment (Emotional, Social and Education) (4.10 to 4.18 & 4.31 to 4.38)

These tables interpreted the correlation between Moral Judgment and Adjustment of total sample of boys and girls and of rural and urban children. The tables showed high positive and significant correlation between and Moral Judgment and Emotional Adjustment, Moral Judgment and Social Adjustment and between Moral Judgment and total Adjustment of boys at formal operational stage. Between Moral Judgment and Educational Adjustment of boys marked positive and significant correlation was found. A marked positive and significant correlation coefficient of girls was inferred between Moral Judgment and Emotional Adjustment, Moral Judgment and Social Adjustment, Moral Judgment and Educational Adjustment and Moral Judgment and total Adjustment. So the hypotheses were rejected. Contrast to boys, girls showed less positive correlation coefficient between Adjustment and Moral Judgment. Consequently it was inferred that girls were more mature in Moral Judgment even in the state of less Adjustment with the environment. Tables 4.31 to 4.38 interpreted correlation between Moral Judgment and three dimensions of Adjustment (Emotional, Social and Educational Adjustment) of rural children and urban children at formal operational stage. Tables showed that there was substantive positive and significant
correlation between Moral Judgment and Emotional, Social and Educational Adjustment of rural and urban children. A high positive and significant correlation between Moral Judgment and total Adjustment of rural children and urban children was interpreted at formal operational stage. So the null hypotheses were rejected. These results averted that Moral Judgment was correlated to the Adjustment. After comparison between Moral Judgment and total Adjustment of rural and urban children at formal operational stage it was inferred that urban children showed lower positive correlation coefficient in contrast to rural children at formal operational stage. That could be a significant reason in one of the reasons of increasing ill-impact of media and ‘Info-age’ technology among urban children and resulting in increasing road rage cases on roads and schools in urban areas.

Many studies supported and depicted almost results in line with present study. Study done by Shalu and Audichya (2006) assessed and compared the school adjustment of 60 rural adolescents (14 to 16 years) with reference to their emotional, social and educational sphere. The results of the study showed no significant difference in school, social and educational adjustment. Study done by Qiaobing Wu, Lawrence et.al (2011) suggested that social capital showed stronger effects when there was higher community social capital, while school social capital appeared to be most influential for children with lower community social capital. Peer social capital showed comparable effects on psychosocial Adjustment regardless of the stock of community social capital, but was most important for children with limited resources in both the community and
school. Studies which show the importance of peer group on adjustment like Laursen Brett, et al. (2007) suggested friendship buffers against the adverse consequences associated with being isolated and presenting adjustment difficulties.

5.1.6 Discussion of results of tables related to comparison of Academic Achievement (4.19 & 4.39)

Those tables showed comparison of Academic Achievement between total sample of boys and girls and urban and rural children at formal operational stage. The results inferred that there was significant difference in Academic Achievement between boys and girls at formal operational stage. The results depicted that girls were higher Academic Achiever than boys. So the null hypothesis was rejected and consequently it was interpreted that there was significant difference between boys and girls in Academic Achievement. Results of board examination also reveal that girls are generally higher meritorious compare to boys. Another table showed the comparison of Academic Achievement between rural and urban children at formal operational stage. Results interpreted that there was significant difference between rural and urban children in Academic Achievement at formal operational stage. Urban children were higher academically achiever than rural students. Thus the null hypothesis was rejected. It could be justified by the reason that although technology and academic facilities are spreading wings in rural and urban both locations but not as prominent among rural areas children as among urban children at formal operational stage. That could be one of the
prominent reasons why rural children were lagging behind in Academic Achievement.

Some other findings also supported present study. Nuthna P. and Yenagi (2009) said in their study that gender issue has become the talk of today's forum. Although the literacy rate is more among the boys than girls; it is quite interesting to observe that girls are securing better ranks than boys in almost all competitive examinations. From the last ten years, it is very fascinating to note the girl's figure to be more often in top ten two ranks in tenth class examination. Earlier some of the researchers reported that intelligence was the only factor that causes gender variations among high achievers. Education aspiration in case of girls was almost negligible causing very poor enrolment of girl children in schools. However, this trend seems to be changing in the recent past. Study done by Nuthana (2007) on “Gender analysis of academic achievement among high school students” found that rural and urban students differed significantly on academic achievement as t-value showed significant difference (t=4.31 p<0.01 level). The observation of mean scores revealed that urban students were having higher academic achievement than rural students (76.40 and 72.37, respectively).

5.1.7 Discussion of results of tables related to correlation between Moral Judgment and Academic Achievement (4.20 to 4.22 and 4.40 & 4.41)

Those tables showed correlation between Moral Judgment and Academic Achievement of total sample of boys and girls and
between urban and rural children at formal operational stage. The tables averted low positive and significant correlation between Moral Judgment and Academic Achievement of total sample of boys and girls, rural children and girls at formal operational stage. Negligible and no significant correlation was found between Moral Judgment and Academic Achievement of boys and urban children at formal operational stage.

Few studies also supported present findings like study done by Ramesh Kumar Mohanty (2008) on “Development of moral judgement in elementary school children in relation to their home environment, socio-economic status and intelligence” and results showed positive relationship between the intelligence and development of moral judgement of elementary school children. In other study Sundaram (1989) studied urban and rural difference in achievement and achievement related factors such as self-concept, manifest anxiety, study habits, intelligence, adjustment problems and achievement motivation among college students and found difference in rural and urban college students in achievement and related factors like self-concept.

5.2 MAIN FINDING

The main aim of the investigation was to study the Moral Judgment among children and to see the relationship between Moral Judgment and Emotional Intelligence, Social Adjustment and Academic Achievement at formal operational stage. The study showed significant difference in Moral Judgment between boys and girls at formal operational stage. The children of rural and
urban areas did not show any significant difference in the Moral Judgment at formal operational stage. High positive and significant correlation between Moral Judgment and Emotional Intelligence, high positive and significant correlation with Social Adjustment and low positive and significant correlation with Academic Achievement was found in the study.

5.2.1 Findings about Moral Judgment

Difference in sex showed difference in Moral Judgment at formal operational stage. A significant difference was found in the Moral Judgment between boys and girls at formal operational stage. Girls showed higher Moral Judgment value compared to boys at formal operational stage. The children of rural and urban areas did not show any significant difference in the Moral Judgment at formal operational stage.

5.2.2 Findings about Emotional Intelligence

Significant difference was found in Emotional Intelligence between boys and girls at formal operational stage. High positive and significant correlation was found between Moral Judgment and Emotional Intelligence of total sample of boys and girls at formal operational stage. In Girls high positive and significant correlation was found at formal operational stage. High positive and significant correlation was found between Moral Judgment and Emotional Intelligence of boys at formal operational stage.

High positive and significant correlation was exhibited between Moral Judgment and Emotional Intelligence in rural children at
formal operational stage. There was substantive positive and significant correlation between Moral Judgment and Emotional Intelligence of urban children at formal operational stage.

Similarly high positive and significant correlation was found in rural children compared to urban children who showed marked positive and significant correlation between Moral Judgment and Emotional Intelligence at formal operational stage.

5.2.3 Findings about total Adjustment (Social, Emotional, Educational Adjustment)

There were three main dimensions of Adjustment *viz.* Emotional Adjustment, Social Adjustment and Educational Adjustment. No significant difference was found between total sample of boys and girls in Social Adjustment and Emotional Adjustment. In Educational Adjustment girls scored better than boys at formal operational stage. No significant difference was found in rural and urban children in Social, Emotional and Educational Adjustment at formal operational stage.

Moral Judgment and total Adjustment showed high positive and significant correlation in total sample of boys and girls at formal operational stage.

There was high positive and significant correlation between Social Adjustment and Moral Judgment of boys. Moral Judgment and Emotional Adjustment of boys showed high positive and significant correlation at formal operational stage. Substantive positive and significant correlation was found between Educational
Adjustment and Moral Judgment in boys at formal operational stage. There was high positive and significant correlation existed between Moral Judgment and total Adjustment of boys at formal operational stage.

Moral Judgment and Emotional Adjustment of girls showed substantive positive and significant correlation at formal operational stage. There was marked positive and significant correlation between Social adjustment and Moral Judgment of girls. Substantive positive and significant correlation was found between Educational Adjustment and Moral Judgment of girls at formal operational stage. There was marked positive and significant correlation existed between Moral Judgment and total Adjustment of girls at formal operational stage.

Moral Judgment and Emotional adjustment showed marked positive and significant correlation of rural children at formal operational stage. There was substantive positive and significant correlation between Moral Judgement and Social Adjustment of rural children at formal operational stage. A significant and marked positive correlation was found between Moral Judgment and Educational Adjustment of rural children at formal operational stage. A high positive and significant correlation was found between Moral Judgement and total Adjustment of rural children at formal operational stage.

There was substantive positive and significant correlation between Moral Judgement and Social Adjustment of urban children at formal operational stage. Moral Judgment and Emotional
adjustment of urban children showed marked positive and significant correlation at formal operational stage. A significant and marked positive correlation was found between Moral Judgment and Educational Adjustment of urban children at formal operational stage. A high positive and significant correlation was found between Moral Judgement and total Adjustment of urban children at formal operational stage.

5.2.4 Findings about Academic Achievement

Total sample of boys and girls showed significant difference in their Academic Achievement at formal operational stage. Girls showed high Academic Achievement than boys at formal operational stage.

A low positive and significant correlation was found between Moral Judgment and Academic Achievement in total sample of boys and girls at formal operational stage. Boys at formal operational stage showed negligible and insignificant correlation between Moral Judgment and Academic Achievement. Girls showed low positive and significant correlation between Moral Judgment and Academic Achievement at formal operational stage.

Rural children showed low positive and significant correlation between Moral Judgment and Academic Achievement at formal operational stage. Urban children showed negligible and not significant correlation between Moral Judgment and Academic Achievement at formal operational stage.
5.3 EDUCATIONAL IMPLICATIONS

Society is reaching its peak in terms of knowledge and new innovations but we are truly lacking in the area of human values and enlightened citizenship. Humanitarian values are crying need of the society. Only making law for citizens and protecting human rights with the help of Universal Declaration of Human Rights are not sufficient. Organizations need more emotionally intelligent and morally bound managers who can develop good working environment where employee can adjust and work with commitment. If we want to achieve more inclusive, faster and sustainable growth for our nation then we have to heed about moral values in the children. The phenomena of moral judgment, emotional intelligence and adjustment have traditionally been considered of limited value by the mainstream psychological and educational scholarship. Instead they assigned greater value to the rational and cognitive part of mind. It is only recently that there is revival of interest in the study of value education and soft skills.

This area of research has captured a sense of solution to myriad problems faced at work, in education, health domains and at large in society. Much in congruence with this statement, the investigator utilised this section to put forward some of the practical recommendations to equip teachers and parents with a variety of classroom and home management strategies to strengthen children’s moral judgment with a view to obtain emotional intelligence, adjustment and academic achievement.
The most important finding of the present study is to foster morals through excellence. It may not be enough just to help those who suffer, rather majority of normal people and children also need examples and advice to reach greater heights and more fulfilling existence. The teachers, parents and educational organizations at apex level should exercise their brains to make children not only academically but morally, emotionally and socially perfect, so that, they can contribute in country’s progress and will not be considered as a burden on the country. The present piece of research has its implications for teachers working at secondary level, the policy planners, the curriculum framers and the parents and schools.

Teachers being prominent and ideal role model for the society must take care while dealing with the children at formal operational stage. Efforts have to be made by the teachers to help the child to become a morally strong, emotionally intelligent and socially well-adjusted individual. In the past, academic performance was often measured more by ear than today. Teachers' observations made up the bulk of the assessment based on marks obtained in different subjects and then to categorize them bright and dull children of the class. Now the time has changed and gradually it comes on grades and continuous and comprehensive evaluation of the children but more understanding is required from the teachers. They also need to understand the behaviour of each and every child by utilizing their vast experiences and provide right direction to them. Children at formal operational stage have their own thinking and reasoning so a teacher have to understand their view points and must satisfy
them with logical reasons. Teachers themselves should become role models in the society so that children can easily follow them. Only teaching what is wrong and what is right is not sufficient but why it is right or why it is wrong are more important. The capacity of moral judgment should be developed in the children with project work and group activities because at formal operational stage children are more influenced by their peer group. So team work can be a good model to inculcate moral judgment in the children. Suppose the child is using all the time the authoritarian type judgment then he is to be made conscious to the principles of cooperation and desirable of using cooperation and mutual obligation as yardstick for Moral Judgment. Many concrete situations will have to be provided to the child where he could get an opportunity to cooperate and learn. Progressively s/he will accept in cognitive structure that it is better to cooperate than to lead a solitary life.

The role of schools become very crucial when one talk about fostering Moral Judgment and Emotional Intelligence and Social Adjustment in children. Academic achievement is not the only road to success in the working world, much effort should make to identify, evaluate, track and encourage soft skills like moral judgment, emotional intelligence and social adjustment of children in schools. Schools though invested in fostering good academic habits for the same reason, but generally influenced by concerns about the school's reputation and the possibility of monetary aid from government, which can hinge on the overall academic performance of the school. So they emphasised only on merits of
the children not on their holistic development and thinking capabilities. In recent times, school should show keen concern about the pathetic conditions of our society and should shoulder the responsibility of enlightened, emotionally intelligent, and socially adjusted children. School psychologists and others designing interventions should be there in schools to improve Academic Achievement, Moral Judgment, Emotional Intelligence, and Social Adjustment of children with social-emotional competencies and classroom climate, especially teacher support of children.

Parents being the first teacher of child play a very significant role in the development of moral judgment of the child. Parents can provide the most constant and visible models of behaviours associated with character development; they can also help by identifying other models of the traits which they want from their children to develop and by raising appropriate character-related issues in discussions of daily events. Parents can also assist, by exposure to examples of behaviours that negate their own views of positive values and virtues. The approach used by parents has the greatest impact on how the child and parents yield a more productive environment to receive information pertaining to the moral issues. The yielding to moral teaching is based primarily on the reactionary process of the care given through the level of affect presented by the adult. This in turn brings the moral and social message to the child in a more concrete fashion. Especially the children belong to the formal operational stage that has their own reasoning; parents should be democratic enough for child to express his/her views liberally. So that child becomes morally
judgmental, emotionally intelligent and socially adjusted. As moral judgment is much related to emotional intelligence, parents should take care of proper nurturing of emotions of the child. Parents’ communication with their children is one aspect of children’s social experiences that may be used in the construction of moral knowledge. By explaining the reasons for rules and responding appropriately to moral violation especially to the children belong to formal operational stage; parents can facilitate moral development by stimulating children to think reflectively about their actions.

The present study is very useful for the policy makers. While framing the policy of education, moral development should be considered as important aspect of education. Generally more emphasis is given on new scientific research and inventions, but moral judgment is not given any due consideration. Group games, essay contests, debate, creative work, problem solving etc., which aid extensively in moral and emotional development and group activities like group discussion, camps, educational excursions, picnics, and outing which encourage social adjustment should find a respectable place in curricula. This will not only solve the problem of student unrest but also add to the quality learning without burden in children. In policy making more emphasis should be given to assessment of moral judgment, emotional intelligence and social adjustment which are known to contribute directly to academic achievement and success in latter part of life. The finding of this study are therefore of vital concern that may be utilised to develop moral judgment in the period of growth.
The study also visibly reveals that emotional intelligence, social adjustment and academic achievement contribute to moral judgment of the children. A consideration of this fact indirectly has an influence in teacher training college/ institutions also. This can also be used in the process of the selection of the pupil teachers while admitting in colleges. More attention should be paid in building relationship among peer group and establishing repo with parents and society. This should be placed as an important aspect of the curriculum of the teacher training programme. Training in the area of moral judgment should be made.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

The present research was to investigate the relation of Emotional Intelligence, Social Adjustment and Academic Achievement with Moral Judgment. Moral judgment is a vast aspect for doing research and dire need of the society. Due to many constraints it was not possible for researcher to touch upon all the areas. In view of own experiences researcher is giving following suggestions for further research-

- Present study was only limited to Mahendergarh district only. Parallel studies can be conducted in other areas of the country.
- Culture was an important aspect while studying the moral judgment. So role of culture in moral judgment can be studied for future research.
- Role of parents played a significant role in development of moral judgment. For future research it can be taken in account.
The present study was conducted on the formal operational stage of the children only. More stages can be considered for future research.

Sample size for present study was 259 children. A large sample size can be taken for further research.