Thoughtful people in all walks of life are greatly disturbed by the progressive erosion of moral values and the resultant pollution of public life. For, no society can survive without a moral order. A system of moral values is indispensable to group living. As the social structure becomes more complex, the welfare of all depends increasingly upon the co-operation of all in upholding moral values. The weakening of moral values among the younger generation leads to social and moral conflicts. An individual who is capable of deliberating, choosing and acting from a position of advanced moral judgement will be apt to deal with moral complexity and conflicts. A need was thus felt, for examining the judgemental aspect of morality. Although a cognitive process, moral judgement grows in association with members of society. The study was, therefore, undertaken to examine the development of moral judgement at the concrete operational stage (7+ to 11+) and formal operational stage (12+ to 13+) and its relationship with home and educational environment.
Moral judgement is the capacity to distinguish between right and wrong based on moral reasons. It is the evaluation of actions, motives and character of people. It involves a cognitive capacity to define situations in terms of rights and duties and requires the knowledge of standards and the ability to assess the situations, where these standards are applied.

A large part of that mature balance of judgement which enables an individual to see personal rights in clear perspective with group rights is referred to as moral judgement. It includes in its fold the self-control, awareness of self, skill and insight into groups, reaction to the authority of parents, of school or of cultural mores. The child's gradual acceptance of group codes, his ability to adjust his own selfish, impulsive behaviour to these restrictions grows as his capacity to make moral judgement grows.

Right from early infancy children face the impact of moral values and moral obligations. They are constantly reminded, openly or implicitly of what is approved and not approved, what is good and what is bad. They meet spoken or unspoken attitudes concerning what is right and wrong. The child's first concept of what is right or wrong is simply that which his parents permit or forbid. He is governed in early childhood by what Piaget (1932) refers to as moral realism in which the world is exactly what it seems to be;
there are no points of view, there is no relativity, things are black and white, wrong or right. Only with time and experience, growth of intellectual ability, and a great deal of adult help does the child take the next step in the development of moral judgement. Gradually, according to Piaget, he learns that rules are not objectively real, but are made by people and can be modified to fit circumstances. As the child's capacities to identify himself with others and to be interested in others, grow, his ability to judge situations on the wider basis develops. He becomes less dependent on adult authority and in time even less dependent upon the majority rules of his peers, and develops the capacity to judge situations by himself.

The present study was based upon the Piaget's theoretical framework of moral judgement. He constructed a model consisting of four stages of development through which an individual might progress. He also established characteristics and age range for each stage. The following construct briefly outlines Piaget's four stages -

I. Sensorimotor (Birth to 2½ years), Egocentrism total at first, gradually lessens, but remains dominant throughout. The child operates as though self is whole world and causes all events.

II. Preoperational (3 years to 7 years). The child's action are internalized and, therefore, represented, but thought is not liberated from perceptions. Thus, the child in this perception bound state makes decisions based on perceptual clues
when confronted with a conflict between cognition and perception.

III. Concrete Operational (8 years to 11 years). The child is no longer perception bound, he can make cognitive and logical decisions rather than perceptual decisions. He can take the views of others.

IV. Formal Operational (12 years to 16 years). Final stage of intellectual development. Prior to this age, the child has been able to deal with actions, objects, and images but has not been able to deal with ideas, not linked to these other things. Issues and principles become important, and the child sees things as they 'ought' to be rather than only what 'is'.

As presented by Piaget, movement through these stages is sequential; it involves both physical and mental change and how the individual perceives and interacts with environment.

The stage-age constructs also show that as the child grows older, his capacity for making moral judgements also increases. The cognitive units he exercises for making moral judgements, show a definite trend of growth with increase in age.

It is on the last two stages, that the present study was based.
Moral Judgement presupposes general cognitive stages but in addition it also requires role taking, which means assuming the perspective of others (Piaget, 1932; Mead, 1934). So, moral judgement is fundamentally a process of restructuring of modes of role taking. In other words, moral judgement seems to be accomplished through cognitive structuring and restructuring of the perceived social environment. It is an active process (Kohlberg, 1968; Turiel, 1969), which cannot take place without the help of others, that is, peers, parents, teachers, and other members of society. The present study concentrated on the relationship of factors existing in home and educational environment.

By far the greatest influence upon the child's development of moral judgement is the home. It is not simply that the child spends far more of his life at home than at school. But here are made the earliest and most long-lasting identifications. The child receives the greatest and most influential part of the heteronomy that shapes his moral judgement. The psychological atmosphere of the home compounds parental attitudes of acceptance, centredness, avoidance, disciplinary techniques, the prevailing moral attitude of the parents and the socio-economic background of the family; all gear the moral potential of the child. It is the family that shapes personality, socialises the child and patterns moral concepts.
By contrast with the immense moral influence of the home, the school may seem weak. It has far less time and opportunity to influence the child. Nevertheless, school provides the child with wider social experience and asserts moral values within the context of actual situations. In the classroom there are frequent on the spot injunctions to individuals. Each school has its own ethos or institutional climate. It is formed by relationships within the school community. Relationships among the staff, between staff and pupils and among pupils themselves are all involved, for morality is compounded of such personal relationships. Thus the organization and modus operandi of the school transmits to its students a definite moral system. The climate prevailing in the school, the privileges and facilities provided by the school to the students, the school discipline, moral attitude of teachers, the quality of adult interaction and the degree of student involvement in decisions affecting themselves, contribute to the school being an implicit moral agent.

The present study primarily developmental employed the cross-sectional design combined with one year longitudinal approach, in order to trace the developmental trends of moral judgement from age groups 8+ to 11+ (concrete stage) through 12+ to 13+ (formal operational stage). Alongwith examining
the moral judgement development, its home and educational correlates were identified by employing multi-variate analysis involving product moment correlations, factor analysis and rotation of factors for both the concrete and formal operational stages, separately. The extent of predictability of home and educational variables, individually and conjointly towards moral judgement was explored at both the operational stages through multiple correlations and step up regression equations. In addition, the significance of difference between means of various home and educational discrete variables was also studied.

The study was directed towards the following objectives:

I(a) To identify the moral development trends among children from concrete operational stage (6+ years to 11+ years) to formal operational stage (12+ years to 13+ years).

(b) To compare the moral judgement developmental trends at concrete operational stage with those of the formal operational stage.

II(a) To examine the relationship of variables of home environment with moral judgement at (i) concrete operational stage and (ii) formal operational stage.
To compare the degree of relationship of moral judgement and home environment at concrete operational stage with that of formal operational stage.

To examine the relationship of variables of educational environment with moral judgement at (i) concrete operational stage and (ii) formal operational stage.

To compare the degree of relationship of moral judgement and educational environment at concrete operational stage with that of formal operational stage.

To identify factors with respect to home and educational environment which cluster together factorially with moral judgement at (i) concrete operational stage and (ii) formal operational stage.

To compare the factorial structure underlying the home and educational environment and moral judgement at concrete operational stage with that of formal operational stage.

To determine the relative contribution of significant correlate (home and educational) of moral judgement to the prediction of moral judgement at (i) concrete operational stage and (ii) formal operational stage.
(b) To examine the conjoint predictability of home and educational variables towards moral judgement at (i) concrete and (ii) formal operational stages.

(c) To compare the predictive efficiency of home and educational environment towards moral judgement at concrete operational stage with that of formal operational stage.

(d) To select the model of predictor variables which best explains the predictive efficiency of moral judgement.

VI. To determine the sex difference in moral judgement with respect to its development from 8+ to 13+ age groups.

As emerging from review of literature, the following hypotheses were formulated:

I(a) Age to age differences exist in mean scores on the moral judgement test among children from 8+ to 13+ years of age;

(b) There is significant difference between the development of moral judgement at concrete and formal operational stages;
II(a) There is significant correlation between the development of moral judgement and family relationship at (i) concrete operational stage and (ii) formal operational stage;

(b) The measure of socio-economic status correlates significantly with moral judgement at (i) concrete operational stage; (ii) formal operational stage;

(c) There is a significant correlation between the moral attitude of parents and moral judgement of the child at (i) concrete operational stage and (ii) formal operational stage;

(d) The relationship of home variables with moral judgement differs at concrete and formal operational stages;

III(a) Significant correlation exists between the measure of school characteristics and moral judgement at (i) concrete operational stage and (ii) formal operational stage;

(b) The measure of school organizational climate correlates significantly with the moral judgement at (i) concrete operational stage and (ii) formal operational stage.

(c) There is a significant correlation between the moral attitude of teachers and moral judgement of the child at (i) concrete operational stage and (ii) formal operational stage.
(d) The relationship of educational environment with moral judgement differs at concrete and formal operational stages;

IV. (a) The variables of home and educational environment cluster together in group factor/s with moral judgement at (i) concrete operational stage and (ii) formal operational stage;

(b) The factor structure underlying the variables of home and educational environment differs at the concrete and formal operational stages;

V. (a) Home variables are significant predictors of moral judgement at (i) concrete operational stage and (ii) formal operational stage;

(b) Educational variables are significant predictors of moral judgement at (i) concrete operational stage and (ii) formal operational stage;

(c) Home and educational variables conjointly contribute to greater variance towards prediction of moral judgement than taken in isolation of each other at (i) concrete operational stage and (ii) formal operational stage;

VI. (a) Children with parents and children without parents (either mother or father) differ significantly in their development of moral judgement;
(b) There is significant difference in the moral judgement of the children having literate parents and those having illiterate parents (either mother or father);

(c) Significant differences exist in the moral judgement of children belonging to small family structure and those belonging to large family structure;

(d) Children of working mothers and non-working mothers differ significantly in their development of moral judgement;

(e) Significant differences exist on moral judgement task among children belonging to homes having religious background, and those belonging to homes having no religious background.

(f) Significant differences exist in the moral judgement of children having democratic discipline at home and those having authoritarian discipline at home;

(g) Children belonging to schools having school assembly and those belonging to schools not having school assembly, differ significantly on moral judgement tasks;

(h) Children belonging to co-educational schools and children belonging to only Girls/Boys schools differ significantly on the mean scores of moral judgement test;

(i) Children of Central schools/Government schools/Religion affiliated schools differ significantly in their development of moral judgement;
(j) There is significant difference on moral judgement scores of children belonging to schools having independent periods of moral instructions and those belonging to schools having no period of moral instructions.

(k) No sex difference exists in the development of moral judgement of boys and girls.

SAMPLE:

Two sub-samples consisting of (a) 278 students (128 boys and 150 girls) in the age range of 8+ to 11+ at the concrete operational stage and (b) 322 students (158 boys and 164 girls) in the age range of 12+ to 13+ at the formal operational stage were drawn from four of the twenty district headquarters of North-West Madhya Pradesh i.e. Bhopal, Indore, Basoda and Sagar by employing the 'Multi-Staged Stratified Randomization' technique of sampling.

The parents' formed the second unit of sampling (Purposive sampling). The parents of 600 students involved in the study were contacted personally at home.

The teachers' formed yet another distinct unit whereby twenty-four class teachers of those sections whose students were included in the study, formed the sample to fill in the teachers' information blank and test of moral dilemmas. For filling up the organizational climate questionnaire a sample of 80 teachers' was
drawn from the selected eight schools by taking one school as unit of randomization.

The following tools for data collection were used:

I. Moral Judgement Test (Sinha and Varma, 1968).
II. Family Relationship Inventory (Sherry and Sinha, 1968).
IV. School Characteristics Index (SCI, Singh, 1977).
V. School Organisational Climate Description Questionnaire (SOCDQ, Sharma, 1978).
VI. Students' Information Form (locally constructed by the investigator).
VII. Teachers' Information Form (locally constructed by the investigator).
VIII. Test of Moral Dilemmas (Developed and standardized by the investigator, 1985).

**STATISTICAL TECHNIQUES:**

- 't'-ratios; employed to trace the moral judgement development across various age levels of 8\(^{+}\) to 13\(^{+}\) as also for studying the significance of difference between means on moral judgement between groups formulated on the basis of discrete home and educational variables.
- Product moment correlations; to examine the relationship of home and educational variables with moral judgement at concrete and formal operational stages.
Factor Analysis; to identify the factor pattern underlying home and educational variables, with the measure of moral judgement at both concrete as well as formal operational stages.

Step up regression equations; for ascertaining the differential and conjoint predictability of home and educational variables for moral judgement at concrete and formal operational stages.

RESULTS AND CONCLUSIONS:

Based upon the above analyses, as discussed in Chapters V to VIII, the following results were obtained:

(A) Development of Moral Judgement:

1. Examination of moral judgement developmental trends across various age levels of 8+ to 13+ years, showed that there was a clear cut and significant development of moral judgement from one age group to the next successive age group. The development of moral judgement passes through sequential, progressive changes along a curve of growth marked by rapid incline in early years (8+ to 11+) with an increasing stability during the later years (12+ to 13+).

2. Mean score on moral judgement at formal operational stage ($M = 35.39$) was higher than that at concrete operational stage ($M = 24.30$). This mean difference
(11.09) was found to be significant at .01 level 
(t = 17.18). The results indicated that children at 
formal operational stage were definitely on a higher 
plane of moral judgement than children at concrete 
operational stage.

The hypothesis I(a) that "Age to Age differences exist 
among the children of various age groups on moral judgement", 
stands accepted.

Hypothesis I(b) that 'there is significant difference 
between the development of moral judgement at concrete and 
formal operational stages', also stands accepted.

(B) RELATIONSHIP OF MORAL JUDGEMENT WITH HOME EDUCATIONAL 
ENVIRONMENT:

Product - moment correlations between moral judgement and 
home variables and between moral judgement and educational 
variables were computed to find out their picture of relation­ 
ship with each others, at concrete and formal operational stages.

1. The nine measures of home variables and moral judgement 
were significantly correlated at concrete as well as 
at formal operational stages.

(i) Parental acceptance was positively and 
significantly correlated with moral judgement 
at concrete stage (r = MA = .623; FA = .495) and 
also at formal stage (r = MA = .761; FA = .562).
(ii) Parental centredness (mother and father) was found to be positively and significantly correlated with moral judgement at concrete stage ($r = MC = -.431; FC = .421$), while at formal operational, it related negatively but significantly with moral judgement ($r = MC = -.270; FC = -.187$).

(iii) Parental avoidance was inversely related to moral judgement at concrete stage ($r = MV = -.323; FV = -.385$), and it was so at formal stage ($r = MV = -.475; FV = -.456$).

(iv) Family Relationship total and moral judgement were found to be significantly correlated with each other at concrete stage ($r = .319$) and at formal stage ($r = .174$).

(v) The moral judgement of the child and the moral attitude of parents were found to be significantly and positively related to each other, at concrete stage ($r = .712$) and at formal operational stage ($r = .608$).

(vi) The variable of socio-economic status was found to be closely associated with moral judgement at both the stages (at concrete stage $r = .870$; at formal stage $r = .616$).
2. The sixteen measures of educational environment were found to be correlated at concrete stage while at formal stage, thirteen measures correlated significantly with moral judgement.

(i) The measures of school characteristics total, teaching methods and co-curricular activities were found to correlate positively and significantly with moral judgement at both the stages. At concrete stage they had a 'r' value of .520, .434 and .138 respectively and at formal stage they had a 'r' value of .246, .364 and .158 respectively.

(ii) The measures of evaluation, school rules and school traditions (r = .433, .357 and .238) correlated significantly with moral judgement at .01 level at concrete stage, while at formal stage they did not bear significant correlation with moral judgement.

(iii) The sub-measures of organizational climate, namely, esprit, intimacy, controls, production-emphasis and humanized thrust depicted positive and significant correlation with moral judgement at .01 level at both the stages. Their 'r' values being of the order of .448, .287, .443, .387 and .577 respectively, at concrete stage, and .358, .156, .373, .399 and .557 respectively at formal stage.
(iv) The other sub-measures of organizational climate viz. disengagement, alienation and psycho-physical hindrance were found to be inversely related to moral judgement at both the stages. The correlation values were, however, found to be significant at .01 level at concrete as well as at formal operational stages. At concrete stage their 'r' values were -.561, -.583 and -.583 respectively, and at formal stage they had the 'r' values of -.508, -.546 and -.442 respectively.

(v) Open climate of the school, as a separate dimension, showed a positive correlation with the level of moral judgement of the children at concrete (r = .552) as well as at formal (r = .559) operational stages.

(vi) The variable of moral attitude of teachers and moral judgement of the children revealed positive and significant correlation with each other. Although the correlation value at concrete stage was much higher (r = .643) than that found at formal operational stage (r = .289).

The hypotheses II(a) that "There is significant correlation between the moral judgement and family relationship at (i) concrete
stage (ii) formal stage; II(b) that "The measure of socio-economic status correlates significantly with moral judgement at (i) concrete stage, and (ii) formal stage"; and II(c) that "There is a significant correlation between the moral attitude of parents and moral judgement of child at (i) concrete stage; and (ii) formal stage", hold tenable.

The hypothesis II(d) that "the relationship of home variables with moral judgement differs at concrete and formal operational stages" does not stand accepted, as the home variables correlate significantly with moral judgement at both the stages. Although the values of correlation decreased at formal operational stage.

In the light of the findings, in para 2(i), (ii), (iii), (iv), (v), (vi), the hypothesis III(a) that "Significant correlation exists between the measure of school characteristics and moral judgement at (i) concrete stage, stands accepted; while at (ii) formal stage it stands partially accepted, as only three measures out of six measures of school characteristics were found to be significantly correlated with moral judgement. The hypotheses III(b) that "The measure of school organizational climate significantly correlate with the moral judgement at (i) concrete stage and (ii) formal stage"; and III(c) that "There is a significant correlation between the moral attitude of teachers and moral judgement of the child at (i) concrete operational stage and (ii) formal operation stage", stand confirmed.
However, hypothesis IIId, that "The relationship of educational variables with moral judgement differs at concrete and formal operational stages" does not stand accepted. The picture of relationship at both the stage is the same except that the correlation values decline slightly at formal stage, although they still remain significant at .01 level.

(C) FACTOR STRUCTURE/S OF HOME AND EDUCATIONAL ENVIRONMENT AND MORAL JUDGEMENT:

With a view to examining the factor structure implicit among different variables of home and educational environment and moral judgement, the factor analysis and rotation of factors were employed, at both concrete and formal operational stages.

The factor analysis yielded three interpretable original and rotated factors at concrete stage. The original factors were: 'General Factor of Environment' where variables of home, (family relationship and its six sub-measures, socio-economic status and moral attitude of parents) and education (school characteristics and its five sub-measures, eight sub-tests of organizational climate, open climate of the school and moral attitude of teachers) clustered together, in constellation with the criterion variable of moral judgement. 'Group Factor of Educational Environment', wherein all the five sub-measures of school characteristics (evaluation, teaching methods, school rules, co-curricular activities and school traditions) having positive loadings and four out of eight sub-measures of organizational climate (production emphasis, esprit,
psycho-physical hindrance and disengagement) having negative loadings, constellated with moral judgement; and 'Group Factor of Home Environment' with all its nine measures sharing common variance with moral judgement. The rotated factors were: I, 'Group Factor of Organizational Climate' with all eight sub-tests of OCDQ and dimension of open climate of the school; II, 'Group Factor of School Characteristics' with all its five sub-measures; and III, 'Group Factor of Home Environment' with all its nine variables, each factor sharing common variance with moral judgement.

The total percentage of variance explained by Original Factors I, II and III was 42.53%, 7.42% and 13.7% respectively and that explained by Rotated Factors I, II and III was 29.00%, 13.61% and 15.76% respectively.

The factor structures underlying moral judgement, home and educational environment were more or less identical at concrete and formal operational stages. Thus, at formal operational stage, three original and rotated factors were interpreted. The original factors were: 'General Factor of Environment', wherein all home and educational variables were in constellation with moral judgement; 'Group Factor of Educational Environment', bipolar in nature, represented the variables of school characteristics (all its five sub-measures) on the positive pole and four out of eight sub-measures of Organizational climate (alienation, production-emphasis, psycho-physical hindrance and controls) on the negative pole, in constellation with moral judgement; 'Group Factor of Home Environment', wherein all the home variables clustered together sharing common variance with
moral judgement. The total percentage variance accounted by these factors were 32.73%, 16.00% and 10.57% respectively. The Rotated Factor were 'Group Factor of Organizational Climate'; 'Group Factor of School Characteristics'; and 'Group Factor of Home Environment', where all the three factors shared common variance with moral judgement. The total percentage variances accounted by rotated factors I, II and III were 21.00%, 12.30% and 15.38% respectively.

The factor structure at both the stages indicated that:

1. Home and educational environment revealed factorial constellation with moral judgement both at concrete and formal operational stages.

2. Moral judgement as depicted in all the three factors at concrete and formal operational stages emerged with more or less similar factor structure in clustering together with home and educational environment.

3. Both home and educational environment showed a structural unification with moral judgement and thus may be conceived as belonging to the same domain of environment (vide Original factor I, at both the stages).

4. Although belonging to the same domain, the variables of home and educational environment are factorially distinguishable from each other (vide Original factor II and III and Varimax factor I, II and III).
On the basis of the nature of the obtained factor structure, part (a) of the IV hypothesis that 'The variables of home and educational environment cluster together in group factor/s with moral judgement at (i) concrete operational and (ii) formal operational stages', stands accepted.

Part (b) of the IV hypothesis that 'The factor structure underlying the variables of home and educational environment differs at concrete and formal operational stages' does not stand accepted, as the structural relationship of home and educational variables with moral judgement as identified through factor analyses remained stable in transition from concrete to formal operational stage.

The results of factor analysis support those of correlations where home and educational variables remained closely associated with moral judgement at both the stages, either with the same or varying degree of potency. This implies that none of the home and educational variables can be ignored while conceiving moral judgement of the child, at both the stages.

(D) PREDICTIVE EFFICIENCY OF HOME AND EDUCATIONAL ENVIRONMENT (DIFFERENTIALLY AND CONJOINTLY) TOWARDS MORAL JUDGEMENT:

In order to examine and compare the predictive efficiency of significant home and educational variables towards moral judgement at concrete and formal operational stages separately; as also to see whether the prediction of moral judgement on the
basis of conjoint effect of home and educational variables is greater than their separate prediction; and to determine the combination of predictor variables which best explain the variance of moral judgement, the technique of multiple correlation and step up regression equation was used. For these purposes, various models were set up involving different combinations of home and educational variables on the basis of partial correlations (Bennett and Franklin, 1954), at both the stages.

HOME ENVIRONMENT:

Accordingly eight models were set up involving nine measures of home environment at concrete operational stage. Out of all the models, Model I(c) explained the greatest variance involving five home variables (SES + MP + FR$_3$ + FR$_1$ + FR$_2$), namely, socio-economic status, moral attitude of parents (MP), Mother Centred (FR$_3$), Mother Acceptance (FR$_1$) and Mother Avoidance (FR$_2$).

$$R^2_{MJ} = .756 + .032 + .013 + .005 + .806$$ indicated that out of 80.6% variance explained by home variables at concrete stages; 75% was explained by socio-economic status, 3.2% by moral attitude of parents 1.3% by mother centred, 0.5% by mother acceptance, F-test revealed that socio-economic status, moral attitude of parents, mother centred and mother acceptance and emerged to be potent predictors while
the variables of mother avoidance, father centred, father acceptance, and father avoidance emerged as weak predictors.

At formal operational stage eight models were set up involving nine measures of home variables. Out of all the models, Model II(d) explained the greatest significant variance \( (FR_1 + SES + FR_2 + MP + FR_5) \) - involving the home variables of \( FR_1 \) (mother acceptance), \( SES \) (socio-economic status), \( FR_2 \) (father acceptance), \( MP \) (moral attitude of parents) and \( FR_5 \) (mother avoidance).

\[ R^2 = .579 + .048 + .038 + .028 + .004 + .697, \]

revealed that out of 69.7% variance explained by these home variables at formal stage, 57.9% is attributable to the variable of mother acceptance, 4.8% to socio-economic status, 3.8% to father acceptance, 2.8% to moral attitude of parents and 0.4% to mother avoidance. Findings of F-test depicted that mother acceptance, socio-economic status, father acceptance, moral attitude of parents and mother avoidance emerged as potent predictors, while the variables of father avoidance, family relationship total, father centred and mother centred emerged as weak predictors of moral judgement.

Comparison of home predictors at concrete and formal operational stages shows that (i) the variables of mother acceptance, socio-economic status and moral attitude of parents emerged to be common predictors at both the stages; (ii) whereas, at concrete stage, mother centred also emerged as significant predictor, but was not so at formal stage; (iii) at formal stage, father acceptance and mother avoidance appeared as significant predictors.

At concrete as well as at formal stages the variables of family
relationship total, father centred and father avoidance emerged as weak predictors.

The hypothesis V(a) 'Home Variables are significant predictors of moral judgement' may be accepted in terms of variables of mother acceptance, socio-economic status, moral attitude of parents and mother centred at (i) concrete stage; and with respect to variables of socio-economic status, mother acceptance, father acceptance, mother avoidance and moral attitude of parents, at (ii) formal operational stage.

EDUCATIONAL ENVIRONMENT:

At concrete stage fourteen models were set up involving measures of educational environment. Out of all models, Model III(1) (MT + OCDQ₆ + OCDQ₄ + SCI₇ + SCI₅ + OCDQ₁ + OCDQ₈ + OCDQ₇ + OpSc + SCI₄) was found to be explaining the greatest significant variance, involving the educational variables of moral attitude of teachers (MT), Controls (OCDQ₆), Intimacy (OCDQ₄), School characteristics total (SCI₇), School traditions (SCI₅), Disengagement (OCDQ₁), Humanized thrust (OCDQ₈), Production emphasis (OCDQ₇), Open climate of the school (OpSc) and Co-curricular activities (SCI₄).

\[ R^2_{MJ} = .413 + .038 + .063 + .050 + .009 + .004 + .003 + .005 + .017 + .006 = .608, \]

indicated that out of the total variance of 60.8% predicted by these educational variables 41.3% is attributable to the variable of MT, 3.8% to OCDQ₆, 6.3% to
the variable of OCDQ₄, 0.5% to SCI₇, 0.9% to SCI₅, 0.4% to OCDQ₁, 0.3% to the variable of OCDQ₈, 0.5% to OCDQ₇, 1.7% to OpSc and 0.6% to the variable of SCI₄. F-test predicted that the variables of MT, OCDQ₄, SCI₇, SCI₅, OCDQ₁, OpSc, SCI₄ and OCDQ₆ were significant predictors of moral judgement.

The variables of teaching methods, evaluation, esprit, school rules, psycho-physical hindrance, alienation, humanized thrust and production emphasis, contributing slightly towards total variance, however, emerged as weak predictors, as shown by the F-test.

At formal stage also fourteen models were set up involving measures of educational variable. Model IV(k) explained the greatest significant variance (OCDQ₈ + OpSc + OCDQ₃ + SCI₄ + OCDQ₄ + SCI₁ + SCI₅ + SCI₇ + MT + OCDQ₇ + OCDQ₅ + OCDQ₆) involving the variables of humanized thrust (OCDQ₈), open climate of the school (OpSc), esprit (OCDQ₃), curricular activities (SCI₄); intimacy (OCDQ₄), evaluation (SCI₁), school traditions (SCI₅), school characteristics (SCI₇) moral attitude of teachers (MT), production emphasis (OCDQ₇), psycho-physical hindrance (OCDQ₅) and controls (OCDQ₆).

\[
R^2MJ = .310 + .018 + .003 + .007 + .006 + .004 + .002 + .005 + .001 + .002 + .015 = .375, \text{ which indicated that out of the total variance of 37.5\% accounted by these variables 31.8\% is attributable to OCDQ₈, 1.8\% to OpSc, 0.3\% to OCDQ₃, 0.7\% to SCI₄, 0.6\% to OCDQ₄, 0.4\% to SCI₁, 0.2\% to SCI₅, 0.5\% to SCI₇, 0.2\% to MT, 0.1\% to OCDQ₇, 0.2\% to OCDQ₅ and 1.5\% to OCDQ₆.}
\]
F-test depicted that the variables of humanized thrust (OCDQ₆), open climate of the school (OpSc) and psycho-physical hindrance (OCDQ₅) contributed towards significant variance and therefore emerged as potent predictors, while the variables of co-curricular activities (SCI₄), intimacy (OCDQ₄), evaluation (SCI₁), school traditions (SCI₂), school characteristics total (SCI₅), moral attitude of teachers (MT) production emphasis (OCDQ₇) and controls (OCDQ₆), contributed slightly towards total variance, however, this increase was not significant, as depicted by F-test and they therefore emerged as weak predictors. Other variables which emerged as weak predictors were teaching methods, school rules, disengagement, esprit and alienation.

Comparison of educational predictors at concrete and formal operational stages shows that, (i) the potent predictor variable of educational environment which was found to be common at both the stages was open climate of the school; (ii) at concrete stage, the variables of intimacy, disengagement, moral attitude of teachers, school characteristics total, co-curricular, activities and school traditions also emerged as potent predictors, which were not at formal stage; (iii) the educational variables which emerged as weak predictors at both the stages were teaching methods, evaluation, school rules and alienation. At the formal stage other
variables which emerged as weak predictors were disengagement, co-curricular activities, intimacy, school traditions, school characteristics total, moral attitude of teachers and production emphasis.

The hypothesis V(b) 'Educational variables are significant predictors of moral judgement' may be accepted at concrete stage in terms of the variables of controls, open climate of the school, intimacy, disengagement, moral attitude of teachers, school characteristics total, co-curricular activities and school traditions, while at (ii) formal stage the hypothesis may be accepted partially, as only three variables - humanized thrust, open climate of the school and psycho-physical hindrance emerged as potent predictors.

CONJOINT EFFECT OF HOME AND EDUCATIONAL ENVIRONMENT:

At concrete stage models were set up involving various combination of home and educational variables. Out of all models, Model V(u) (SES + MP + SCI + FR + SCI + SCI + FR + SCI + FR + SCI + FR + SCI + OCDQ + OCDQ) was found to be the best, explaining maximum significant variance of 85.3% involving the variables of socio-economic status (SES), moral attitude of parents (MP), co-curricular activities (SCI), mother centred (FR), school characteristics total (SCI), mother acceptance.
(FR\textsubscript{1}), school traditions (SCI\textsubscript{2}), humanized thrust (OCDQ\textsubscript{8}), open climate of the school (OpSc), mother avoidance (FR\textsubscript{5}), family relationship total (FR\textsubscript{1}t), moral attitude of teachers (MT), production emphasis (OCDQ\textsubscript{7}), controls (OCDQ\textsubscript{6}), school rules (SCI\textsubscript{3}), evaluation (SCI\textsubscript{1}), father acceptance (FR\textsubscript{2}), teaching methods (SCI\textsubscript{2}), father avoidance (FR\textsubscript{6}), alienation (OCDQ\textsubscript{2}), intimacy (OCDQ\textsubscript{4}) and disengagement (OCDQ\textsubscript{4}).

\[ R^2_{MJ} = .756 + .032 + .014 + .008 + .005 + .005 + .004 \\
+ .002 + .005 + .004 + .002 + .003 + .006 + .004 + .001 + .000 \\
+ .000 + .000 + .000 + .000 + .000 + .002 = .853, \]

indicated that out of the total variance of 85.3\% accounted conjointly by home and educational variables 75.6\% is attributable to SES, 3.2\% to MP, 1.4\% to SCI\textsubscript{4}, 0.8\% to FR\textsubscript{3}, 0.5\% to SCI\textsubscript{1}, 0.5\% to FR\textsubscript{1}, 0.4\% to SCI\textsubscript{5}, 0.2\% to OCDQ\textsubscript{8}, 0.5\% to OpSc, 0.4\% to FR\textsubscript{5}, 0.2\% to FR\textsubscript{1}, 0.3\% to MT, 0.6\% to OCDQ\textsubscript{7}, 0.4\% to OCDQ\textsubscript{6}, 0.1\% to SCI\textsubscript{3}, none to SCI\textsubscript{1}, FR\textsubscript{2}, SCI\textsubscript{2}, FR\textsubscript{6}, OCDQ\textsubscript{2} and OCDQ\textsubscript{4}, and 0.2\% to OCDQ\textsubscript{4}.

F-test showed that the variables of socio-economic status, moral attitude of parents, school rules, moral attitude of teachers, mother centred, school characteristics total, mother acceptance, production emphasis, open climate of the school, school traditions, mother avoidance, disengagement and controls emerged as potent predictors, the variables of humanized thrust, family relationship total, school rules, evaluation, father acceptance, teaching methods, father avoidance, alienation,
intimacy, father centred, esprit and psycho-physical hindrance emerged as weak predictors.

At formal stage models were set up involving variables of home and educational environment in different combinations. Out of all models, Model VI(\(\pi\)) emerged as the best, explaining the significant variance of 81.5\%. Model VI(\(\pi\)) (\(FR_1 + SES + OCDQ_8 + FR_2 + MP + MT + SCI_1 + FR_5 + SCI_4 + OCDQ_6 + OCDQ_3 + OCDQ_5 + OCDQ_4 + OCDQ_2 + FR_6 + SCI_3 + OCDQ_7 + SCI_5 + OpSc\)) involved conjointly the variables of mother acceptance (\(FR_1\)), socio-economic status (\(SES\)), humanized thrust (\(OCDQ_8\)), father acceptance (\(FR_2\)), moral attitude of parents (\(MP\)), moral attitude of teachers (\(MT\)), evaluation (\(SCI_1\)), mother avoidance (\(FR_5\)), co-curricular activities (\(SCI_4\)), controls (\(OCDQ_6\)), esprit (\(OCDQ_3\)), psycho-physical hindrance (\(OCDQ_7\)), intimacy (\(OCDQ_4\)), father avoidance (\(FR_6\)), school rules (\(SCI_3\)), production emphasis (\(OCDQ_7\)), school traditions (\(SCI_5\)) and open climate of the school (\(OpSc\)).

\[
R^2MJ = .579 + .048 + .048 + .042 + .024 + .008 + .009 + .005 + .006 + .005 + .007 + .021 + .004 + .004 + .001 + .000 + .002 + .000 + .002 = .815.
\]

Out of the total variance of 81.5\% accounted by the conjoint effect of home and educational variables, 57.9\% of variance is attributable to the variable of \(FR_1\), 4.8\% to \(SES\), 4.8\% to \(OCDQ_8\), 4.2\% to \(FR_2\), 2.4\% to \(MP\), 0.8\% to \(MT\), 0.9\% to \(SCI_1\), 0.5\% to \(FR_5\), 0.6\% to \(SCI_4\), 0.5\% to \(OCDQ_6\), 0.7\% to \(OCDQ_3\), 2.1\% to \(OCDQ_5\), 0.4\% to \(OCDQ_7\), 0.4\% to \(SCI_2\), 0.1\% to \(FR_6\), 0.00\% to \(SCI_3\), 0.2\% to \(SCI_5\), 0.00\% to \(OCDQ_7\) and 0.2\% to \(OpSc\).
The variables which emerged as potent predictors due to the conjoint effect of home and educational variables towards moral judgement at formal stage were mother acceptance, SES, humanized thrust, father acceptance, moral attitude of parents, moral attitude of teachers, evaluation, mother avoidance, co-curricular activities, esprit, psycho-physical hindrance, intimacy, teaching-methods, school traditions and open climate of the school. The variables of father avoidance, school rules, production emphasis, father centred, family relationship total, alienation, disengagement, school characteristics total and mother centred, emerged as weak predictors.

Comparison of the conjoint effect of home and educational variables at concrete and formal operational stages shows that variables which emerged as potent predictors towards moral judgement (i) at both the stages were socio-economic status, moral attitude of parents, co-curricular activities, mother acceptance, school traditions, open climate of the school, mother avoidance, moral attitude of teachers and controls; (ii) at concrete stage the variables of mother centred, school characteristics total, disengagement and production emphasis emerged as potent predictors which were not found at formal stage; (iii) at formal stage, on the other hand, the variables of father acceptance, evaluation, esprit, psycho-physical hindrance, teaching methods and humanized thrust emerged as potent predictors of moral judgement, which did not predict significantly at concrete stage; (iv) the variables which
emerged as weak predictors due to conjoint effect of home and educational variables at both the stage were father centred, father avoidance, family relationship total, school rules and alienation.

The total variance contributed by conjoint effect of home and educational variables towards moral judgement is greater at concrete (85.3%) as well as formal stages (81.5%), than when home variables (concrete - 80.6%, formal 69.7%) and educational variables (concrete 61.1%, formal 37.6%) were taken separately.

These results lead to the acceptance of V(c) hypothesis that "Home and Educational variables conjointly contribute to greater variance towards prediction of moral judgement than taken in isolation of each other at (i) concrete stage and (ii) formal operational stage."

An overall view of the results of regression equations and multiple R's indicated that -

(1) Home variables at concrete stage accounted for 80.6% of the total variance, and 69.7% of the total variance at formal stage towards moral judgement.

(2) Educational variables at concrete stage accounted for 61.1% of total variance and 37.6% of the total variance at formal stage towards moral judgement.
Home and Educational variables conjointly accounted for 85.3% of the total variance at concrete stage and 81.5% of the total variance at formal operational stage towards moral judgement. The conjoint total variance was greater than when home and educational variables were taken separately at both the stages.

The total variance predicting moral judgement by home and educational variables was greater at concrete stage than at formal stage. In other words, moral judgement can be explained by home and educational variables more at concrete stage than at formal operational stage. At formal stage, factors other than home and educational variables seem to be contributing towards the prediction of moral judgement.

The remaining total variance of 14.7% at concrete stage and 18.5% variance at formal stage (home and educational variables conjointly) seem to be attributed to factors other than taken in the present study.

E. DISCRETE VARIABLES:

Some of the variables which could not be treated through previous analysis due to their discrete nature but considered to be equally important in their effect on moral judgement, were treated through calculating significance of difference of means (t-ratios) between groups of children, classified on the basis of discrete home and educational variables namely: sex, father absent/
present homes, mother present/absent homes, small/large families, working/non-working mothers, religious influences, authoritarian/democratic discipline, literate/illiterate fathers, literate/illiterate mothers, school assembly, co-educational schools/separate schools, type of school background and independent periods of moral instructions. Difference between means which reached at least 0.05 level of significance, were considered to be significant.

(1) Significance of difference between means of moral judgement between groups of children as related to home variables showed that children having parents (mother or father), children of literate parents, children belonging to small family structure and children belonging to family having some kind of religious influence scored better than their counterparts, that is, children not having parents (mother or father), children of illiterate parents, children belonging to large family structure, and children belonging to family having no religious influence.

(2) Children of working and non-working mothers are at par with each other, both performing equally well on moral judgement test.

(3) Significance of difference between means of moral judgement between groups of children as related to educational variables revealed that the children belonging to schools having school assembly excelled on moral judgement test, the children belonging to schools having no school
assembly; children belonging to schools where moral instructions were given did much better on moral judgement tasks than children belonging to schools where no moral instructions were given; children belonging to co-educational schools outperformed the children belonging to girls/boys' separately on moral judgement test and children of central school did better on moral judgement test than children of government schools or religious affiliated schools and students of religious schools did better than those of government schools.

Sex showed no difference on mean scores of boys and girls. Boys and girls seem to do equally well on moral judgement tasks. On the basis of the above findings the hypotheses VI that -

(a) Children with parents and children without parents (either mother or father) differ significantly in their development of moral judgement;

(b) There is significant difference in the moral judgement of the children having literate parents and those having illiterate parents (either mother or father);

(c) Significant differences exist in the moral judgement of children belonging to small family structure and those belonging to large family structure;
(e) Children having religious background at home have better moral judgement than those having no religious background;

(f) Significant differences exist in the moral judgement of children having democratic discipline at home and those having authoritarian discipline at home;

(g) Significant differences exist in moral judgement task, between children belonging to schools having school assembly and those belonging to schools having no school assembly;

(h) Children belonging to co-educational schools and children belonging to only girls/boys schools differ significantly on the mean scores of moral judgement test;

(i) Children of central schools/government schools/religion affiliated schools differ significantly in their development of moral judgement.

(j) There is significant difference in moral judgement scores of children belonging to schools having independent period of moral instructions and those belonging to schools having no independent period of moral instructions;

(k) No sex differences exist in the development of moral judgement of boys and girls; stand confirmed.

However, Hypothesis VI(d) "Children of working mothers and children of non-working mothers differ significantly in their development of moral judgement", does not stand accepted.
EDUCATIONAL IMPLICATIONS:

Moral Judgement, exercises the abilities of reasoning, perceiving and evaluating the situations involving moral dilemmas. The study reveals that the richness of these abilities in taking moral decisions, grow with age, at the same time needing proper stimulation through learning experiences and opportunities provided to him by his parents and teachers. Hence, to stimulate the moral judgement development capacity and to identify the pattern of factors affecting this process, it is recommended that essential experiences in the form of moral situations be provided to the child at home and school to realise his moral potential.

Home environment, the study shows, is the most important variable in serving the seed-bed of moral judgement development. Results of the study amply demonstrate that to develop moral judgement ability, a child should be provided with sufficient parental warmth and affection without rejection or over protection; love oriented, democratic techniques rather than authoritarianism should prevail; parental education, small family structure, positive moral attitude of parents determine whether a child's capacity to make moral judgements will be weak or strong, mature or immature.

Socio-economic status of the family, as the findings suggest, is another factor which largely determine the moral judgement of the child. This implies that for mature moral judgement to develop, essential educational and economic
facilities should be provided to the lower socio-economic status group, as also the social recognition by the state to enable them to be at par with their more fortunate counterparts.

Education endeavours to an all round development of the child and therefore the moral judgement cannot be left to develop incidentally. While schools can do little to affect the homes from which the children come, they can modify their own resources in this respect.

The findings of the studies with regard to teaching methods, evaluation and co-curricular activities, imply that their effectiveness can be enhanced if the teachers employ effective teaching strategies which call for solution of problems, interpretation of motives, weighing of consequences, making comparison or forming judgements which could exercise the abilities involved in the process of moral judgement. The co-curricular activities, workshops, school assembly, hobby clubs, should be encouraged by the schools as these activities will provide ample situations to make judgements involving the traits of honesty, loyalty, responsibility, co-operation, comradeship and tolerance. In addition, the results of the study imply that moral instructions in the school should be imparted to the students where the amalgamation of effective moral teachings shall equip them for making right moral decisions. Kothari Commission (1964-65) also recommended
the need for making moral instructions an integral part of the curriculum in every educational institution.

The results, imply that teachers are an important unit in determining the moral conduct of the students. For enabling the child to have mature moral judgement, it is necessary for the teachers to be positively oriented in their attitudes towards the moral development of the child. In-service programmes and training to teachers should be provided to give them a proper direction to develop the moral judgement of their students and to the techniques they should use to exploit the moral potential of the child.

The findings are suggestive of the fact that open climate of school facilitates the moral judgement of the child. Open climate of the school where students and teachers are given ample opportunities to take decisions independently should be provided for the development of moral judgement of the child. The determinants of trust, self-discipline, proper motivation, towards task-accomplishment, satisfaction of social needs of the teachers', sufficient amount of autonomy given to teachers' and students should permeate the school atmosphere if mature decisions on the part of the students have to be developed.

Results of the study have implications for guidance and counsel workers also. It indicates that knowledge of specific capacities which go with various aspects of moral judgement and the factors which facilitates the moral potential, would sharpen
the counsellor's job skill. This would enable him to provide guidance to the child in making moral decisions and help the child in making adjustments within the constraint of his cognitio-social system.

Although, different emphases. are placed on home and schools, both should co-operate in the task of developing the child's moral judgement. They have to co-exist and cannot be isolated from one another. Hence, parent-teacher association in every school should be emphasized, so that co-operation between the home and school can be established to improve those factors in the environment in which the child grows. This would give impetus to the child's moral judgement development.

The investigator submits that the generalability of conclusions based on this study are, dependent upon the efficiency of the sample and tools used, as also on the constraints of the design of study, applicable to similar population. Greater confidence can be placed on these conclusions when applied to group rather than to individuals.

SUGGESTIONS FOR FURTHER RESEARCH:

1. Development of moral judgement need to be traced through longitudinal studies.

2. Studies to assess the relative contribution by cognitive processes and environmental factors in moral judgement may be taken up by either controlling or partialling the effect of one from the other.
3. The studies on moral judgement of special groups of children such as from rural areas, socially-culturally disadvantaged groups and delinquents may be taken up.

4. Apart, from home and educational variables undertaken in the present study, other important variables such as emotive factors, motivational factors, personality of the child and cultural factors, may be explored in relation to moral judgement.

5. Replicative studies involving larger and different population, as also follow up studies may be undertaken to establish the validity of findings of the present study.