CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter provides a better understanding about the essence of the topic under investigation. In this chapter many studies, conducted in India and abroad, were discussed for making the background of research and also to make a base for present study.

2.1 STUDIES RELATED TO MORAL JUDGMENT

Piaget J. (1932) published a report divided into four sections. The first section reported the attitude of children to the rules of game when playing marbles. The second and third sections reported the results of his clinical interviews with the children. The children were told stories and were asked to make moral judgments on the basis of information given. The last section reviewed his findings of others theorists and disciplines with particular reference to Durkheim who had argued that society and its sanctions were the only source of morality.

Harrover, M.R. (1968) took children from different classes and tested their moral judgment with Piaget-type test. She concluded that the social environment had a profound effect on moral judgment made by children; and Piaget’s conclusions could not be applied indiscriminately to different classes of children.

Bandyopadhiyay, R (1981) studied “Growth and Development of Moral Judgement in Children”. The main objectives were (i) to adapt Piaget’s stories, (ii) to study the growth of moral Judgement
with age, and (iii) to examine the effects of intelligence, socioeconomic conditions, Sex, type of school and parental discipline on moral judgement. The sample consisted of 440 children. 243 boys of which 58 were reading in missionary schools, and 197 girls of which 57 were from missionary schools. The tools used were Raven's Progressive Matrices, Kuppuswamy's SES (Urban) Scale, the Ideal Person rest and a questionnaire built with adapted versions of stories developed by Piaget, with a reliability of 0.90 (boys) and 0.80 (girls). The validity being ensured by making rest scores a faithful measure of the psychological construct *viz.* maturity of moral judgement and experts' agreement in test-item appropriateness. It was a correlation comparative Survey, representing data in tables, columns etc. The statistical tools used were Pearson's r, the linear regression equation, t-test, chi-square test and ANOVA. The major findings were: 1. Moral judgement grew with age and the relation was appreciably linear. 2. Of seven areas of moral judgement, girls showed more maturity than boys in three areas, *viz.*, attitude towards justice, equality and authority, and collective responsibility; in three other areas, *viz.*, moral realism, immanent justice and guilt, there was no sex bias, but in efficacy of punishment, girls gave less mature responses than the boys. 3. The moral judgement was positively related with intelligence, irrespective of age, sex, and type of school. 4. The practice of induction helped maturity of moral judgement and this, occasionally supplemented by withdrawal of love assertion of power, produced the best result. 5. Both boys and girls of missionary schools, where some moral lessons were given in some
allotted hours of a week, were better in moral judgement than children of non-missionary schools, where no time was allotted for moral lessons. 6. There was no significant association between moral judgement and SES in general.

Elliot Turiel (1983 & 1979) designed some psychological experiments and those experiments produced some very extraordinary findings on moral judgment- (1) Moral rules were held to have an objective, prescriptive force; they were not dependent on authority of any individual or institution. (2) Violation of moral rules involved a victim who had been harmed, whose right had been violated or who has been subject to injustice. Both Piaget and Kohlberg claimed that child progress through different stages in their ability to make moral judgment, with each stage employing more sophisticated and complex moral reasoning than the previous stage.

Hanks, Richard (1985) studied “Moral reasoning in adolescent: a feature of intelligence or social adjustment”. He compared moral judgments of three groups. Results showed intelligence to be determining factor in moral judgment. Intellectually less able children performed less on a test of moral judgment.

Rothbart K. Mary et al. (1986) studied “Gender Differences in Moral Reasoning” and results indicated that moral orientations were widely used by both men and women, but women were more likely to employ predominantly care considerations. In a test of mean differences in proportion of justice responses, content of the specific moral dilemma showed a strong influence upon moral
reasoning. Results suggested that both gender and situational factors need to be considered in understanding of moral reasoning.

Haidt, Jonathan (2000) studied the “Emotional dog and its rational trail: a social intuitionist approach to moral judgment.” Finding suggested that social intuition model was an alternative to rationalist models. The social model was in which he deemphasized the private reasoning done by individuals and emphasized the importance of social and cultural influences. The model was an intuitionist model in the sense that moral judgment was generally the result of quick, automatic evaluations (intuitions).

Schafeli and Thoma (2000) studied “Does moral education improve moral judgment? A meta analysis of intervention using the Defining Issue Test.” In this various group were involved (junior and senior high school students). The principal finding from meta analysis indicated that the dilemma discussion and psychological development program produced modest overall effect. Program with adults (24 and older) produced larger effect size than with younger subjects.

Tirri, Kirsi (2000) studied the “Development of empathy and role taking skills in pupils from grade six to nine.” Students wrote a story about a moral conflict in their school involving themselves or their groups. Story content and theme were analyzed and compared across age groups. Sixth grade boys were clearly justice-oriented in their stories.
Greene J. (2001) studied the role of emotions in moral judgment. He accounted that along with emotions reasoning also played a role in the production of moral judgment as important class of cases.

Bunch, Wilton H.(2005) studied “Changing moral judgment in divinity students.” He found gain in moral judgment, as measured by the Defining Issue Test (DIT) correlated strongly with advancing education.

Thukur Sona and Kang Tejpreet (2005) studied the “Relationship between school environment and development of moral values and judgment in rural preadolescent (9-12 years).” Findings were that good socio-emotion climate of the school played a vital role in the development of positive moral values and judgment.

Comunian, Anna L; Gielen Uwe (2006) examined social role taking and moral judgment improvement after an educational group oriented intervention emphasizing guided reflection and role taking dimensions. They found that social role taking played an important role in moral judgment.

Bartels, Daniel M. (2008) study “Principled moral sentiments and the flexibility of moral judgment and decision making.” They tested the following hypotheses-

1. How judgment differs between people who ascribe greater vs. less moral relevance to choice.

2. How moral judgment is subject to task constraint that shift evaluative focus (to moral rules vs. to consequences).
The study suggested that moral rules played an important but context-sensitive role in moral cognition and offered an account, when emotional reactions to perceived moral violation receive less weight than the consideration of cost and benefits in moral judgment and decision making.

Johnson, Lisa E. (2008) studied “Teacher candidate disposition: moral judgment or regurgitation.” He said that ‘developing teacher candidates who are able to make moral judgments to equitably resolve classroom dilemma conduct student’s assessment and allocate resources is critical for today’s diverse classrooms and should be part of fostering professional disposition.’

Mohanty Ramesh Kumar (2008) studied “Development of Moral Judgement in Elementary School Children in Relation to their Home Environment, Socio-Economic Status and Intelligence” with objective to compare the difference in moral judgement, home environment, socioeconomic status and intelligence due to sex variation. He used the ex-post-facto type of design for correlational study. He took the sample of five hundred religious based elementary school children and three hundred other government elementary school children has been well drawn for the study from undivided Cuttack district of Orissa region employing simple random sampling. The results showed that there existed a significant difference in the moral judgement of boys and girls of the sample schools and there existed significant difference in intelligence of the boys and girls at the elementary school level and there existed a positive relationship between the intelligence and
development of moral judgement among elementary school children.

Vitton, Charles; Wasonga, Teresa (2009) studied “Between Kohlberg and Gilligan; levels of moral judgment.” For this they used Defining Issue Test version and found Females, younger participant and those with higher academic degree scored higher in Moral Judgment Test.

Nermin, Yuksel (2010) studied “Analysis of the relationship between moral judgment competences and empathic skills of university students.” Data were collected using David Interpersonal Reactivity Index (IRI) and Lind Moral Judgment Test (MJT). The analysis of result showed relationship between MJT points of students whose IRI points are between the top and bottom 27% segment which revealed significant negative relationship.

Pellizzoni, Siegal, Surian (2010) studied the “Contact principle and utilitarian moral judgment in young children.” In three experiments authors involved 207 preschoolers and 28 adults and investigated the extent to which young children based moral judgments of actions. The finding also documented the extent to which some constraint on moral judgment were present in early human develop.

Sagar, Vidyar, O'Connor et.al (2010) studied the “Role of emotional intelligence in moral judgement.” They investigated the potential role of emotional intelligence (EI) in moral reasoning (MR). A sample of 131 undergraduate students was taken. Results revealed support for a proposed model of the relationship between emotional intelligence, personality and moral reasoning. They
emphasised the need to incorporate the constructs of EI and moral reasoning into a broader, explanatory personality framework.

Singh Kumar Pawan (2011) studied the “Moral Judgment of School Children Belonging to Different Socio-Economic Status and School Backgrounds” on a sample of 200 students selected by stratified random sampling technique from schools of Shahjahanpur city. Out of which 100 students were from Nagar Palika schools and 100 students from convent schools. Results showed that in case of convent background schools, students of Low S.E.S. group had shown better moral judgment than the students of high S.E.S. group and in case of Nagar Palika background schools, there existed no significant difference in the moral judgment of high and low S.E.S. group students.

2.2 STUDIES RELATED TO EMOTIONAL INTELLIGENCE

It was nevertheless, the pioneering effort of Salovey and Mayer who coined the term emotional intelligence in 1990. They described it as “a form of social intelligence that involves the ability to monitor one’s own and others, feelings and emotions to discriminate among them and to use this into thinking and emotions.” This pioneering research, which was initially received with scepticism, was further enriched by contribution notably from Daniel Goleman (1995) and others. He suggested that up to 80 percent of a person’s success in life is determined by his/ her Emotional Quotient (EQ) (Goleman, 1998).

Simon, 1982; Forgos (1992) described that 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.

Goleman, D. (1995) in his book, Emotional Intelligence, rightly reported that emotional literacy programmes improved children’s academic achievement and school performance. He further added that emotional understanding predicts children’s social competence. Children who are able to read and interpret expressive and situational cues are more sensitive to other’s feelings and are better able to regulate their interaction with others.

Feist & Barron, (1996) set another good example in a study of 80 Ph. D’s students in science and who underwent a battery of personality tests, IQ tests, and interviews in the 1950s when they were graduate students at Berkeley. Forty years later, when they were in their early seventies, they were tracked down and estimates were made of their success based on resumes, evaluations by experts in their own fields, and sources like American Men and Women of Science. It turned out that social and emotional abilities were four times more important than IQ in determining professional success and prestige.

Gottman, J. (1997) noted that emotional and social measure of intelligence are better predictors of school success, such as being self assured and interested, knowing what behaviour is expected, being able to wait, to follow directions and to turn to teachers for help.
Cooper and Swarf (1997: XII) suggested that emotional intelligence has four corner stones namely Emotional literacy, Emotional fitness, Emotional depth and emotional alchemy.

Davies, Stankov, & Roberts (1998) concluded that there was nothing empirically new in the idea of emotional intelligence. This conclusion was based solely on a review of existing measure of emotional intelligence at the point of time when they wrote that paper. However, most of those measures were new, and there was not yet much known about their psychometric properties.

Goyal, Chhaya (1998) in her study on “Effect of drives, frustration and adjustment on learning and speed of performance with special reference to interaction” found that home, health, social, emotional and educational adjustment were significant determinant in learning.

Sigal Barsade (1998) had done an experiment at Yale University. He had a group of volunteers who played the role of managers and came together in a group to allocate bonuses to their subordinates. A trained actor was planted among them. The actor always spoke first. In some groups the actor projected cheerful enthusiasm, in others relaxed warmth, in others depressed sluggishness, and in still others hostile irritability. The results indicated that the actor was able to infect the group with his emotion, and good feelings led to improved cooperation, fairness, and overall group performance. In fact, objective measures indicated that the cheerful groups were better able to distribute the money fairly and in a way that helped the organization.
Salovey, Bedell, Detweiler, & Mayer (1999) in their study found that individuals who scored higher in the ability to perceive accurately, understand, and appraise other’s emotions were better able to respond flexibly to changes in their social environments and build supportive social networks.

Scourfield et.al (1999) found that female scores were higher than the males in social- cognitive task. The reason was that in society girls were brought up in the manner that they showed more pro-social behaviour and had better self concept and were more empathic.

Bade, Lamba and Ram (2000) used Indian adaptation of Emotional Intelligence Scale (Schutte et.al 1988) in India and reported low positive but significant correlation with anger- control which is an important measure of emotional adjustment of a pupil.

Dawda and Hart (2000) claimed that EQ test showed meaningful convergent validity in connection with normal personality, depression, somatic symptomatology, intensity of effective experience and alexithymia. All the listed factors were found to be related with social and emotional adjustment of a pupil.

Seligman and Csikszentmihalyi (2000) suggested that behavioural scientist and practioner of management science should be employed in institutions who wish to foster excellence. It may not be enough just to help those who suffer. The majority of normal people also need example and advice to reach greater heights of a richer and more fulfilling existence.
Ciarrochi, Chan, Caputi and Roberts (2001) studied “Measuring emotional intelligence” and found that emotional intelligence was significantly and positively correlated with empathy, extroversion, openness to feeling and self esteem, which all were measure of emotional adjustment.

Cooper, Dewe, O’ Driscoll (2001) documented in their review of research that there was negative impact of strain upon the efficiency, effectiveness, satisfaction and performance. Strain was manifested in the form of dissatisfaction, anxiety and depressed mood, headache, absenteeism and poor performance.

Mayer, Salovey and Caurso (2002) found a negative correlation between logical/mathematical intelligence and interpersonal intelligence and no relationship was found between a student’s interpersonal intelligence and their total intelligence quotient.

Sonia, Srivastva, and Mishra (2003) studied that EI, differ across cultures. The parents and schools can help children to develop the ability to manage both their emotions and their rationality by nurturing EI.

Dumblekar S. Kumar Vinod (2004) studied the “Emotional intelligence and locus of control as determinants of leader effectiveness and role efficiency in nationalized and private banks” and find out that emotional intelligence played a significant role in leader effectiveness.

Pandey and Tripathi (2004) in their study “Development of Emotional Intelligence: Some preliminary observations” found that
EI develops with increasing age. They also found that girls consistently score higher than boys on all measures of emotional intelligence. However the main effect of gender was significant for measures namely identification, perception, recognition, and emotions intensity rating. Understanding emotional meaning and emotions intensity rating showed insignificant impact.

Petrides, Furnham and Martin (2004) in their study, “Estimates of Emotional and Psychometric Intelligence: Evidence for Gender-Based Stereotypes” confirmed the view that people perceived psychometric intelligence as a primary masculine attribute in contrast with EI which they perceive as a primarily feminine attribute. Results also showed that intensity of the stereotypical perception of EI as a feminine attribute diminished when the author asked participants to estimate their scores on a range of specific facets instead of providing a direct overall self esteem.

Russell De Souza (2004) suggested that it became necessary to impart training in the area of emotional intelligence and rational emotive therapy because emotional intelligence and the thought processes were linked closely. Thought processes in turn were fundamentally connected with academic and non-academic performance.

Tiwari and Srivastva (2004) in their study “Schooling and development of emotional intelligence” concluded that the type and quality of home as well as school environment was found related to the development of EI. The educational planner should care for the improvement of environmental quality of schools.
Parents and teacher should not only encourage the child’s cognitive ability but also arrange the environment to make them emotionally competent.

Devi, L. Uma and Rayulu, T.R (2005) studied “Level of emotional intelligence of adolescent boys and girls: A comparative study.” Study was taken up to understand the emotional intelligence level of adolescent of 15+ to 18+ years by using emotional intelligence inventory developed by investigator. Results on dimension wise EI Inventory showed that girls surpass boys on self awareness, empathy, social responsibilities and problem solving. Younger adolescent were high on interpersonal skills than older adolescent.

Katyal S. & Awasthi E. (2005) studied “Gender Differences in Emotional Intelligence Among Adolescents of Chandigarh.” For the study they had taken 150 students of Xth class from different Government Schools in Chandigarh and were selected randomly for assessment of gender differences in emotional intelligence. The data was collected through standardized “Emotional Intelligence Test”. The findings revealed that majority of boys, girls and the total sample had good followed by low emotional intelligence. Girls were found to have higher emotional intelligence than that of boys.

Patil (2006) found that there was significant relationship between emotional intelligence and academic achievement of student teachers. But the correlation was very slight. He also concluded that there was no significant difference between emotional intelligence of male and female pupil teachers. He also suggested
that emotional literacy program for student teachers should be started. That will help to improve student teacher’s overall performance. It will also help to control the decline in education and strengthen educational process in accomplishing its main objectives.

Petran Michael (2008) studied the “An exploratory study of executive transformational leadership, wisdom and emotional intelligence in management process turnaround situations.” The findings of research suggested that executives involved in turnarounds demonstrated 8 dominant traits across the 3 constructs: transformational leadership, wisdom, and emotional intelligence. These executives were skilled at accurately identifying and expressing their emotions (emotional perception trait) as well as (a) engaging in and detaching from their own emotions and (b) monitoring and managing their own emotions and those of and others (emotional management traits). The findings suggested that emotional intelligence helped in better management.

Hebert Elizabeth (2011) studied “The Relationship between emotional intelligence, transformational leadership, and effectiveness in school Principals.” Analyzing the relationship between emotional intelligence and different non-transformational leadership styles yielded mixed results. Findings indicated that relationship existed between emotional intelligence and contingent reward leadership. Based on the results of the study, it was concluded that principals and future principals could better develop effective leadership skills by becoming more aware of their
strengths and weakness in the area of emotional intelligence, along with improving their transformational leadership behaviours.

2.3 STUDIES RELATED TO SOCIAL ADJUSTMENT

Taylor, Shelley E (1983) proposed a theory of cognitive adaptation to threatening events. It was argued that the adjustment process centred around 3 themes: A search for meaning in the experience, an attempt to regain mastery over the event in particular and over life more generally, and an effort to restore self-esteem through self-enhancing evaluations. Those themes were discussed with reference to cancer patients' coping efforts. It was maintained that successful adjustment depended, in a large part, on the ability to sustain and modify illusions that buffer not only against present threats but also against possible future setbacks.

Linda E. Brody and Camilla et.al (1986) investigated perceptions of self-esteem, locus of control, popularity, depression (or unhappiness), and discipline problems as indices of social and emotional adjustment in highly verbally or mathematically talented adolescents. Compared to a group of students who were much less gifted, the highly gifted students perceive themselves as less popular, but no differences was found in self-esteem, depression, or the incidence of discipline problems. The gifted students reported greater internal locus of control.

Mc Kinney (1993) studied “Contributions of parental attachments to view of self and depressive symptoms among early adolescents” and inferred that social adjustment was related to personality
factors including motivation, values, goals, past experiences, conflicts, frustrations, ego status, coping patterns like compromise, withdrawal and attack defence mechanisms, attitude which was goal directed or problem solving or self centred.

Sarona Kaushalya (1993) studied the “Self concept, socio economic status and social adjustment of school teachers in Haryana state” and find out that adjustment was a condition or state in which one feels that one’s need and one’s behaviour conforms to the requirement of the culture of the society he belongs to.

Anita (1994) provided an insight into the gender-differences in adolescent’s self concept and adjustment. It was depicted from the results that girls better adjusted in emotional, social, educational and total areas of adjustment compared to boys.

Crick, Nicki R.; Dodge, Kenneth A. (1994) studied the “Relation between social information processing and social adjustment” in childhood and reviewed and interpreted within the framework of a reformulated model of human performance and social exchange. Study suggested that overwhelming evidence supported the empirical relation between characteristic processing styles and children's social adjustment, with some aspects of processing (e.g., hostile attribution biases, intention cue detection accuracy, response access patterns, and evaluation of response outcomes) likely to be causal of behaviours that lead to social status and other aspects (e.g., perceived self-competence) likely to be responsive to peer status.
Muni and Pavigrahi (1997) found that girls were better adjusted in all the areas of adjustment pattern than boys. They examined the effect of maternal employment on adjustment on a total of 80 children (40 boys and 40 girls) from 6th and 7th grades of two different schools of Berhampur, Orissa, having equal number of employed mothers and housewives. Family demographic profile and adjustment inventory by Saraswat (1984) were administered. Similarly Dutta et al. (1997) reported boys to be better adjusted than girls in the areas of health adjustment. The same authors in another study on home adjustment (1997) reported girls to be better.

Kaushik Archana (2002) studied the “Social adjustment among elderly women in an urban setting.” She found that relationship had an extremely important place in life of elderly people and attitude towards life had an impact on social adjustment.

Mythili et al. (2004) investigated the “Adjustment problems of intermediate students”. A sample of 150 boys and girls students were selected randomly from government and private management colleges in Vijayawada. A Telugu version of the ‘Mooney problem checklist’ was administered. The data was subjected to ‘t’ test. The results reported that boys had more adjustment problems compared to girls.

Sharma Bharti (2004) stated that ‘process of adjustment is complicated because a person’s interaction with one demand may come in conflict with the requirement of another conflict present special problem of adjustment.’
Kuruvilla (2006) found that sex and area of residence influenced the emotional adjustment of adolescents from his study on 980 tenth standard students using standard scale of emotional adjustment (Kuruvilla, 2002). Girls were found to have better adjustment than boys.

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 sample consisted of 30 rural boys and 30 rural girls between the age group of 14-16 years, studying in 8th to 10th standard in government co-educational school only. The adjustment inventory for school students’ constructed by Sinha and Singh (1984) which was modified by the investigator was used for data collection. 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.

Laursen Brett, et al. (2007) studied the “Friendship moderates prospective associations between social isolation and adjustment problems in young children.” This longitudinal study investigated prospective links between social isolation and adjustment problems among 166 (77 girls, 89 boys) Finnish children ages 7 to 9. Peer nominations for social engagement and self-reports of internalizing and externalizing problems were collected in the spring of the 1st and 2nd grade. Friendship moderated prospective associations between peer and adjustment variables. Among friended children,
there were no prospective associations between social isolation and either internalizing or externalizing problems. Among unfriended children, initial social isolation was positively linked to subsequent increases in internalizing and externalizing problems, and initial internalizing and externalizing problems predicted subsequent increases in social isolation. The findings suggested that friendship buffers against the adverse consequences associated with being isolated and presenting adjustment difficulties.

Betts, Rotenberg, Trueman (2009) studied “An investigation of the impact of young children's self-knowledge of trustworthiness on school adjustment: A test of the realistic self-knowledge and positive illusion models.” The study aimed to examine the relationship between self-knowledge of trustworthiness and young children's school adjustment. One hundred and seventy-three (84 male and 89 female) children from school years 1 and 2 in the United Kingdom (mean age 6 years 2 months) were tested twice over 1-year. School adjustment was assessed by child-rated school-liking and the Short-Form Teacher Rating Scale of School Adjustment (Short-Form TRSSA). Longitudinal quadratic relationships were found between school adjustment and children's self-knowledge, using peer-reported trustworthiness as a reference: more accurate self-knowledge of trustworthiness predicted increases in school adjustment. Comparable concurrent quadratic relationships were found between teacher-rated school adjustment and children's self-knowledge.
Pulkkinen, Lyyra, Kokko (2009) studied “Life success of males on non offender, adolescence-limited, persistent, and adult-onset antisocial pathways: follow-up from age 8 to 42.” They took a random sample of 196 males. Longitudinal Study of Personality and Social Development, was divided into four groups of offenders using information from government registers of convictions between ages 21 and 47, from local police registers searched at age 21, from a Self-Report Delinquency Scale administered at age 36, from a Life History Calendar for ages 15–42, and from personal interviews at ages 27, 36, and 42. The groups were persistent offenders (offences before and after age 21; 29% of the men); adolescence-limited offenders (offences before age 21; 27%); adult-onset offenders (offences after age 21; 16%); and nonoffenders (28%). In childhood and adolescence, the adolescence-limited offenders tended to display higher self-control than the other offenders indicated by less negative emotionality and higher constraint. Parental SES did not differentiate the groups, but the parents of the persistent offenders tended to use alcohol heavily, and the social capital of the family tended to be low compared with the other groups.

Gehlawat Manju (2011) studied “Adjustment among high school students in relation to their gender” The present study was conducted on a random sample of 100 students (boys=50 and girls=50) of class X of secondary schools of Rohtak. The age of the students ranged between 14 &15 years. Used tools were Adjustment Inventory for School Students (AISS) by A.K.P Sinha and R. P. Singh. No significant differences were found in the
emotional, social, educational and the total adjustment of students with respect to their gender in the results.

Gupta Mohan & Renu (2011) studied the “Adjustment and Scholastic Achievement of Boys & Girls”. The study examined the process of how some factors of adjustment left effect to children’s academic achievement. These factors were emotional adjustment social adjustment and educational adjustment. The tools used in study were highly reliable. Adjustment inventory of A.K.P. Sinha and Singh R.P. (1980) was used. Sample of 100 students was selected from various schools of Meerut. In which two groups were formed according to their gender. Mean, S.D. & Critical Ratio were calculated. The finding showed that male student were showed significantly higher score than females, it means female children were better in social adjustment. While in educational adjustment the result showed that boys and girls had same order of adjustment.

Qiaobing Wu, Lawrence, Xuesong et.al (2011) studied the “Social capital in promoting the psychosocial adjustment of Chinese migrant children: interaction across contexts.” They studied upon a sample of 772 migrant children and their parents in Shanghai, China, the study investigated how the interactions of social capital embedded in a range of social contexts (i.e., family, school, peer, and community) and influenced the psychosocial adjustment of Chinese migrant children. Results of multiple-group structural equation modeling revealed a moderating effect of community social capital on the associations between other dimensions of
social capital and child psychosocial adjustment. Family 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.

2.4 STUDIES RELATED TO ACADEMIC ACHIEVEMENT

Sundaram (1989) studied “Urban and rural difference in achievement and achievement related factors”. The factors were taken such as self-concept, manifest anxiety, study habits, intelligence, adjustment problems and achievement motivation among college students. The sample of the study included 490 final year degree class students from 14 colleges of Madras University. Among 490 students, 291 were students from urban colleges and 199 from rural colleges. The ‘CR’ technique was used to know the difference between urban and rural students in achievement related variables. The results revealed that there was a significant (at 0.01) difference between urban and rural students in their self-concept. The rural students had higher self-concept than urban students.

Sander L. Willam & Revers (1996) studied “Cumulative and residual effect of teachers on future student academic achievement.” Main finding were –

1. The effects of teachers on student achievements were both additive and cumulative with little evidence of compensatory effects.

2. Students of different ethnicities responded equivalently within the same quintile of teacher effectiveness.
Poonia Ravindra (1999) studied the “Product and process of intellectual development – A comparative study” The comparison was done in Piaget and Bruner on the Performance of the Students between 11+ and 13+ years and found that the experimental group of boys and girls, class VI and VIII, age 11+ and 13+, urban and rural showed gain in the post-test scores in product type tasks as well as process type tasks whereas the control group did not show any gain and in product type tasks. The boys gained better than girls in urban samples and girls gained better in rural sample in class VI and VIII, age 11+ and 13+, whereas in process type tasks, boys and girls gained equally in class VI, and boys gained better than girls in class VIII, both in urban and rural sample.

Abisamra, Salem Nanda (2000) studied the “Relationship between emotional intelligence and academic achievement in eleventh graders.” She suggested that there was positive relationship between emotional intelligence and academic achievement hence it should be in corporate in school curricula.

Joshi (2000) conducted a study on neuroticism, extraversion and academic achievement as related to gender and culture. The sample chosen for the study was 400 students of VIII class belonging to urban and rural area. Eysenck’s personality inventory was used for data collection. Results revealed a significant difference between boys and girls of rural areas and urban areas in academic achievement.

Kabussanu and Roberts (2001) studied “Moral functioning in sports: an achievement goal perspective.” This study examined the
role of achievement goals on indices of moral functioning (i.e. moral judgement). Finding suggested that especially male athlete reported higher ego orientation, lower task orientation, lower level of moral judgment and greater approval of unsportsmen like behaviours and they were more likely than female to judge injurious act as legitimate.

Suneetha and Mayuri (2001) conducted a “Study on age and gender differences on the factors affecting high academic achievement of school children.” The total sample of the study comprised of 120 children of IX and X grade drawn purposively from 10 private schools of Hyderabad. Malin’s intelligence scale for Indian children, study habit inventory, multidimensional assessment of personality inventory was used for data collection. The results showed boys and girls differed significantly in drilling, interaction, sets and language dimensions of study habit inventory and academic achievement.

Zimmerman J. Barry (2001) studied “Self regulated learning and academic achievements in students.” He asserted that social environment formulated student learning and achievement.

Petrides, Frederickson & Furnhan (2002) studied the “Role of trait emotional intelligence in academic performance and deviant behaviour” at school on a sample of 650 pupils in British Secondary Education. Trait emotional intelligence moderated the relationship between cognitive ability and academic performance.

Wentzel (2002) studied “what is it that I am trying to achieve?” as classroom goals from a content perspective. He suggested that
content of student goal can provide unique and valuable insight in
two ways in which student multiple social and academic goal
might influence their academic accomplishment.

knowledge for academic achievement.” He interpreted; it was true
that what students already know about the content was an
important factor and it was one of the strongest indicators of how
they will learn new information relative to the content.

Yang (2004) studied the “Factors affecting student burnout and
academic achievement in multiple enrolment programmes.” The
results showed that multiple enrolments programme had a
significant effect on student’s academic achievement and burnout.
Student burn out had a significant negative effect on academic
achievement.

Nuthana (2007) studied the “Gender analysis of academic
achievement among high school students” and found that 60.00 per
cent of boys and 53.00 per cent of girls were having excellent
academic achievement whereas, 30.20 per cent of boys and 34.50
per cent of girls had good academic achievement. Around seven
per cent of boys and twelve per cent of girls had satisfactory
academic achievement. However 3.40 per cent of boys and 0.70
per cent of girls had poor academic achievement. The association
between levels of academic achievement with boys and girls found
to be significant at 1 per cent level. Researcher also suggested that
rural and urban students differed significantly on academic
achievement as t-value was significantly higher on 0.01 level
(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).

Elias & Haynes (2008) studied “Social competence, social support and academic achievement in minority, low income, and urban elementary school children.” The finding suggested that school psychologist and other designing interventions who wanted to improve academic achievement of disadvantaged students should address social-emotional competencies and classroom climate, especially teacher support of student.

Singh Baljinder & Singh Kuldeep (2009) studied the “Influence of emotional intelligence and learning styles on academic achievement.” Sample sizes of 500 students were selected. The finding showed significant positive relationship between emotional intelligence and academic achievement.

Deb Sibnath, Chatterjee et. al (2010) studied the “Anxiety among high school students in India: Comparisons across gender, school type, social strata and perceptions of quality time with parents.” The broad objective of the study was to understand anxiety among adolescents in Kolkata city, India. Specifically, the study compared anxiety across gender, school type, socio-economic background and mothers’ employment status and their overall impact on academic achievement. A group of 460 adolescents (220 boys and 240 girls), aged 13-17 years were recruited to participate in the study via a multi-stage sampling technique. The data were collected using a self-report semi-structured questionnaire and a
standardized psychological test, the State-Trait Anxiety Inventory. Results showed that anxiety was prevalent in the sample with 20.1% of boys and 17.9% of girls found to be suffering from high anxiety. Adolescents belonging to the middle class (middle socio-economic group) suffered more anxiety than those from both high and low socio-economic groups (p<0.01). Adolescents with working mothers were found to be more anxious (p<0.01).

Areepattamanni, Shaljan, Freeman et.al (2011) studied the “Intrinsic motivation, extrinsic motivation, and academic achievement among Indian adolescents in Canada and India.” The purpose of the present study was to examine the relationships among intrinsic motivation, extrinsic motivation, and academic achievement for the Indian immigrant adolescents in Canada in comparison to their counterparts in India. Descriptive discriminant analysis indicated that the Indian immigrant adolescents in Canada had higher intrinsic motivation and academic achievement than their peers in India. By contrast, the Indian adolescents in India had higher extrinsic motivation than their counterparts in Canada. Hierarchical multiple regression analyses revealed the positive predictive effects of intrinsic motivation on academic achievement for both the Indian immigrant and Indian adolescents. While extrinsic motivation had a negative predictive effect on academic achievement for the Indian immigrant adolescents in Canada, it was not a significant predictor of academic achievement for the Indian adolescents in India.
On the basis of above studied investigator had make a comprehensive view related to own research problem under study. Most of the studies were related to Moral Judgment at elementary level. There were negligible studies on Moral Judgment at formal operational stage. Thus investigator had decided to conduct study present study with background of previous studies in the field of Moral Judgment, Emotional Intelligence, Social Adjustment and Academic Achievement.