CHAPTER I
INTRODUCTION

Introduction of a chapter provides Bedtime Reading for People Who Do Not Have Time to Sleep. This chapter explain an overview of the problem; why it is important; a summary of extant of work and statement of objectives and hypothesis or specific question to be explored. This chapter describe the central concept underlying the work. In this chapter a theme is presented which ties together all arguments. It tries to pose the questions at a conceptual level which requires answers on the basis of statistical techniques.

1.1 BACKGROUND OF THE STUDY
Moral development is the ultimate aim of education and around this the whole educational system revolves. For over a decade moral values and moral character are the central theme in describing the social relationships. Many philosophers agree upon that Moral Judgment is the judgment of good and right in action. Moral Judgment is a by-product of child’s general social experiences. Patterning of experiences is necessary for higher form of Moral Judgment. In Shewer’s view morals are “Standards and principles for judging worth” means they are criteria by which we judge things. Williams and Gantt (2002) defined “moral” as any event that has a meaningful implication or consequence in the lives of human beings. This means that an event which is morally relevant can be proved genuinely meaningful for an individual. Moral do not exist as object in space and time but are established
by judgment, by judging things, qualities, events or actions from a personal point of view (Taneja, 1984). The judgment aspect of morality is the capacity to make judgment about right and wrong and to justify maintaining standards to one and to others. Moral judgments are the assertions; which an individual makes on the basis of his/her values. The values are grounds for the judgment not the conclusions.

Even the Kothari Commission (1964-66) recommended instructions about moral, social and spiritual values at all levels of study. The United Nations Educational, Social and Cultural Organization in its report (1972) suggested that educational system should encourage the promotion of the values of world peace, international understanding and unity of mankind. The National Moral Education Conference (1981) emphasized moral education up to high school stage compulsorily for all children to inculcate moral and human values in the children. The National Policy on Education (1986) laid much emphasis on value education and urged to bridge the gap between the formal education system and Indian rich and varied cultural tradition. Acharya Ram Murty Committee (1990) stressed on improving value education as an integral part of educative process. From recommendation of all these committee and commission it can be understood that almost all Commissions of Education recommended moral development at one stage or the other.

Moral judgments are evaluations or opinions formed as to whether
some action or inaction, intention, motive, character trait or a person as a whole is (more or less) Good or Bad as measured against some standard of Good. That factor which distinguishes Moral Judgments from non Moral Judgment is the context of the statement. We can group Moral Judgments into two broad classes. There are "before-the-fact" Moral Judgments, and there are "after-the-fact" Moral Judgments. Before-the-fact judgments are those made before the action (or inaction) takes place. They are based on the best information available at the time as to what the moral landscape holds and what its future shape will be. These are the judgments about what "ought to do (or not to do)", and whether what are planning to do (or not do) is Good or Bad. After-the-fact Moral Judgments are made after the action (or inaction) has taken place, and are based on sensational view of the actual consequences. These are judgments about what "ought to have done (or not done)", and whether actual actions were Good or Bad. Moral Judgments are judgments of certain choices, or potential choices, where the one who chooses is aware that there is a choice, and has the capability to choose. A person who cannot do other than what was done, is not subject to Moral Judgment. But if a person has the freedom to choose alternatives, then that person's intentional, or unintentional actions or inaction can be subject to Moral Judgments. A Moral Judgment can be true, but only if the ethical system within which the judgment is made establishes a definitional connection between some proposition about reality and
the normative concept of good. Piechowski (1979) asserts that advanced moral development is associated with emotional sensitivity, compassion, and moral belief, and ultimately facilitates self-actualization. He links moral characteristics to emotional aspects of human development in that the emotional mode of developmental potential generates mental functioning, which is crucial for the formation and development of high levels of moral sensitivity.

1.1.1 Piaget work on Moral Judgment

Piaget, the Swiss psychologist, is well known for his classic work in child development, THE MORAL JUDGMENT OF CHILD. Piaget has cognitive developmental approach to Moral Judgment. This approach stresses age associated cognitive changes as influencing factor for moral development. According to Piaget, the essence of morality is:

Respect for rules of social order, and
A sense of justice as revealed by concern for reciprocity,
And equality among individuals. (Piaget, 1932)

For this Piaget had adopted clinical approach. Piaget’s interest was in securing insight into mental activity of the child. In studying moral development he tried to find out the logic which the child was using in judging moral issues.

Piaget’s basic aim in using clinical method was to follow the child’s thought without deforming it by investigation or by imposing adult’s view on the child. One important feature of
clinical method is that the experimenter tries to adopt the language of the child and keep the level of question accessible to the child. Piaget distinguish four main stages in moral growth through which child passes in his moral development-

1.1.1.1 First stage- Anomy-pre-morality
This stage is characterised by purely instinctive behaviour. The only influence that modifies it in any way is the pain and pleasure that are experienced which are its sole sanctions. Since the normal child will develop into some sort of moral being- through the process of imitation, suggestion, identification and the formation of an ego ideal-we may describe this more directly as the stage of pre-morality.

1.1.1.2 Second stage- Heteronomy- external morality
In this stage the child is dominated by rules imposed by others. The authorities cited by child are naturally parents, teachers, religion and the police. Heteronomy is an imposed morality. The control of heteronomy is the sanctions of reward and punishment.

1.1.1.3 Third stage-Socionomy-External-Internal morality
This stage refers to an inner moral awareness. The child in process of developing relationship with other peers becomes conscious of the give and take between them. It is in the stage of socionomy that we observe dramatic development within the individual. So that external morality of heteronomy, increasingly get internalized to become part of the child himself. No longer is he fully controlled by crude, external sanctions of reward and punishment. The
controls now are increasingly social praise and social blame.

1.1.1.4 Fourth stage: Autonomy-Internal morality

This stage refers to self rule and is marked by the progressive interiorisation of the rules learnt under the process of heteronomy. Here the individual has his own inner ideals of conduct. He is no longer dependent upon fear of authority or fear of public opinion. He is now dependent on his own inner self praise and self blame. The self rule of autonomy may vary enormously in quality from one individual to another.

It is in terms of these four stages of development that we pattern the moral judgement of the child, they follow each other in sequence, none can be bypassed, if there is to be moral progress.

The process of development, defined in these four stages has three characteristics-
(a) The progressive interiorisation of heteronomous percept’s.
(b) Increasing development of inner attitudes that are powerfully emotionally- toned fear merging into guilt and guilt into conscience and
(c) The growing exercise of putting into practise the rules of conduct learnt through heteronomy.

Piaget works out his approach in three ‘areas’-
(1) The rules of the game- how rules in game come to accepted and how children regard these rules.
(2) Moral realism- or the tendency to regard, duty and value attached to it as self- subsistent and independent of the mind as
imposing itself regardless of the circumstances in which the individual may find himself.

(3) The idea of justice- and the development from ‘retributive justice’ to ‘distributive justice’ defined by ‘equality’ or ‘equity’.

These three areas have been discussed in detail as following-

1.1.2 The rules of the game-Piaget documented his analysis by reference to the game of marbles as played by Swiss children and claims on the basis of his observations and questioning to children, that there is a ‘certain correspondence among children’s judgments about rules and practices of these same rules. He distinguishes between the application of rules and consciousness of rules.

1.1.2.1 Application of rules- Here Piaget indicates four stages of development

(i) Up to the three years of age it is called ‘motor behaviour’, when the child develops habits of ‘individual rules’ only.

(ii) Roughly between three to seven years of age when the child begins to take an interest in rule regulated behaviour of older children and want to play with them but shows no proper appreciation about the nature and function of the rules. Piaget describes this as ‘egocentric’ stage.

(iii) Roughly between the age of seven to ten years when the child develops a genuine social sense and acceptance of common rules through appreciation of the need for cooperation.

(iv) From about ten years of age children show that they have mastered the rules of the game and even take pleasure in juridical
discussions whether principle are merely a procedure which arise out at the point or time of dispute.

1.1.2.2 Consciousness of rules

Here Piaget distinguishes three stages-

(1) Up to the age of about five years the child may either have purely motor rules or apprehend rules ‘unconsciously’ as a factor in his environment but not as being constraint upon him.

(2) From about five years to ten years of age, children develop a kind of respect for the given and sacred character of rules which are endowed with same kind of respect and authority as laid down by parents, other adults and older children.

With regard to moral rules the child submits more or less complete intention to the rules laid down for him, but remaining as it were external to the subject’s conscience do not really transform his conduct.

Towards the age of about seven or eight there is a degree of genuine cooperation developed which however is not possible to displace wholly the attitude of mystical respect to authority. By the end of this period the child typically has learned by cooperation the existence of possible variations in the use of rules and therefore the established actual rules are recent and have been made by children.

(3) During the third stage from the age of about ten years the rules of the game cease to be regarded as sacred externally imposed laws and come to be viewed as the result of free interaction and reciprocity between equals deserving to be respected because they
are the product of mutual agreement.

1.1.3 Moral realism

According to Piaget moral realism is characteristic of childhood up to the age of about nine years. He refers three aspects of moral realism-

(a) What is good is, what is in obedience to adult rules or adult instructions

(b) The letter rather than the spirit of the rule must be followed.

(c) Objective responsibility- responsibility for actions is viewed not in accordance with the motive which has prompted them but in terms of their exact conformity with established rules. Actions will be evaluated more in terms of the consequences of the actions as defined by adults as good or bad than in terms of the intentions of the actor. In fact in his discussion of moral realism Piaget is largely concerned with the question of consequences versus intentions.

Here, Piaget is concerned with how children evaluate actions and the basis for these evaluations.

‘But’ he says ‘broadly speaking’ it cannot be denied that the notion of objective responsibility diminishes as the child grows older. Piaget thinks that the ‘objective responsibility’ attitude is occasioned by adult constraint in the sense that at least some adults apply their sanctions in such a way as indicate or suggest objective responsibility.

Again, judgment in terms of intentions becomes more frequent about the age of nine. The older children, ten to twelve years
generally viewed lying as bad on the grounds that truthfulness is necessary for fruitful cooperation and mutual agreement and trust. There seems to three stages in attitude to lying. In the first, it is regarded as wrong because it is punished; in the second it is regarded as wrong in itself, while in the third it is regarded as wrong because it undermines trust.

Piaget feels that his inquiries suggested ‘processes whose final terms were quite distinct from one another’ and these processes essentially reflect principles of unilateral respect and mutual respect thus leading to conclusions confirming those from the study of the game of marbles. Thus Piaget suggests that moral realism is partially due to the intrinsic nature of the child’s mental development and partly to the way in which children are treated by adults. Moral realism is closely associated with unilateral respect or heteronomy, but for Piaget it is not a phenomenon distinctive of moral sphere. On the contrary it is associated with intellectual realism. It is an important aspect of Piaget’s thinking that physical regularity is not dissociated from moral obligation and social rules are part of general world order.

1.1.2.3 The Idea of Justice

Piaget here starts with a consideration of punishment. He said that there are two ways of looking at punishment, one may regard punishment retributively as the proper expiratory consequence of
wrong doing; or one can regard punishment as essentially not a matter of expiation but as matter of seeing that the transgressor puts right or wrong he does or himself carries the consequences of his wrong doing. Again Piaget uses the technique of story-telling. In these stories a child does something wrong and the subject is asked to say how the child in the story should be punished. Then three alternative forms of punishment are suggested and the child has to say which is the most severe. He is then questioned to find whether he judges the punishment in terms of its severity or according to some standard. The punishments suggested are either ‘expiatory punishments’ or ‘punishment by reciprocity’.

The next question considered by Piaget, was the question of ‘collective’ or ‘communicable’ responsibility. Once again he used the story-telling technique. Situations were described involving transgression by children in which the adult (a) punished the whole group without bothering to find out who the guilty child was, (b) wanted to find the guilty child but, could not, since he did not own up and the group would not give him away and (c) wanted to find the guilty child but could not because nobody knew who he was. The children were then asked whether it was fair or not, for the whole group to be punished. In situations (a) all Piaget’s children both younger and older thought it unfair for the group to be punished without any concern for who had actually committed the offence. Thus here, no tendency to collective responsibility was found.
In situation (b) both approval and disapproval were found among both younger and older children, but on the whole younger children were more inclined to think that all knew who was the offender was and shared his guilt by not denouncing him, as duty to the adult required, while older children were more inclined to think that group punishment was fair because by deciding to shield the offender the members of the group had recognized their group membership and solidarity. In situation (C) the younger children thought that everyone should not be punished there must be punishment after transgression even if the innocent suffered as well as the guilty. All children over the age of eight or nine years thought collective punishment in situation (c) more unjust than in situation (b).

Piaget then turns to what he calls ‘immanent justice’. By immanent justice he means the belief in ‘automatic punishment’ which emanate from things themselves, a belief which he believes to be characteristically held by young children. Again with the story technique he finds belief in immanent justice decline from the age of six, while about four fifth of the children taking this view and at age of twelve only one third believed in immanent justice.

Piaget also compares ‘retributive justice’ with ‘distributive justice’. ‘Retributive justice’ refers to the belief that each should be rewarded strictly according to his deserts. ‘Distributive justice’ is the idea that equality of treatment should often be the norm. Piaget found that for the little ones, the necessity of punishment is so
strong that the question of equality does not even arise. For the older children distributive justice outweighs retribution. Similarly when authority and equality are pitted against one another, younger children tend to feel that the authority of their parents is absolute and whatever they say must be right whereas older children feel that equality should prevail over authority. Children in between as it were may accept the parents’ right to obedience without acceptance of the justice of their impositions. The oldest and most ‘advanced’ children apply what Piaget calls ‘equity’, which goes beyond equality to take account of the particular situation in which each individual finds himself.

Thus, from his study of justice, Piaget distinguishes three broad stages in the development of the sense of justice.

(1) Up to the age of seven or eight, what is just, is what enjoined by adult’s authority.

(ii) Between eight and eleven equality becomes the governing principle of justice.

(iii) After about eleven, equalitarianism is replaced by equity, taking account of individual circumstances, e.g. respect due to age or previous service rendered.

1.2 RATIONALE OF THE STUDY

India use to take pride in its rich traditions, art, culture, ideals and teaching of great personalities. But these seem to be dormant and polluted up to a large extent. Media’s reports of increased violent juvenile crime, teen pregnancy, embezzlements, human rights
violation, numerous abuses and suicides have compelled many people within and outside the country to declare moral crisis in India. Today the children are committing suicides, doing murders, road rages and fight over trifle matters etc. These all are due to lack of values and inability to take Moral Judgments as one of the prominent reason. Anxiety and stress are increasing in the children. They are taking burden from every side, burden in the form of ‘To be best in all endeavor of life.’ Much emphasis has been put on certain aspects of intelligence such as logical reasoning, math skills, spatial skills, understanding analogies, verbal skills etc. Researchers were puzzled by the fact that while IQ could predict to a significant degree of academic performance and to some degree professional and personal adjustment but there was something missing in the equation. Some of those with fabulous IQ score were poorly adjusted and morally injustice in their judgments. One could say that they were wasting their potential by thinking, behaving and communicating in a way that hindered their chances to succeed. Two of the major missing parts in the success equation are Moral Judgment and Emotional Intelligence. To illustrate the above stated fact, if we reflect on achievements of humanity from the primitive time to modern era, we come across people who stand out their ability and their high ethical judgments to the environment in such a way that they contribute to the development of humankind.

In today’s world, which is marked by cut throat competition, it is
imperative to manage the stress and strain and to keep pace with the demands of life. Human functioning is determined by emotion and emotions are considered as higher order of intelligence (Mower, 1960). F. Musgrove in his article “The Decline of Educative Family” has writes that now a day family has given up most of its educative function. They are more dependent on schools for imparting moral values in children. Especially if we talk about modern era then process of socialization and transmitting morals only at home or only at schools cannot prepare the rising generations for moral struggle which are challenging and they are bound to face. Extreme urge of money, dishonesty, selfishness and corruption can be seen in each and every field even among the highly qualified people. These situations compel everyone to think over the question of transmitting moral values among generations. If the product of our educational institutions go out morally illiterate and unprepared then the day is not far when the laws of jungle will replace our civilized ways of life and our society will become a jungle. This situation should not come in the society, for this every individual should be making accountable to play his/her role for imparting morals in the children. Previously it was the common belief that moral education is the responsibility of schools and colleges. They only have to transmit the moral values in the children. Many consider moral education to be the duty of professional educators but in present scenario it’s not like that. The time has come that we must bring up our generations with logical
moral values, clear perception and visible insight about moral and values. It is the duty of every person to make humane environment and properly transmit moral values in children, so that coming generations can take rational Moral Judgment.

At the formal operational stage (12-15 years) children become critical and develop logical thinking and reasoning. At this stage children are not interested in predetermined and written laws for making rational judgments about morals. Scientific logic and values of emotions and adjustment in practical terms should be confronted to them for learning of Moral Judgment. In this way children will be able to understand the logic and significance of morals and its importance for individual and society. For this it is essential that they retain optimum level of Emotional Intelligence, Achievement and Adjustment with the environment. Therefore special emphasis should be given to moral based education so the children may become able to develop Moral Judgment in them. This will help them not only to behave properly in every circumstance but to choose right patterns and values for their lives. Education about morals can create the necessary awareness among children right from early stages. It can enable them to make right Moral Judgments in every circumstance of life. The crying need of modern society is to inculcate the spirit of self discipline and values that follow from it, in every individual from his childhood, through proper education and training.
1.3 STATEMENT OF THE PROBLEM

“TO STUDY THE MORAL JUDGMENT AMONG CHILDREN AT FORMAL OPERATIONAL STAGE AND ITS RELATIONSHIP WITH EMOTIONAL INTELLIGENCE, SOCIAL ADJUSTMENT AND ACADEMIC ACHIEVEMENT.”

1.4 CONCEPTUAL FRAMEWORK

1.4.1 Concept of Moral Judgment

The term “morality” can be used either descriptively to refer to some codes of conduct put forward by a society or normatively to refer to a code of conduct in, given specified conditions, would be put forward by all rational persons. Law or a legal system is distinguished from morality or a moral system by having explicit written rules, penalties, and officials who interpret the laws and apply the penalties. Although there is often considerable overlap in the conduct governed by morality and that governed by law, laws are often evaluated on moral grounds. Moral criticism is often used to support for change in the law. Some have even maintained that the interpretation of law must make use of morality (Dworkin).

Moral judgments are judgments of certain choices or potential choices, where the one who chooses is aware that there is a choice, and has the capability to choose. A person who cannot do other than what was done, is not subject to Moral Judgment. But if a person has the freedom to choose alternatives, then that person's intentional, or unintentional actions or inaction can be subject to Moral Judgments. Humans are fundamentally moral. As such their
morality comprises, rather than is derived from, their fundamental nature. Moral Judgment is the product of moral reasoning and refers to the decision that is reached when a moral situation is considered. Moral Judgment is an important aspect of moral behaviour and Rest's neo-Kohlbergian approach has paid considerable attention to it over the past 30 years (Rest et al., 1999). King and Mayhew's (2002) findings provide support for the notion that dramatic gains in Moral Judgment are related to social participation, even when accounting for age and entering level of Moral Judgment. In other words, King and Mayhew affirm that it is the unique social experiences and climate that the college experience traditionally has afforded - not necessarily the academic content experienced that is instrumental in facilitating Moral Judgment growth. Thoma and Bebeau (2008) acknowledged that declines in Moral Judgment development among college and graduate children are unfortunate but not surprising. This is because the social climate and social medium of college campuses are more self oriented than other oriented and are therefore different than what existed for previous considerations such as the presumed majority of those considered in King and Mayhew (2002). According to Haidt’s “social intuitionist” model, emotional capacities involving affect and intuition do almost all of the work in generating Moral Judgments (Haidt, 2001). Reason, on the other hand, is relegated to the role of a lawyer or public relations agent, whose job it is to offer public, post-hoc justifications for judgments
after they have been made. In Moral Judgment emotion plays a major role and for this a model has been proposed by Joshua Greene (2001). However, on Greene’s account, reasoning or intellectual capacity also plays a role in the production of Moral Judgment in an important class of cases. Work of Greene et al suggests that reasoning can play an important role in the production of impersonal Moral Judgments and in personal Moral Judgments in which reasoned considerations and emotional intuitions conflict. Moral psychology is part of social psychology, but some social psychological processes (e.g. representing another’s belief about their physical environment) are not moral. Some social psychological processes appear to make use of cognitive mechanisms specifically dedicated to processing social information (ToM, etc.), and it is likely that some, but not all, Moral Judgments fall in this category.

1.4.2 Concept of Emotional Intelligence

The term Emotional Intelligence was introduced in 1990 by two American University Professors; Dr. John Mayer and Dr. Peter Salovey. However the credit for popularizing the concept of Emotional Intelligence goes to American psychologist Daniel Goleman (1995-98). He defines Emotional Intelligence as “Cluster of traits or abilities relating to the emotional side of life.” The phenomena of emotions have traditionally been considered of limited value by main stream psychological and educational scholars, instead it assigned relatively greater value to the rational
and cognitive part of mind. The term Emotional Intelligence involves two words namely emotion and intelligence. In its most literal sense, the Oxford English Dictionary defines emotions as “any agitation or disturbance of mind, feeling, passion: any vehement excited mental state”. Goleman (1995: 289) refers emotion to a feeling and its distinctiveness thoughts, psychological and biological state and rang of propensities to act .There are hundreds of emotions along with their blends, variations, mutation and mechanics of emotions, each feeling has its own distinct repertoire of thought, reactions and even memories (Goleman, 1995: 295). A normally healthy individual is expected to have the ability to attain the control over his or her feeling and emotions so that they may live in a balanced life. The term Emotional Intelligence was first coined by Peter Salovey of Yale University and John Mayer of the university New Hampshire in the year 1990. According to Mayer and Salovey (1990: 772) Emotional Intelligence involves the accurate appraisal and expression of emotions in oneself and other and the regulation of emotions in a way that enhance living. One aspect of Emotional Intelligence is the ability to recognise the consensually agreed upon the emotional qualities of objects in the environment.

According to psychotherapist Dr. Rani Raote “Emotional intelligence or EQ means the skills that one requires for efficient living.” EQ than would refer to the ability to

(A) Set a goal in life.
(B) Work towards achieving it.
(c) Negotiate and
(D) Feel empathy for a fellow being.

(SitaMenon, Famine Sept. 1997) when asked what do you mean by EI? John Gottman in an interview to Karan S. Peterson replied as follows: The concept involves four things. First you must know your own emotions and how to manage them. That includes the ability to control impulses, delay gratification, and cope with life ups and downs. Second you must be able to recognise emotion in other, respond empathetically to them, read their cues. You must be able to handle relationships with others well. And last you must be able to motivate yourself in an optimistic fashion and be confident of your feeling, your accomplishment, and your abilities as you go through the world. (The Times of India Feb. 22, 1997).

Emotional intelligence belongs to the affective part of the mind and includes functions such as emotions, moods, evaluations and others feeling states including fatigue and energy (Mayer and Salovey, 1997). Emotion track changes in relationship of a person to memorise, events or persons in the external world and therefore convey meaning about such relationships (Mayer el al, 1999, 2000: Caurso el al: 200). They coordinate his psychological subsystems such as responses, cognition and conscious awareness. Emotions are triggered by specific stimuli that may be either internal or external to the person, demand his attention and interrupt his cognitive processes and behaviours. (Simon, 1982: Forgas, 1992).
Emotional intelligence is the ability to perceive emotions accurately, appraise and express emotion; the ability to access and / or generate feeling when they facilitate thoughts. The ability to understand emotions and emotional knowledge and the ability to regulate emotions for promoting emotional and intellectual growth is called Emotional Intelligence (Mayer and Salovey, 1997).

Mayer et.al. (2000) called Emotional Intelligence ‘Hot intelligence’ because it involved the processing of self regulated and emotional data and formed a part of an emerging group of potentials. Hot intelligence includes many skills such as social intelligence, personal intelligence, non verbal skills and emotional creativity. There was considerable overlap between each other’s concept domain. Like emotion, cognition is another fundamental class of mental operations. The interaction of emotion and cognition give rise to Emotional Intelligence.

According to Cooper and Sawaf (1997: XIII): “Emotional Intelligence is the ability to sense, understand and effectively apply the power and acumen of emotion as a source of human energy, information, connection and influence.” The authors have described the four considerations of Emotional Intelligence namely Emotional literary, Emotional fitness, Emotional depths and Emotional alchemy.

According to Goleman (1995), “Emotional intelligence consist of five components; knowing our emotions (self awareness, managing them, motivating ourselves, recognising emotions in other
(empathy) and handling relationship.” Raeven Bar-On (1997) defined Emotional Intelligence as an array of non cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures.

1.4.3 Concept of Social Adjustment
Social adjustment is not a simple term like adaptation or accommodation. It is actually a condition or state of mind and behaviour in which one feels that one’s need have been or will be gratified. In everyday life frequent use is made of the word adjustment. Some use it merely as ability for adaption and some take it as happiness and freedom from personal problems. To other it may mean an unhappy conformity to group demands and actions. Besides the demands of one’s basic needs, society also demands a particular mode of behaviour from its members. When one thinks only of fulfilling one’s needs by setting aside the norms, ethics and cultural traditions of one’s society, one is not going to be adjusted in one’s environment. When adjustment does not only cater to one’s own needs but also to the demands of the society, this is called Social Adjustment.

According to C.V. Good, Dictionary of Education, Oxford University Press, “Social Adjustment is the process whereby the individual attempts to maintain further his security, comfort status or creative inclination of his social environment through meaningful efforts. The Dictionary of Education defines
adjustment as “the process of finding and adopting modes of behaviour suitable to the environment”. Webster’s New Collegiate Dictionary defines adjustment as the establishment of a satisfactory relationship as representing harmony, conformity, adaptation or the like. Thus adjustment is a condition or state in which one feels that one’s need have been (or will be) fulfilled and one’s behaviour conforms the requirements of the society, he belongs to.

Social adjustment is the true adaptation of an individual to a social environment in the process of performing a role with a view to maximizing gains or minimizing losses. According to Warren (1962)”the changes in habitual conduct of behaviour which an individual must make in order to fit the community in which he lives.” So the term Social Adjustment indicates the process by which an individual or a group reaches at state of social equilibrium.

Social Exchange theory given by Rosow (1967) has special significance in understanding adjustment and role retention ship. Another important factor in the social adjustment is self-perception. Through life experience and socialization, individual develop a perceptual framework that selectively perceive and interpret stimuli (Phenomenological theory, Dhillon, 1992). Individual can perceive the same phenomena very differently.

Mc Kinney (1966) “social adjustment is related to personality factors including motivation values, goals, past experiences, conflicts, frustrations, ego status, coping patterns like compromise,
withdrawal and attack, defence mechanisms, attitudes which is
goal directed or problem solving or self centred.

Adjustment is a highly personal phenomenon. Interaction of many
intrinsic and extrinsic factors influences adjustment of an
individual. Social Adjustment implies relatively a broad base of
operations. A young person’s Social Adjustment reflects the
influence upon him of his experiences in the more specific
adjustment areas but goes beyond them as individual attempts to
respond to all the human interrelationships by which he is
constantly and consistently stimulated. Social Adjustment refers to
a state of harmonious balance between internal needs of the
individual and external environmental factors. It is an index of
integration between needs and satisfaction.

Many authors have shown that the individual’s thought and
emotion have major influence on their adjustment patterns and
even on their body functioning (Canon,1963; Everson
&Cole,1966). Adam (1972) considered adjustment as “a
continuous process by which a person varies his behaviour to
produce more harmonious relationship between him and his
environment”. According to Kumar (1988) ‘a process, involving
both mental and behavioural responses by which an individual
strive to cope successfully with inner needs, tensions, frustrations
and conflicts and to establish a degree of harmony between these
inner demands and those imposed on him by the objective world in
which he lives.”
Adjustment is a complex term. There are two aspects of adjustment—first as a process and second, a state that is the result of such process. Adjustment as a process, is a response to stimuli—external or internal (here irrespective of the consequences of that response). The result of such a response is a state that may be favourable or unfavourable for the individual. Favourable response helps in establishment of harmonious relationship with the environment. Unfavourable responses further ask for coping with frustrations and conflicts due to unfulfilled needs and unsatisfied demands. Adjustment itself is a natural term. Socially ‘well adjusted’ and ‘Maladjusted’ are among the various levels of adjustment continuum. Most people fit in middle range of this continuum. There is nothing like a perfectly socially adjusted person. At the most it can be said that some individuals have ability for harmonious social adjustment. Then too harmonious adjustment is not necessarily static or permanent. Rather it is a dynamic in character. A well socially adjusted person, at one point of the time may start showing maladjustment also nature of social adjustment varies from person to person.

Thus the following conclusions can be drawn—
(1) Adjustment is a process that takes a person to lead happy and well contained life.
(2) Adjustment helps in keeping balance between one’s needs and the capacity to meet these needs.
(3) Adjustment persuades one to change one’s way of life
according to the demands of situations.

(4) Adjustment gives strength and ability to bring desirable changes in the conditions of one’s environment.

Various definitions about the concept of adjustment indicate that it is a process as well as product and it is individual as well as social.

**Criterion for good Social Adjustment**

No universal criterion can be set for adequacy of Social Adjustment because criterion involves Moral Judgment which differs from culture to culture and from generation to generation within same culture. Four criteria have been evolved by psychologist to judge the adequacy of Social Adjustment. They are as follows-

1. **Physical health**
   The individual should be free from physical ailments like headache, ulcers, indigestion and impairment of appetite. These symptoms in individual have sometimes psychological origin and may impair his physical efficiency.

2. **Psychological comfort**
   One of the most important facts of Social Adjustment is that individual has no psychological diseases as obsession, compulsion, anxiety and depression.

3. **Social capacity or work efficiency**
   The person, who makes full use of his occupational or social
capacity, may be termed as well adjusted in his social set up.

(4) Social acceptance
Everybody wants to be socially accepted by other persons. If a person obeys social norms, belief and set of values, we may call him well adjusted but if he satisfies his needs by antisocial means then he is called maladjusted. Kenon (1990) found out the relationship that exists between personality characteristics and school performance of first standard children. It was established that educational environment had direct influence on the Social Adjustment, cognitive development and child’s adjustment to school.

1.4.4 Concept of Academic Achievement
Academic achievement has become an index of child’s future in this highly competitive world. Academic achievement has been one of the most important goals of the educational process. It is called major goal, which every individual is expected to perform in all cultures. Academic achievement is the key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspirations (Lent et al., 2000) academic achievement and career aspirations in adolescence are often correlated (Abu-Hilal, 2000). Trout (1949) contended that Academic Achievement of a pupil is the knowledge attained and skills developed by him in the subject in which training is imparted in schools and subsequent success in life. It is the competence actually shown by the student in which
they have instructions at school (Rogers, 1981). It usually denotes activity and mastery making an impact on the environment rather than fatalistically accepting it and competing against some standard of excellence (Dreeban, 1968). According to the Dictionary of Education (Carter, 1959), “Academic Achievement means the knowledge attained or skills developed in the schools subjects usually designated by test scores or by marks assigned by the teacher or both. Dictionary of Psychology, Chaplin, 1961 defines Academic Achievements as “Specified level of attainment or proficiency in academic work as evaluated by teachers, by standardized test or by combination of both.” Achievement is an accomplishment of proficiency in a given skill or body of knowledge. Academic Achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instruction in a given area of learning i.e. achievement is reflected by the extent to which skill and knowledge has been imparted to him. Academic Achievement also denotes the knowledge attained and skill developed in the school subject, usually designed by test scores.

Academic Achievement attained through the process of learning. The subject of enquiry is the learner activities which s/he performs in the class. That is why that the psychological characteristics are considered as important factor for achievement. With the introduction of intelligence test it was almost taken for granted that intelligence alone would be sufficient predictor of educational
success. It was anchored on the premises that intelligence is the relatively permanent attribute of the individual. This is a defensive position for an educator because of the contention that if the child is bright he will achieve, no matter what the quality of educational inputs provided in the school system. Education is hoped to wideness the mind and trains the critical faculties of thought and judgment. Hence, it has always been valued by all societies and culture. The pupil’s school life plays a significant role in developing his capacity to be industrious and to work effectively with perseverance of his own. His successful adjustment to the demand of the learning situation is to peruse his Academic Achievement effectively without undue stress, strain and anxieties. He should be able to establish a congenial, healthy and rewarding relationship with his academic situation. Therefore perhaps one of the most promising means of increasing pupil efficiency in academic performance is through paying attention to the school adjustment problem of the pupils. Hurlock (1989) defines achievement as “scores obtained in the annual examinations.” Academic Achievement is considered the unique responsibility of educational institutions. However, it can be generalised that different factors affecting the Academic Achievement falls under two broad category, wiz personal factors and social factors. Personal factor include cognitive factor(intelligence/Ekstrom,1986 Motivation creativity/Mahan and Johnson, 1983 and learning capacity- Stevenson and Baker, 1987) and non–cognitive

Lowrund F. (1976): “Academic Achievement is a degree of successful attainment of specific grade. Learning in the educational sense achieving result is changed responses to certain types of stimuli. The development of new ways of behaving, the modification of earlier development is so closely associated with learning that the term learning outcome is sometime applied to such behavioural changes.” Achievement can occur in a variety of levels. Some illustration

(1) Improving physical skills, such as handwriting, playing tennis, swing.

(2) Increasing knowledge, such as learning the inventors of inventions.
(3) Increasing understanding such as the prediction of outcome under a given set of conditions.

(4) Increasing ones appreciation for good music, art or literature.

(5) Developing new and broadened interest.

Some learning outcome as increase in knowledge is fairly easy to measure while others such as music appreciation are considerably more difficult to measure. Academic Achievement is the record which indicates the scholastic performance of a student in school subjects, if the school task is performed successfully. According Frank S. Freeman (1965): “A test of educational achievement is one designed to measure knowledge, understanding or skills in a specified subject or group of subjects”.

1.4.5 Concept of Formal Operational Stage

The formal operational stage begins at about age 12 to 15. As adolescents enter this stage, they gain the ability to think in an abstract manner, the ability to combine and classify items in a more sophisticated way, and the capacity for higher-order reasoning. At about age 12+ years, the child begins to manipulate ideas in his/her head, without any dependence on concrete manipulation; it is the formal operational stage. S/he can do mathematical calculations, think creatively, use abstract reasoning, and imagine the outcome of particular actions. At formal operational stage children are capable of hypothetico-deductive reasoning (Piaget, 1955, 1958). Piaget believed that deductive logic becomes important during the formal operational stage. Deductive logic requires the ability to use
a general principle to determine a specific outcome. This type of thinking involves hypothetical situations and is often required in science and mathematics. While children tend to think very concretely and specifically in earlier stages, the ability to think about abstract concepts emerges during the formal operational stage. Instead of relying solely on previous experiences, children begin to consider possible outcomes and consequences of actions. This type of thinking is important in long-term planning. During the formal operational stage, the ability to systematically solve a problem in a logical and methodical way emerges. Children at the formal operational stage of cognitive development are often able to quickly plan an organized approach to solving a problem.

1.5 OBJECTIVES

1.5.1 To study the comparison of Moral Judgment between boys and girls within total sample of study at formal operational stage.
1.5.2 To study the comparison of Emotional Intelligence between boys and girls within total sample of study at formal operational stage.
1.5.3 To study the relationship between Moral Judgment and Emotional Intelligence of boys and girls within total sample of study at formal operational stage.
1.5.4 To study the relationship between Moral Judgment and Emotional Intelligence of boys at formal operational stage.
1.5.5 To study the relationship between Moral Judgment and Emotional Intelligence of girls at formal operational stage.
1.5.6 To study the comparison of Emotional Adjustment between boys and girls within total sample of study at formal operational stage.
1.5.7 To study the comparison of Social Adjustment between boys and girls within total sample of study at formal operational stage.
1.5.8 To study the comparison of Educational Adjustment between boys and girls within total sample of study at formal operational stage.
1.5.9 To study the comparison of total Adjustment between boys and girls within total sample of study at formal operational stage.
1.5.10 To study the relationship between Moral Judgment and total Adjustment of boys and girls within total sample of study at formal operational stage.
1.5.11 To study the relationship between Moral Judgment and Emotional Adjustment of boys at formal operational stage.
1.5.12 To study the relationship between Moral Judgment and Social Adjustment of boys at formal operational stage.
1.5.13 To study the relationship between Moral Judgment and Educational Adjustment of boys at formal operational stage.
1.5.14 To study the relationship between Moral Judgment and total Adjustment of boys at formal operational stage.
1.5.15 To study the relationship between Moral Judgment and Emotional Adjustment of girls at formal operational stage.
1.5.16 To study the relationship between Moral Judgment and Social Adjustment of girls at formal operational stage.
1.5.17 To study the relationship between Moral Judgment and Educational Adjustment of girls at formal operational stage.
1.5.18 To study the relationship between Moral Judgment and total Adjustment of girls at formal operational stage.
1.5.19 To study the comparison of Academic Achievement between boys and girls within total sample of study at formal operational stage.
1.5.20 To study the relationship between Moral Judgment and Academic Achievement of boys and girls within total sample of study at formal operational stage.
1.5.21 To study the relationship between Moral Judgment and Academic Achievement of boys at formal operational stage.
1.5.22 To study the relationship between moral judgment and Academic Achievement of girls at formal operational stage.
1.5.23 To study the comparison of Moral Judgment between rural and urban children within total sample of study at formal operational stage.
1.5.24 To study the comparison of Emotional Intelligence between rural and urban children within total sample of study at formal operational stage.
1.5.25 To study the relationship between Moral Judgment and Emotional Intelligence of rural children at formal operational stage.
1.5.26 To study the relationship between Moral Judgment and Emotional Intelligence of urban children at formal operational stage.
1.5.27 To study the comparison of Emotional Adjustment between rural and urban children within total sample of study at formal operational stage.
1.5.28 To study the comparison of Social Adjustment between rural and urban children within total sample of study at formal operational stage.
1.5.29 To study the comparison of Educational Adjustment between rural and urban children within total sample of study at formal operational stage.
1.5.30 To study the comparison of total Adjustment between rural and urban children within total sample of study at formal operational stage.
1.5.31 To study the relationship between Moral Judgment and Emotional Adjustment of rural children at formal operational stage.
1.5.32 To study the relationship between Moral Judgment and Social Adjustment of rural children at formal operational stage.
1.5.33 To study the relationship between Moral Judgment and Educational Adjustment of rural children at formal operational stage.
1.5.34 To study the relationship between Moral Judgment and total Adjustment of rural children at formal operational stage.
1.5.35 To study the relationship between Moral Judgment and Emotional Adjustment of urban children at formal operational stage.
1.5.36 To study the relationship between Moral Judgment and
Social Adjustment of urban children at formal operational stage.
1.5.37 To study the relationship between Moral Judgment and Educational Adjustment of urban children at formal operational stage.
1.5.38 To study the relationship between Moral Judgment and total Adjustment of urban children at formal operational stage.
1.5.39 To study the comparison of Academic Achievement between rural and urban children within total sample of study at formal operational stage.
1.5.40 To study the relationship between Moral Judgment and Academic Achievement of rural children at formal operational stage.
1.5.41 To study the relationship between Moral Judgment and Academic Achievement of urban children at formal operational stage.

1.6 HYPOTHESES
1.6.1 There is no significant difference in Moral Judgment between boys and girls within total sample of study at formal operational stage.
1.6.2 There is no significant difference in Emotional Intelligence between boys and girls within total sample of study at formal operational stage.
1.6.3 There is no significant relationship between Moral Judgment and Emotional Intelligence of boys and girls within total sample of study at formal operational study.
1.6.4 There is no significant relationship between Moral Judgment and Emotional Intelligence of boys at formal operational stage.

1.6.5 There is no significant relationship between Moral Judgment and Emotional Intelligence of girls at formal operational stage.

1.6.6 There is no significant difference in Emotional Adjustment between boys and girls within total sample of study at formal operational stage.

1.6.7 There is no significant difference in Social Adjustment between boys and girls within total sample of study at formal operational stage.

1.6.8 There is no significant difference in Educational Adjustment between boys and girls within total sample of study at formal operational stage.

1.6.9 There is no significant difference in total Adjustment between boys and girls within total sample of study at formal operational stage.

1.6.10 There is no significant relationship between Moral Judgment and total Adjustment of boys and girls within total sample of study at formal operational stage.

1.6.11 There is no significant relationship between Moral Judgment and Emotional Adjustment of boys at formal operational stage.

1.6.12 There is no significant relationship between Moral Judgment and Social Adjustment of boys at formal operational stage.
1.6.13 There is no significant relationship between Moral Judgment and Educational Adjustment of boys at formal operational stage.
1.6.14 There is no significant relationship between Moral Judgment and total Adjustment of boys at formal operational stage.
1.6.15 There is no significant relationship between Moral Judgment and Emotional Adjustment of girls at formal operational stage.
1.6.16 There is no significant relationship between Moral Judgment and Social Adjustment of girls at formal operational stage.
1.6.17 There is no significant relationship between Moral Judgment and Educational Adjustment of girls at formal operational stage.
1.6.18 There is no significant relationship between Moral Judgment and total Adjustment of girls at formal operational stage.
1.6.19 There is no significant difference in Academic Achievement between boys and girls within total sample of study at formal operational stage.
1.6.20 There is no significant relationship between Moral Judgment and Academic Achievement of boys and girls within total sample of study at formal operational stage.
1.6.21 There is no significant relationship between Moral Judgment and Academic Achievement of boys at formal operational stage.
1.6.22 There is no significant relationship between Moral Judgment and Academic Achievement of girls at formal operational stage.
1.6.23 There is no significant difference in Moral Judgment between rural and urban children within total sample of study at formal operational stage.
1.6.24 There is no significant difference in Emotional Intelligence between rural and urban children within total sample of study at formal operational stage.
1.6.25 There is no significant relationship between Moral Judgment and Emotional Intelligence of rural children at formal operational stage.
1.6.26 There is no significant relationship between Moral Judgment and Emotional Intelligence of urban children at formal operational stage.
1.6.27 There is no significant difference in Emotional Adjustment between rural and urban children within total sample of study at formal operational stage.
1.6.28 There is no significant difference in Social Adjustment between rural and urban children within total sample of study at formal operational stage.
1.6.29 There is no significant difference in Educational Adjustment between rural and urban children within total sample of study at formal operational stage.
1.6.30 There is no significant difference in total Adjustment
between rural and urban children within total sample of study at formal operational stage.

1.6.31 There is no significant relationship between Moral Judgment and Emotional Adjustment of rural children at formal operational stage.

1.6.32 There is no significant relationship between Moral Judgment and Social Adjustment of rural children at formal operational stage.

1.6.33 There is no significant relationship between Moral Judgment and Educational Adjustment of rural children at formal operational stage.

1.6.34 There is no relationship between Moral Judgment and total Adjustment of rural children at formal operational stage.

1.6.35 There is no significant relationship between Moral Judgment and Emotional Adjustment of urban children at formal operational stage.

1.6.36 There is no significant relationship between Moral Judgment and Social Adjustment of urban children at formal operational stage.

1.6.37 There is no significant relationship between Moral Judgment and Educational Adjustment of urban children at formal operational stage.

1.6.38 There is no significant relationship between Moral Judgment and total Adjustment of urban children at formal operational stage.
1.6.39 There is no significant difference in Academic Achievement between rural and urban children within total sample of study at formal operational stage.

1.6.40 There is no significant relationship between Moral Judgment and Academic Achievement of rural children at formal operational stage.

1.6.41 There is no significant relationship between Moral Judgment and Academic Achievement of urban children at formal operational stage.

**1.7 DELIMITATIONS OF THE STUDY**

The present study was confined in terms of areas covered, tools, techniques applied, sample and population, methods and procedure due to resource constraints.

1. Population, in the present study, comprised of IX graders of CBSE affiliated schools of Mahendergarh District, Haryana only. Private and Public schools along with other kinds of schools had been kept out of purview of present research study, also Haryana Board affiliated schools in other districts had not been included.

2. Moral Judgment was affected by many factors like age, culture, family background, socio economic status, level of aspiration, attitude, mental health etc. It was not possible for the researcher to cover all the factors altogether. The investigator selected only Emotional Intelligence, Social Adjustment and Academic Achievement considering them important in teaching learning process.
3. Survey method was adopted by the investigator to complete present study. This method concerned only present and attempt to determine the present status of phenomena under investigation.