STUDY OF MORAL JUDGEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO HOME ENVIRONMENT

A

DISSERTATION

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TABLE OF CONTENTS

Contents		Page No.
	Supervisor's Certificate	i
	Acknowledgement	ii
	Tables of Content	iv
	List of Tables	vii
	List of Figures	viii
	List of Appendices	ix
	List of Abbreviation	x
	Abstract	xi

CHAPTER-I

INTRODUCTION

1.1	Introduction	1
1.2	Moral Judgment	2
1.3	Home Environment	7
1.4	Need and Significance of the study	11
1.5	Statement of the Problem	12
1.6	Operational Definitions	12
1.7	Objectives of the Study	12
1.8	Hypotheses of the Study	13
1.9	Delimitations of the Study	14

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1	Introduction	15
2.2	Studies related to Moral Judgement	15
2.3	Studies related to Home Environment	21
2.4	Conclusion	30

CHAPTER-III

RESEARCH METHODOLOGY

3.1	Introduction	31
3.2	Design of the study	31
	3.2.1 Method	32
	3.2.2 Population of the Study	32
	3.2.3 Sample of the Study	32
	3.2.4 Variables of the Study	33
3.3	Tools Employed and its description	34
3.4	Administration of the Tools	42
3.5	Statistical Techniques Employed	42

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1	Introduction	44
4.2	Resultsand Findings	45

CHAPTER-V

FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1	Introduction	51
5.2	Major Findings of the Study	51
5.3	Conclusions and Discussion	53
5.4	Educational Implications	54
5.6	Suggestions for the Further Research	56

SUMMARY **57**

REFERENCES **66**

APPENDIX

LIST OF TABLES

Table No.	Description	Page No.
3.1	Distribution of sample for government schools	33
3.2	Distribution of sample for private schools	33
3.3	Showing Split-half and Test-Retest Reliabilities of the five parts as well as the whole Moral Judgment Test	37
3.4	Showing the validity coefficient of correlation (External Criterion)	38
3.5	Distribution of Item for Ten Dimension of Home Environment	40
3.6	Split half reliability coefficients for ten dimensions of Home Environment as measured by HMI	41
4.1	Values of N, Mean, S.D., Standard Error Mean and t for Moral Judgement of Secondary School Students with respect to Gender	45
4.2	Values of N, Mean, S.D., Standard Error Mean and t for Moral Judgement of Secondary School Students with respect to type of school	46
4.3	Values of N, Mean, S.D., Standard Error Mean and t for Moral Judgement of Secondary School Students with respect to area	47
4.4	Values of N, Mean, S.D., Standard Error Mean and t for Home Environment of Secondary School Students in relation to Gender	48
4.5	Values of N, Mean, S.D., Standard Error Mean and t for Home Environment of Secondary School Students in relation to the Type of School	48
4.6	Values of N, Mean, S.D., Standard Error Mean and t for Home Environment of Secondary School Students with respect to the Area	49
4.7	Pearson's Coefficient of Correlation Value Between Moral Judgement and Home Environment among Secondary School Students	50

LISTS OF FIGURES

Figure No.	Description	Page No.
3.1	Distribution of Sample	32

LIST OF APPENDICES

Appendix-A Moral Judgement Scale by Km. Ranjana Gupta (2015)

Appendix-B Home Environment Inventory developed by K.S. Misra (2012)

LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
EAS	Educational Aspiration Scale
ESC	Economic Status Scale
ESTC	Emotional Stability Test
FES	Family Environment Scale
HEI	Home Environment Inventory
HSPQ	High School Personality Questionnaire
MHB	Mental Health Battery
MJT	Moral Judgement Test
PCRS	Parent Child Relationship Scale
SES	Socio-Economic Status
SPPS	Statistical Package for Social Sciences
STAI	State- Trait Anxiety Inventory

ABSTRACT

The moral judgement is the judgement which deals with moral values or quality of action. It is the judgement of value and evaluates the rightness or wrongness of our action. The capacity to make decisions and judgements which are moral based on internal principles and to act in accordance with such judgements. It is an evaluation of the actions and character of a person made with respect to social norms. Home is the place where an individual starts his life. There is a vital contribution of home background in the growth and development of social, emotional, motor, perceptual and cognitive aspects of the individual. Home Environment refers to all the objects, forces and conditions in the home which influence the child physically, intellectually and emotionally. Home environment varies in many aspects such as the parent's level of education, economic status, occupational status, religious background, attitudes, values, interests, parent's expectation for their children and family size among others. Children coming from different home environments are affected differently by such variations. Moral Judgement is the essentials of all round development of personality of the secondary school students. It is a matter of great concern for both teachers and the family members that it is possible to uplift judgment based on the moral basis of the youth generation. So it becomes essential to study the moral judgment of secondary school students with respect to their home environment. The objectives of the present study "Study of Moral Judgement of secondary school students in relation to home environment" is to study the difference in moral judgement of secondary school students with respect to gender (male and female), to study the difference in moral judgement of secondary school students with respect to type of school (government and private), to study the difference in moral judgement of secondary school students with respect to area (rural and urban), to study the difference in home environment of secondary school students with respect to gender (male and female), to study the difference in home environment of secondary school students with respect to type of school (government and private) , to study the difference in home environment of secondary school students with respect to type of area (rural and urban) and to study the relationship between moral judgement and the home environment of secondary school students. The study is quantitative in nature and the sample consists of 200 secondary school students (100 males and 100 females) randomly selected from 4 government and 4 private schools of Jammu. In

this study, standardized tools namely Moral Judgement Scale (MJS) developed by Gupta(2015) and Home Environment Inventory (HEI) developed by Misra (2012). Mean, S.D., t-Test and Pearson's Correlation of Coefficient have been employed for analyzing the data. It is found that there is no gender differences in moral judgement among secondary school students However, significant differences in moral judgement among secondary school students with respect to type of school (government and private) and type of area (rural and urban) was found. Also no significant difference found in home environment with respect to gender (male and female) and type of area (rural and urban) exists between gender and residential background in elementary school students with moral values as dependent variable but significant difference in home environment with respect to type of school (government and private). The results also indicated that the secondary school students have positive significant relationship between moral judgement and home environment.

Keywords: Moral Judgement, Home Environment, Secondary School Students etc.

CHAPTER – I

INTRODUCTION

1.1 INTRODUCTION

Civilization is built on scientific thinking and moral reasoning. While human life has been transformed by the impact of science, we cannot claim ourselves to be civilized in the absence of morality. Peace in the world or in any society is maintained by morality. This set of values which provide standards of moral reasoning enable us to differentiate right from the wrong.

Today's social life is going through the disaster and facing many type of alarming situations and the most important one is in the field of morality. It is believed that weakening of marital status and the associated families is one of the important factors which are found to be responsible for the same. As we know the lessons of morality are learnt from family and parents. It is quite obvious that when there is instability in family, distraction and conflicts among the parents itself and their own separate issues to quarrel upon there the chances of taking care of their wards is almost negligible and putting moral values into them is not at all possible. As we know that it is from the family that a child starts learning about morality and about the importance of acquiring moral values and if families are facing crises at their own individual level then it become impossible that children would get any moral lesson. One of the important factors in losing moral values is dissolution of western culture in non western. Now a day's families are standing at a point where the globalization is engulfing their boundaries with national and international views very rapidly. Now a day's global culture is giving new shapes to values, behavior, insularity and discrimination.

One of the most profound changes in parent-teen relationship is the amount of time parents and children spend together. Adolscents are home much less often than in earlier years and when they are home, they are usually in their rooms.

1.2 MORAL JUDGMENT

1.2.1 Concept of Moral Judgement

When anybody starts judging morally then it can be said that he/she is developed morally. Judging morality is usually thinking twice and making assessment before implementing any work as it might be valued before performing under the norms made by society. For example society never favors thieving and prefers to be a sincere person. As citizens are allowed to judge not so good or good behavior then they do so on the basis of inner self representation of these values. Conceptual customary of man's life is judged by the deeds and font of people in the terminology of worst or fine people. It always talks about fine and right things and it is explained by judgment on moral grounds. All the judgments of good or right are not moral judgments. However many judgments are the result of complex and interactive processes of many psychological, social, cognitive and emotional factors. It is a byproduct of many other learning. Moral accountability is defined by such a method of event. It comprises self-control, self-awareness, skill and insight, reaction to the authority of parents and cultural mores. Some researchers believe that judgment on the basis of morality seems to be a cognitive effect. Moral judgments are made about those actions which involve choices. It is only possible when people have alternatives for their actions which may be either morally good or bad. It requires the ability to look for common features of apparently different situations and to evaluate the situation as 'right' or 'wrong'. Now in order to explain the duties and privileges there is direct involvement of cognitive capability. Now here the moral rights are being calculated by keeping an eye on the education on the standards of moral rights. Cognizant and rational analysis process is based on psychological study and is subjugated by development investigation on the maturity of moral orientations and the principles. Recently in case of judgment on morality is found to be emphasizing on the work of insensible and instinctive process. A model represents that initial sources of judgment based on morality are very much found to be dependent on the auto generated fast moving intuitions. Some data is in favour of this argument but some other people still don't agree and admit that sudden produced intuitions are also brought into notice by cognizant consideration. Now another concept points out towards personal differences that bring change in moral surroundings.

The term morality is derived from the Latin plural mores which means manner or moral which means custom, practice or a way of accomplishing things. Morality is the law of humanity in terms of behaviour and the conduct of universal law of harmony. It is the internalization of a set virtues, ideas and values sanctioned from society. Morality is the supreme essence of civilized society which distinguishes men from animals. The entire super structure of our society and of the state is built on it. Any social organization devoid of morals is bound to totter down; no civilization can survive for long which is not based on the eternal principles of morality. Therefore, it is the crying need of the hour to infuse into the hearts of men from the childhood; the highest moral principles which have stirred up men at all times to a life of selfless service to humanity. Morality, in this way, is in conformity to the moral code of the social group.

The place of moral education in schools and colleges is very relevant these days. In the age when there is loose talk about moral degradation at all levels, it goes without saying that moral development of the child should seriously be taken into consideration. The many ills of our society are mainly due to gradual disappearance of the hold of the basic principles of religion on the heart of people.

According to Dewey (1932) "moral is similar to judgement of good and bad in conduct. It deals with recognition of beauty and ugliness in conduct. He explained that a judgement which is adequate under ordinary circumstances may go far astray under changed condition judgement, is more of personal point of view, coming as it does from the word judge who means to form or give an opinion about something or somebody. Judgement, therefore, is a person's capacity to give form or decide correct opinions of what is right or wrong. It is conditioned by society; environment and time. Acquisition of morality as commonly conceived by the psychologists is the internalization of a set of virtues, ideals and values; sanctioned by society which becomes an integral part of the individual's self through the process of development. (Piaget, 1932)

Hemingway (1955) lays down that "what is moral is what you feel good after and what is immoral is what you feel bad after. The only true morality is autonomy, self-rule, the action of an individual guided by internal controls. It's essential characteristic is free choice; imposed morality can never be genuine morality moral

concepts and rules are closely related to the structure of society and morality. Although all human societies have some standards of right and wrong and are sensitive to judgements in such terms, but behind the variations is some real measure of uniformity".

Lerkiatbundit et al (2006) stated that "moral judgement is the capacity to make decisions and judgements which are moral based on internal principles and to act in accordance with such judgements". Knutson et al (2009) viewed that "moral judgement is an evaluation of the actions and character of a person made with respect to social norms".

From the above definitions, it is clear that morality is the science of morals, points of ethics, degree of conformity to moral principles and moral judgement is the ability to judge or to opine goodness or badness or to distinguish between right and wrong. It is not a judgement about an action, but a judgement upon an action with reference to the moral, ideal, compares an action with moral Introduction 16 standards and prove it to be right or wrong. Moral judgement is judgment of value and virtue as distinguished from a judgement of fact. Judgement, therefore, is a person's capacity to form, give or decide a correct opinion of what is right or wrong. It is conditioned by society, environment and time. Generally, moral judgement is believed to be the ability to discriminate between what is right and what is wrong according to social standards.

The moral judgement is the judgement which deals with moral values or quality of action. It is the judgement of value and evaluates the rightness or wrongness of our action. Moral judgement is the judgement of moral voluntary habitual actions .Generally, a moral judgement is given on the voluntary and habitual actions of rational being. They are considered to be the tightness and wrongness with reference to the moral standard. And on the basis of this standard moral judgement is given.

Moral judgement is active in nature.

Moral judgement is social in character.

Moral judgement involves a process of opinions and evaluation that comprises the following:

a. Inaction

b. Intention

c. Motive

d. Character trait

e. Situational Aspect

1.2.2 Elements of Moral Judgement

- Moral Imagination

It refers to the ability of a person to recognize that business and relationships do not exist independent of one another but instead are interwined. Those with moral imagination see past the bottom-line mentally and recognize that everyday choices have moral and ethical implications.

- Moral Identification and Ordering

Once a person recognizes moral issues exist, it is necessary to identify and rank, or prioritize, the issues. A person who can order and identify can distinguish the valid and important from the rhetorical out practical decisions. Those competent in moral evaluation use consistency and coherence in their ethical decision making. These people have foresight and make decisions based on a concern for others as well as the goals of the organization.

- Tolerance of Moral Ambiguity

If a person accepts that disagreement in a discussion of ethics, the person is more likely to make morals a part of the decision-making process. The element says that despite lack of clear-cut answers, people can make decisions that represent the best ethical choice as they understand it, knowing that others may disagree.

- Moral Obligation

This element is foundational to all the other elements. The person with moral obligation feels a necessity or urgency to act with a concerns for justice, due process

and fairness at all peoples, groups and communities. This is the motivating force to make implementing ethical decisions.

- Moral Evaluation

This is using analytical skills to reason out practical decisions. Those competent in moral evaluation use consistency and coherence in their ethical decision making. These people have foresight and make decisions based on a concern for others as well as the goals of the organization.

- Integration of Manageral and Moral Competence

Most ethical scandals that organizations have are created as the result of economic decisions. Leaders need to recognize that there are business and economic consequences of ethical decisions, and moral competences is an integral part of managerial or leadership competence.

1.2.3 Characteristics of Moral Judgement

- Moral judgements are axiological, not factual:

The judgements of psychology, physics, etc. are related to facts. That the sun rises in the east is a factual judgement. That Mahatma Gandhi was a man of character is an axiological judgement in this way, moral judgement is' what ought to be and not what is It is imperative, not descriptive. It is a mental process which discuss the goodness or badness of an activity.

- Moral judgements are normative, science is either normative or positive:

Ethics is a normative science. In the words of Muirhead, "It is concerned with the judgement upon conduct, the judgment that such and such conduct is right or wrong. It deals with conduct as the subject of judicial judgment, not with conduct merely as predicted in tune."

- Moral judgement is inferential:

According to Mackenzie the nature of moral judgment is not like the one called ethical; it does not pronounce judgment about but upon something. In moral

judgment, we judge the goodness or badness of some activity on the basis of special criterion.

- Moral judgement is on activity not ‘about’ it:

Before pronouncing a moral judgment on and act we place it upon the ethical standard a then we judge its goodness or badness front of it: But this does not mean that argument is necessary on every subject.

In common matters we know the ethical or moral value of an act by insight or intuition. Only in profound and doubtful subject is it necessary to present the criteria distinctly in order to apply it.

1.3 HOME ENVIRONMENT

Home is the place where an individual starts his life. There is a vital contribution of home background in the growth and development of social, emotional, motor, perceptual and cognitive aspects of the individual.

The term “Home Environment” refers to all the objects, forces and conditions in the home which influence the child physically, intellectually and emotionally. Home environment varies in many aspects such as the parent’s level of education, economic status, occupational status, religious background, attitudes, values, interests, parent’s expectation for their children and family size among others. Children coming from different home environments are affected differently by such variations.

The family plays most important role in the education of the child. The child is born in a family and this is the first agency through which he gets education for sociability. Therefore, the influence of the family upon the child is very great. Since the dawn of human civilization the influence of the family on the child’s personality has been realized in very society.

It is a well- known proverb that, Home is where the heart is.” Among the different social groups, home occupies the first and most essential place for the person. It is the individual’s primary environment from the time he is born until the day he passes on, hence forth its impact on the individual is most critical and enduring (Rani, 2013).”

"Home environment refers to all sorts of moral and ethical values and emotional, social and intellectual atmosphere set up by the family members to facilitate the healthy development of its members. The physical, intellectual and emotional aspects of a family mould a youngster's life in his journey towards self-fulfillment. Individual differences owe their origin mostly to home-related factors, which may thwart or aid the dynamic development of the child (Sharma, 2011)."

A family greatly influences the development and perpetuation of child's behaviour. Through the interaction with their parent, children are able to learn the skills which they need to behave in society and get adjusted with different environment; they learn how to adjust to new situations and to resolve their conflicts. It is rightly said "The most important work you do takes place within the walls of your home".

Besides of all these factors Dr. Karuna Shankar Mishra has explained ten dimensions of Home Environment. According to Dr. Mishra, Home Environment refers those aspects of people's domestic lives which contribute to their living conditions. The ten dimensions of Home Environment given by him are:

A. Control: It indicates ―autocratic atmosphere in which many restrictions and imposed on children by the parents in order to discipline them.

B. Protectiveness**:** It implies ―prevention of independent behaviour and prolongation of infantile care.

C. Punishment: It includes ―physic as well as affective punishment to avoid the occurrence of undesirable behavior.

D. Conformity**:** It indicates ―parent's directions, commands and orders with which child is expected to comply by action. It refers to ―demands to work according to parent's desires and expectation.

E. Social isolation: It indicates ―use of isolation from beloved persons except family members from negative sanctions

F. Reward: It includes ―material as well as symbolic rewards to strengthen or increase the probability of desired behaviour.

G. Deprivation of privileges: It implies ―controlling children‘s behaviour by depriving them on their rights to seek love, respect and childcare from parents

H. Nurturance: It indicates ―existence of excessive unconditional physical and emotional attachment of parents with the child. Parents have a keen interest in and love for the child.

I. Rejection: It implies ―conditional love recognizing that the child has no rights as a person, no right to express his feeling, no right to uniqueness to become an autonomous individual.

J. Permissiveness: It includes ―provision of opportunities to child to express his views freely and act according to his desires with no interference from parents.

1.3.1 Types of Home Environment

1. Healthy Home Environment:

A healthy home environment involves a sound emotional environment where there is love, care, affection, effective communication, the willingness to comprise and strong bond between the members of family. Healthy families are those where parents can understand how their children are feeling and teach them how to regulate feelings. They often help their children to find appropriate outlets to solve problems. Parents try to be warm and nurturant towards the child and allowing the child to explore more freely, thus having them make their own describes based upon their own reasoning. Parents spend time with their children both inside and outside of the home and encourage them to participate in extracurricular activities, including sports and social events. They encourage their children to talk about their feelings and want their children more independent and self-reliant.

2. Unhealthy Home Environment:

In unhealthy home there is lack of love, care, affection, communication among the members of family. In these families, parents often engage in self-loathing or critical behaviour. They often treat each other and their children disrespectfully and are not there to lend support through difficult situations. Children who witness these kinds of behaviour between their parents face increased risk for such emotional and

behavioural problems as anxiety, depression, poor academic performance, low self-esteem, disobedience, nightmares and physical health which may negatively impinge on their academic performance the children may suffer short-term as well as long-term emotional imbalances, which not only affect their behaviour and performance in schools, but also may adversely affect.

Causes of Unhealthy Home Environment

- Domestic Violence: Domestic abuse or violence. Is that abuse (physical/sexual/verbal and emotional) which occurs within the home. Domestic violence includes the acts of psychological, physical, nature and sexual abuse committed against a woman by member of the family. Children who witness violence between their parents face increased risk for such emotional and behavioural problems as anxiety, depression, poor academic performance, low self-esteem, disobedience, nightmares and physical health complaints all of which may be associated with academic performance.

- Stress**:** Stress is another common cause of unhealthy home environment. Stress is caused by many factors such as financial and economic problems. In many instances, parents are unable to meet all their financial needs, especially with the rising cost of living and at times they are not able to sit and plan together for the available resources. Fights and quarrels arise which usually have a negative impact on the socio-economic status the family and lower the academic performance of the students.

- Poverty: Poverty is also a cause of unhealthy home as economic condition of home is not so good and parents do not fulfill the requirements of their children which may lead to affect their academic performance.

- Restrictions: Homes where parents have strict rules and expectations are very demanding but not responsive, don't express much warmth or nurturing, utilize punishments with little or no explanation and don't give children choices or options.

- Neglection: Home where parents neglect their children to a certain degree for different reasons, their perceived lack of time, stress, personal problems etc .Most

of the time, neglection occurs in families with both parents having jobs that require them to be out of house majority of time due to which the parents keep an emotional distance from their child. Parents may lead the child to feel emotional neglect. Children raised by neglectful families often have difficulties in forming emotional attachments later in life.

1.4 NEED AND SIGNIFICANCE OF THE STUDY

No society can survive without a moral order. A system of moral/human/spiritual values are indispensable to group living. How can we expect good education, peace and security in any society without its members being moral? In the advancement of judgment based on morality economical status of the society is based and it helps in asking some very important questions regarding the specificity of the culture in concern with the moral values. Now a days, whatever children read, see and listen will be mostly of violence, terrorism, conflicts, corruption, etc. in such a context how can we expect children to be moral? Hence it is high time not only to introduce moral education, but also to lay stress on it in the schools is also needed. Hence the researcher has felt the need to study the relationship between the moral judgment of pupils and the socio-economic status of their parents, and their behaviour.

At present the strength of knowledge is being used for selfish interests, indiscipline, injustice, and a crisis of character which have collectively produced a negative impact on secondary school students. Today adolescents are at the cross road of life. A slight mistake can lead them down the wrong path. Now a day's morality is more under focus as the crime level in increasing among the adolescents in taking drugs consuming alcohol and doing crimes, suicidal attempts made by teens, and that's why need to concentrate on the morality. Present day youth is involved in many antisocial acts and immoral acts. Studying the basis of moral judgment can help in preventing such types of problems. Moral Judgement is the essentials of all round development of personality of the secondary school students. It is a matter of great concern for both teachers and the family members that it is possible to uplift judgment based on the moral basis of the youth generation. So it becomes essential to study the moral judgment of secondary school students with respect to their home environment. So that the finding of the study can be used in different ways and can be helpful for parents, teachers and policy planners while planning about the education of children.

This is the burning problem of present day Indian society and there is a strongly felt need of developing moral judgment of secondary school students. Present study is an effort in this direction.

1.5 STATEMENT OF THE PROBLEM

STUDY OF MORAL JUDGEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO HOME ENVIRONMENT

1.6 OPERATIONAL DEFINITIONS OF THE TERMS USED

Moral Judgement

It is based upon the ability to make decisions which are right on moral grounds and on inner values and they behave accordingly. In this study the moral judgement of secondary school students shall be assessed by Moral Judgement scale by Ranjana Gupta(2015).

Home Environment

A home environment is the result of good cooperation among family members, economic conditions, educational status of family members, caring nature of parents and other family members and positive attitude of family towards pupils. In this study the home environment of secondary school students shall be assessed by Home Environment Inventory by Misra(2012).

Secondary School Students

Students enrolled in 9th and 10th class, co-education sections, irrespective of area in government and private schools are considered as secondary school students.

1.7 OBJECTIVES OF THE STUDY

1. To study the difference in moral judgement of secondary school students with respect to gender (male and female).

2. To study the difference in moral judgement of secondary school students with respect to type of school (government and private).

3. To study the difference in moral judgement of secondary school students with respect to area (rural and urban).

4. To study the difference in home environment of secondary school students with respect to gender (male and female).

5. To study the difference in home environment of secondary school students with respect to type of school (government and private).

6. To study the difference in home environment of secondary school students with respect to type of area (rural and urban).

7. To study the relationship between moral judgement and the home environment of secondary school students.

1.8 HYPOTHESES

1. There is no significant difference in moral judgement of secondary school students with respect to gender i.e. male or female.

2. There is no significant difference in moral judgement of secondary school students with respect to type of school i.e. government or private.

3. There is no significant difference in the moral judgement of secondary school students with respect to area i.e. rural or urban.

4. There is no significant difference in the home environment of secondary school students with respect to gender i.e. male or female.

5. There is no significant difference in the home environment of secondary school students with respect to type of school i.e. government or private.

6. There is no significant difference in the home environment of secondary school students with respect to area i.e. rural or urban.

7. There is no significant relationship between home environments and the moral judgement of secondary school students.

1.9 DELIMITATIONS OF THE STUDY

1. The present study has been delimited to 200 secondary school students from 4 government and 4 private school studying in 9^{th} and 10^{th} class of Jammu district only.

2. The present study has been confined only to two standardized tools namely:

   a). Moral Judgement Scale by Km. Ranjana Gupta (2015)

   b). Home Environment Inventory by K.S. Misra(2012)

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

First chapter deals with the conceptual framework of the present research problem. It includes the statement of the problem, justification, terms defined, objectives of the study, hypothesis and the delimitation of the study but without the study of related literature a researcher would never be able to proceed in his research work properly.

The review of literature basically comprises of two words as literature and review. 'Literature' is used with reference to the language and the subject content underlying the study and 'Review' here stands for organization of knowledge of particular area of research. Survey of related literature and research is an essential aspect of a research project.

Review of the related literature of research is a survey of previous studies related to the problem under investigation helps in understanding the work already done. It also acquaints with procedure followed by the earlier investigations in conducting the research and helps in gathering of up-to-date knowledge from the available information regarding the research studies conducted in India and outside. It helps the researcher to delimit and define his problem. It gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps to know about the tools and instruments which proved to be useful and promising in the previous studies. The important specific reason for reviewing the related literature is also to know about the recommendations of previous researcher for further research which they have listed in their studies.

2.2 STUDIES RELATED TO MORAL JUDGEMENT

White and Metawise (2004) conducted a study on the effect of parental moral thought and family processes on the socialization of adolescent moral thought in Australia. The sample consisted of 218 adolescents and their parents. The tools used for data collection were *Olson's Circumflex Model* (1992), and *White's Family Socialization*

Model (2000). The results of the study revealed that adolescent moral thought is affected by parents' social and moral views, the strength of family processes and the moral thought that was transmitted to the adolescents.

Hawkins (2005) conducted a study on the influence of parenting on moral judgment of students going to college. The objective of the study was to determine how parenting styles influence the development of moral judgment in college students enrolled in a four-year institution. The research emphasizes on the role of parenting on the morality judgment among college students. Tools used were *DIT-II (Rest. 1999)* and *Parenting Authority Questionnaire (Buri, 1988)*. The results revealed that those who are using authoritative parenting their children's are significantly on much higher level than those whose parents are using permissive parenting are found to be less on moral judgment scale.

Anshu, Jacob and Dubey (2006) conducted a study on moral judgement during late childhood in Allahabad District. The objective of the study was to find out the effect of socio-economic status and achievement level on the moral judgement of six to twelve year old children. The sample of the study consisted of 150 students selected from 3 schools in Allahabad district. *Verma and Sinha's Moral Judgement Test* (1999) and *Kuppuswamy's Socio-Economic Status Scale* (1980) were administered on the respondents. The results revealed that the socio economic background of the family had an effect on the moral judgement level of the children as well as the achievement level had an effect on the moral judgement level of the children.

Slovackova and Slovacek (2007) conducted a study on moral judgement competence and moral attitudes of medical students. The sample of the study consisted of 310 Czech and Slovak students at the Medical Faculty of Charles University in Hradec Kralove, Czech Republic. The tools used was *Lind's Moral Judgement Test* to evaluate moral judgement competence and moral attitudes depending on factors such as age, number of semesters of study, sex, nationality and religion. The results revealed that moral judgement competence decreased significantly in the Czech and Slovak medical students as they grew older; in medical students from other countries it did not significantly increase, the influence of other factors (Sex, nationality and religion) on moral judgement competence was not proven in either the Czech and Slovak or the foreign national medical students.

Rangaswamy (2007) conducted a study on moral judgement of high school pupils in relation to certain factors. The objectives of the study were does the sex, class of the study and locality of the students have any influence in reasoning of each moral stage, moral level and moral judgement? and does the intellectual ability, personality, socio-economic status, religious difference, size of the family of the students have any influence on moral judgement? The sample of the study consisted of 900 students. The tool used for data collection was *High School Personality Questionnaire (HSPQ)*. The results revealed that there was significant relationship between the boys and girls, sex and locality had no influence on moral stage and moral judgement.

Mohanty (2008) conducted a study on development of moral judgement in elementary school children in relation to their home environment, socio-economic status and intelligence. The objectives of the study were to assess the level of moral judgement in elementary school children reading in religious based institutions like Shishumandirs, Bidyamandirs and compare the same with the students of other school. The sample of the study consisted of 500 religious based elementary school children and 300 other government elementary school children from undivided Cuttack district of Orissa. The tools used were *Test of Moral judgement* (Das R.C., 1981), *Mohite Home Environment Inventory* (Mohite, 1983), *Mishra's Verbal Test of Intelligence* (Mishra, 1984), and the *Socio-Economic Status Scale* constructed by the investigator. The results of the study revealed that there exists no significant difference in the moral judgement of the boys and girls due to high or low level of socio-economic status, high and low level of intelligence groups of students differed significantly in their scores on moral judgement and there exists a positive relationship between home environment, socioeconomic status and intelligence and moral judgement of elementary school children.

Kumar (2008) conducted a study on development of moral judgment in elementary school children in relation to their home environment, Economic status and Intelligence in India. The objective was to explore the development of moral judgment in elementary school children in India and its relationship to their home environment, economic status, and intelligence. The sample consisted of 144 Indian children in middle childhood and early adolescence from high and low socioeconomic status (SES) backgrounds. The tools used for data collection were *Kohlberg's moral*

judgment scale, Home Environment Inventory (HEI), Economic Status Scale (ESS), and Raven's Progressive Matrices. The results of the study revealed that there is a considerable difference in moral judgment between boys and girls. There exists a positive relationship between moral judgment and home environment. However, no significant association between intelligence and the development of moral judgment of elementary school children was found.

Stephens and Graves (2009) conducted a study on parental attachment and moral judgement competence of millennial generation college students. The objective of the study was to find the relationship between parental attachment and the moral judgement competence of college students in the context of their millennial generation characteristics. The sample consisted of studied included 1,272 students enrolled in two campuses of a major university system in the North-Eastern United States. The tools used for the study were *Parental Attachment Questionnaire (PAQ)* and *Moral Judgement Test (MJT*) to measure the moral judgement competence. The results revealed that there were no significant relationship between perceived parental attachment and moral judgement competence, the research found significant differences by demographic characteristics, the correlation between moral judgement competency and parental fostering of autonomy was significant for non-Caucasians, sophomore students.

Gupta and Pooja (2010) studied on moral judgement ability of pre-adolescent children (9-11 Year) of public schools. The objective of the study was to assess the children's cognitive capacity to define situations in terms of right and duties. The sample consisted of 200 children, 100 of which were in the age group of 8 -9 years and 100 in the age group of 10-11 years. The tools of the study for data collection was *Moral judgment Test* developed by Meera Verma and Durga Nand Sinha. The results revealed that there was a significant difference in moral judgement level in two age groups; with older children (10-11) scoring higher than younger ones (8-9) years. Mother's education status was found to have a significant impact on the moral judgement of the child.

Archna(2011) conducted a study on the mental health of adolescents in relation to moral judgement, intelligence and personality. The objective of the study was to find the relationship among moral judgement, intelligence and personality of adolescents.

The sample of this study consisted of 820 adolescents from senior secondary government. The tools used in the study for data collection were *Mental Health Battery* (MHB) by Singh and Gupta (1978), *General Mental Ability Tes*t by Jalota (1982), *Moral Judgement Test* (in Punjabi) constructed and standardized by the investigator herself and *Eysenck s Personality Questionnaire* by H.J. Eysenck s (1975). The results revealed that there is a positive and significant relationship of moral judgement, intelligence and extroversion dimension of personality with mental health of adolescents for total sample but mental health has no significant relationship with psychoticism and neuroticism dimensions of personality.

Gulati (2011) conducted a study on the moral judgment and intelligence of pre adolescent children. The objective of the study was to find the relationship between moral judgement and intelligence of pre adolescent children. The sample consisted of 76 students between age 8-9 yrs and 76 from age 10-11. The tools used for data collection in this study were *J.C Raven's Colored Progressive Matrices* for measuring the I.Q and *Moral Judgement Test (MJT) by Lind* (2009) for measuring moral judgment. The results of the study revealed that intelligence is an integral part of moral judgment among the preadolescent children.

Singh (2011) studied on moral judgement and social maturity among adolescent students of Rohtak. The objectives of the study are to examine the moral judgement of adolescent students in Rohtak and to assess the social maturity of adolescent students in Rohtak. The sample consisted of 300 adolescent students studying in 11th class in Rohtak. The tool used for the study was *Social Maturity Scale* by Nalini Rao to judge the social maturity of the students. The results of the study revealed that there exists no significant difference in the moral judgement of high and low SES groups.

Ahmad and Ghosh (2012) conducted a study on the relationship among moral values, social maturity and life satisfaction. The objective was to analyze the relationship between moral values and social maturity. The sample consisted of 300 male and female college students in Kolar Gold Field, Karnataka selected by using random sampling technique. Questionnaires were used to gather self-report data on participants' moral values, social maturity, and life satisfaction. These questionnaires may include *Likert scale items* or open-ended questions. The results revealed that all the three variables do not influence each other so we can conclude by saying that the

reason may be due to various other environmental influences in college in which the students spend most of the time together in the same campus involved in various academic and non academic activities. The college students do not differ significantly in moral value, social maturity and life satisfaction on the basis of mother's education.

Kaur (2013) conducted a study on mental health as a correlate to moral judgement among adolescents. The main objective of the study was to find the relationship between mental health and moral judgment among adolescents of schools of Ludhiana district. The sample consisted of 300 adolescents of Ludhiana district of Punjab. The tools used for the data collection were *Mental health checklist* by Parmod Kumar (1992) and a *Moral Judgment Test* by Urmila Rani(1991).The results revealed that there was a significant association among judgement on morality and mental health among adolescents of schools of Ludhiana district. Also a significant association among judgment on morality and mental health was found among adolescents of schools of Ludhiana district with respect to locale as well as sex.

Taj and Prabhu (2013) conducted a study on moral judgment of adolescents in relation to their school environment. The objective was to study the moral judgment of secondary school students with respect to their family associations. The sample consisted of 610 students in government, aided and unaided secondary school.. The tools used was *Family Relationship Scale* by Mohite and made use of scale by Prabhu K.H and Dr.Haseen Taj . The results of the study revealed that there is a particular positive association among moral judgment and family association of sec. school students and the research found that there is a particular difference in the moral judgment of boys and girls of sec. school students; it further exposed that aided-unaided sec. school students had higher moral judgment as compared to government-aided school students.

Choudhary and Madhuri (2014) conducted a study on moral judgement of adolescent students in relation to their school environment. The sample of the study consisted of 500 Adolescent students of government senior secondary school affiliated to H.B.S.E. from 5 districts of South Haryana. The tools used in the study for data collection were *Moral Judgement Test* for Adolescents (Hindi) by Gupta's *School Environment Inventory* (Hindi) by Mishra. The analysis and interpretation of the data was done by Computing Mean, Standard Deviation (S.D.) and correlation. The results of the study

revealed that there was a positive relationship between moral judgments on the basis of dimensions such as creative stimulation, cognitive encouragement, permissiveness, acceptance and control of the school environment of adolescent students.

Saritha (2015) conducted a study on moral judgement of pre-adolescent students. The main objective of the study was to find the ability of moral judgement among pre-adolescent students. The sample of the study consisted of 80 pre-adolescent students. The tool used for the data collection was *Moral Judgement test (MJT)* to measure the moral judgement of the students. The results of the study revealed that the ability of moral judgement among the pre-adolescent students is average, with 40 percentile.

Thomas and Dunphy (2017) conducted a study on relationship between moral judgement and college majors' religious orientation, informal curriculum, and certain student life experiences at an urban computer institution. The main objective of the study was to find the relationship of moral judgement with college major social support. The tools used for data collection were *Sarason's Social Support questionnaire*, *Batson and Ventis's Religious Orthodoxy Scale* and *Defining Issues Test*. The results of the study revealed that there is significant relationships of moral judgment with college major social support, and religious orientation. Finally, a t-test was undertaken showing that liberal arts and other students outscored business students on the Defining Issues Test.

2.3 STUDIES RELATED TO HOME ENVIRONMENT

Goel (2004) conducted a study on the effect of home environment on educational aspirations. The objective of the study was to explore the impact of the home environment and gender on educational aspirations. The sample of the study comprised 100 students (50 boys and 50 girls) of intermediate classes in age range of 16-20 years. The tools used were *Mishra's Home Environment Inventory (HEI)* and *Sharma's Educational Aspiration Scale (EAS)* for the collection of data. The results revealed that girls had much higher educational aspiration than boys. Boys felt more rejected with the autocratic atmosphere at home in comparison to girls who experienced more nurturance than boys and home learning environment has a significant effect on the academic achievement of the children.

Halawah (2006) conducted a study on the effect of motivation, family environment, and student characteristics on academic achievement. The objective of the study was to find the relationship between family environment and academic achievement. The sample of the study consisted of 388 high school students (193 males and 195 females) from Abu Dhabi District, United Arab Emirates (UAE). A Likert-type instrument that consisted of three parts (scales) was used to measure students' level of motivation, parental influences, and students' characteristics, while academic achievement was measured using student's GPA. The results revealed that there is no gender differences on the variables measured by the instrument. Correlations between each of motivation, family environment, student characteristics and academic achievement were small and practically not significant. Remarkably high correlation value was observed between motivation and students characteristic. The highest correlation value was observed between family environment and students' characteristics.

Daulta (2008) conducted the study on the impact of home environment on the scholastic achievement of children. The objectives of the study were to assess the scholastic achievement and home environment of boys and girls students and to compare the differences in scholastic achievement of high, medium and low home environment groups of boys and girls student. The sample of the study consisted of 120 students drawn from senior secondary schools of Panipat. The tool used was Misra's *Home Environment Inventory Scale* to assess the quality of home environment and scholastic achievement was ascertained with the help of report cards of students and other school records. The results of the study revealed that boys of high home environment group achieved significantly greater mean score than the boys falling in the group of low home environment. The impact of home environment has also been observed in the mean values of scholastic achievement of girls belonging to high, medium and low home environment groups. But the difference was not significant at 0.05 level of significance.

Venna and Malhotra (2008) conducted a study to examine the role of pathogenic family patterns in the development of anxiety. The objective of the study was to identify the impact of family patterns on the mental health of women. The sample of the study consisted of 100 women between the ages of 18 and 60 years who were

recruited from a mental health clinic in India. The tools used for the data collection were *Family Environment Scale (FES)* to assess family patterns and the *State-Trait Anxiety Inventory (STAI)* to measure anxiety levels. The results of the study revealed that pathogenic family patterns were significantly associated with the development of generalized anxiety disorder in both urban and rural women. The study also found that women from rural areas reported higher levels of anxiety than women from urban areas.

Kaur (2009) conducted a study on gender differences in perceptions of home environment among school-going adolescents. The objective of the study was to find the difference in perceptions of home environment of school going adolescents in relation to gender. A sample of the study consisted of 1011 adolescents (448 males and 563 female) studying in 11th class from 44 schools which was randomly selected from different districts of Punjab. The tool used was *Home Environment Inventory (HEI)* developed by Misra (1989) to measure the psycho-social climate. The results of the study revealed that male adolescents perceive their parents to be exercising significantly more control upon them as compared to their female counterparts and female adolescents perceive their parents to be more protective for them as compared to their male counterparts .Male adolescents feel themselves to be significantly more socially isolated at home than females .Therefore study revealed that there were gender differences in perceptions of home environment components such as parental control, protectiveness, and social isolation.

Bandhana and Sharma2012) conducted a study on home environment, mental health and academic achievement among higher secondary school students. The objectives of the study were to find significant differences in mental health among secondary school students with good and poor home environment, to find significant interaction between sex and home environment among secondary school students with mental health as dependent variable and to find significant interaction between home environment and academic achievement among secondary school students with mental health as dependent variable. The sample of the study consisted of 300 participants(150 female and 150 male). The tools used for the data collection were *Home Environment Inventory* developed and validated by Dr. Karuna Shankar Misra and *Mental Health Battery* developed by Arun Kumar Singh and Alpana Sen Gupta.

The results of the study revealed that that there is no significant interaction among sex, home environment and academic achievement among higher secondary school students with mental health as dependent variable.

Bolu-steve and Sanni (2013) conducted a study on the influence of family background on the academic performance of secondary school students in Nigeria. The objective of the study was to find the effect of family background on academic performance of secondary school students. The sample of the study consisted of 300 students of Kwara State in Nigeria. They use surveys or questionnaires to collect data on family background and academic performance. These tools may include questions about family income, parents' education level, family structure, and the students' grades or test scores. The results of the study revealed that there were no significant differences in the influence of family background on academic performance of secondary school students based on gender and age while a significant difference was noted based on family type.

Lal (2013) was conducted study on parent-child relationship among boys and girls at secondary level student. The objective was to assess the child and parent relationship of school-going children and to find its relationship with academic achievement The sample of the study consisted of 200 students. The tool used for the data collection was *Parent Child Relationship Scale* devised by Dr.Nailin Rao (1989). The results of the study revealed that there is no significant difference between Parent Child Relationship of male students and female students of secondary school at 0.01 level of significance and there is significant difference between parent-child relationship of boys and girls students of secondary school at 0.05 level of significance and there is no significant difference between Parent Child Relationship of boys and girls students of private secondary school.

Arora and Kaur (2014) conducted a study on the emotional stability among adolescents in relation to parent child relationship of different schools of Ludhiana district of Punjab. The objective was to find the relationship between emotional stability and parent-child relationship among adolescents. The sample of study consists of 200 adolescents (100 boys and girls) of government and private secondary schools. The tools used for the data collection were *Parent Child Relationship Scale (PCRS)* developed by Nalini Rao (2005) *and Emotional Stability Test (ESTC)*

developed by Dr. A. Sen Gupta and Dr. A.K. Singh (2005). The results of the study revealed that out of the ten dimensions of parent child relationship, relationship of emotional stability with six dimensions of parent child relationship i.e. Symbolic Punishment, Rejecting, Object Punishment, Demanding, Indifferent, Symbolic Reward is positive and significant. However, no significant relationship was found between Protecting, Loving, Object Reward and Neglecting dimensions of parent child relationship and emotional stability of adolescents.

Dhall (2014) conducted a study on academic achievement among adolescents in relation to achievement motivation and home environment. The objective of the study was to reveal the relationship of academic achievement with achievement motivation and Home Environment of secondary school students. The sample of study consisted of 200 students of 9th class drawn from government and government aided schools of Ludhiana city. The tools used for data collection was *Home Environment Inventory (HEI)* by Dr. Karuna Shankar Misra's and Academic achievement was measured using students' grades. The results of the study revealed that there was a positive and significant relationship between academic achievement , achievement motivation and Home Environment. The results further revealed that sex does not exert any influence on achievement motivation and Home Environment.

Deswal, Rani and Ahlawat (2014) conducted a study on the impact of home environment on academic achievement of adolescent students in relation to their locality and type of school. The objectives of the study were to examine the relationship between home environment and academic achievement and to explore how locality and type of school may influence this relationship. The sample of 200 students of 11th class was selected by using simple random sampling technique. The tools used for data collection was *Home Environment Inventory (HEI)* by Dr. Karuna Shankar Misra's and Academic achievement was measured using students' grades or test scores. The results of the study revealed that the two variables home environment and academic achievement were found positively co related. Significant relationship between home environment and academic achievement was found. It was found that there is a significant difference in mean scores of rural and urban students regarding academic achievement. Urban students have better academic achievement in their rural counterparts.

Parmar (2014) conducted a study on home environment among higher secondary school students in relation to gender. The main objective of the study was to compare various dimensions such as control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privilege, nurturance, rejection and permissiveness between male and female students of higher secondary school. The study consisted a sample of 100 male and 100 female of higher secondary school students. The tools used in the study were Home Environment Inventory by Dr. Karuna Shankar Misra's, Adjustment Inventory and Academic Achievement Test . The results of the study revealed that male higher secondary school students differ significantly as compared to female higher secondary school students on control, punishment, social isolation, reward, deprivation of privilege, rejection and permissiveness dimensions of home environment. No significant difference was found in male higher secondary school students as compared to female higher secondary school students on protectiveness, conformity and nurturance dimensions of home environment.

Valentina and Gulati (2014) conducted a study to find out adolescents' perception of their relationship with both the parents and its impact on the emotional autonomy. The objective was to compare the perception of male and female adolescents regarding their relationship with their parents. A sample of the study consisted of 200 adolescents (100 boys and 100 girls) in the age group of 16-18 years was drawn from four Government schools of Ludhiana city. The tools used for data collection were *Parent Child Relationship Scale* by Nalini Rao and *Emotional Autonomy Scale* by Steinberg and Silverberg to assess parent adolescent relationship and emotional autonomy of the respondents respectively. The results of the study revealed that highly autonomous boys considered their father to be more rejecting and neglecting and less loving than their mother. Highly autonomous girls perceived their father to be demanding and their mother to be less rewarding symbolically and objectively and less loving.

Shailbala (2014) conducted a study to examine the role of home environment in developing adolescents self-esteem. The main objective of the study was to find the role of home environment in developing adolescent's self-esteem. The sample of the study consisted of 600 adolescents (300 boys and 300 girls) in the age range of 14-18 years belonging to nuclear families. The tool used for the collection of data was *Self*

Esteem Inventory developed by Prasad and Thakur. Data were analyzed using Z test, chi square and coefficient of correlation. The results revealed that there is a significant role of home environment in developing an adolescent's self-esteem.

V. Ramaprabou(2014) conducted a study on the effect of family environment on adjustment patterns. The objective of the study was to understand how family structure affects the adjustment level of adolescents. The sample consisted of 70 adolescents studying undergraduate programmer and were selected randomly from the Arts and Science Colleges of Pondicherry. The tools used for data collection were *Family Environment Scale* by Harpreet and Chadha (1993) and *Adjustment Inventory* for College students constructed and standardized by Sinha and Singh (1971). Analysis was done by using one way ANOVA. The results of the study revealed that the family environment has a significant effect on the adjustment patterns of the students.

Deb (2015) conducted a study on the relationships between home environment, parental care, parent's personality and mental health of 11th and 12th class adolescents with special reference to adjustment, anxiety, self-concept and self-confidence. The broad objective of the study was to examine the relationships among home environment, parents' personality and mental health of adolescents with a focus on adjustment, anxiety, self-concept and self-confidence. The sample of the study consisted of 370 students randomly selected. A specially designed semistructured questionnaire was developed for the present study to collect information regarding socio-economic status, demographic information, perceived home environment, interpersonal relationships, nature of violence experienced by the adolescent, incidents domestic violence reporting, self-confidence, and guidance needs of the adolescent. The results of the study revealed that parental care was associated with high self-confidence while parental pressure was associated with high anxiety. Considering father as friendly was associated with low emotional adjustment and high self-concept while mother as short-tempered was related to high anxiety.

Mahalakshmi and Pugalenthy (2015) conducted a study on the impact of home environment on mental health of higher secondary school students. The objective was to find out the relationship between mental health and home environment among the higher secondary school students with respect to their demographic variables such as

gender, locality and types of family. The sample of the study consisted of 80 students (46 females and 34 males). In this investigation an attempt has been made to study the relationship between the home environment of higher secondary students and their mental health. The tools used for data collection were *Mental Health Inventory* which was developed and validated by Jadish and A.K. Srivas and *Home Environment Inventory* standardized by Karuna Shankar Misra (1983). The result of the present study clearly indicates the impact of home environment on the mental health of higher secondary school students.

Pandey and Singh (2015) conducted a study on the impact of home-environment on educational aspirations of intermediate school students. The objective of the study was to examine the influence of home environment on the educational aspirations of intermediate school students. The sample of the study consisted of 200 students. The tool of the study for data collection used was *Home Environment Inventory (HEI)* by Dr. Karuna Shankar Misra. The results of the study revealed that there was significant, insignificant and negative correlation found between Home Environment and educational aspiration of intermediate school students. There exists a significant relationship between home-environment and educational aspiration of intermediate school students.

Bharat (2016) conducted a study on academic achievement relation to home environment of secondary school students. The objective was to find out the relationship between academic achievement and home environment of secondary school students. The sample of the study consisted of 100 adolescents. The tool used for the data collection was *Home environment Scale* developed by Dr. Karuna Shankar Mishra. The results of the study revealed that there is positive relationship of control, protectiveness, conformity, rewards; nurturance, permissiveness dimensions of home environment with academic achievement and other dimensions are negatively associated with academic achievement, the level of academic achievement is higher in girl students than boy‘s students and the level of academic achievement is more in private school‘s student than got school students.

Neeti (2016) conducted a study on home environment in relation to under-achievers of higher secondary level. The objective of the study was to find out the relationship of home environment and education related performances of students. The sample of

the study consisted of 435 students and were randomly selected from the Moradabad district. Data were collected through a questionnaire having demographic information and items structured on likert scale. The questionnaire was pilot tested on twenty students of Government High School Labour Colony Mardan before the final administration in the field. The results of the study revealed that over achievers and underachievers differ significantly on home environment and home environment had significant differences between underachievers and overachievers.

Kour(2019) conducted a study on the role of home environment and achievement motivation on psychological wellbeing among school going children.The objective of the study was to find the relationship between home environment, achievement motivation and psychological wellbeing. The sample of the study consisted of 100 students of different schools. The tool used for the collection of data was *Home Environment Inventory by* Dr. Karuna Shankar Misra. The result revealed that there is no significant gender difference in home environment of secondary school students.

Gosain(2019) conducted a study on academic anxiety and home environment of secondary school Students. The objective was to find the relation between academic anxiety and home environment of the secondary school students. The sample of the study consisted of 120 students(60 and 60 girls). The tools used for the data collection were *Home Environment Inventory* (Misra, 1989) to study the home environment of secondary school students and *Academic Anxiety Scale* (Singh & Gupta, 1984 to study the Academic Anxiety among secondary school students. The results of the study revealed that the correlation between Academic Anxiety and Home Environment were found to be significant. Punishment, Control, Protectiveness, Conformity, Reward, Deprivation of Social Privileges and Rejection are significantly positively correlated with the Academic Anxiety.

Cheema & Bhardwaj (2021) conducted a study of self-esteem and academic achievement in relation to home environment among adolescents. The objective of study was to explore the relationship between self-esteem and academic achievement and their home environment among adolescents. The sample of study consisted of 200 adolescents, and a random sampling method was used to collect the sample. The tool used for data collection. The results of the study revealed higher home environment scores were associated with higher self-esteem and higher academic achievement.

Additionally, higher self-esteem scores were associated with higher academic achievement. The study concluded that the home environment plays a crucial role in the development of adolescents&; personality and academic achievement.

2.4 CONCLUSION

In the present study, a review of related literature in India and Abroad is presented to know about what was already done and what is needed to be explored in the concept of moral judgement and home environment of the students. The above review of related literature showed that the values are the guiding principles of life, which are contusive to all-round development. Value crisis and increasing cynicism in the society highlights the need to make readjustments in the curriculum from reviews. Inculcation of values like honesty, truthfulness, courage, conviction, straight forwardness, fearlessness, tolerance, love for justice etc. will help in creating a human society, balanced individual and in character building. Hence, the investigator finds the need of studying the level of moral judgement of adolescent students.

After an elaborate review of related literature presented in this chapter, in order to plan the study, we will select the research design that is most appropriate to the particular problem. A detailed description of the design to carry out this investigation is presented in the next chapter.

CHAPTER - III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The genesis of research lies in the progress of human life. As man embarked upon the rod to progress his curiosity to know the happenings around him become very intense. The saga of development of man from ancient times to modern era is the result of research. Superstitions and some traditional beliefs in ancient times were used to be wrongly ascribed to knowledge.

Thus the scientific research has played a significant role for achieving human progress. The advances in research in the fields of physics, biology, social sciences and psychology have largely contributed to the creation of new knowledge, new inventions and new ideas as well as new methodologies for carrying out further research. The modern research is not continued to laboratories only but has made strides in every field of human life. The scientific research has been playing an important role in the progress and enrichment of education and educational research.

The research for knowledge through objective and systematic method of finding solution to a problem is research.

- C. R. Kothari (1993)

A Scientific research is systematic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relation among natural phenomenon. For any education problem: to collect the real facts or information to analyses it, to interpret it that is research. This chapter deals with the sampling details, variables, the research design, tests employed for the gathering data, procedure for conducting the study and the statistical methods to be used for analysis.

3.2 DESIGN OF THE STUDY

The design of the research is the actual blueprint of the procedure for the completion of various research steps and reaching valid conclusion.

3.2.1 Method

Descriptive survey method has been adopted for the present study.

3.2.2 Population

Population refers to any collection of specified group of human being or non-human entities such as objects, educational institutions, time units and geographical areas. Population for the present study comprise of 10850 secondary schools students in Jammu District. Retrieved by UDISE+,2022.

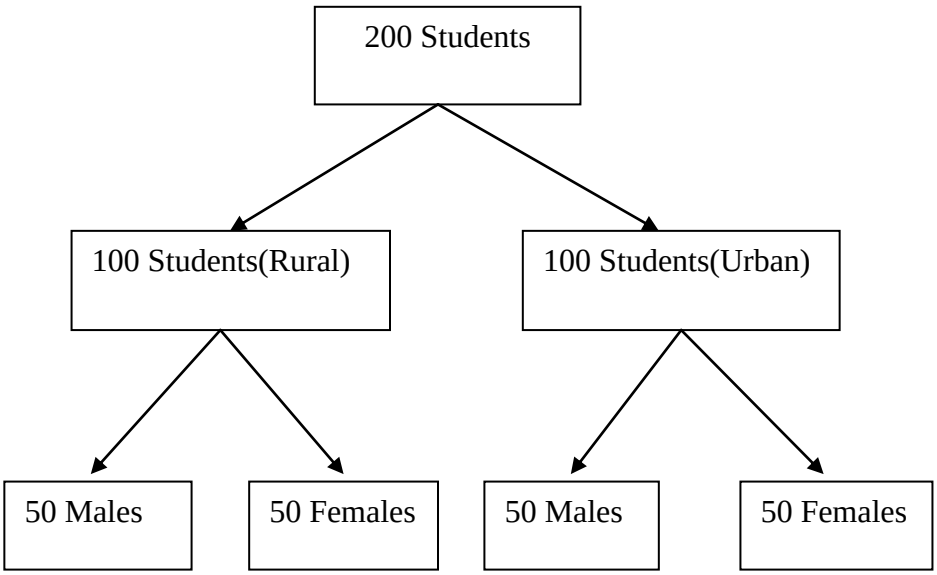
3.2.3 Sample

Sample is defined as a finite part or subset of participants drawn from the target population.

In the present study, a sample of 200 adolescents studying in high secondary schools have been selected through stratified random sampling. First of all, 4 government and 4 private schools have been selected randomly and out of each school 25 students have been selected for collecting data. The detail of the sample has been given in figure 3.1 and table 3.1 and 3.2.

Figure 3.1

Distribution of Sample



The details of the sample selected from 8 schools (Private and Government) affiliated to Jammu and Kashmir State Board of School Education have been given in the table 3.1 and 3.2.

Table 3.1

Distribution of Sample for Government Schools

S.No.	Name of the School	No. of Students Taken	
		Male	Female
1.	Government Model Higher Secondary School, Sai	12	13
2.	Government Higher Secondary School, Chakrohi	13	12
3.	Government Higher Secondary School, Simbal Camp	13	12
4.	Government Higher Secondary School, Bakshi Nagar	12	13
	TOTAL	100	

Table 3.2

Distribution of Sample for Private Schools

S.No.	Name of the School	No. of Students Taken	
		Male	Female
1.	Nagpal Public High School, Chakrohi	13	12
2.	Twinkle Star High School, Sai	12	13
3.	Indira Public High School, R.S.Pura	13	12
4.	Oriental Academy Senior Secondary School, Jammu	12	13
	TOTAL	100	

3.2.4 Variable of the Study

A variable in research simply refers to a person, place, thing, or phenomenon that you are trying to measure in some way.

The following variables have been involved for studies in the present research:

A) Independent Variables

- Gender: Male and Female
- Area of Resident: Urban and Rural
- Types of School: Government and Private

B) Dependent Variables

- Moral Judgement
- Home Environment

3.3 TOOLS EMPLOYED AND THEIR DESCRIPTION

For the purpose of the accomplishment of objectives, the following standardized tools of research have been used by the researcher:

- *Moral Judgement Scale* by Km. Ranjana Gupta(2015)
- *Home Environment Inventory (HEI)* developed by K.S Misra(2012).

3.3.1 Moral Judgement Scale

The present Moral judgment Test offers the score of moral judgment in terms of (i) Retribution vs. Restitution. (ii) Efficacy of severe punishment. (iii) Immanent Justice. (iv) Communicable Responsibility. (v) Moral Realism. The above 5 areas have been taken from Ronald C. Johnson 1962. Johnson described the above 5 regions of moral judgment in following manner:

1. Immanent Justice: The conviction in the subsistence of habitual punishment which originate from things themselves;

2. Moral Realism: It is a conviction that performance should be evaluated in terms of penalty, not on the grounds of the object after the performance.

3. Retribution and Expiation vs. Restitution and Reciprocity: Means the belief on the grounds of object after the performance; or faith that penalty must be retributive

vs. conviction that penalty must be restitutive (merely store the equilibrium destroyed by the punishment or punished act).

4. The Efficacy of Severe Punishment: It is the reception or denial of the thought that the strict punishment is much effective.

5. Communicable Responsibility: Refer to option of the combined (fundamentally, guilty by organization) of a person liability for punishable performances. The above explanation of five types of moral judgment, given by Johnso, R.C., has been taken by present test constructor as an operational definition of the five areas of Moral Judgment Test (MRT).

Scoring of Moral Judgement Scale

1. Immanent Justice:

Story No. 1, Question No.1 Possible Ans. No.1 Totally Agree., Score 5., Agree., Score 4., Cannot Say., Score 3., Disagree score 2., and Totally Disagree., Score 1., Scores as ticked by the testes. For Question No.2 of the 1st story the scoring system will be reversed. e.g., Totally Agree, Agree, cannot say, Disagree, Totally- the scoring procedure will be 1, 2, 3, 4, 5respectively. (For story No. 1a)

For Story No. 1b., for Question-1., Possible Answers 1 & 2, The Scoring Procedure will be: Totally Agree: Score-5, Agree Score-4, Cannot say: Score-3, Disagree: Score-2, & Totally Disagree: Score 1

Story No:6: Question No. 1, Possible Answer No.1 Score-3, Possible Answer No.1 Score- 2, & Possible Answer No.1 Score-1

Story No.11: Possible Ans. 1, 2 & 3 the scoring system will be 3, 2, & 1 respectively.

Story No. 16: Q.No.1., Possible Ans. 1, 2 & 3 the scoring system will be 3, 2, & 1 respectively.

2. Moral Realism:

Story No.2: Possible Ans. 1, Agree=2: Disagree=1, Possible Ans. 2, Agree=2: Disagree=1: Possible Ans.3, Agree-1: Disagree=0, Possible Ans.4 & 5, Agree=2: Disagree=1

Story No.7-Q. No.1; Possible Ans. 1, 2, 3, 4, The scoring will be Agree=2: Disagree=1,

Story No.12; For Question -1., Possible Answers 1; Totally Agree: Score-3, Agree Score-2, Disagree: Score=1, For Question-2. Totally Agree: Score-1, Agree Score-2, Disagree: Score=3

Story No.17. Q.No.1., Possible Ans. No.1, Agree: 2., Disagree: 1

3. Retribution Vs. Restitution:

Story No.3., Possible Ans. No. 1, 2, 3: Agree=1, Disagree=2., But Possible Ans. No.4: Agree-2., Disagree=1.,

Story No.8: Q.No.1., Possible Ans. 1, 2, 3 Score 0, 1, & 2., Q.No.2., Possible Ans. 1, 2, 3 Score 1, 2, &0 respectively.

Story No.13: Q.No.1., Possible Ans.1, 2, 3, Score 0, 1, & 2., Q.No.2., Possible Ans. 1, 2,3 Score 1, 2, & 0 respectively.

Story No.18: No. 1 & 2: Score=2, 1, respectively. For Q.No.3: Possible Ans Agree=3,Disagree-2, respectively.

4. Efficacy of Severe Punishment:

Story No.4: Q.No.1 Possible Ans. 1, 2, 3 Score 3, 2, &1, respectively

Story No. 9: Q. No.1: Possible Ans. 1, 2; Score = 2, & 1 respectively., Q.No.2: Score Right for 0, & Wrong for 2. Q.No.3: Score 2 for right & 0 for wrong

Story No. 14: No. 1., Possible Ans. Totally Agree: Score = 1. Agree Score-2, Cannot Say Score 3, Disagree: Score-4, and Totally Disagree-5., Reverse Score for possible

Ans. No. 2, e.g. 5, 4, 3, 2, 1, For Totally Agree, Agree, Cannot Say, Disagree, & Totally Disagree.

For Story No. 19: Q. No. 1: Possible Ans. 1 Score = 1, Possible Ans. 2 Score-2,

5. Communicable Responsibility:

Story No.5: Q. No. 1; Possible Ans. Yes = 1, No=2. Q. No. 2; Possible Ans. Yes = 1, No=2 Score. Story No. 10: Q. No. 1; Possible Ans. No. 1, 2, 3,4,5 Score = 1, 2, 3, 4, 5.

Story No.15: No. 1: Possible Ans. No.1, 2, 3, 4, 5 Score = 1, 2, 3, 4, 5. Q. No. 2: Possible Ans. No. 1, 2, 3, 4, 5= Score = 1, 2, 3, 4, 5.

Story No. 20: Possible Ans. 1: Agree = 2, & Disagree = 1, Whereas Possible Ans. 2: Agree = 1, & Disagree = 2 Score.

Reliability of Moral Judgement Test

Dependability of the present Moral Judgment Test has been computed by the two methods of reliability. For the split half reliability, the present age has been administered to the 100 adolescent (age range 14 to 16 years, both sexes in equal number) belong to urban as well as rural areas. The Spearman Brown Prophecy formula has been used which yielded the coefficient of correlation as given in Table-3.6. For the test-retest reliability, the present test was administered to 100 Adolescent (Not included in above sample), Twice after an interval of 2 weeks' time, and the coefficient of correlation was computed which has been given in the table-3.3.

Table-3.3

Showing Split-half and Test-Retest Reliabilities of the five parts as well as the whole Moral Judgment Test. (N=100 Adolescents each)

S.No.	Subtest and Total MRT	Split-half Reliabilities	Test-Retest Reliabilities
1.	Immanent Justice	.53	.51
2.	Moral Realism	.59	.53
3.	Retribution vs. Restitution	.48	.46

4.	Efficacy of Severe Punishment	.61	.50
5.	Communicable Responsibility	.44	.45
	Total Test	.53	.49

Validity of Moral Judgement Test

The validity of test is one of essential part of the test construction and standardization. As mentioned earlier, none of the test is available so far in the field of Adolescents Moral Judgment. Perhaps this is the first test which measures moral judgment of the Adolescent. Although, the present MRT has content validity (Internal Validity), because stories, related questions as well as alternative answers have been finalized only either on the basis of the Expert's rating and opinion or the pilot study. For computing the external validity of the present MRT, the present test and Johnson's Moral Judgment test has been administered to a sample of 100 Adolescents with an interval of 3 days and for computing the validity of this Moral Judgment Test, the Spearman-Brown Prophecy formula has been used which yielded the coefficient of correlation as given in the table no. 3.4.

Table 3.4

Showing the validity coefficient of correlation (External Criterion). (N=100)

S.No.	Subtest and Total MRT	Validity coefficient of correlation
1.	Immanent Justice	.427
2.	Moral Realism	.481
3.	Retribution vs. Restitution	.437
4.	Efficacy of Severe Punishment	.503
5.	Communicable Responsibility	.472
	Total Test	.508

3.3.2 Home Environment Inventory

Home Environment Inventory developed by Dr. Karuna Shankar Misra in 2012. The present home environment inventory (HMI) is an instrument designed to measure the

psycho-social climate as perceived by children. It provides a measure of the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home, HMI has 100 items belonging to ten dimensions of home environment. The 10 dimensions are as follows:

A. **Control:** It indicates ―autocratic atmosphere in which many restrictions and imposed on children by the parents in order to discipline them.

B. **Protectiveness:** It implies ―prevention of independent behaviour and prolongation of infantile care.

C. **Punishment:** It includes ―physic as well as affective punishment to avoid the occurrence of undesirable behavior.

D. **Conformity:** It indicates ―parent‘s directions, commands and orders with which child is expected to comply by action. It refers to ―demands to work according to parent‘s desires and expectation.

E. **Social isolation:** It indicates ―use of isolation from beloved persons except family members from negative sanctions

F. **Reward:** It includes ―material as well as symbolic rewards to strengthen or increase the probability of desired behaviour.

G. **Deprivation of Privileges:** It implies ―controlling children‘s behaviour by depriving them on their rights to seek love, respect and childcare from parents

H. **Nurturance:** It indicates ―existence of excessive unconditional physical and emotional attachment of parents with the child. Parents have a keen interest in and love for the child.

I. **Rejection:** It implies ―conditional love recognizing that the child has no rights as a person, no right to express his feeling, no right to uniqueness to become an autonomous individual.

J. **Permissiveness:** It includes ―provision of opportunities to child to express his views freely and act according to his desires with no interference from parents.

Each dimensions has ten items belonging to it.

Table 3.5

Distribution of Item for Ten Dimension of Home Environment

S.No.	Dimensions	Items
1.	Control	10
2.	Protectiveness	10
3.	Punishment	10
4.	Conformity	10
5.	Social Isolation	10
6.	Reward	10
7.	Deprivation of Privileges	10
8.	Nurturance	10
9.	Rejection	10
10.	Permissiveness	10

The instrument requires pupils to tell the frequency with which a particular parent-child interaction behaviour has been observed by them in their home, i.e. He /she is requested to tell whether a particular parental behaviour (as mentioned in an item)Occurs - 'Mostly', 'Often', 'Sometimes', 'Least' and 'never'. There is no time limit for this tool.

Scoring the responses to Home Environment Inventory item

The responses are the given on the booklet itself. There are five cells against every item of the inventory. Each cell indicates the frequency of occurrence of a particular behaviour. The five cells belong to five responses namely, 'Mostly', 'Often', 'Sometimes', 'Least' and 'never'. The dimension to which a particular item belongs has been indicates by alphabets near the serial number of the items. Assign 4 marks to 'mostly', 3 marks to 'often', 2 marks to 'sometimes', 1 mark to 'least' and 0 marks to 'never' responses. Count the marks assigned to A,B,C,D,E,F,G,H,I, and J dimension-

Statements on every page and then add the dimension- scores awarded to statement given on the five pages so as to get ten scores for the ten dimensions of HEI.

Reliability of Home Environment Inventory

The Home Environment Inventory was administered to 200 students (100 boys and 100 girls) studying in intermediate classes of eight schools. Split half reliability was worked out separately for all the ten dimensions of home environment. The split-half reliability (Corrected for length) for various dimensions of home environment is as follows:

Table 3.6

Split half reliability coefficients for ten dimensions of Home Environment as measured by HMI

S.No.	Inventory Dimension	Reliability Coefficient
A.	Control	.879
B.	Protectiveness	.748
C.	Punishment	.947
D.	Conformity	.866
E.	Social Isolation	.870
F.	Reward	.875
G.	Deprivation of Privileges	.855
H.	Nurturance	.901
I.	Rejection	.841
J.	Permissiveness	.726

Validity of Home Environment Inventory

Home Environment Inventory has been found to possess content validity as measured with the help of views expressed by judge‘s criterion related validity could not be established because of the lack of appropriates external criteria.

3.4 ADMINISTRATION OF THE TOOLS

The researcher aimed to collect data from the students of classes IX and X towards the end of the academic session when they have become well-versed with their respective present classes so that it would help them to respond properly to the tools of the study. Hence, the researcher collected data in the months of November and December, 2022 and January, 2023. The researcher obtained formal permission from the concerned authorities of Education wherever possible and from the school principals to collect data from the students. The concerned authorities and the principals were briefed about the purpose and objectives of the research. With the permission of the school principals, the researcher got the opportunity to interact with the students for data collection.

Before starting the data collection, a proper rapport was established with the students. After that the researcher explained to them the purpose of collecting the data. The objectives of each tool to be administered were clearly explained to the students. The researcher assured them that their identity and responses will be kept confidential and will not affect their examination results. The researcher gave proper instructions to fill the forms and also helped the students in responding to the first 2-3 items of each tool. The students were asked to respond to the tools honestly with a free and frank thought as the tool items did not have any right or wrong answers. Both the tools were administered in a single day wherever possible or in 2-3 days within the school itself. The researcher was assisted by a teacher or the supervisor of teachers in each school for proper administration of the tools. After collecting the data the researcher thanked the principals, the persons who helped in the data collection and the sampled students for giving their time and cooperation in the data collection. Thus, in this manner the required data was collected for the study.

3.5 STATISTICAL TECHNIQUES EMPLOYED

Data collected through the administered of tool have been tabulated and coded in excel. The obtained data has been analysed with the help of SPSS Software.

The following statistical techniques were employed to test the research hypothesis:

1) Descriptive statistics i.e. Means and Standard Deviations for all variables were obtained.

2) Inferential Statistics i.e. *t*-test was applied to study the mean differentials.

3) Pearson's Correlation of Coefficient.

CHAPTER-IV

DATA ANALYSIS AND INTERPRETATIONS

4.1 INTRODUCTION

Organization, analysis and interpretation are the important steps in the research process after data collection and reaching at the findings and conclusions to obtain significant picture out of initial information thus obtained. Before hand out for the purpose the mass of the data need to be standardized and is required to keep in order, i.e. edited, classified and finally tabulated. Here editing stands for the checking of data collected for precision, usefulness and completeness; classifying here refers to dividing information into various categories, classes for further use; and tabulating stands for recording of classified substance into Mathematical terminology i.e. preparing and counting frequency tallies on which the information is collected. Studying the tabulated material in order to find out innate meanings or facts is the meaning of Analysis. It gives split down the obtainable composite factors into simpler ones and putting the parts together in new agreements for the purpose of understanding. Data are worthless pile of facts which doesn't contain any statistical analysis. Main purpose of analysis is to find out relationship between variables, group difference is seen, and determination of comparative consequence of autonomous variables on dependent ones leading to theory authentication which is obtained by logical grouping of data and with use of statistical technique. Followed by analysis another important part is interpretation which revolves around some important questions as what are the meaning and significance of original research problem, what is shown by results and hence interpretation must be done carefully, logically after obtaining the results and examining, keeping in mind the limitations of sample chosen, selection of tools used in study.

Analysis of Data

The present study has been conducted to study of moral judgment of secondary school students in relation to their home environment. The data of 200 (100 male and 100 female) students was analyzed by calculating multiple regression analysis, multiple co-efficient of correlation, product moment correlation besides the descriptive

statistics (mean and standard deviation).The obtained results are given in tables below.

4.2 RESULTS AND FINDINGS

The resulting data were analyzed using statistical techniques namely *t*-test, and correlation.

Findings based on research objectives posed and followed by data analysis are given below:

4.2.1 Research Objective 1

To study the difference in moral judgement of secondary school students with respect to gender (male and female)

To study the difference in moral judgement of the male and female students studying in secondary schools; mean, standard deviation, *t*-value have been calculated. The resulting data have been shown in the table 4.1

Table 4.1

Values of N, Mean, S.D., Standard Error Mean and t for Moral Judgement of Secondary School Students with respect to Gender

Gender	N	Mean	Std. Deviation	Std. Error Mean	df	*t*	Level of Significance
Male	100	88.06	4.53	0.45	198	0.88	Not Significant
Female	100	88.64	4.77	0.48			

Table 4.1 shows that the calculated *t*-value (0.88) is less than the table value of 't' (1.96) at 0.05 level of significance for moral judgment of secondary school students in relation to their gender. Thus, there is no significant difference between moral judgement of male and female secondary school students.

Therefore, hypothesis No.1 stating that no significant difference in the moral judgement of secondary school students with respect to gender stands accepted.

4.2.2 Research Objective 2

To study the difference in moral judgement of secondary school students with respect to type of school (government and private)

To study the difference in moral judgement of government and private secondary schools students; mean, standard deviation, *t*-value have been calculated. The resulting data have been shown in the table 4.2

Table 4.2

Values of N, Mean, S.D., Standard Error Mean and t for Moral Judgement of Secondary School Students with respect to type of school

Type of School	N	Mean	Std. Deviation	Std. Error Mean	df	t	Level of Significance
Government	100	70.62	24.92	2.33	198	4.85	Significant at 0.01 level
Private	100	58.33	15.65	1.49			

Table 4.2 shows that the calculated *t*-value (4.85) is more than the table value 't' (2.58) at 0.01 level of significance for moral judgement of secondary school students with respect to type of school. Thus, there is significant difference between moral judgement of government and private secondary school students. From the mean values (table 4.2) it is clear that student studying in government secondary schools have more moral judgement in comparison to students studying in private secondary schools. Therefore, the hypothesis No. 2 stating that no significant difference in the moral judgement of secondary school students with respect to the type of school stands rejected.

4.2.3 Research Objective 3

To study the difference in moral judgement of secondary school students with respect to area (rural and urban)

To study the difference in moral judgement of rural and urban secondary school students; mean, standard deviation, *t*-value have been calculated. The resulting data have been shown in the table 4.3

Table 4.3

Values of N, Mean, S.D., Standard Error Mean and t for Moral Judgement of Secondary School Students with respect to area

Area	N	Mean	Std. Deviation	Std. Error Mean	df	*t*	Level of Significance
Rural	100	66.86	20.07	2.45	198	3.65	Significant at 0.01 level
Urban	100	61.45	16.85	1.89			

Table 4.3 shows that the calculated *t* value (3.65) is more than the table value 't' (2.58) at 0.01 level of significance for moral judgement of secondary school students with respect to the type of area. Thus, there is a significant difference between moral judgement of rural and urban secondary school students at 0.01 level. From the mean values (table 4.3) it is clear that student studying in secondary schools of rural areas have moral judgement in comparison to the students studying in secondary schools of urban areas.

Therefore, the hypothesis No. 3 stating that no significant difference in the moral judgement of secondary school students with respect to their area stands rejected.

4.2.4 Research Objective 4

To study the difference in home environment of secondary school students with respect to gender (male and female)

To study the difference in home environment of the male and female students studying in secondary schools; mean, standard deviation, *t*-value have been calculated. The resulting data have been shown in the table 4.4

Table 4.4

Values of N, Mean, S.D., Standard Error Mean and t for Home Environment of Secondary School Students in relation to Gender

Gender	N	Mean	Std. Deviation	Std. Error Mean	df	*T*	Level of Significance
Male	100	249.73	44.12	4.14	198	0.85	Not Significant
Female	100	254.91	42.43	4.24			

Table 4.4 shows that the calculated *t*-value (0.85) is less than the table value 't' (1.96) at 0.05 level of significance of home environment of secondary school students with respect to the gender. Thus, there is no significant difference between home environment of male and female secondary school students.

Therefore, the hypothesis No. 4 stating that no significant difference in the home environment of secondary school students in relation to their gender stands accepted.

4.2.5 Research Objective 5

To study the difference in home environment of secondary school students with respect to type of school (government and private)

To study the difference in home environment of the students studying in government and private secondary schools; mean, standard deviation, *t*-value have been calculated. The resulting data have been shown in the table 4.5

Table 4.5

Values of N, Mean, S.D., Standard Error Mean and t for Home Environment of Secondary School Students in relation to the Type of School

Type of School	N	Mean	Std. Deviation	Std. Error Mean	df	*t*	Level of Significance
Government	100	366.61	59.17	5.92	198	2.08	Significant at 0.05 level
Private	100	321.03	52.11	6.71			

Table 4.5 shows that the calculated *t*-value (2.08) is more than the table value 't'(1.96) at 0.05 level of significance for home environment of secondary school students in relation to their type of school. From the mean values (table 4.5) it is clear that student studying in government secondary schools have better home environment in comparison to the students studying in private secondary schools.

Therefore, the hypothesis no. 5 stating that no significant difference in the home environment of secondary school students with respect to type of school stands rejected.

4.2.6 Research Objective 6

To study the difference in home environment of secondary school students with respect to area (rural and urban)

To study the difference in home environment of the rural and urban students studying in secondary schools; mean, standard deviation, *t*-value have been calculated. The resulting data have been shown in the table 4.6

Table 4.6

Values of N, Mean, S.D., Standard Error Mean and t for Home Environment of Secondary School Students with respect to the Area

Area	N	Mean	Std. Deviation	Std. Error Mean	df	*T*	Level of Significance
Rural	100	248.94	40.07	4.61	198	0.34	Not Significant
Urban	100	255.70	40.19	4.02			

Table 4.6 shows that the calculated *t*-value(0.34) is less than the table value 't' (1.96) at 0.05 level of significance for home environment of secondary school students with respect to the area. Thus, there is no significant difference between home environment of rural and urban secondary school students. Therefore, the hypothesis No. 6 stating that no significant difference in the home environment of secondary school students with respect to the area stands accepted.

4.2.7 Research Objective 7

To study the relationship between moral judgement and the home environment of secondary school students

To find the relationship between moral judgement and the home environment of secondary school students, Pearson's Coefficient of correlation has been used. The resulting data have been shown in the table 4.7

Table 4.7

Pearson's Coefficient of Correlation Value Between Moral Judgement and Home Environment among Secondary School Students

S.No.	Variables	Coefficient of Corelation	Level of Significance
1.	Moral Judgement	+0.19	Significant at 0.05 level
2.	Home Environment		

Table 4.7 represents that the calculated value of Pearson's coefficient correlation (r=+0.19) which is negligible and is significant at 0.05 level for df 198. Therefore, it can be inferred that there is significant relationship exists between two variables.

Hence the hypothesis no. 7 stating "There is significant relationship between moral judgement and home environment among secondary school students" is rejected.

CHAPTER-V

FINDINGS, CONCLUSIONS, DISCUSSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

In the previous chapter the data have been analysed by using suitable statistical techniques and the results pertaining to the data have been presented and described. The findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations do not concur with the findings of the same investigators. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all the concerns of the study. As such some suggestions have been given for further research. The chapter is therefore devoted to focusing the conclusions, discussion of results of the study and for indicating their implications and suggestions for further research. An attempt has been made to examine critically the obtained results in the light of the foregoing studies and various hypotheses proposed in the present study. Before discussing the results there are a couple of points which need to be clarified and explained.

5.2 MAJOR FINDINGS OF THE STUDY

5.2.1 Research Objective 1

To study the difference in moral judgement of secondary school students with respect to gender (male and female)

As far as the first objective of the study is concerned, the study reveals that there has been no significant gender difference in moral judgement of secondary school students but mean scores of females (88.64) are less than the male students (88.06)

and the calculated t-value is 0.88 which is smaller than the table value 1.96 at 0.05 level.

5.2.2 Research Objective 2

To study the difference in moral judgement of secondary school students with respect to type of school (government and private)

In this study result shows that there is significant difference in moral judgement of secondary school students in relation to their type of school in which the mean value of government school students (70.62) has been found to be higher than the private school students (58.33) and the calculated t-value (4.85) is more than the table value 't' 2.63 at 0.01 level.

5.2.3 Research Objective 3

To study the difference in moral judgement of secondary school students with respect to area (rural and urban)

In this study result shows that there is significant difference in moral judgement of secondary school students in relation to their type of area in which the mean scores of students living in rural (66.86) areas have been found to be higher than the students living in urban areas (61.45) and the calculated t-value (3.65) is more than the table value 't' 2.58 at 0.01 level.

5.2.4 Research Objective 4

To study the difference in home environment of secondary school students with respect to gender (male and female)

In this study result shows that there is no significant difference in home environment of secondary school students with respect to gender in which the mean scores of female students (254.91) found to be higher than the male students (249.73) and the calculated t-value (0.85) is less than the table value 't' 1.96 at 0.05 level.

5.2.5 Research Objective 5

To study the difference in home environment of secondary school students with respect to type of school (government and private)

In this study result shows that there is significant difference in home environment of secondary school students with respect to the type of school in which the mean scores of students studying in government schools (366.61) have been found to be higher than the students studying in private schools (321.03) and the calculated t-value (2.08) is more than the table value 't' 1.96 at 0.05 level.

5.2.6 Research Objective 6

To study the difference in home environment of secondary school students with respect to area (rural and urban)

In this study result shows that there is no significant difference in home environment of secondary school students in relation to their type of area in which the mean scores of students living in urban (255.70) areas have been found to be higher than the students living in urban areas (248.94) and the calculated t-value (0.34) is less than the table value 't' 1.96 at 0.05 level.

5.2.7 Research Objective 7

To study the relationship between moral judgement and the home environment of secondary school students

In the present study, it has been found that Pearson's coefficient correlation (r=+0.19) which means that the relationship between moral judgement and the home environment of secondary school students is negligible in magnitude, positive in direction and significant at 0.05 level of significance. Therefore, moral judgement of adolescents and home environment is positively and significantly related to each other.

5.3 CONCLUSION AND DISCUSSION

On the basis of interpretations of the results drawn in the present study the investigator lays down the following conclusions:

The results of the research can be summarized as under:

- The present study revealed that there is no significant difference between male and female secondary school students in moral judgement. Mohanty (2008) shows the similar results that there is no significant difference in moral judgement of males and females. Kumar (2008) shows the result opposite to it.

- The present study revealed that there is significant difference in moral judgement of students studying in government and private secondary schools.

- The present study revealed that there is significant difference in moral judgement of students studying in rural and urban secondary schools.

- The present study revealed that there is no significant difference between male and female secondary school students in home environment. Studies by Kour (2019) and Pramar (2014) also reports similar results indicating that there is no significant gender difference in hjome environment of secondary school students. Daulta (2008) and Bandhana(2012) shows opposite results.

- There is significant difference in the home environment of students studying in government and private secondary schools.

- There is no significant difference between in home environment of students studying in rural and urban secondary schools.

- The present study revealed that there is significant relationship between moral judgement and home environment. Kumar (2008) and Mohanty (2008) shows similar results.

5.4 EDUCATIONAL IMPLICATIONS

In educational research the selection of the problem is generally conditioned by the scope of improvement in the field of education. The present study was concerned on the moral judgement and home environment of adolescents. The findings of this study can become a source of information and guidance to the parents to support their children in a proper way. Parents can understand the psychology of their children and

broaden their understanding. From the present study, very important implications emerged and these are as under:

1. This study found that moral judgement can be predicted on the basis of home environment. Efforts should be done to get better results with respect to a good home environment. Adolescents misbehaves and wrong doing behaviour can be controlled through this study.

2. This study is also useful in the area of research. It will provide guidelines to the investigators for further research in this area of investigation.

3. This study is also useful for guidance workers. In light of this present study they can provide moral guidance in this area of investigation.

4. Moral Judgement and Home Environment plays its role not only in the life of adolescents but also in the future of society. So, individuals need assistance in developing moral judgement ability.

5. Teachers and parents should encourage the adolescents to act independently and think logically. They should observe and listen to them as they interact with them and also motivate them to work together.

6. Present study in its complete form of immense help and will equip the teachers and parents in evaluating the behavior of the students and necessary steps may be taken to modify their behavior.

7. This study would be helpful to develop moral values among adolescents which are the important .

8. The purpose of this study is to direct students to set up their own value system on which their moral decision will be based upon. These studies endorse self-analysis and alertness and the expansion of moral decision ability. Students should be taught right and wrong from interaction with other people in family.

9. Guidance and counsel services must be placed for the students for the enhancing their moral judgment. School should organize community programs and discussion of moral dilemmas with a fair amount of success so that students

could act on their moral decisions. Disclosure to moral questions and the prospect to apply moral behavior in school appears to foster high

5.5 SUGGESTIONS FOR FURTHER RESEARCH

Research in any branch of knowledge is never closed book. There is always persistent need of finding solutions to new problem and testing the variety of the solutions to older problems. There is no piece of meaningful research that does not provide clues for further experience; the solution of one problem tends to indicate many other unsolved problems. The present study has brought out the how home environment play important role in moral judgement. It has examined the impact of gender, residential background and type of school on moral judgement and home environment. These results suggest further research to be carried out as follows:

- The present study cannot be called final and comprehensive. More work can be done on different samples of different age groups.
- A similar study can be undertaken on students from disrupted and non-disrupted families.
- Comparative studies can be conducted to know the effect of moral judgement on school environment.
- The present investigation is limited to 200 secondary students only. It is recommended that further research may be conducted on a large sample with more variables in order to arrive at more generalized results.
- The present study is confined to Jammu district only. Similar study can be undertaken in other districts also.
- Due to paucity of time, the present study was only quantitative in nature, where as using qualitative analysis could have enhanced the results. So, mixed methods research should be used that includes both Qualitative and quantitative methods of analysis.
- A similar study can be conducted on students studying in Kendriya Vidyalayas, Navodya Vidyalayas and Sainik Schools.

SUMMARY

TOPIC: STUDY OF MORAL JUDGEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO HOME ENVIRONMENT

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INTRODUCTION

Civilization is built on scientific thinking and moral reasoning. While human life has been transformed by the impact of science, we cannot claim ourselves to be civilized in the absence of morality. Peace in the world or in any society is maintained by morality. This set of values which provide standards of moral reasoning enable us to differentiate right from the wrong.

Today's social life is going through the disaster and facing many type of alarming situations and the most important one is in the field of morality. It is believed that weakening of marital status and the associated families is one of the important factors which are found to be responsible for the same. As we know the lessons of morality are learnt from family and parents. It is quite obvious that when there is instability in family, distraction and conflicts among the parents itself and their own separate issues to quarrel upon there the chances of taking care of their wards is almost negligible and putting moral values into them is not at all possible. As we know that it is from the family that a child starts learning about morality and about the importance of acquiring moral values and if families are facing crises at their own individual level then it become impossible that children would get any moral lesson. One of the important factors in losing moral values is dissolution of western culture in non western. Now a day's families are standing at a point where the globalization is engulfing their boundaries with national and international views very rapidly. Now a day's global culture is giving new shapes to values, behavior, insularity and discrimination. One of the most profound changes in parent-teen relationship is the

amount of time parents and children spend together. Adolscents are home much less often than in earlier years and when they are home, they are usually in their rooms.

When anybody starts judging morally then it can be said that he/she is developed morally. Judging morality is usually thinking twice and making assessment before implementing any work as it might be valued before performing under the norms made by society. For example society never favors thieving and prefers to be a sincere person. As citizens are allowed to judge not so good or good behavior then they do so on the basis of inner self representation of these values. Conceptual customary of man's life is judged by the deeds and font of people in the terminology of worst or fine people. It always talks about fine and right things and it is explained by judgment on moral grounds. All the judgments of good or right are not moral judgments. However many judgments are the result of complex and interactive processes of many psychological, social, cognitive and emotional factors. It is a byproduct of many other learning. Moral accountability is defined by such a method of event. It comprises self-control, self-awareness, skill and insight, reaction to the authority of parents and cultural mores. Some researchers believe that judgment on the basis of morality seems to be a cognitive effect. Moral judgments are made about those actions which involve choices. It is only possible when people have alternatives for their actions which may be either morally good or bad. It requires the ability to look for common features of apparently different situations and to evaluate the situation as 'right' or 'wrong'. Now in order to explain the duties and privileges there is direct involvement of cognitive capability. Now here the moral rights are being calculated by keeping an eye on the education on the standards of moral rights. Cognizant and rational analysis process is based on psychological study and is subjugated by development investigation on the maturity of moral orientations and the principles. Recently in case of judgment on morality is found to be emphasizing on the work of insensible and instinctive process. A model represents that initial sources of judgment based on morality are very much found to be dependent on the auto generated fast moving intuitions. Some data is in favour of this argument but some other people still don't agree and admit that sudden produced intuitions are also brought into notice by cognizant consideration. Now another concept points out towards personal differences that bring change in moral surroundings.

Home is the place where an individual starts his life. There is a vital contribution of home background in the growth and development of social, emotional, motor, perceptual and cognitive aspects of the individual. The term "Home Environment" refers to all the objects, forces and conditions in the home which influence the child physically, intellectually and emotionally. Home environment varies in many aspects such as the parent's level of education, economic status, occupational status, religious background, attitudes, values, interests, parent's expectation for their children and family size among others. Children coming from different home environments are affected differently by such variations. The family plays most important role in the education of the child. The child is born in a family and this is the first agency through which he gets education for sociability. Therefore, the influence of the family upon the child is very great. Since the dawn of human civilization the influence of the family on the child's personality has been realized in very society. It is a well- known proverb that, "Home is where the heart is." " Among the different social groups, home occupies the first and most essential place for the person. It is the individual's primary environment from the time he is born until the day he passes on, hence forth its impact on the individual is most critical and enduring (Rani, 2013)." "Home environment refers to all sorts of moral and ethical values and emotional, social and intellectual atmosphere set up by the family members to facilitate the healthy development of its members. The physical, intellectual and emotional aspects of a family mould a youngster's life in his journey towards self-fulfillment. Individual differences owe their origin mostly to home-related factors, which may thwart or aid the dynamic development of the child (Sharma, 2011)."

SIGNIFICANCE OF THE STUDY

No society can survive without a moral order. A system of moral/human/spiritual values are indispensable to group living. How can we expect good education, peace and security in any society without its members being moral? In the advancement of judgment based on morality economical status of the society is based and it helps in asking some very important questions regarding the specificity of the culture in concern with the moral values. Now a days, whatever children read, see and listen will be mostly of violence, terrorism, conflicts, corruption, etc. in such a context how can we expect children to be moral? Hence it is high time not only to introduce moral

education, but also to lay stress on it in the schools is also needed. Hence the researcher has felt the need to study the relationship between the moral judgment of pupils and the socio-economic status of their parents, and their behaviour.

At present the strength of knowledge is being used for selfish interests, indiscipline, injustice, and a crisis of character which have collectively produced a negative impact on secondary school students. Today adolescents are at the cross road of life. A slight mistake can lead them down the wrong path. Now a day's morality is more under focus as the crime level in increasing among the adolescents in taking drugs consuming alcohol and doing crimes, suicidal attempts made by teens, and that's why need to concentrate on the morality. Present day youth is involved in many antisocial acts and immoral acts. Studying the basis of moral judgment can help in preventing such types of problems. Moral Judgement is the essentials of all round development of personality of the secondary school students. It is a matter of great concern for both teachers and the family members that it is possible to uplift judgment based on the moral basis of the youth generation. So it becomes essential to study the moral judgment of secondary school students with respect to their home environment. So that the finding of the study can be used in different ways and can be helpful for parents, teachers and policy planners while planning about the education of children. This is the burning problem of present day Indian society and there is a strongly felt need of developing moral judgment of secondary school students. Present study is an effort in this direction.

STATEMENT OF THE PROBLEM

STUDY OF MORAL JUDGEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO HOME ENVIRONMENT

OPERATIONAL DEFINITIONS

Moral Judgement : It is based upon the ability to make decisions which are right on moral grounds and on inner values and they behave accordingly. In this study the moral judgement of secondary school students shall be assessed by Moral Judgement scale by Ranjana Gupta(2015).

Home Environment : A home environment is the result of good cooperation among family members, economic conditions, educational status of family members, caring nature of parents and other family members and positive attitude of family towards pupils. In this study the home environment of secondary school students shall be assessed by Home Environment Inventory by Misra(2012).

Secondary School Students : Students enrolled in 9th and 10th class, co-education sections, irrespective of area in government and private schools are considered as secondary school students.

OBJECTIVES OF THE STUDY

1. To study the difference in moral judgement of secondary school students with respect to gender (male and female).

2. To study the difference in moral judgement of secondary school students with respect to type of school (government and private) .

3. To study the difference in moral judgement of secondary school students with respect to area (rural and urban).

4. To study the difference in home environment of secondary school students with respect to gender (male and female).

5. To study the difference in home environment of secondary school students with respect to type of school (government and private) .

6. To study the difference in home environment of secondary school students with respect to type of area (rural and urban).

7. To study the relationship between moral judgement and the home environment of secondary school students.

HYPOTHESES

1. There is no significant difference in moral judgement of secondary school students with respect to gender i.e. male or female.

2. There is no significant difference in moral judgement of secondary school students with respect to type of school i.e. government or private.

3. There is no significant difference in the moral judgement of secondary school students with respect to area i.e. rural or urban.

4. There is no significant difference in the home environment of secondary school students with respect to gender i.e. male or female.

5. There is no significant difference in the home environment of secondary school students with respect to type of school i.e. government or private.

6. There is no significant difference in the home environment of secondary school students with respect to area i.e. rural or urban.

7. There is no significant relationship between home environments and the moral judgement of secondary school students.

POPULATION OF THE STUDY

Population refers to any collection of specified group of human being or non-human entities such as objects, educational institutions, time units and geographical areas. Population for the present study comprise of 10850 secondary schools students in Jammu District. Retrieved by UDISE+,2022.

SAMPLE OF THE STUDY

In this study, a sample of 200 adolescents studying in high secondary schools have been selected through stratified random sampling. First of all, 4 government and 4 private schools have been selected randomly and out of each school 25 students have been selected for collecting data.

TOOLS USED

For the purpose of accomplishment of objectives, two standardized tools namely *Moral Judgement Scale* by Km. Ranjana Gupta (2015)and *Home Environment Inventory* developed by Dr. Karuna Shankar Misra (2012).

Moral Judgement Scale has been developed by Km.Ranjana Gupta (2015) has been employed by researcher. The scale offers the score of moral judgment in terms of (i) Retribution vs. Restitution. (ii) Efficacy of severe punishment. (iii) Immanent Justice. (iv) Communicable Responsibility. (v) Moral Realism. The above 5 areas have been taken from Ronald C. Johnson 1962.

Home Environment Inventory developed by Dr. Karuna Shankar Misra (2012) has been employed by the researcher. This tool is designed to measure the psycho-social climate as perceived by children. It provides a measure of the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home, HMI has 100 items belonging to ten dimensions of home environment. The 10 dimensions are Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection and Permissiveness.

RESULTS OF THE STUDY

- The results indicates that mean scores of females (88.64) are less than the male students (88.06) and the calculated t-value is 0.88 which is smaller than the table value 1.96 at 0.05 level. Thus, there is no significant difference between male and female secondary school students in moral judgement.

- The result shows that the mean value of government school students (70.62) has been found to be higher than the private school students (58.33) and the calculated t-value (4.85) is more than the table value 't' 2.58 at 0.01 level. Thus, there is significant difference in moral judgement of students studying in government and private secondary schools.

- The results shows that mean scores of students living in rural (66.86) areas have been found to be higher than the students living in urban areas (61.45) and the calculated t-value (3.65) is more than the table value 't' 2.58 at 0.01 level. Thus, there is significant difference in moral judgement of students studying in rural and urban secondary schools.

- The results shows that the mean scores of female students (254.91) found to be higher than the male students (249.73) and the calculated t-value (0.85) is less

than the table value ‘t’ 1.96 at 0.05 level. Thus, there is no significant gender difference in home environment of secondary school students.

- The results shows that the mean scores of students studying in government schools (366.61) have been found to be higher than the students studying in private schools (321.03) and the calculated t-value (2.08) is more than the table value ‘t’ 1.96 at 0.05 level. Thus, there is significant difference in the home environment of students studying in government and private secondary schools.

- The results shows that mean scores of students living in urban (255.70) areas have been found to be higher than the students living in urban areas (248.94) and the calculated t-value (0.34) is less than the table value ‘t’ 1.96 at 0.05 level. Thus, there is no significant difference between in home environment of students studying in rural and urban secondary schools.

- To study the relationship between that the relationship between moral judgement and the home environment of secondary school students. The calculated value of Pearson’s correlation coefficient (r=+0.19) which is negligible and is significant at 0.05 level for df 198. Therefore, moral judgement of adolescents and home environment is positively and significantly related to each other.

DELIMITATIONS OF THE STUDY

- The present study has been delimited to 200 secondary school students from 4 government and 4 private school studying in 9^{th} and 10^{th} class of Jammu district only.

- The present study has been confined only to two standardized tools namely:

  a). Moral Judgement Scale by Km. Ranjana Gupta (2015)

  b). Home Environment Inventory by K.S. Misra(2012)

SUGGESTIONS FOR FURTHER RESEARCH

- The present study cannot be called final and comprehensive. More work can be done on different samples of different age groups.

- A similar study can be undertaken on students from disrupted and non-disrupted families.

- Comparative studies can be conducted to know the effect of moral judgement on school environment.

- The present investigation is limited to 200 secondary students only. It is recommended that further research may be conducted on a large sample with more variables in order to arrive at more generalized results.

- The present study is confined to Jammu district only. Similar study can be undertaken in other districts also.

- Due to paucity of time, the present study was only quantitative in nature, where as using qualitative analysis could have enhanced the results. So, mixed methods research should be used that includes both Qualitative and quantitative methods of analysis.

- A similar study can be conducted on students studying in Kendriya Vidyalayas, Navodya Vidyalayas and Sainik Schools.

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APPENDIX-A

Manual
For
Moral Judgement Test

Constructed & Standardised By :
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Manual
For
Moral Judgement Test

Introduction

The word 'moral' comes from the Latin word 'Mos', which means 'belonging to manners and conduct of men', or 'pertaining to right and wrong, good in conduct'. That is why, generally the term 'moral judgement' refers to certain action as 'Right' or 'wrong' with reference to certain moral standards. As pointed out Sinha and Verma (1971), "Morality is the conformity to the moral code of the social group. It involves cognitive capacity and insight of the person. Moral judgement, sometimes related to the social concept. Chauhan & Tiwari 1976) concluded that morality is a must which is true, beautiful and good. It is a synthesis of 'SATYAM' (Truth), 'SHIVAM' (Purity and Goodness), and 'SUNDRAM' (Beauify in the code of conduct) the behaviour), with new ge stalt characteristics of activity, free-will and realistic idealism. Originally, research work on moral judgement has been made by Swiss Psychologist, Piaget (1928., 1932). Mainly, Piaget was concerned with the problems of children's concept of rules, his relations to authority and the development of the socioentric self. Various other studies have also been reported in this area (Leuba, 1917, Bose, 1929., Maclean, 1973., Hight-ower, 1969., Mathiae, 1943., McDowell, 1952., Nixon, 1957., Kohlberg, 1968., Varma, M. 1968., Sinha & Verma, 1972 Tiwari, G., 1975., Chauhan & Tiwari, 1976.,) etc.

Superego as an agent of moral judgement was introduced by Sigmund Freud (1933) which have two dimensions : Conscious and Ego-ideal. Piaget (1948) spoke of moral ethical value as standards of moral judgement. Hemming, 1957 took 'Goodness' or 'Badness' as reflection of value judgement of ones association in a specific outcomes. The study of moral and religious development of Indian children was taken up by Loomba (1967) and Varma (1967). According to piaget (1948), Cooperation can streng then moral realism and change of age help in moral judgement. Behavior of adults have a direct impact on the behavior of children. Good personal qualities like humanity, cooperative thoughtfulness, cheerfulness forms the foundation of child moral being (Rosenban, 1968).

Kohlberg (1958) found in his study that the degree of peer group interaction was significantly correlated with the degree of moral judgement. Bobroff (1960) found in his study that the degree of moral judgement, depend upon the parents' expression of moral behavior. Boehmand Nass (1962) and Grinder (1964) have found from their studies that as children grow older, they replace blind obediance to moral authority by a flexible, autonomous moral system., while increasing ..... maturity in moral judgement tends to follow an age developmental pattern. As mentioned above, Jean Piaget (1932) has been, perhaps, one of the most important and influential in the area of Moral Judgement consists of several area which includes : (a) Immanet Justice---- means the belief in the existence of automatic punishment which emmanate from things themselves. 'Actually' immanent means the notions that the intelligence and creative principle of the Universe prevades the universe itself a fundamental conception of Pantheism, whereas, Immanent Justice is the belief in the existence of autonomic punishment which immanent from things themselves. (b) Moral Realism-- 'means a belief that acts should be judged in terms of consequences, not on the basis of the motive behind the act'., (c) belief that punishment should be 'retributive vs. belief that punishment should be resitutive., (d) acceptance or rejection of the idea that the more severe punishment is more efficacious., and, (e) choice of collective (essentially guilt by association) or of individual responsibility for punishable acts'.

There are a number of view points regarding the stages of moral concept development. But, it is interesting to note down that a deeper analysis of these differing viewpoints highlight the common features. On the basis of which the stages can again be classified as observation, externalization stages. This classification has been done on the basis of the source of moral concept development. From a number of different studies, it appears that in order to attain the level of 'Post-conventional morality', adolescents must have reached the stage of formal operational thought (Kohlberg, 1976). Thus, formal operation are necessary but not significant for the development of post conventional moral thought (Gilligan and Kohlberg, 1978).

On the basis of above discussion, we can say that the moral judgement has an important place in adolescent's life. But none of

the test on moral judgement is available which can be used to assess moral judgement of the adolescents, particularly in Indian situation. To remove this lacuna, the present researcher constructed and standardised the present Moral Judgement Test (MRT) which can be used on adolescents for assessing their moral Judgement.

ABOUT PRESENT MORAL JUDGEMENT TEST

The Present Moral Judgement Test provides the score of moral judgement in terms of (i) Immanent justice., (ii) Moral Realism., (iii) Restributiom vs. Restitution., (iv). Efficacy of severe punishment., and (v) Communicable Responsibility. The above 5 areas have been taken from Ronald C. Johnson 1962. Johnson described the above five areas of moral Judgement in following manner :

1. Immanent Justice : The belief in the existence of automatic punishment which emanate from things themselves;

2. Moral Realism : A belief that acts should be judged in terms of consequences, not on the basis of the motive behind the act,

3. Retribution And Expiation Vs Restitution and Reciprocity : Means the belief basis of the motive behind the act; or belief that punishment should be retributive vs. belief that punishment should be restitutive (merely restore the equilibrium destroyed by the punishment or punished act.)

4. The Efficacy of Severepunishment : Acceptance or rejection of the idea that the severe punishment is more efficacious., and

5. Communicable Responsibility : Refer to choice of collective (essentially, guilt by association) for of individual responsibility for punishable acts.

The above explanation of five types of Moral Judgement, given by Johnson, R.C., has been taken by the present test constructor as an operational definition of the five areas of Moral Judgement Test (MRT).

Development of the MRT

As Mentioned earliar, the present MRT has been developed as the direction suggested by Johnson, R.C., 1962. The stories has been reorganised according to the Indian conditions, keeping the Indian Culture as well as social norms in mind. With the help of

the experts the stories, related questions and theis possible alternatives have been framed and it was given to the another six experts, who know both Hindi & English very well. The second set of the experts were request to check the language as well as the theme and the content of the stories. After the experts' opinions the stories, related questions and their possible answers were re-written and again given to the ten other experts belonging to the psychology field, with the request to state the stories, questions as well as the possible answers on five point scale ranging from most appropriate to least appropriate to least appropriate. They were also requested to add questions or possible answers, if they feel to do so. After getting the expert's rating only those questions and possible alternative answers have been retained in the final form of the test which were suggested by the Expert's opinion.

After preparing the final form of the MRT, it was administered to 100 adolescents to evaluate whether the adolescents can understand and give responses according to their moral judgement capacity on power. After getting their responses, one can get conclusion that the present MRT has concurrent validity, because almost all the adolescents have respond all the items of the test.

RELIABILITY OF THE MORAL JUDGEMENT TEST

The reliability of the present Moral Judgement Test has been computed by the two methods of reliability. For the Split-Half reliability, the present test has been administered to the 100 adolescent (age range both male and female in equal number) belonging to rural as well as urban areas. The spearman Brown Prophecy formula has been used which yielded the coefficient of correlation as given in Table-1.

For the Test-retest reliability, the present test was administered to 100 Adolescent (Not included in above sample), Twicely, after an interval of 2 weeks time, and the coefficient of correlation was computed which has been given in Table-1.

VALIDITY OF THE MORAL JUDGEMENT TEST

The validity of test is one of the essential part of the Test construction and standardization. As mentioned earliar, none of

the test is available so far in the field of Adolescents' Moral Judgement. Perhaps this is the first test which measures Moral Judgement of the Adolescent. Although, the present MRT has content validity (Internal Validity), because stories, related questions as well as alternative answers have been finalized only either on the basis of the Expert's rating and opinion or the pilot study. For computing the external validity of the present MRT, the present test and Johnson's Moral Judgement Test have been administered to a sample of 100 Adolescents with an interval of 3 days and for computing the validity of this Moral Judgement Test, the Spearman-Brown Prophecy formula has been used which yielded the coefficient of correlation as given in Table No. 2.

Table-1 : Showing Split-half and Test-Retest Reliabilities of the five parts as well as the whole Moral Judgement Test.

Sub Test and Total MRT	Split-Half Realiabilities	Test-Retst Reliabilities
1. Immanent Justice	.53	.51
2. Moral Realism.	.59	.53
3. Retribution vs. Restitution	.48	.46
4. Efficacy of Severe Punishment	.61	.50
5. Communicable Responsibility	.44	.45
Total Test	.53	.49

Table-2 : Showing the Validity coefficient of correlation (External Criterion).

(N = 100)

Sub Test and Total MRT	Validity Coefficient of Correlation
1. Immanent Justice	.427
2. Moral Realism	.481
3. Retribution vs. Restitution	.437
4. Efficacy of Severe Punishment	.503
5. Communicable Responsibility	.472
Total MRT =	.508

ADMINISTRATION PROCEDURE

The administration procedure of the present MRT is very simple. The test is available in Hindi and English and it can be administered on individual as well as on the group. There is no time limit to complete it, but usually, the Subject takes 35 to 40 minutes time. The standard Instructions are printed on the front page of the test. The instructions are :

"Some stories are given in this Test. You please reads attentively and silently. Alongwith the stories, some questions as well as alternatives answers are also given. You have to answer according to your power of the judgement on the basis of your moral values. Please note, you have to answer almost all the questions. There is no time limit, but please try to finish the work as your earliast. Your answers will be kept confidential, so please give your answers without any hesition Now please turn this page and stary the work ..... .

SCORING PROCEDURE

1. Scoring for Immanent Justice : Immanent means the notion that the intelligent and creative principle of the universe prevades the universe itself a fundamental conception of Pantheism. Immanent justice is belief in the existence of autonomic punishment which immanent from things themselves. In the present test, the story No. I(a), I(b), 6. II. & I6, all dealing with immanent justice. The storing of this part depend upon (i) the nature responses of the subject denotes immanent justice which is related to the idea of the chance, (ii) where immature responses denotes low moral judgement in which subject responses are attributed some sort of supernatural causes of there events. Keeping in mind the basis, idea of the scoring of Immanent justice has been made. (See the Scoring Table).

2. Scoring for the Moral Realism : Moral Realism defined as a belief that acts should be judged in terms of consequence not on the motive behind the act,. The story No. 2, 7, 12 & 17 are related to this aspect of MJT. These items have been scored in terms of intent-Moral Realism., whereas, immature responses have been judged in terms of consequence.

3. Scoring for Retributive vs. Restitutive : This term, i.e. Retributive means a repayment or a suitable return by given reward or punishment., whereas Restitution means act of resoring

what was lost or taken away. Indemmification making the good (Law), the restoration of what a party had gained by a jugdement. The story No. 3, 8, 13 & 18 are dealing to Retributive vs. Restitutive. The mature responses would be the restitutive. One chosen, because it was fairest, not because it was hardest (sometimes the restitutive punishment might be chosennot because it was fairest but solely because it was considered to be more severe. In this case the response would be considered an immature one). The choice of an expiatory punishment would be scored as an immature responses.

4. Scoring for Efficacy of Severe Punishment : In this area the constructor of this test want to judge that the severe punishment would be more efficient or not. Is severe punishment is able to produce the desire Effect ? The story No. 4, 9, 14 & 19 are related to this area. Answer in which the position was taken that the less severe punishment was more effective scored as mature, while those responses that indicated a belief in the efficacy of the more severe punishment were scored as immature.

5. Scoring for Communicable Responsibility : By this aspect constructor want to measure that the object has individual responsibility for punishable act or choice of collective essential guilt by association. The related story are 5, 10, 15 & 20. In each case, those responses the rejected communicable responsibility were judged to be mature, while those accepted the idea of communicable responsibility were considered to be mature.

On the basis of above sescription the bref summary of scoring key has been prepared and given in Table-3.

BRIEF SUMMARY OF SCORIING KEY OF MORAL JUDGEMENT TEST

1. Immanent Justice :

Story No. 1, Question No.1. Possible Ans. No. 1

Totally Agree., Score 5., Agree., Score 4., Cannot Say., Score 3., Disagree score 2., and Totally Disagree., Score 1., Scores as ticked by the Testees.)

For Question No. 2 of the Ist story the scoring system will be reversed. e.g., Totally Agree, Agree, Cannot say, Disagree, Totally—the scoring procedure will be 1, 2, 3, 4, 5 respectively. **(for story No. 1a)**

For Story No.1b., for Question – 1., Possible Answers 1 & 2, The Scoring Procedure will be : Totally Agree : Score – 5, Agree Score – 4, Cannot Say: Score – 3, Disagree : Score – 2, & Totally Disagree : Score 1.

Story No. 6 : Question No. 1, Possible Answer No.1 Score – 3, Possible Answer No.1 Score – 2 & Possible Answer No.1 Score – 1

Story No. 11 : Possible Ans. 1, 2 & 3 the scoring system will be 3, 2, & 1 respectively

Story No. 16 : Q. No. 1., Possible Ans. 1, 2 & 3 the scoring system will be 3, 2, & 1 respectively

2. Moral Realism:

Story No. 2: Possible Ans. 1, Agree =2 :, Disagree = 1, : Possible Ans. 2, Agree =2 :, Disagree = 1, : Possible Ans. 3, Agree =1 :, Disagree = 0, : Possible Ans. 4 & 5, Agree =2 :, Disagree = 1, :

Story No.7 – Q. No. 1; Possible Ans. 1, 2, 3, 4, The Scoring will be Agree =2 :, Disagree = 1,

Story No.12; For Question – 1., Possible Answers 1; Totally Agree : Score – 3, Agree Score = 2, Disagree : Score = 1, For Question – 2.,; Totally Agree : Score = 1, Agree Score = 2, Disagree : Score = 3,

Story No. 17., : Q. No. 1., Possible Ans. No. 1, Agree : 2., Disagree : 1.

3. Retribution Vs. Restitution:

Story No. 3., Possible Ans. No. 1, 2, 3 : Agree = 1, Disagree = 2., But Possible Ans. No.4 : Agree = 2., Disagree = 1.,

Story No. 8 : Q. No. 1., Possible Ans. 1, 2, 3 Score 0, 1, & 2., Q. No. 2., Possible Ans. 1, 2, 3 Score 1, 2, & 0 respectively.

Story No. 13 : Q. No. 1., Possible Ans. 1, 2, 3 Score 0, 1, & 2., Q. No. 2., Possible Ans. 1, 2, 3 Score 1, 2, & 0 respectively.

Story No. 18: Q. No. 1 & 2 :Score = 2, 1, respectively. For Q. No. 3 ; Possible Ans Agree = 3, Disagree = 2, respectively

4. Efficacy of Severe Punishment:

Story No. 4 : Q. No. 1 Possible Ans. 1, 2, 3 Score 3, 2, & 1., respectively

Story No. 9 : Q. No. 1 : Possible Ans. 1, 2, ; Score = 2, & 1., respectively., Q. No.2 : Score Right for 0, & Wrong for 2. Q. No. 3 : Score 2 for right & 0 for wrong

Story No. 14 : Q. No. 1., Possible Ans. Totally Agree : Score = 1, Agree Score = 2, Cannot Say Score = 3, Disagree : Score = 4, and Totally Disagree = 5., Reverse Score for Possible Ans. No. 2, e.g. 5, 4, 3, 2, 1, For Totally Agree, Agree, Cannot Say, Disagree, & Totally Disagree.

For Story No. 19 : Q. No. 1 : Possible Ans. 1 Score = 1, Possible Ans. 2 Score = 2,

5. Communicable Responsibility:-

Story No. 5 : Q. No. 1; Possible Ans. Yes = 1, No = 2.,: Q. No. 2; Possible Ans. Yes = 1, No = 2 Score.

Story No. 10 : Q. No. 1; Possible Ans. No. 1, 2, 3, 4, 5 = Score = 1, 2, 3, 4, 5.

Story No. 15 : Q. No. 1 : Possible Ans. No. 1, 2, 3, 4, 5 = Score = 1, 2, 3, 4, 5. Q. No. 2 : Possible Ans. No. 1, 2, 3, 4, 5 = Score = 1, 2, 3, 4, 5.

Story No. 20 : Possible Ans. 1 : Agree = 2, & Disagree = 1. Whereas Possible Ans. 2 : Agree = 1, & Disagree = 2 Score.

APPENDIX-B

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English

MORAL JUDGEMENT TEST

Constructed and Standardized by :

Km. Ranjana Gupta

Lecturer, Home Science

Agrasen Kanya Post-graduate College, Varanasi

Please fill it :

Name .....

Name of College/School .....

Occupation of Mother/Father .....

Address .....

Type of Institution - Government ☐ Private ☐

Area - Rural ☐ Urban ☐

Family - Joint ☐ Nuclear ☐

Gender - Male ☐ Female ☐

INSTRUCTIONS

In this test, there are some stories, alongwith some questions and their possible answers. You read these stories, questions and their possible answers carefully and give judgement on the basis of your own moral values. Note that all the questions are compulsory. There is no time limit but you try to complete this work as early as possible. Your answer will be kept secret, so give answer without any hesitation.

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Story No. 1

One day in the afternoon the students of class twelth-Ram, Shyam, Rajeev and Sanjeev went out for a walk. On the way they saw a house the windows of which were open. Ram said that it appeared that there was none in the house and that it was the good opportunity when something could be stolen from the house. Shyam and Rajeev admire the plan of Ram and agreed to join it but Sanjeev said that it was not right. At this Ram, Shyam and Rajeev threatened Sanjeev that if he did not join then they will informed other classmates that Sanjeev was a fearful boy and a coward, and that he had no capacity to take risk. Hearing this, Sanjeev felt frightened and got ready to cooperate with Ram, Shyam and Rajeev. All the four entered the house through the open window. When they have stolen a few articles, suddenly the guard of the house saw them and caught Ram, Shyam and Rajeev. But he did not catch Sanjeev because he stood at their back for his disapproval of the plan made by the three.

Q. 1. Do you think that Sanjeev who did not agree to this immoral plan would have been also caught had be agreed to it ?

Possible Answer :

1. It was because the opinion of Sanjeev was based on moral values. I is true that moral values trumph in the end. Hence had be agreed to this immoral plan he would have caught ?
   Fully agreed ( ), Agreed ( ), Cannot Say ( ), Disagree ( ),
   Fully disagree ( ).

Possible Answer :

2. When Sanjeev did not agree to the plan of the three voice, he should not joined it ?
   Fully Agreed ( ), Agreed ( ), Cannot Say ( ), Disagree ( ),
   Fully disagreed ( )

Story No. 1. (b)

After four months from this incident when the date of examination was declared in the class these four boys Ram, Shyam, Rajeev and Sanjeev came to the playground after the class and begain to make a plan for their success in the examination. After a long discussion, Ram, Shyam and Rajeev decided that they would used unfairmeans in the examination. But Sanjeev decided that he would not follow those students at any cost and learn this lesson with hard work. He told Ram, Shyam and Rajeev his decision. At this, three felt angry and threatened Sanjeev that they would see him. On the day of examination, Sanjeev saw that his seat was closed to the seat of Ram, Shyam and Rajeev. Seeing this he felt nervous in the beginning and decided firmly that he would get his seat changed from the teacher. He requested the teacher for this change, telling him the reason of this change and also informed him about the preplanned of those three boys. With the result a teacher took a search of those three boys and got hold of unfairmeans. This made all other students happy.

Q. 1. Why was the act of Sanjeev worthy admire ?

Possible Answer :

1. The act of Sanjeev was admirable because his decision was based on courage, moral values and ideals.
   Fully Agreed ( ), Agreed ( ), Cannot Say ( ), Disagree ( ),
   Fully Disagreed ( ).

Possible Answer :

2. The act of Sanjeev was admirable because it make other students happy.
   Fully agreed ( ), Agreed ( ), Cannot say ( ), Disagree ( ),
   Fully Disagree ( ).

Story No. 2

A girl named Meera liked a boy of her class but she did not like that this fact might be known to others. One day, she told this secret to one of her confident friend. That friend also assured her that she would not tell this fact to anyone. But her friend angry with her at something and she informed this secret to all other students. As a result those students teased her. But the student whom she liked most did not utter a single word on the Subject. Thus Meera did not bear any loss.

There is one another story of this nature :

Sheela was preparing notes for her classmate Ramesh. In the meanwhile some guest come to her house. The guest also had a boy who was of Sheela's age. Sheela's father asked her that she should take that boy to the city for a visit. Sheela did not like to go for this visit because she know that it was not just for her friend Ramesh. But she was compelled for the visit. When she returned, she informed her confident friend about it. According to the first story that friend made a promise that she would not tell anyone about it, but like the first story that girl informed Ramesh about it, at her displeasure with Sheela. The result was that Ramesh felt angry and broke his friendship with Sheela.

Q. 1. Of the two girl friend Meera and Sheela who was worst and why ?

Possible Answer :

1. Sheela's friend was worst because she created hatred in the heart of Ramesh against Sheela. Agree ( ), Disagree ( )
2. Sheela's friend was worst because she suffered a loss because of her friend behaviour. Agree ( ), Disagree ( )
3. Both were worst because both of them were teacherous. Agree ( ), Disagree ( )
4. Meera's friend was worst because she try to defame Meera for a small thing. Agree ( ), Disagree ( )
5. Meera's friend was worst because she made a ridicule of Meera. Agree ( ), Disagree ( )

Story No. 3

Some children are playing football in the street. One boy threw the football with a force, with the result the ball entered in a garden. When the boy went there to fetch the football the master of the garden caught him because the buds were crushed. What punishment should the master give to the boy.

Possible Answer :

1. They boy should be compelled to give compensation. Agree ( ), Disagree ( )
2. He should be beaten so that he should not do it second time. Agree ( ), Disagree ( )
3. He should not be allowed to play football. Agree ( ), Disagree ( )
4. He should be forgiven because,
   (a) It is not possible to children to pay compensation.
   (b) Corporal punishment may be harmful for children.
   (c) Physical growth of children may be retarded and mental stress may be possible if children are not to allow for play. Agree ( ), Disagree ( )

Story No. 4

Once there were many theft in the main market of the city. The shopkeeper believed that students were responsible for these thefts. In order to solve this problem the shopkeeper decided that students should be given part-time jobs so that they may be fulfil their personal needs with this money and may use their time properly. Thus, the shopkeeper gave them the part-time job. The police also became alert regarding there theft on festival and also took

timely action. The police also caught some people red handed. In this way the theft in the shops were reduced.

Q. What was the reason for the fall in the number of theft according to you ?

Possible Answer :

1. To provide part-time job to students so as to fulfil their needs ( )
2. Good behaviour of the shopkeeper with the students. ( )
3. Fear generated out of police action. ( )

Story No. 5

Once a few boys were throwing a ball in the college campus. One of the boys threw the ball so terribly that it struck the window of the Principal and broke it glass. The Principal caught all the boys and asked them who had done it. The boy who broke the glass told without fear who was at fault, and promised that he would not do so in future. At this the Principal pardoned him. But when the Principal went out his room, other boy who were playing with him asked the boy that he should not told the name, because the Principal would feel suspicious at him ever for doing such an act and punish him.

Q. 1. Was it right according to moral values in your opinion, that the Principal pardoned the boy ? Yes ( ) No ( )

Q. 2. Was the advice of the boy given to the boys justified according to you ?

Yes ( ) No ( )

Story No. 6

Ramu's father is a bank employee owes a great debt. He still needs money badly. One day when he was working in the bank, a plan struck his mind : if he got an apportunity, he will steal money from the bank with that money he will meet out his debt and got some economic relief for some days. But on the other hand, he knew that if this secret of theft was out he would be terminated from service and caught by the police.

Q. What should he done, according to your opinion, in this situation ? Mark (√) the suggestion which suit you most.

Possible Answer :

1. The moneylender should be assured by payment by doing parttime work. ( )
2. Now he cannot pay the debt but he will pay it who he gets money. ( )
3. He should asked the moneylender that he had taken no debt, hence there is no question of paying it. ( )

Story No. 7

A boy named Mohan was employed on a shop as a salesmen. Once his parent's were going outside and he has to company then go out. He got his friend Suresh engaged for some time in his place. Suresh worked with devotion for some days. But suddenly his grandfather fall ill in his village. Hence he had to go to the village soon, and he could not inform the shopkeeper to this effect. When Mohan returned, he came to know that else had been kept in the shop in his place because the boy he left in his place had left the work without information.

There is one such other story :

There was a boy named Sohan who was employed as a salesmen. One he had to go out with his parents. He insisted his friend Ashok to work in his place. Ashok was careless. One day he went on work, the other day he did not. Sometimes he weighed things more sometimes less. This caused trouble to both the owner and the customer. Ashok also had to go out. He also went away without information. The shopkeeper kept another boy in his place. When Sohan returned, he found he had lest his job.

Q. 1. How will you answer the following suggested questions, if you are made the judge.

Possible Answer :

1. What will the feelings of Mohan and Suresh on the acts they decided to do ?

Agree ( ), Disagree ( )

2. How will the acts of Mohan and Suresh be decided on the basis of their acts ?
Agree ( ), Disagree ( )

3. How will the acts of Sohan and Ashok be decided on the basis of their feeling ?
Agree ( ), Disagree ( )

4. How will the act of Sohan and Ashok be decided on the basis of their acts ?
Agree ( ), Disagree ( )

Story No. 8

Once a mother asked her daughter to bring some articles from the market. The daughter replied that she would go after sometime. After sometime, the mother again send the daughter replied that she would go in the evening. But she did not go even then. At this the mother felt angry and decided to punish her.

1. If she should not be provided food in the evening.
2. If she should punish her with corporal pain.
3. If she should not play the game which her daughter played with her.

Q. 1. Which is the best punishment ? 1. First ( ), 2. Second ( ), 3. Third ( )

Q. 2. Which punishment to the hardest one ?
1. First ( ), 2. Second ( ), 3. Third ( )

Story No. 9

There were two families in a house. Both the families had one son. They were of the same age. Once they got fireworks and played with them The fathers of both were on night duty and took rest in the afternoon. They were disturbed in sleep due to the noise of fireworks. One of the father beat the boy inside the house, while the other made him understand that he should not disturb his sleep as he wake up at the night. The father explained that he should not go in future. Again both the boys came out and played quietly, they had saved firework. The next day one boy played creckers and made his father wake up.

Q. 1. Who did this act the next day according to your opinion ?

Possible Answer :

1. The first boy ( ), 2. The second boy ( )

Q. 2. What was the nature of bahaviour on the first father ?

Possible Answer :

1. Right ( ), 2. Wrong ( )

Q. 3. What was the nature of behaviour on the second father ?

Possible Answer :

1. Right ( ), 2. Wrong ( )

Story No. 10

Once the date of practical examination in Physics was declared to students of class one day before. The physics class was to take place in the last period. The students thought that they would prepare the whole day to go for examination last period. It was against rule. All the students reached the school in the last period. The Principal came to know it. He scolded all and asked the name of the boy who planned it. But nobody told his name. The Principal could not catch the guilty boy. The Principal send that the physics practical would not take place and all would be declared failed.

Q. 1. Was the decision of the Principal just ? If yes, why ? If no, why ? Mark (√) against the right answer.

Possible Answer :

1. Principal decision was correct as it was the question of his dignity. ( )
2. Principal decision was correct as coming to the College not in time is indiscipline and effects other students. ( )

3. Along with punishment, students were to be advised so that they would not do it again. Test should also be taken. ( )
4. Right decision was not taken as students had unity, which must be respected. ( )
5. Principal decison was not right as students aim was to take up test after preparation not to indulge in indicipline. ( )

Story No. 11

A youth named 'A' was educated for his primary education in a mission school. Inspite of his being a brilliant student, he was taken in school's cultural programme because he was not a Chirstian. After his primary education, he got himself admitted to a Sikh school. There too he found religion more powerful than ability. After his secondary education he sought admission in a degree college. By chance, it was a Islamic institution. There also he saw the glory of religion greater than humanity. Alongwith this he came in contact with the followers of Hinduism. Here he experienced that religion dominated humanity. 'A' did not know which religion he belonged to. Today he is the Principal of a degree college. His college has teachers from all the four religions. It is a sheer chance that they all have worship on the same day. Its time is also the same. What she could 'A' do according to you.

Q. Mark (√) at the correct answer out of the three suggested ones.

Possible Answer :

1. A should be present in the worship of all the four for some time. ( )
2. A should not go anywhere and satisfy all the pratense of illness. ( )
3. A should follow one religion by choosing the best. ( )

Story No. 12

A boy Ramesh used to steal things sometimes. He had a friend who his a good player of basketball. Once his friend had no canvas shoes to play basketball. Ramesh went to shop. He picked up canvas shoes from the shop and gave to his friend. After one week when he stood before a shop he picked up a chocklet packet the price of which was less than one fourth of the price of shoes. He was never caught and his friend never assured where he got those shoes.

Q. 1. You have to decide which theft was the worst ?

Possible Answer :

1. You will answer the question basing your view on the intention behind the theft.
Fully Agree ( ) Agree ( ) Disagree ( )

Possible Answer :

2. What was the circumstances behind the two thefts ?
Fully Agree ( ) Agree ( ) Disagree ( )

Story No. 13

Once some boys were talking in a playground. One of the boys began to wrestle. Along other boys did not like it, yet they cooperate in it. While wrestling, the spectacles of one of the boys were broken. The boy with whom this spectacle were broken what changed to do one of the things in play for the spectacles of to go a turminal job of the any choose spectacle were broken in wrestle any of him object broken.

Q. 1. Which punishment is hardest ?

Ans. 1. First ( ) 2. Second ( ) 3. Third ( )

Q. 2. Which punishment is best ?

Ans. 1. First ( ) 2. Second ( ) 3. Third ( )

Story No. 14

A girl wanted to were the coat of her mother. Her mother did not like it. The mother thought that she would spoil the coat. Hence she asked the daughter not to use the coat. But the girl used the coat, hiding it from her mother when she wore coat, the mother scoled her and did not provide her with supper. At this the girl said that she would wear the coat again. There is another story of this kind.

3. Along with punishment, students were to be advised so that they would not do it again. Test should also be taken.
4. Right decision was not taken as students had unity, which must be respected.
5. Principal decison was not right as students aim was to take up test after preparation not to indulge in indicipline.

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2. A should not go anywhere and satisfy all the pratense of illness. ( )
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Q. 1. You have to decide which theft was the worst ?

Possible Answer :

1. You will answer the question basing your view on the intention behind the theft.
Fully Agree ( ) Agree ( ) Disagree ( )

Possible Answer :

2. What was the circumstances behind the two thefts ?
Fully Agree ( ) Agree ( ) Disagree ( )

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Q. 1. Which punishment is hardest ?

Ans. 1. First ( ) 2. Second ( ) 3. Third ( )

Q. 2. Which punishment is best ?

Ans. 1. First ( ) 2. Second ( ) 3. Third ( )

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Manual For

HOME ENVIRONMENT INVENTORY

HEI-MK

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Allahabad University
ALLAHABAD

Estd. 1971

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MANUAL
FOR
HOME ENVIRONMENT INVENTORY (HEI)

INTRODUCTION

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognise facts but also provides him with a ready-made system of signs. It imposes on him a series of obligations. Two environments namely, home and school environments, share an influential space in child's life. Family is the social-biological unit that exerts the greatest influence on the development and perpetuation of the individual's behaviour. The psychological atmosphere of a home may fall into any of the four quadrants, each of which represents one of the four general combinations : acceptance–autonomy, acceptance–control, rejection–autonomy and rejection–control **(Johnson & Medinnus, 1969).** **Grebow (1973)** reported that 'nurturance-affection' and 'achievement expectations, demands and standards' constitute the two dimensions of parental behaviour that have been regarded as important by previous researchers. Various researchers have identified the following characteristics of home environment or parental child rearing practices-permissiveness, willingness to devote time to the child, parental guidance, parental aspiration for achievement, provisions for the child's intellectual needs, affective reward, instrumental companionship, prescription, physical punishment, principlined discipline, neglect, deprivation of privileges, protectiveness, power, achievement demands, indulgence, conformity, independence, dependence, emotional and verbal responsivity, involvement with the child, physical and temporal environment, avoidance of restriction and punishment, provision of appropriate play materials,

etc. There exists a great overlapping in the kinds of behaviours which are in association with different characteristics.

The present Home Environment Inventory (HEI) is an instrument designed to measure the psycho-social climate of home as perceived by children. It provides a measure of the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home, HEI has 100 items belonging to ten dimensions of home environment. Operational definitions of these dimensions are as follows—

(A) Control : It indicates "autocratic atmosphere in which many restrictions are imposed on children by the parents in order to discipline them".

(B) Protectiveness : It implies "Prevention of independent behaviour and prolongation of infantile care".

(C) Punishment : It includes "Physical as well as affective punishment to avoid the occurrence of undesirable behaviour".

(D) Conformity : It indicates "Parent's directions, commands, or orders with which child is expected to comply by action". It refers to "Demands to work according to parent's desires and expectations".

(E) Social Isolation : It indicates "Use of isolation from beloved persons except family members for negative sanctions".

(F) Reward : It includes "Material as well as symbolic rewards to strengthen or increase the probability of desired behaviour."

(G) Deprivation of Privileges : It implies "Controlling children's behaviour by depriving them or their rights to seek love, respect and childcare from parents".

(H) Nurturance : It indicates "Existence of excessive unconditional physical and emotional attachment of parents with the child. Parents have a keen interest in and love for the child".

(I) Rejection : It implies Conditional love recognizing that the child has no rights as a person, no right to express his feelings, no right to uniqueness and no right to become an autonomous individual".

(J) Permissiveness : It includes "Provision of opportunities to child to express his views freely and act according to his desires with no interference from parents."

Description of the Inventory

HEI Contains 100 items related to ten dimensions of home environment. The ten dimensions are—(A) Control, (B) Protectiveness, (C) Punishment, (D) Conformity, (E) Social Isolation, (F) Reward, (G) Deprivation of Privileges, (H) Nurturance, (I) Rejection, and (J) Permissiveness. Each dimension has ten items belonging to it.

Sr. No.	Dimensions	Items
1.	Control	10
2.	Protectiveness	10
3.	Punishment	10
4.	Conformity	10
5.	Social Isolation	10
6.	Reward	10
7.	Deprivation of Privileges	10
8.	Nurturance	10
9.	Rejection	10
10.	Permissiveness	10
	Total	100

The instrument requires pupils to tell the frequency with which a particular parent-child interaction behaviour has been observed by them in their homes, i.e., he/she is requested to tell whether a particular parental behaviour (as mentioned in an item) Occurs—'Mostly', (बहुधा) 'Often', (प्रायः) 'Sometimes', (कभी-कभी) 'Least', (बहुत कम) and 'Never'. (कभी नहीं) ।

There is no time-limit for this tool.

Administration of the Inventory

Home Environment Inventory can be administered in individual or group settings. To start with, students should be made familiar with the nature and

purpose of measurement of home environment, Later, the procedure for marking the responses on the booklet should be explained to them. They should be asked to put 'x' mark on any cell indicating their perception of the frequency with which a particular behaviour has been exhibited by their parents.

Students should feel assured about the confidential nature of their responses. At the time of administration in group setting, the space between individuals should be adequate so that other students may not guess about the response made by another student against a particular item. Students should be allowed to omit items which they find difficult or impossible to respond. This should be treated as a symbol of individual's tendency to give socially desirable responses. For research purposes, the scores of such students should not be used unless interviewing or any other technique is used to ensure the validity of their responses.

Scoring the Responses to HEI Items

The responses are to be given on the booklet itself. There are five cells against every item of the inventory. Each cell indicates the frequency of occurrence of a particular behaviour. The five cells belong to five responses namely, 'Mostly', (बहुधा) 'often', (प्रायः) 'sometimes', (कभी-कभी) 'least', (बहुत कम) and 'never', (कभी नहीं). The dimension to which a particular item belongs has been indicated by alphabets near the serial number of the items. Assign 4 marks to 'mostly', 3 marks to 'often', 2 marks to 'sometimes', 1 mark to 'least', and 0 marks to 'never' responses, Count the marks assigned to A, B, C, D, E, F, G, H, I and J dimension-Statements on every page and then add the dimension-scores awarded to statements given on the five pages so as to get ten scores for the ten dimensions of HEI.

Development of the Inventory

To begin with 20-25 items were written initially to measure the predetermined ten dimensions of home environment the items were subjected to evaluation by the tool constructor, experts, pre-tryout and tryout resulting finally in the selection of 100 statements for inclusion in the final form of the HEI. Before

tryout the language and the content of various items were evaluated on many occasions in order to judge their relevance and suitability. 't-values' for the selected items alongwith the dimension to which they belong are shown in Table 1.

TABLE 1

t-value for items selected for inclusion under the ten Dimensions of Home Environment in HEI

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Dimension	A	B	C	D	E	F	G	H	I	J	A	B
t-value	3·35	6·79	12·50	2·89	6·25	4·67	5·96	3·50	11·01	3·32	3·91	4·90
Item No.	13	14	15	16	17	18	19	20	21	22	23	24
Dimension	C	D	E	F	G	H	I	J	A	B	C	D
t-value	7·36	5·77	3·32	4·63	3·33	3·77	3·33	3·33	3·83	5·50	7·41	4·07
Item No.	25	26	27	28	29	30	31	32	33	34	35	36
Dimension	E	F	G	H	I	J	A	B	C	D	E	F
t-value	4·89	10·64	3·41	4·25	2·95	5·11	4·48	4·24	5·11	5·41	4·83	8·33
Item No.	37	38	39	40	41	42	43	44	45	46	47	48
Dimension	G	H	I	J	A	B	C	D	E	F	G	H
t-value	6·02	2·81	5·82	7·36	3·13	5·25	5·62	3·12	5·00	3·62	3·65	3·53
Item No.	49	50	51	52	53	54	55	56	57	58	59	60
Dimension	I	J	A	B	C	D	E	F	G	H	I	J
t-value	3·05	5·20	3·51	5·09	2·69	4·71	5·44	6·29	2·08	5·53	4·48	5·93
Item No.	61	62	63	64	65	66	67	68	69	70	71	72
Dimension	A	B	C	D	E	F	G	H	I	J	A	B
t-value	3·61	5·55	5·07	5·12	5·16	9·57	6·92	6·09	4·35	4·44	2·41	4·05
Item No.	73	74	75	76	77	78	79	80	81	82	83	84
Dimension	C	D	E	F	G	H	I	J	A	B	C	D
t-value	4·59	3·20	5·08	5·50	5·22	8·52	4·23	4·69	4·08	3·69	6·56	2·50
Item No.	85	86	87	88	89	90	91	92	93	94	95	96
Dimension	E	F	G	H	I	J	A	B	C	D	E	F
t-value	6·36	8·86	4·11	4·37	7·57	3·00	4·10	3·59	4·85	3·50	4·28	7·69
Item No.	97	98	99	100								
Dimension	G	H	I	J								
t-value	9·05	2·41	2·61	5·00								

Dimensions of Home Environment—A : Control, B : Protectiveness, C : Punishment, D : Conformity, E : Social Isolation, F : Reward, G : Deprivation Privileges, H : Nurturance, I : Rejection, J : Permissiveness.

Table shows that ten items were selected for inclusion under every dimension. The sequence in which various items appear in the final form was determined through random selection. Items numbered 1, 11, 21, 31, 41, 51, 61, 71, 81 and 91 belong to the 'Control' dimension; items no. 2, 12, 22, 32, 42, 52, 62, 72, 82, and 92 belong to 'Protectiveness' dimension; items 3, 13, 23, 33, 43, 53, 63, 73, 83 and 93 belong to 'Punishment' dimension; items 4, 14, 24, 34, 44, 54, 64, 74, 84 and 94 belong to the 'Conformity' dimensions; items 5, 15, 25, 35, 45, 55, 65, 75, 85 and 95 belong to the 'Social Isolation' dimension; items no. 6, 16, 26, 36, 46, 56, 66, 76, 86 and 96 belong to the 'Reward' dimension; items no. 7, 17, 27, 37, 47, 57, 67, 77, 87 and 97 belong 'Deprivation of Privileges' dimension; 'Nurturance' is to be measured through items no. 8, 18, 28, 38, 48, 58, 68, 78, 88 and 98; items no. 9, 19, 29, 39, 49, 59, 69, 79, 89 and 99 belong to the 'Rejection' dimension while items no. 10, 20, 30, 40, 50, 60, 70, 80, 90 and 100, belong to the 'Permissiveness' dimension.

Sr. No.	Dimensions	Items Presentation
1.	Control	1, 11, 21, 31, 41, 51, 61, 71, 81 91
2.	Protectiveness	2, 12, 22, 32, 42, 52, 62, 72, 82, 92
3.	Punishment	3, 13, 23, 33, 43, 53, 63, 73, 83 93
4.	Conformity	4, 14, 24, 34, 44, 54, 64, 74, 84 94
5.	Social Isolation	5, 15, 25, 35, 45, 55, 65, 75, 85 95
6.	Reward	6, 16, 26, 36, 46, 56, 66, 76, 86 96
7.	Deprivation of Privileges	7, 17, 27, 37, 47, 57, 67, 77, 87 97
8.	Nurturance	8, 18, 28, 38, 48, 58, 68, 78, 88 98
9.	Rejection	9, 19, 29, 39, 49, 59, 69, 79, 89 99
10.	Permissiveness	10, 20, 30, 40, 50, 60, 70, 80, 90 100

Reliability

The 'Home Environment Inventory' was administered to 113 students (54 boys and 59 girls) studying in intermediate classes of five schools. Split half reliabilities were worked out separately for all the ten dimensions of home environment. The split-half reliabilities (Corrected for length) for various dimensions of home environment are as follows :

TABLE 2

Split half reliability coefficients for ten dimensions of Home Environment as measured by HEI

Sr. No.	Inventory Dimension	Reliability Coefficient
A	Control	·879
B	Protectiveness	·748
C	Punishment	·947
D	Conformity	·866
E	Social Isolation	·870
F	Reward	·875
G	Deprivation of Privileges	·855
H	Nurturance	·901
I	Rejection	·841
J	Permissiveness	·726

Intercorrelations Among Scales

Intercorrelations among the ten scale scores on HEI are shown in table 3.

TABLE 3

Intercorrelations Among HEI Scales

Sr. No.	Inventory Scale	Correlations								
		A	B	C	D	E	F	G	H	I
A	Control	—								
B	Protectiveness	·34	—							
C	Punishment	·37	·51	—						
D	Conformity	·37	·36	·51	—					
E	Social Isolation	·59	−·08	·04	·11	—				
F	Reward	·31	·31	·48	·48	·88	—			
G	Deprivation of Privileges	·28	−·19	·48	·05	−·04	−·23	—		
H	Nurturance	·26	·34	·19	·06	−·04	·71	−·11	—	
I	Rejection	·23	·32	·08	−·09	·38	−·19	·34	·33	—
J	Permissiveness	·03	·21	−·28	·13	−·12	·24	·14	·39	·03

Observation of table 3 shows that eight coefficients of correlation are moderate/high. However, the scale scores may be treated independently in analyses. No effort should be made to get a composite score.

Validity

Home Environment Inventory has been found to posses content validity as measured with the help of views expressed by judges criterion related validity could not be established because of the lack of appropriate external criteria.

Norms

Table 4 shows percentile norms for boys and girls. 10th, 25th, 50th, 75th and 90th percentile scores have been given.

TABLE 4

Percentile Norms for the Home Environment Inventory

Sr. No.	Dimension Name	Percentile Scores				
		P_{90}	P_{75}	P_{50}	P_{25}	P_{10}
A	Control	**30·1*** 27·3	**24·7** 23·5	**20·5** 19·1	**16·1** 14·3	**12·7** 13·9
B	Protectiveness	**31·1** 32·5	**27·7** 28·8	**22·5** 24·1	**17·3** 19·9	**13·5** 14·9
C	Punishment	**33·7** 31·3	**27·9** 27·3	**24·5** 22·7	**20·1** 18·1	**19.1** 13·7
D	Conformity	**34·7** 34·3	**33.8** 32·8	**30·1** 29·5	**25·9** 25·1	**21·5** 21·3
E	Social Isolation	**24·7** 21·1	**19·9** 17·7	**13·9** 10·1	**8·5** 4·1	**4·1** 1·5
F	Reward	**36·9** 36·9	**32·3** 33·3	**26·5** 29·4	**21·7** 24·3	**16·9** 18·1
G	Deprivation of Privileges	**22·9** 18·5	**17·3** 14·9	**11.7** 8·7	**6·1** 4·9	**2·9** 2·5
H	Nurturance	**30·7** 31·1	**25·9** 27·1	**21·9** 22·3	**16·9** 17·5	**9·5** 12·1
I	Rejection	**18·7** 18·5	**15·1** 12·5	**9·7** 7·5	**4·7** 4·1	**1·5** 2·0
J	Permissiveness	**25·1** 26·3	**22·1** 20·1	**17·1** 16·9	**11·7** 12·9	**8·5** 10·3

* Scores printed in bold face numbers are for boys and others are for girls.

Scores falling in the ranged of > P_{90}, P_{75}–P_{90}, P_{50}–P_{75}, P_{25}–P_{50}, P_{10}–P_{25} and < P_{10} should be interpreted as indices of very high, high, above average, average, low and very low levels of a particular dimension of the home environment respectively.

Percentile		Level of Home Environment
P_{90} & Above	—	Very High Home Environment
P_{75}–P_{90}	—	High Home Environment
P_{50}–P_{75}	—	Above Average Home Environment
P_{25}–P_{50}	—	Average Home Environment
P_{10}–P_{25}	—	Low Home Environment
P_{10} & Less	—	Very Low Levels Home Environment

Uses of Home Environment Inventory

Home Environment Inventory can be used to measure children's perception of parental child rearing behaviour i.e. home environment. This tool has been standardized on students of intermediate classes and has been successfully used for students of VIII to X classes.

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APPENDIX- B

Consumable Booklet of HEI-MK (English Version)

~~Area~~ Gender :- Male ☐ Female ☐

Family :- Joint ☐ Nuclear ☐

Type of Institution :- Government ☐ Private ☐

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Dr. Karuna Shanker Mishra *(Allahabad)*

Consumable Booklet of

H E I-MK

(English Version)

Please up the following informations : ***Date*** ☐☐☐☐☐☐☐☐

Name _____

Age ☐☐☐☐☐☐☐ Area :- Rural ☐ Urban ☐

Class _____

School / College _____

INSTRUCTIONS

Incidences given on the following pages describe the atmosphere of your house. These incidences are related with you and your parents behaviour. Your parents, till today, might have done these behaviours **'Mostly, Usually, Seldom, Very less** or **Never'**. Read every behaviour statement carefully and think how many times your parents have used this. Give your answer by Tick mark ☑ in the box given under **'Mostly', 'Usually', 'Seldom', 'Very less'** or **'Never'** against each statement.

Answer quickly. Ask, If there is any doubt. Pass on to the next if you are unable to answer anywhere.

Scoring Table

Area	A	B	C	D	E	F	G	H	I	J
Raw Score										
Home Environment Level										

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Sr.No.	STATEMENTS	Mostly	Usually	Seldom	Very less	Never	SCORE
1.	My parents allow me to play for a definite time.	☐	☐	☐	☐	☐	
2.	My parents become too much anxious when I weep.	☐	☐	☐	☐	☐	
3.	My parents get angry against me when I do any work carelessly.	☐	☐	☐	☐	☐	
4.	My parents say me to obey some particular persons.	☐	☐	☐	☐	☐	
5.	My parents do not allow me to go for a walk with my colleagues when I submit my idea different to their idea.	☐	☐	☐	☐	☐	
6.	My parents feel very happy when I solve my problem successfully.	☐	☐	☐	☐	☐	
7.	My parents do not talk with me when I ask them many questions regarding anything.	☐	☐	☐	☐	☐	
8.	My parents teach me only that behaviour which I like to learn.	☐	☐	☐	☐	☐	
9.	My parents criticize my ideas too much.	☐	☐	☐	☐	☐	
10.	My parents give me an opportunity to do the work by self.	☐	☐	☐	☐	☐	
11.	My parents decide my reading time.	☐	☐	☐	☐	☐	
12.	Whenever I am too much sad, my parents make me understand with great affection.	☐	☐	☐	☐	☐	
13.	When I make too much of noise in my house, my parents give me corporal punishment (slapping, beating with stick etc.).	☐	☐	☐	☐	☐	
14.	My parents have this desire that I may do every work better comparatively to other children.	☐	☐	☐	☐	☐	

A		B		C		D		E	F	G	H	I	J
1	11	2	12	3	13	4	14	5	6	7	8	9	10

Sr.No.	STATEMENTS	Mostly	Usually	Seldom	Very less	Never	SCORE
15.	My parents remove me away from them when I express my opinion different to them	☐	☐	☐	☐	☐	⬭
16.	My parents get very happy when I express my ideas to the incoming guests.	☐	☐	☐	☐	☐	⬭
17.	My parents do not take me with them when I insist to go with them to the market.	☐	☐	☐	☐	☐	⬭
18.	My parents go with me for walking.	☐	☐	☐	☐	☐	⬭
19.	My parents make fun of me when I weep on being scolded.	☐	☐	☐	☐	☐	⬭
20.	I can purchase any magazine without obtaining prior permission.	☐	☐	☐	☐	☐	⬭
21.	My parents keep strict discipline in home.	☐	☐	☐	☐	☐	⬭
22.	My parents accompany me to ascertain all the facilities whenever I go to any place for the first time.	☐	☐	☐	☐	☐	⬭
23.	My parents pull my ears when I do not keep anything at the proper place.	☐	☐	☐	☐	☐	⬭
24.	My parents desire that I should make special efforts to present every work.	☐	☐	☐	☐	☐	⬭
25.	When I become angry with my parents then they become separate from me.	☐	☐	☐	☐	☐	⬭
26.	My parents feel happy when I ask different questions regading anything after seeing it.	☐	☐	☐	☐	☐	⬭
27.	When I am on studies and my parents call me and I do not go to them, they remove my books kept in front of me.	☐	☐	☐	☐	☐	⬭
28.	When my parents go to meet any of their friend, they take me with them.	☐	☐	☐	☐	☐	⬭
29.	My parents prefer to stay away with me.	☐	☐	☐	☐	☐	⬭

A	B	C	D	E		F		G		H		I		J
21	22	23	24	15	25	16	26	17	27	18	28	19	29	20

Sr.No.	STATEMENTS	Mostly	Usually	Seldom	Very less	Never	SCORE
30.	I can hear the radio for the time I like.	☐	☐	☐	☐	☐	☐
31.	I do not go to see movie without the permission of my parents.	☐	☐	☐	☐	☐	☐
32.	My parents worry for me too much when I suffer from severe fever.	☐	☐	☐	☐	☐	☐
33.	On telling a lie my parents scold me.	☐	☐	☐	☐	☐	☐
34.	My parents desire that I should do all the works like them.	☐	☐	☐	☐	☐	☐
35.	My parents do not let me play with my friends when I tell a lie.	☐	☐	☐	☐	☐	☐
36.	After solving any problem in different ways, when I tell my parents, then they praise my ability.	☐	☐	☐	☐	☐	☐
37.	I do not get breakfast on the day I wake up late.	☐	☐	☐	☐	☐	☐
38.	My parents go to school to leave me there.	☐	☐	☐	☐	☐	☐
39.	My parents do not worry for my future.	☐	☐	☐	☐	☐	☐
40.	I read only when I wish.	☐	☐	☐	☐	☐	☐
41.	I do not go to the house of any of my relatives without the permission of my parent.	☐	☐	☐	☐	☐	☐
42.	When I do not reach home from school in time my parents go to school to take me.	☐	☐	☐	☐	☐	☐
43.	My parents become sad when I misbehave.	☐	☐	☐	☐	☐	☐
44.	My parents desire that every teacher may praise me.	☐	☐	☐	☐	☐	☐
45.	When my parents become angry with me as a result of any of my behaviour, they donot allow me to go to play.	☐	☐	☐	☐	☐	☐

A		B		C		D		E		F	G	H	I	J	
31	41	32	42	33	43	34	44	35	45	36	37	38	39	30	40

Sr.No.	STATEMENTS	Mostly	Usually	Seldom	Very less	Never	SCORE
46.	My parents reward me when I make anything new from the waste things available in the house.	☐	☐	☐	☐	☐	⬭
47.	My parents ask me to do more work in the form of punishment.	☐	☐	☐	☐	☐	⬭
48.	My parents help me in doing home work of school.	☐	☐	☐	☐	☐	⬭
49.	My parents leave me alone when I am sad.	☐	☐	☐	☐	☐	⬭
50	I can talk of every kind with my parents.	☐	☐	☐	☐	☐	⬭
51.	My parents do not allow me to wake in night after a certain time.	☐	☐	☐	☐	☐	⬭
52.	My parents do not let me go at a distance from them in crowd.	☐	☐	☐	☐	☐	⬭
53.	My parents feel frustration due to my undesirable works.	☐	☐	☐	☐	☐	⬭
54.	My parents desire that I should help them in the household works.	☐	☐	☐	☐	☐	⬭
55.	My parents lock me in a room when I do not accede to their good suggestion knowingly.	☐	☐	☐	☐	☐	⬭
56.	My parents love me too much when I do any work honestly.	☐	☐	☐	☐	☐	⬭
57.	When I do anything wrong, my parents do not let me do those works in which I get enjoyment.	☐	☐	☐	☐	☐	⬭
58.	My parents ask for bringing monthly magazine of my choice for me for reading.	☐	☐	☐	☐	☐	⬭
59.	When my parents do not like to fulfil my desire, then they do not pay any attention to my talks.	☐	☐	☐	☐	☐	⬭

A	B	C	D	E	F		G.		H		I		J
51	52	53	54	55	46	56	47	57	48	58	49	59	50

Sr.No.	STATEMENTS	Mostly	Usually	Seldom	Very less	Never	SCORE
60.	My parents let me sleep till I want to sleep.	☐	☐	☐	☐	☐	☐
61.	My parents have fixed the time of taking my food.	☐	☐	☐	☐	☐	☐
62.	My parents do not let me go alone for travelling out of fear of accident.	☐	☐	☐	☐	☐	☐
63.	I am punished corporally when I insult my elders.	☐	☐	☐	☐	☐	☐
64.	My parents like that I should do all the works according to my family traditions.	☐	☐	☐	☐	☐	☐
65.	Whenever I do any work wrong, then all the family persons stop talking with me.	☐	☐	☐	☐	☐	☐
66.	My parents while talking with other persons refer to my qualities.	☐	☐	☐	☐	☐	☐
67.	The day I play much and read less, that day my parents give me food late.	☐	☐	☐	☐	☐	☐
68.	My parents feel pleasure in talking with me.	☐	☐	☐	☐	☐	☐
69.	When I am unable to solve my problem then my parents ridicule of my ability.	☐	☐	☐	☐	☐	☐
70.	I can cell my friends at the house.	☐	☐	☐	☐	☐	☐
71.	My parents do not let me talk with any girl / boy.	☐	☐	☐	☐	☐	☐
72.	My parents do not let me go to places full of danger.	☐	☐	☐	☐	☐	☐
73.	My parents become angry with me on playing for a long time.	☐	☐	☐	☐	☐	☐
74.	My parents desire to see me in the list of best students of the class.	☐	☐	☐	☐	☐	☐
75.	After hearing radio for a long time my parents say me not to hear radio and I do not obey them then they do not let me meet with the guests.	☐	☐	☐	☐	☐	☐

A		B		C		D		E		F	G	H	I	J	
61	71	62	72	63	73	64	74	65	75	66	67	68	69	60	70

Sr No	STATEMENTS	Mostly	Usually	Seldom	Very less	Never	SCORE
76.	When inquisitiveness develops in me after seeing anything, then my parents tell me about it.	☐	☐	☐	☐	☐	⬭
77.	When I do not go to bid good-bye any guest then my parents stop talking with me.	☐	☐	☐	☐	☐	⬭
78.	My parents help me in doing works of my hobbies.	☐	☐	☐	☐	☐	⬭
79.	My parents do not have any worry when I obtain less marks in any subject.	☐	☐	☐	☐	☐	⬭
80.	When my parents ask me to do any work in the presence of guests, then do it only if I desire.	☐	☐	☐	☐	☐	⬭
81.	My parents do not let me make noise in the house.	☐	☐	☐	☐	☐	⬭
82.	My parents arrange for my lodging and boarding in advance when I go out of the house.	☐	☐	☐	☐	☐	⬭
83.	My parents get very sad when I do not obey them in the presence of some guest.	☐	☐	☐	☐	☐	⬭
84.	My parents give example of any particular person to make me learn some behaviour.	☐	☐	☐	☐	☐	⬭
85.	When I do some improper work they my parents expel me from the house.	☐	☐	☐	☐	☐	⬭
86.	My parents become happy when I express any new idea.	☐	☐	☐	☐	☐	⬭
87.	When I quarrel with my brother and sister, good eatables brought are not given to me for eating.	☐	☐	☐	☐	☐	⬭

A	B	C	D	E	F		G		H	I	J
81	82	83	84	85	76	86	77	87	78	79	80

CHAPTER-I

INTRODUCTION

CHAPTER-II

REVIEW OF

RELATED LITERATURE

CHAPTER-III

RESEARCH METHODOLOGY

CHAPTER-IV

DATA ANALYSIS AND INTERPRETATION

CHAPTER-V

FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

SUMMARY

REFERENCES

APPENDICES