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Moral development of second grade elementary school students based on family demographic characteristics

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***Abstract*---**This study aims to forecast pupils' moral development depending on the demographics of the family. This study used a descriptive methodology and a correlational approach. All of the second-period primary school pupils in Tehran's 4th district were included in the study's population, and 373 individuals were chosen by stratified cluster random selection. The Lotfabadi Moral Development Questionnaire, which comprises 18 short tales and 46 questions to examine many facets of moral development (environmental, individual, familial, societal, human, and mine), is the instrument that was employed. It had an 862 percent reliability coefficient and was distributed evenly throughout the sample. The descriptive statistics of mean and standard deviation, regression analysis, and inferential technique of t-test were then examined using the SPSS program. The Friedman test was used to rank the student grades according to several dimensions, and the findings revealed that the students scored best in the dimension of family ethics and lowest in the component of environmental ethics. Additionally, the t-statistic of multiple regression coefficients demonstrated that the demographics of households might be used to predict how morally developed pupils will be (gender, education of parents, order of birth). Finally, study limits, innovations, and practical and research suggestions based on the findings were provided. One such proposal was to raise the educational level of parents, particularly women.

Keywords*---Moral development, student, demographic characteristics of the family.***

Introduction

Humans go through many changes and transformations during their evolution, with physical, behavioral, and psychological alterations being the most significant

(Belousova, N. A., et. al., 2021; Hanawi, S. A., et. al., 2020; Algahtani, F. D., 2020). In contrast, psychological alterations are modifications that take place in a person's thinking, reasoning, and judgment. Making conscious judgments about an action's goodness or badness has been referred to as "ethics" from the perspective of many psychologists who have explored the changes in thinking and judgment abilities (Lataf Abadi, 2014).

Diverse viewpoints have been used to evaluate moral development. Jean Piaget was one of the first psychologists whose work directly relates to current views regarding moral development. Piaget asserts that development takes place in all spheres of a child's activity. In other words, humans interact with the environment and rebuild it to form their knowledge of the world. Piaget contends that there is a developmental process involved in moral growth. Realistic ethics and "ethics of reciprocal action and response" were the only two phases that Piaget included in his theory of moral development. He thought that during the first stage, the children view the present as absolute, view the law as immutable, and believe that any violation of the present law will result in a clear penalty (Ashrafi, 2011).

2.1. Problem statement

Having a moral component is one of a human being's traits. The moral side of a person is not fixed; rather, it evolves through different stages. The process of gaining a feeling of fairness in connection to other people, the rightness or wrongness of this or that topic, and how a person behaves in each of these areas are all examples of moral growth. According to this concept, moral development refers to a shift in a child's moral reasoning, attitude toward breaking the law, and conduct when faced with moral dilemmas, as stated by psychologists like Piaget and Kohlberg. The concept of "moral growth" has typically been discussed concerning the two concepts of "social growth" (i.e., how to interact with others) and "cognitive growth" (i.e., how to evaluate one's own and other people's actions). These viewpoints claim that "moral growth" and "social growth" are connected, and psychologists frequently examine these two categories together. According to this perspective, a person gradually develops an understanding of himself about others and as a member of society, which serves as one of the building blocks for his social and moral interactions with others. The theory of psychoanalysis and psychodynamics emphasizes the significance of the family in both moral and immoral conduct, but Piaget and other cognitive psychologists have not given priority to the function of the family in the moral development of children and adolescents. To get a comprehensive knowledge of moral growth, the scientific method of determining how individuals develop morally cannot and should not confine itself to cognitive theory alone. Instead, it should aim to identify the confusing and lacking aspects of cognitive theory (Latafabadi, 2016).
Therefore, 6 variables are used to measure moral growth:

1) Environmental ethics

2) Individual morality

3) Family ethics

4) Social ethics

5) Human Ethics

6) Superior ethics

Gilligan's theory of moral development rigorously evaluates competing ideas and admits that those competing theories have disregarded gender differences. Gender disparities have not been supported by later studies or Shaffer (1996), one of Gilligan's detractors. One of the arguments put up by opponents of the gender gap in moral development is that the findings on the gender gap in moral development are exclusive to the world of adults. The difference in moral growth is not connected to gender structure since men's justice is founded on societal laws, and caring for women is seen as their natural conduct in this way (Lotfabadi, 2016). This research was developed to test Gilligan's theory and is seen as a response to the gap between the theories supporting gender difference and its detractors. It is based on the developmental course of moral development and views and occasionally conflicting results in the field of predicting factors of moral development, which were mentioned and considered a problem. While some theories have not given priority to the impact of the family on moral development, they have expressed views that a person is born with a sense of morality, a sense that manifests itself very quickly, and that this sense appears, is modeled, and is nurtured in the center of the family. On the other hand, it seeks to determine the predictors of moral growth based on the demographic characteristics of the family. Indeed, the foundation of the family teaches moral principles (Ahmadi, 2004). As a result, the purpose of this study is to investigate how family demographic traits affect moral development in second-year elementary school pupils while also accounting for the moderating effect of gender. The issue of parents' education and children's birth order among the family's demographic characteristics has been selected because it hasn't been covered in research in this area, and the relationship of other related variables has been researched and introduced as a factor influencing moral development.

1.3. Research necessity and significance

Any research's significance lies in its capacity for illumination. Unfortunately, we are currently seeing a rise in student actions that are a result of their moral immaturity. It is considered more important to research the elements affecting and molding children's moral development to avoid or remove detrimental actions. The rate of such actions may be reduced by researching the elements that influence them, and steps can be done to advance students' moral growth with their assistance.

Therefore, it can be said that taking into account a child's moral growth is crucial. One of the most significant elements that may be both a hindrance and a supporter of the nation's objectives is ethics. With the fewest physical restrictions and expenses, ethics may guide all members of a community toward the peace and prosperity that are the ultimate aims of any civilization. While waiting, it should be noted that the ideas put out to indicate that the most effective period is when a person is under the age of fifteen. The necessity of performing the current

research is therefore acknowledged in light of the significance of these times. In contrast, the influence of the family on students' moral development has not been explored in previous research. As a result, this study will examine the connection between students' moral development and the demographic features of their families, taking into account the moderating effect of gender. Based on the findings of such a study, it is possible to adopt practical recommendations and fixes for improving the field of moral development under the circumstances. This could be a step towards the realization of the fundamental transformation document for the field of moral education.

Main question:

What relationship exists between the family's demographics and the moral growth of second-year elementary school students?

Sub-questions:

• Can parents' education predict their children's moral growth?

• Can a student's birth order indicate their moral development?

• Does the gender factor work well in predicting children's moral development based on their fathers' educational background?

• Is the gender factor useful in predicting pupils' moral growth based on their mother's educational background?

• Is the birth order-based moral growth of pupils accurately predicted by the gender factor?

• Which of the six moral growth pillars is the strongest?

Literature review:

Shua Kazemi and Oshani (2014) aimed to explain the religious teachings of parents in the moral development of primary school children, using a cross-sectional descriptive research method of the correlation type among all primary school students in Tehran in the academic year 2013-2014. The multi-stage cluster sampling approach was used to choose a sample of 60 persons, 30 males and 30 females. The researcher-made religious education questionnaire, Kohlberg's moral development exam, and questionnaires to gauge one's level of religiosity were all utilized to gather data. The results of the study, which were put through correlation and chi-square analyses, revealed a substantial association (r = 0.497) between the moral growth of children and the religiousness of their parents. There is a substantial correlation between parents' religious upbringing and their children's moral growth in primary school, with x2 = 27.9, according to the Kohlberg model, which describes the phases of moral development of children from 7 to 12 years old. Additionally, the results demonstrated a statistically significant difference between boys and girls in the intensity of the link between parents' religiosity and pupils' moral growth, p 0.001.

All students at two non-governmental elementary girls' schools from districts 1 and 3 were surveyed for the Master's thesis by Haji Hasani et al. (2014), which was titled "A Comparative Study of Two Different Types of Non-Governmental Schools in the Two Components of Personality and Moral Development of Students in Tehran." Given that the research's sampling was both targeted and accessible, 200 students are regarded as the appropriate sample size. Two NEO test questionnaires and a moral development assessment questionnaire are used as the data collection tools; the validity of these tools was examined by the professors. The reliability of the personality questionnaire was 75.75, and the reliability of the moral development assessment questionnaire was 0.71. The data were analyzed using descriptive statistics as well as inferential statistics (t-test for two independent groups). The findings of this study demonstrated a significant personality difference between pupils at two non-governmental institutions with Islamic and conventional approaches to neuroticism* and empiricism. There is a significant difference in the moral development of the students of these two categories of schools, according to other study findings comparing the moral development of the students of the two aforementioned schools.

Panahi et al. (2014) used the theory of a healthy human being from the perspective of form, which introduced the four indicators of attention, responsibility, respect, and recognition for fruitful love and wisdom index for fruitful thinking in their Master's thesis, "Challenges of Moral Development of Middle School Students in Tehran." A qualitative approach and the three methods of content analysis, observation, and interviewing 40 educators and religious instructors from secondary schools in Tehran were used in the research. Based on the post-exploration technique in Blakey's method, he assessed the performance and opinions of educational coaches and religious instructors at the high school as well as the indications of a healthy person in the religion and life textbooks of the second high school. The results of the content analysis of religious books revealed that the knowledge index has a favorable status in the concept of fruitful love, but it is weak in the indicators of attention, responsibility, and respect, and it has a favorable status with the wisdom index in the concept of fruitful thinking. The results of the observation showed that educated educators and religious instructors do not perform favorably in terms of the indicators of fruitful love and fruitful thinking, but the results of the interview showed that they are aware of the signs of a healthy person. The difficulties of pupils' moral growth in the economic, social, and educational spheres were also discussed by educational coaches and religious instructors. The lack of a suitable moral practice model, the lack of coordination between parents' education and the school, and the child's unusual importance were discussed in the economic challenge section; the economic challenge section's failure to pay attention to the well-being of educators, the social challenge section's lack of a suitable moral practice model, and the educational challenge section's assertion that the moral topics of the book are unappealing because they are merely theoretical and not focusing on practical moral education. To provide a foundation for moral development by offering a suitable practical model, improving the dignity of

* The basic personality functions are not present in neuroticism, which is a mental disease that the sufferer is aware of. A few of the more prevalent and well-known manifestations of neuroticism are hysteria, morbid fears, obsession, and anxiety.

teachers, and coordinating the education of families and the media with school education, the respondents' solutions for the development of moral education focused on the role of the teacher, family, and mass media. Respect, integrity, honesty, a feeling of responsibility, and respect for customs were highlighted as moral characteristics to instil in children.

The foundation, moral foundations, value criteria of ethics, and the formation of moral behaviors are formed before the primary school stage under the title of educational-philosophical schooling, according to Zarezadeh (2014) in his research on the topic of factors affecting the moral development of children in primary education. This means that it is planned and established years before the child interacts with his peer group. As a result, the child's conduct is greatly influenced by what he has learned from his parents and the surroundings and institution of the family. During the primary stage, these traits steadily grow, develop, and flourish at a relative and constant speed. Undoubtedly, along this route—the path of discipline, upbringing, and education—the care and nursing of parents and educators are important, and their cooperation plays a crucial part in this moral development.

In 2014, Sharifi et al. assessed the moral maturity of teens. The research's application methodology included a descriptive (survey) component. The findings indicated that the youths under study had a greater level of moral development than the general population. The lowest average is connected to family ethics, whereas social ethics have the greatest average. On the other side, Lotfabadi (2014) challenged the Piaget, Kohlberg, and Bandura moral development theories and offered a fresh framework for investigating the moral development of Iranian students. This article demonstrates that the aforementioned techniques have neglected the motivating roots of ethics, which are anchored in human nature, and have instead focused solely on moral judgment and studying the laws and social customs of living in western nations. This article's new model for the formation of moral development has demonstrated that a person's social and moral development is the result of the mutual, complex, and dynamic influence of five external and internal fields, social fields, events, behavioral experiences, as well as the maturation of cognitive judgment and the expression and development of the motivations and emotions of sympathy and helping others. Accordingly, it has been attempted to lay the groundwork for original and new scientific research in the area of theorizing the moral development of students as well as to provide the necessary theoretical foundations for the preparation of native tools for measuring moral development in this article, while also criticizing the current psychological approaches to moral development.

Nasr (2015) examined several variables, including society, mass media, education, family, etc., that affect how a person develops their social personality in a study titled "Investigation of the impact of parents' education on the social development of children." The results of this study demonstrate that parental literacy levels significantly affect children's social development. Additionally, this study confirms that parental literacy levels have a discernible impact on students' behavioral and academic issues. The parent's reading level and, consequently, their effectiveness in rearing and teaching their children has a direct and advantageous link with the

child's social development and his capacity for efficient interpersonal communication.

In a dissertation, Danaie et al. (2015) looked into how moral growth among fifth-grade pupils in Ashkhaneh city was related to social skills and theory of mind. Moral reasoning, a cognitive-social skill required for healthy social functioning, is closely related to the theory of mind and social skills. According to research, moral reasoning is influenced by age, social and economic variables, as well as some cognitive and social abilities, including executive function, theory of mind, and empathy.

In a study titled "Investigating the Factors Affecting the Development of Moral Values in Elementary School Students," Torbatinejad et al. (2018) concluded that psychologically, human mental characteristics and personality traits depend primarily on how experiences in childhood are acquired. Parenting techniques, parental moral norms, the social environment, and peers are all beneficial in moral teaching, according to Erikson. Additionally, the Quranic verses provide several examples of how to cultivate moral principles. Thus, the primary means through which moral principles are transmitted to people are through family, peers, and society. This study aims to pinpoint the influential variables that influence students' propensity for moral values and the impact that these variables have on the formation of students' moral values. The current research strategy uses libraries.

In their study entitled "Predicting moral growth based on cognitive-emotional order-seeking and social problem-solving style in female pupils of the first secondary level," Mohammad Khani et al. (2018). The study was cross-sectional and descriptive, and it was a form of a correlational study. The research's statistical sample includes all female pupils enrolled in Kermanshah city's first secondary level in 2018. The Cognitive Emotional Regulation Questionnaire (Granfski and Karaij, 2007), the Social Problem Solving Style Questionnaire (Dizorila et al., 2002), and the Moral Development Test were each administered to 280 participants (Latafabadi, 2014). The acquired data were examined using regression, Pearson's correlation coefficient, and descriptive statistics techniques (mean and standard deviation). Findings: The data indicated a connection between emotional, cognitive control, moral growth, and solution style ($P>0.003$). Social concerns and moral growth among female students are positively and significantly correlated ($P>0.002$). The regression analysis's findings also revealed that the two predictor factors together could account for 45 percent of the variations in moral development scores. To promote teens' mental health and moral growth, it is thus vital to focus on and build their emotional control and social problem-solving style, according to the findings of the current study.

In an article titled "Identification of factors affecting the moral growth of elementary school students in Tehran according to experts to provide a suitable model," Amini et al. (2019) analyzed the factors influencing students' moral development and developed a model using the advice of experts in the field. The quantitative component of the statistical population comprises all 23,593 male and female instructors employed by public elementary schools in Tehran's 19 districts during the academic year 2018–2019, while the qualitative part includes

some experts. The targeted snowball approach was used to choose 12 participants for the qualitative component, while the cluster and random methods were used to choose 377 participants for the quantitative section. The findings demonstrated that among the 88 indicators included in the constructed model, 6 main dimensions and 20 sub-components could be identified, as follows: The setting in which people live and how they are educated, such as the role of the family environment in moral development, the role of the educational environment in moral development the use of moral justifications, such as cognitive arguments, emotional arguments, the application of scientific information and incentives by family members and educators, as well as a supportive environment, can help prevent mental, social, and educational damage (injuries caused by personality and psychological characteristics, injuries caused by improper use of media) knowledge creation, including (responsibility, role model) moral qualities consist of (human dignity). They have demonstrated that the created model has an appropriate structure using statistical testing.

In a cross-sectional study, Charles, R. E., & Runco, M (2001) examined the moral growth of third, fourth, and fifth-grade pupils. In comparison to the other two groups, fourth-grade children had the greatest average scores in the fluid component, according to the study's findings. According to the findings of their study, the expansion component grows at its quickest from the first through fourth grades of primary school. It then virtually stays the same until the sixth grade. Then, it gradually grows from one educational level to the next until it reaches professional, doctoral, and Master's degrees. Up to the sixth grade, there has been a reported progressive rise in the initiative for video tests, but a decline has been noted in the third or fourth grade. Children in kindergarten and first grade show gradual improvements in fluency on the visual versions of Torrance's tests of creative thinking, which peak in second grade. The skill then appears to stop developing after that.

Astorini (2016) addresses the growing concern of academic dishonesty in higher education in his doctoral dissertation, "The relationship between academic experiences with the curriculum and moral development of students," and on the theory that increased moral development may lead to increased moral behavior. This study examined how students' moral growth relates to their personal traits, their experiences at school, their course work, and how involved (or committed) they are to those experiences. There were three research queries posed: (1) what connection exists between students' moral growth and the features of the student setting (gender, academic level, and age)? (2) What kind of connection exists between moral growth and undergraduate participation in curricular experiences (student government association, Greek life, Greek life leadership, supervised research by professors, and organized internships)? (3) What kind of connection exists between moral growth and the extent of curriculum-related academic experiences? Analyses were done on the data obtained from an online electronic survey. The moral judgment score (N2 index) collected from participants' responses to the Determining Issues Test 2 (DIT-2) was used to gauge moral growth. Independent t-tests, between-subject analysis of variance (ANOVA), and general linear modeling were used to gauge the association between independent factors and moral growth. There were found to be two statistically significant results. Students who participated in faculty-led research projects showed greater

moral development (measured by the N2 index) than those who did not ($p = 0.03$). Also, moral development (N2 index) revealed a statistically significant gender difference between men and women ($p = 0.04$).

In a study titled "Comparative study of moral growth of students from private and normal schools," Shaukat Iqbal et al. (2018) analyzed the moral development of students from two different kinds of private and normal schools. In the Lahore district, 900 children from rural and urban regions, ranging in age from 5 to 16, were examined. The Moral Development Interview Questionnaire (MDII) was utilized by the researchers to gather information. T-tests and ANOVA were used to examine the data to identify any significant differences. The findings of this study demonstrated that moral development in all three age groups occurs more fully in private schools than in public ones.

In a study titled "The relationship between the moral environment of schools and the moral growth of secondary school students," Safder, Mahwish et al. (2018) employed a questionnaire to determine the connection between the moral climate of schools and students' moral development. Two surveys were utilized to meet the study goals: one was valid and consistent (Cronbach's alpha 0.795) to find out how well students understood the moral climate of the school, and the other was an authorized interview survey (Cronbach's alpha 0.813) to assess students' moral growth. One thousand two hundred thirty-nine pupils from the state of Punjab were included in the statistical sample for this study. The findings indicate a strong link between students' moral development and the moral climate of their institutions.

In a study titled "Social factors and moral development in secondary schools in Oyo, Nigeria," Archibong and colleagues (2019) looked at the connection between social variables and adolescents' moral growth in public secondary schools in the Oyo Local Government Area. SVMDAPSSQ, a legitimate questionnaire created by the researcher, was used to gather data from a sample of 245 high school students (SS2). The results of this study have demonstrated a substantial correlation between peer pressure and creative growth as well as the parent-child bond.

The amount of awareness of moral growth was a subject that Montoya (2020) looked at under the heading of theories and practices around moral development. He looked at several issues in his research, including how children evaluate their own and others' behaviors and if there is a connection between a child's moral judgment and their moral judgment and questioned a couple more times. The results of the analyses, which also took into account Piaget's ideas, led to the conclusion that moral education cannot be seen in isolation and that a variety of elements contribute to moral growth. The relationship between communication and moral growth of students' learning activities was the subject of an essay by Nur Sakinah (2020) that focused on the communication of students and the negative effects on their moral development. The tendency of students' learning activities is significantly correlated with both of these variables. Therefore, expanding students' learning activities will be positively impacted by continued progress in social interaction and moral growth. The purpose of this study was to observe and investigate the link between moral growth and communication

during students' learning activities at Mandalay Muhammadiyah High School in Medan. Lin (2020), using a researcher-made questionnaire, examined the impact of the Internet on high school students' moral development in a study titled "Internet and its influence on the spiritual growth of high school students in Rivers State." A randomly chosen sample of 342 students was used to get the data. The findings of the study indicate that internet usage is negatively correlated with sexual behavior, moral and social growth, and wardrobe choices. According to the findings of this study, moral education should be made a required topic in schools so that children may learn how to use the internet responsibly.

Methodology

The descriptive research technique was used to collect the data, which was done in a field setting. Since the relationship between the variables was examined, the research method was of the correlation kind.

Statistical population:

Based on the study's objectives, the statistical population in the present study consisted of 10,802 second-year primary school children in Tehran's district 4 who attended school throughout the 2019–2020 academic year.

1.1. Sample size and sampling method

In this study, stratified cluster random sampling was used to choose the statistical sample. The sample size, according to Morgan's table, is thought to be 373 individuals.

Data collection tools:

Given that the research approach was described as being quantitative, the primary tool used in this study to gather data was a questionnaire. There are two sections to the questionnaire. The age, level of education, employment of the parents, the number of children in the household, and the order of birth are all included in the first section, which is followed by Dr. Lotfabadi's standard questionnaire. The face validity technique was used to make sure the questionnaire was valid, and Cronbach's alpha approach was utilized to gauge its reliability.

Eighteen short tales were included in the questionnaire for this study, and after each one, one or more questions were posed, with the students selecting a response from the range of options.

Data collection method:

The sample for the study was made up of 10802 elementary school pupils randomly selected from 16 classes spread over 8 schools among the 180 public, non-profit schools in Tehran's district 4. The measure was used to evaluate students who were chosen from a variety of educational institutions.

Raw data has been gathered after the statistical sample has been established by delivering online questionnaires to the chosen students. Respected colleagues and the Shad software platform have sent the pupils the audio file of the questionnaire tales being read together with the link to the questionnaire (made in Google Form).

This survey was sent to 373 students electronically due to the outbreak of COVID-19 disease. Only 259 of the issued surveys, comprising 138 male and 121 female responses, were sadly useful, while other questionnaires were provided with gaps in the answers. The same 259 questions have been used for data analysis, taking into account the state of society today and the struggle against the spread of the COVID-19 disease.

Determining the validity of the questionnaire:

The effectiveness of philosophy education on the growth of moral judgment, pro-social conduct, and anger management in students of Ahvaz city has been thoroughly assessed and proven in a study utilizing the opinions of professors of Azad University's Ahvaz branch.

1.1.1. Determining the reliability of the questionnaire

The reliability of the test was assessed in this study using Cronbach's alpha technique.

The following formula may be used to obtain Cronbach's alpha coefficient where:
J: The number of subsets of questionnaire or test questions.

S2j: variance of the j^{th} test subset.

S2: Total test variance.

$$r_{\alpha} = \frac{J}{J-1}\left(1 - \frac{\sum_{j=1}^{n} s_j^2}{S^2}\right)$$

A total of 30 primary questionnaires have been tested in the research population to ensure the validity of the questions and measured items for the concepts used in the study. By doing this, the potential weaknesses of the questionnaire—which could be caused by the questions' incomprehensibility, inappropriate ordering, length, etc.—are eliminated. The reliability coefficient was then determined using Cronbach's alpha formula using SPSS software. The Cronbach's alpha coefficient for study variables is displayed in Table 3-3. These coefficients are all above the minimum permissible value (0.7), demonstrating the accuracy with which the variables used in the study were assessed.

Table 1.3. Cronbach's alpha coefficients of the variables

Research variables	Number of questions	No	Cronbach's alpha
Environmental ethics	3	11-13	0.884
Personal ethics	3	14-16	0.824
Familial ethics	3	17-19	0.901
Social Ethics	3	20-22	0.885
Human ethics	3	23-25	0.837
Ideal ethics	3	26-28	0.841
		Cronbach's alpha of the whole questionnaire: 0.862	

Questionnaire's scoring method:

There are 46 multiple-choice questions and 18 short tales in Dr. Lotfabadi's questionnaire on moral growth. This response sheet's Likert scale has six alternatives, and each item's score corresponds to the number of the selected option. The questionnaire is summarized in Table 3 2.

Table 2.3. Scoring the questionnaire

	Number of stories	Number of questions	Minimum score	Maximum score
Environmental	3	3	3	18
Personal	3	5	5	30
Familial	3	6	6	36
Social	3	8	8	48
Human	3	13	13	78
Ideal	3	11	11	66
Total	18	46	46	276

First, the quantity or value of each variable was established based on the data and points collected from the questionnaire to assess the data following the stated objectives. Then, a broad understanding of how they are distributed has been generated through the description of the gathered information in the form of tables and descriptive charts, which may aid in the employment of various statistical models. The research process then moved on to testing the research hypotheses, and it concluded with a summary and analysis of the results. SPSS software was used for all of these analyses.

1.4. Describing the respondents' demographic variables:

• *Description of respondents' gender*

Table 1.4 and Graph 1.4 show that 46.7 percent of respondents are women, and 53.3 percent of respondents are men.

Table 1.4. Description of respondents' gender

		Frequency	Percentage
Variable	Male	138	53.3
	Female	121	46.7
Total		259	100

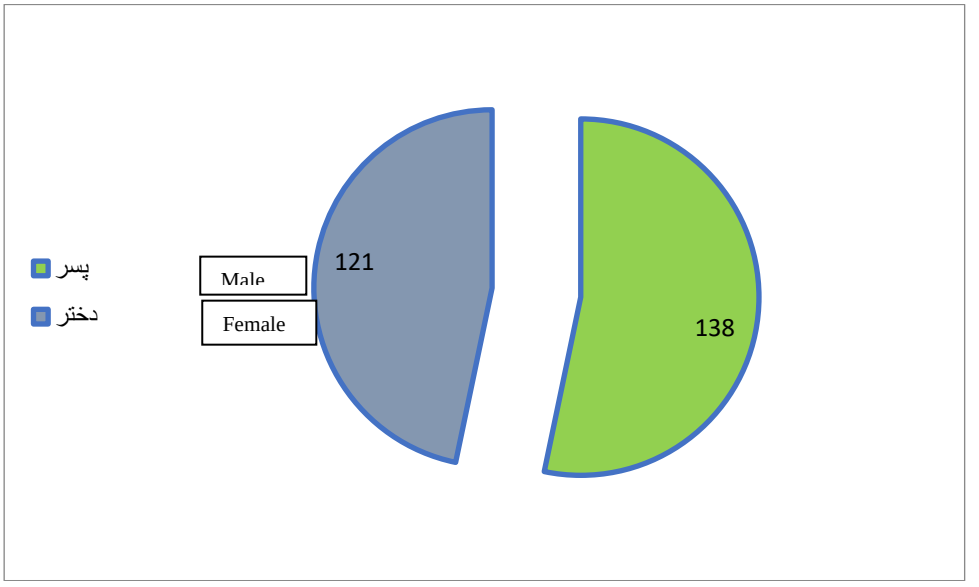

Figure 1.4. Describing the respondents' gender

• Describing the type of school of the respondents

Table 2.4 and Figure 2.4, and Figure 1.4 show that 26.3% of respondents attend non-profit institutions, whereas 73.7 percent attend normal schools.

Table 2.4. Describing the type of school of the respondents

		Frequency	Percentage
Variable	Normal	191	73.7
	Non-profit	68	26.3
	Total	259	100.000
Incomplete answers		0	0.00
Total		259	100

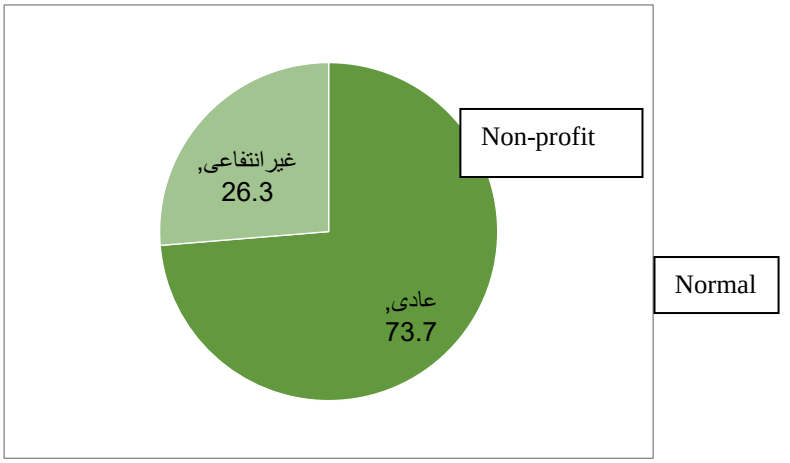

Figure 2.4. Describing the type of school of the respondents

• Describing the educational background of the respondents

Table 3.4 and Graph 3.4 show that 26.3 percent of respondents have a fourth-grade education or less, 46.3 percent have a fifth-grade education or less, and 20.1 percent have a sixth-grade education or less. Additionally, 7.3 percent did not reply to the question.

Table 3.4. The educational level of the respondents

		Frequency	**Percentage**
Variable	Fourth grade	68	26.3
	Fifth grade	120	46.3
	Sixth grade	52	20.1
	Total	240	92.7
no answer		19	7.3
Total		259	100

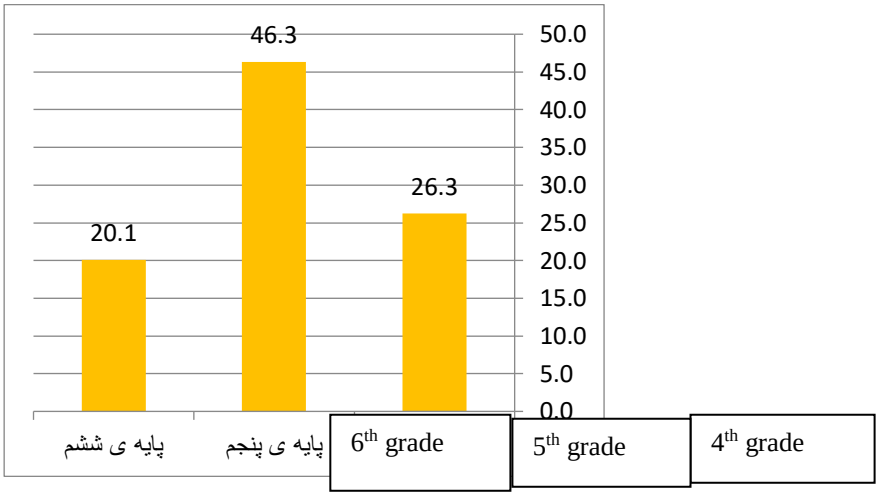

Chart 3.4. The educational level of the respondents

• Describing the respondents' father's education

Table 4.4 and Chart 4.4 show that 7.3 percent of respondents have undergraduate degrees, 18.1 percent have Master's degrees, 46.3 percent have undergraduate degrees, 21.6 percent have Master's degrees, and 0.4 percent have doctorates as their highest level of education. In addition, 6.2 percent chose not to respond.

Table 4. Students' father's education

		Frequency	**Percentage**
Variable	Diploma and under diploma	19	7.3
	Upper diploma	47	18.1
	Undergraduate	120	46.3
	Graduate	56	21.6
	Ph. D	1	0.4
	Total	243	93.8
No answer		16	6.2
Total		259	100

Table 4. Students' father's education

		Frequency	**percentage**
Variable	Diploma and under diploma	19	7.3
	Upper diploma	47	18.1
	Undergraduate	120	46.3
	Master	56	21.6
	Ph. D	1	0.4

	Total	243	93.8
No answer		16	6.2
Total		259	100

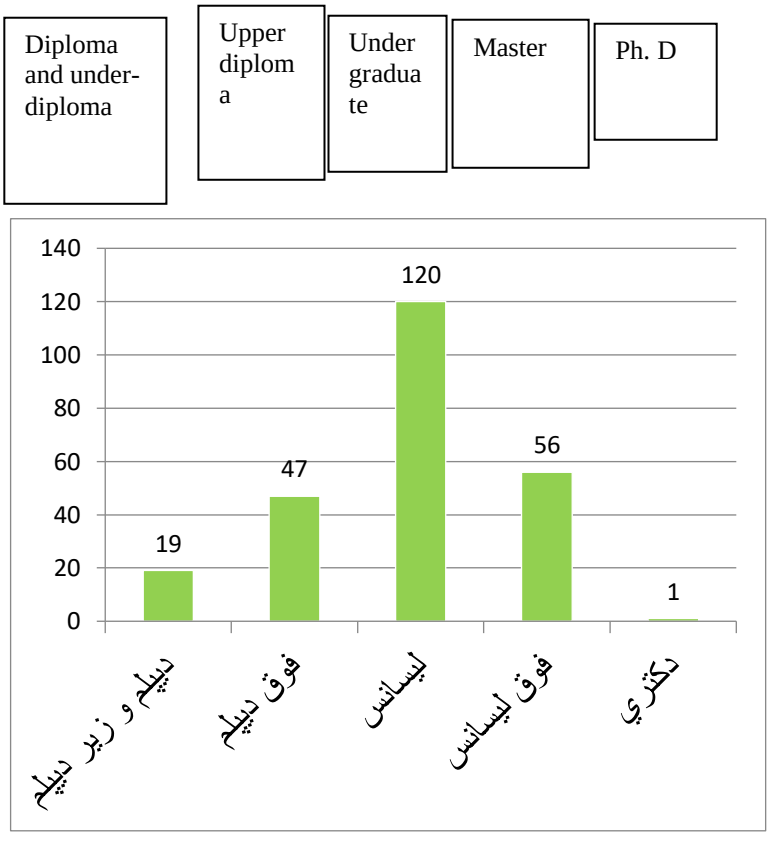

Chart 4.4. Father's education

• Describing the respondents' mother's education

According to Table 5.4 and Chart 5.4, it can be seen that the education of 1.8% of the respondents is under diploma and diploma, 16.6% is an upper diploma, 49.4% is undergraduate, 20% is Master's, and 0.04% is Ph.D. Also, 5.9% did not answer this question.

Table 5.4: Students' mother education

		Frequency	**Percentage**
Variable	Diploma and under diploma	21	8.1
	Upper diploma	43	16.6
	Undergraduate	128	49.4
	Master	52	20

	Ph D	0	0
	Total	244	94.1
No answer	259		
Total	100		

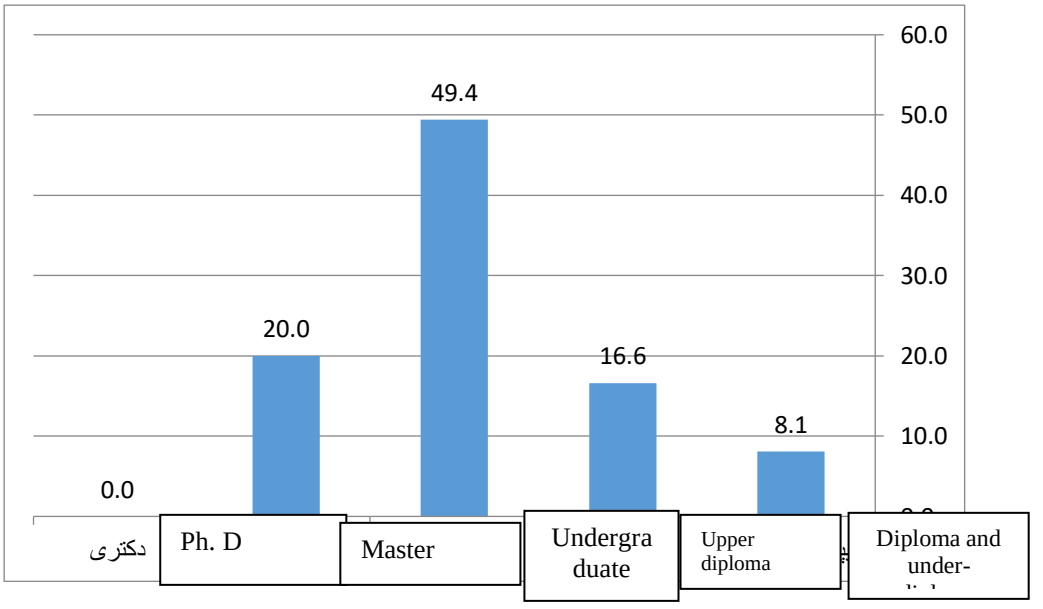

Chart 5.4: Education of students' mothers

• Number of children in the family

Table 6.4 and Chart 6.4 show that 26.3 percent of respondents only have one child, 46.3 percent have one sibling, 15.8 percent have two or more siblings, and 4.2% have three or more siblings. In addition, 7.3 percent chose not to respond.

Table 6.4: Describing the number of children in the respondents' families

		Frequency	**Percentage**
Variable	single child	68	26.3
	Two children	128	49.4
	Three children	40	15.4
	Four children and more	5	2.0
No answer		18	6.9
Total		259	100

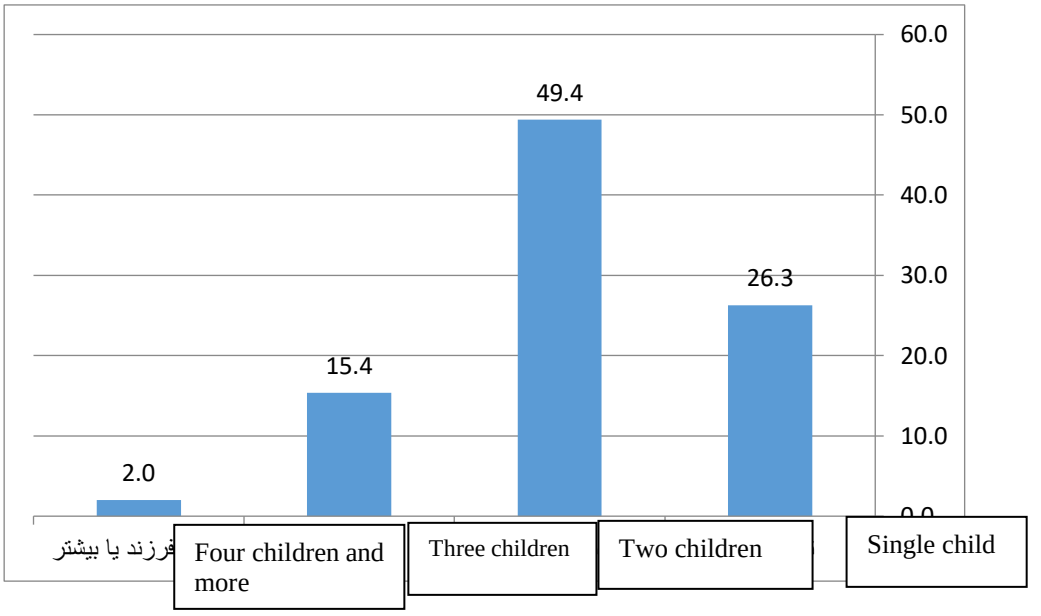

Chart 6.4. Number of children in the family

• Birth order

Table 7.4 and Chart 7.4 show that 39.7% of respondents are parents of their first children, 31.3 % are parents of their second child, 20.4 % are parents of their third child, and 1.5 % are parents of four children or more. In addition, 7.1 percent chose not to respond.

Table 7.4: Describing the birth order of the children of the respondent's family

		Frequency	Percentage
Variable	First child	103	39.7
	Second child	81	31.3
	Third child	53	20.4
	Fourth child	4	1.5
No answer		18	7.1
Total			100

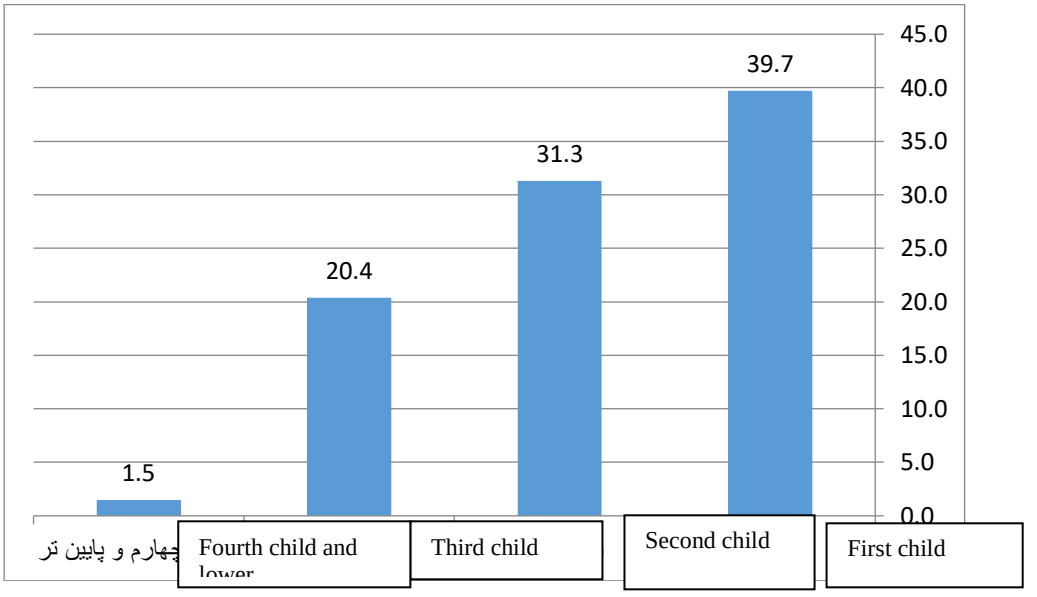

Chart 7.4: Describing the birth order of the respondents' family children

5.1. Describing the research variables

Describing the moral development variable:
Table 8.4 shows that the respondents gave the moral development variable a mean score of 207.36, with a standard deviation of 4.84 and a variance of 23.425. The achieved mean greater than the predicted mean (score 3), and the respondents' minimum and maximum scores on the moral growth variable are both equal to 181. However, the observed skewness value for the moral development variable is -0.803, which is within the range of (2, -2); this means that the distribution of the moral development variable is symmetrical and has a normal skewness. Additionally, the variable distribution's elongation value of 2.273, which is outside of the range of (2, -2), indicates that its elasticity is abnormal.

Table 8.4: Describing the variable of moral development

	Number	Minimum	Maximum	Mean	SD	Variance	Skewness	Elongation
Moral development	259	181	235	207.36	4/84	23/425	-0.803	2.273

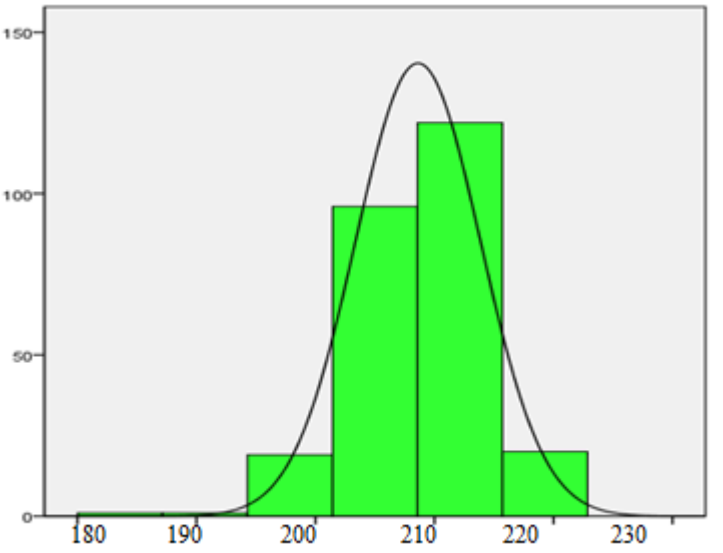

Diagram 8.4. Describing the variable of moral development

• Describing the different dimensions of moral development

According to Table 9.4, the average response for the environmental ethics variable was 13/722, followed by scores of 23/7844 for individual ethics, 34/0776 for family ethics, 0213/45 for social ethics, 814/71 for human ethics, and 023/54 for ideal ethics. The mean that was achieved is all greater than the anticipated mean (score 3). The observed skewness values for the variables of environmental ethics, individual ethics, family ethics, social ethics, human ethics, and ideal ethics are -0.591, -0.689, -0.868, -0.521, -0.632, and -0.418, respectively. These values are all within the acceptable range (2, -2). It implies that the dimensions of moral growth are normal, and their distribution is symmetrical in terms of skewness. Additionally, the elongation value of environmental ethics is equal to 0.53, and that of personal, the family, the social sector, the human, and the idea is equivalent to 2.507, 83.1, and 1.81, respectively (-2, 2). Family ethics and human ethics, however, do not fall within this category. This demonstrates that while the distribution of personal, societal, and environmental factors has a normal distribution, the distribution of family ethics and human ethics variables does not.

Table 9.4. Describing the different dimensions of moral development

Ethical dimensions	Number	Minimum	Maximum	Mean	SD	Variance	Skewness	Elongation
Environmental	259	4.33	16.81	13.722	0.68651	0.471	-0.591	0.53
Personal	259	11.14	25.123	23.7844	0.64913	0.421	-0.698	1.92
Familial	259	27.14	35.47	34.0776	0.59288	0.352	0.868	2.507
Social	259	40.84	47.52	45.0213	0.71003	0.504	-0.521	1.83
Human	259	68.74	73.65	71.814	0.5851	0.3427	-0.632	2.314
Ideal	259	49.14	57.41	54.023	0.6442	0.415	-0.418	1.81

The following table provides a basic breakdown of the above table by gender:

Table 10.4. The different dimensions of moral development by gender

Ethical dimensions	Mean	Boy	Girl
Environmental	13.722	13.81	13.6215
Personal	23.7844	23.471	24.1421
Familial	34.0776	34.6712	33.398
Social	45.0213	46.0121	43.8905
Human	71.814	71.528	72.1404
Ideal	54.023	54.5621	53.4077

As can be observed, male students scored better on the moral growth questionnaire than female students, albeit this difference may just be the result of random selection. This section will evaluate whether or not grades earned by boys and girls are different using statistical approaches.

Table 11.4: The mean score of moral development by gender

Ethical dimensions	Boy	Girl
Environmental	4.60333	4.5405
Personal	4.6942	4.82842
Familial	5.77853	5.56333
Social	5.75151	5.48631
Human	5.50215	5.54926
Ideal	4.96019	4.85525
Mean	5.21498	5.13768

A T-test of two independent groups is used to determine whether or not the gender of pupils affects their moral growth. According to the state of two groups of boys and girls' moral growth, the T-test of two independent groups produced the following results:

Table 12.4: The t-test of two independent groups

Variable	Indices	Mean	SD	Number	T	Degrees of freedom	Significance level
Boy		5.21498	0.051640	138	1.090	38	0.283
Girl		5.13768	0.049728	121			

It was found that there is no significant difference in the moral growth of male and female students based on the findings of an independent two-group T-test, as determined by t, degree of freedom (df), and significance level.

1.6. Normality test

According to Table 15-4, it is clear that the variables for the various aspects of moral growth in the analyzed sample have a normal distribution since the significance threshold for the Kolmogorov-Smirnov test for these variables was higher than 0.05.

Table 13.4: Kolmogorov-Smirnov test of research variables

One-Sample Kolmogorov-Smirnov Test

		Environmental	Personal	Familial	Social	Human	Ideal
N		259	259	259	259	259	259
Normal Parameters[a,b]	Mean	13.722	23.7844	34.0776	45.0213	71.814	54.023
	Std. Deviation	0.68651	0.64913	0.59288	0.71003	0.5851	0.6442
Kolmogorov-Smirnov Z		0.842	1.090	1.093	1.176	1.027	1.027
Asymp. Sig. (2-tailed)		0.478	0.186	0.188	0.126	0.242	.242

a. Test distribution is Normal.

b. Calculated from data.

Analyzing the research hypotheses

Six hypotheses are present in this study, as described in the first chapter, because the level of distance measurement is where the independent and dependent variables are placed. We demonstrate the first, second, and third hypotheses put forward using the multiple regression test. A statistical technique called multiple regression enables us to forecast a person's or group's performance in one variable based on their results in some other variables. The

application of this technique to predict one variable based on several other factors is known as multiple regression. It is advantageous to have more than one predictor variable when forecasting human behavior because actions, ideas, and emotions are likely all influenced by a variety of distinct factors. We thus analyze the test of research hypotheses using multiple regression. If the significance of this test is less than 0.05 in multiple regression tests, the hypothesis H_0 is rejected, and the hypothesis under investigation is accepted.

Multivariate regression:

$$MGS_i = \beta_0 + \beta_1 Fedu_i + \beta_2 Medu_i + \beta_3 Rang_i + \beta_4 Sex_i + \beta_5 Sch_i + \varepsilon_i$$

MGS_i: The score obtained from the moral development questionnaire
$Fedu_i$: Education of the student's father
$Medu_i$: Education of the student's mother
$Rang_i$: Birth order
: $\beta_4 Sex_i$: Gender of the student (virtual variable: girl = 1 and boy = 0)
: $\beta_5 Sch_i$ Student's school type (virtual variable: non-profit = 1 and normal = 0)
The regression model's coefficients were calculated after it was run, and they were as follows:

$$MGS_i = 0/567 + 0/65\, Fedu_i + 0/72 Medu_i - 0/46\, Rang_i + 0/63\, Sex_i - 0/0031\, Sch_i + \varepsilon_i$$

- **Regression significance test**

After calculating the regression coefficients for the test, the first step is to determine if the dependent variable and independent variables are related. All the independent variable coefficients in the model will be 0 if there is no discernible association between the independent and dependent variables. In light of this, the exam is as follows:

$$H_0 : \beta_1 = \beta_2 = \cdots = \beta_p = 0$$

k=1,2,...p all β_k are not zero H_1:

This test is run using the F distribution. If the test results in the null hypothesis being rejected, the model is found to be significant.

The test of regression coefficients assumption

The examination of individual regression coefficients is sought after the significance test of regression results in the null hypothesis being rejected. This section examines the impact of independent factors on the regression model's dependent variable. For instance, the following is the test for the regression coefficient associated with the independent variable x_k:

$$\begin{cases} H_0 : \beta_k = 0 \\ H_1 : \beta_k \neq 0 \end{cases}$$

According to the results of the aforementioned test, the independent variable x_k and the dependent variable y do not have a linear connection. The conclusion is that there is no significant association between the independent variable x_k and the dependent variable y if the test results in the null hypothesis being accepted. This test is run using the student's t-distribution. The test statistic in this instance is computed using the formula below and has a t-Student distribution with n degrees of freedom:

$$t = \frac{b_k}{s(b_k)}$$

where b_k is the estimate of β_k and $s(b_k)$ is the estimate of the standard deviation of b_k.

It should be emphasized that the choice of whether to accept or reject the null hypothesis is dependent on the p-value in each of the statistical tests conducted in this study. The term "p-value" refers to the lowest level of significance in a statistical test at which the null hypothesis is not accepted. As a result, when the calculated p-value is less than 0.05, the null hypothesis is rejected at the significance level (α=0.05).

$$MGS_i = 0/567 + 0/65\, Fedu_i + 0/72 Medu_i - 0/2\, Rang_i + 0/63\, Sex_i - 0/0031\, Sch_i + \varepsilon_i$$

Table 14.4: Summary of multivariate regression

	Coefficient	t-statistics value	p − value t test	R^2	Adjusted R^2	F-statistics (p − value)	Durbin-Watson statistics
Constant	0.567 0.65 0.72 -0.46 0.63 -0.0031	-0.29 5.74 -4.84 -3.97 3.17 1.17	0.77 0.001 0.0001 0.001 0.0043 0.05142	23%	21.6%	18.37 (0.000)	2.54

The aforementioned findings demonstrate that all the variables or dimensions of the initial model have been applied to the determinants of moral development, i.e., parents' educational level, birth order, and gender have an impact on children's moral development, except for the kind of school (non-profit-government). Mother's education has the biggest proportion of the factors, with a coefficient of 0.72, followed by father's education with a value of 0.65, and birth order with a coefficient of -0.46. They are strongly connected to and correlated with moral growth. The coefficient of explanation (0.23) indicates that, in addition to the demographic traits discussed in this study, more elements affect a person's

moral development score but are outside the scope of the researcher. On the other hand, it can be inferred from the Durbin-Watson statistic, which is close to 2, that the demographic factors in this study were appropriately chosen, and the t values also demonstrate that the elements of gender, parents' educational levels, and birth order are capable of predicting moral development.

Only the school type variable was eliminated from the final regression equation after the four variables—parents' educational level, birth order, and gender—met the entrance criteria. The first, second, third, and seventh questions of this research will be resolved under the aforementioned multivariate regression; however, hierarchical regression is required to resolve the fourth, fifth, and sixth questions.

Fourth question:

Is the gender factor useful in predicting students' moral growth based on their fathers' educational background?

We choose the following two assumptions to answer the fourth question:

H_0: Gender does not affect moral development through the father's education.

H_1: Gender is effective in moral development through a father's education.

Table 15.4: Hierarchical regression analysis of the fourth hypothesis

Regression steps	Input variables	Standard coefficients/non-standard coefficients			T	Significance level	F	R	Coefficient of determination	The amount of explained variance
		B	Standard error	Beta coefficient						
1	Dependent variable: Moral development Independent variable: father's education	2.330 0.096	0.0242 0.069	-0.114	9.648 1.392	0.000 0.046	1.938	0.114	0.545	R^2=0.013 Adjusted R^2=0.006
2	Dependent variable: Moral development	2.058 0.105	0.259 0.068	-0.125	7.942 1.553	0.000 0.011	4.366	0.238	0.535	R^2=0.057 Adjusted R^2=0.044

	independent variable: - Father's education - Gender									

The results of table 4 for the first and second stages are taken into consideration, and 15 mediating conditions between the gender variable and the father's education are identified. This is because, in the first stage, the gender variable's inclusion significantly increased the relationship between the father's education variable (an independent variable) and moral development. The association between the independent and dependent variables was halted (become non-significant), according to the regression equation, in the second stage, and r changed from 0.114 to 0.238, while the coefficient of determination changed from 0.545 to 0.535. It is possible to say that the relationship's mediator is the input variable. The findings show that gender plays a mediating role in the association between a father's educational attainment and moral development.

The hypothesis test H_0 is rejected, and the hypothesis H_1 is accepted if the significance threshold is less than 0.05. Therefore, it can be concluded that, with a probability of 0.95, gender mediates the relationship between fathers' educational attainment and moral development. In other words, fathers' educational attainment affects the gender variable, and as a result, this influences how well students' moral development is developing. The fourth research hypothesis is therefore supported.

Fifth question:

Is the gender factor effective in predicting the moral development of students based on the mother's education?

We choose the following two assumptions to solve the fifth question:

H_0: Gender does not affect moral development through a mother's education.

H_1: Gender is effective in moral development through a mother's education.

Table 16.4: Hierarchical regression analysis on the fifth hypothesis

Regression step	Input variables	Standard coefficients/non-standard coefficients	T	Significance	F	R	Coefficient of dete	The amount of explained variance

s		B	Standard error	Beta coefficient		level			rmination	
1	Dependent variable: Moral development Independent variable: mother's education	1.894 0.038	0.141 0.048	-0.066	13.451 0.795	0.000 0.028	0.0632	0.066	0.548	R^2=0.004 Adjusted R^2=0.003
2	Dependent variable: Moral development independent variable: - Mother's education - Gender	1.748 0.126	0.151 0.052	0.047 0.226	11.561 2.414	0.000 0.017	3.241	0.207	0.539	R^2=0.043 Adjusted R^2=0.0030

Table 4's first and second step findings are shown, along with the gender variable's mediating condition. This is done because the first step showed a substantial correlation between moral growth and the mother's education variable (an independent variable). This association (relationship between independent and dependent variable) ceased (became non-significant) with the introduction of the gender variable in the regression equation in the second stage, and r changed from 0.066 to 0.2.7, and the coefficient of determination changed from 0.548 to 0.539. It is possible to say that the relationship's mediator is the input variable. The findings indicate that gender plays a mediating role in the association between maternal education and moral development.

The H_0 hypothesis test is rejected, and the H_1 hypothesis is accepted if the significance level is less than 0.05. Therefore, it may be concluded that gender mediates the association between a mother's education and her children's moral growth, with a probability of 0.95. In other words, the betterment of pupils' moral growth will result from mothers' education because of how it affects gender. The fifth research hypothesis is therefore supported.

Sixth question:

Is the gender factor effective in predicting the moral development of students based on birth order?

We choose the following two assumptions to solve the sixth hypothesis:

H_0: Gender through birth order is not effective on moral development.

H_1: Gender is effective on moral development through birth order.

Table 17.4: Hierarchical regression analysis on the sixth hypothesis

Regression steps	Input variables	Standard coefficients/non-standard coefficients			T	Significance level	F	R	Coefficient of determination	The amount of explained variance
		B	Standard error	Beta coefficient						
1	Dependent variable: Moral development Independent variable: birth order	1.882 0.041	0.166 0.055	- 0.061	11.359 0.738	0.000 0.032	0.545	0.061	0.548	R^2=0.004 Adjusted R^2=0.003
2	Dependent variable: Moral development independent variable: - Birth order - Gender	1.749 0.121	0.172 0.050	- 0.217	10.150 2.407	0.000 0.017	3.178	0.205	0.539	R^2=0.042 Adjusted R^2=0.0029

Table 4's results for the first and second stages are taken into consideration, and the number 17 is established with the condition of gender acting as a mediator, taking into account the fact that in the first stage, there was a significant correlation between the independent variable of birth order and moral development. This association (relationship between independent and dependent variable) ceased (became non-significant) when the gender variable entered the regression equation in the second stage, and r changed from 0.061 to 0.205, and the coefficient of determination changed from 0.548 to 0.539. It is possible to say that the relationship's mediator is the input variable. The findings demonstrate how the gender variable mediates the link between birth order and moral development.

The sixth research hypothesis is therefore supported.

Seventh question: Which of the six components of moral development is more intense?

We rate many aspects of moral growth using Friedman's test. The table below contains the test's results.

Table 18.4: Friedman's ranking test

No	Moral dimensions	Mean rank	Mean score	Chi-square statistic	Degrees of freedom	Significance level
1	**Familial**	4.58	5.6796	45.97	5	0.000
2	**Social**	4.12	5.6276			
3	**Human**	3	5.52415			
4	**Ideal**	2.93	4.9111			
5	**Personal**	2.56	4.75688			
6	**Environmental**	1.9	4.574			

According to the mean scores obtained from high to low, several moral development characteristics are ranked from most to least important in Table 18.4. With 10 degrees of freedom, the chi-square statistic has a value of 45.97. The null hypothesis based on the equality of the mean is rejected when the significance level is less than 0.001. The greatest score among the students was connected to the dimension of family ethics, and the lowest dimension of moral growth was related to environmental ethics. It can be argued that the average of the various dimensions of moral development has a significant difference.

Conclusion

This section examines the results concerning gender, educational attainment, parental education, and pupils' order of birth.

- 53.3% of all students are boys, and 46.7% are girls, based on the gender of respondents to the questionnaire.
- Most of the studied respondents are in the fifth educational level based on the educational level of the respondents.
- 73.7% of all students study in regular schools, and 26.3% study in non-profit schools based on the gender of respondents to the questionnaire.
- 73.7% of all students study in regular schools, and 26.3% study in non-profit schools based on the gender of respondents to the questionnaire.
- Considering the educational level of the father of the respondents to the questionnaire, 7.3% (19 people) have a diploma, 18.1% (47 people) have an upper diploma degree, 46.3 (120 people) have an undergraduate degree, and 21.6 (56 people) have a master's degree, and only one person has a doctorate, which is equivalent to 0.4%. Accordingly, the majority of the fathers of the respondents had undergraduate degrees, while the least number had doctorates.

- Considering the educational level of the mother of the respondents to the questionnaire, 8.1% (21 people) have a diploma, 16.6% (43 people) have an upper diploma degree, 49.4 (128 people) have an undergraduate degree, and 20/00 (52 people) have a master's degree, and none of the mothers has a doctorate. Accordingly, most of the mothers of the respondents had an undergraduate degree, and the least of them had a doctorate.

- Considering the number of children in the respondent's families, 26.3% (68 people) had only one child, 49.4% (128 people) had a brother or sister, and 15.4% (40 people) lived in a family with 3 children. Only 2% have more than 3 brothers or sisters.

- In addition, among the respondents, 39.7% (103 people) were the first child, 31.3% (81 people) were a second child, 20.4% (53 people) were a third child, and only 1.5% were a fourth or more children in their family.

The following is a presentation of the test results for the research questions

- In addition, among the respondents, 39.7% (103 people) were the first child, 31.3% (81 people) were a second child, 20.4% (53 people) were a third child, and only 1.5% were fourth or more children in their family.

The following is a presentation of the test results for the research questions.

The main question: Is there a relationship between the demographic characteristics of the family and the moral development of second-year elementary school students?

The findings of the multivariable regression coefficients presented in the fourth chapter indicate that all the components or dimensions of the initial model have been applied to the elements influencing moral development. This means that, except for the kind of school (non-profit-government), parents' educational levels, birth order, and gender all affect pupils' moral growth. The t values also demonstrate that these factors may be used to predict moral development. According to Torbatinejad et al. (2018) and Zarezadeh (2014), the family's young children learn about moral principles, societal values, and the significance of interpersonal interactions. His thoughts and conduct are greatly influenced by these events. According to Lotfabadi (2006), knowing how individuals develop morally cannot and should not be limited to cognitive theory. Instead, to have a thorough knowledge of moral development, one should endeavor to grasp the ambiguous and incomplete aspects of cognitive theory. Piaget's beliefs, according to Montaya (2020), that moral development is influenced by a variety of variables and that moral education cannot be seen in isolation, were discussed as a conclusion. Both Mirz (2018) and Nasr (2015) believe that parents' education plays a crucial role in parenting children. According to Shua Kazemi (2014), there is a significant and positive relationship between parents' religious attitudes and their children's moral growth, but this relationship varies depending on the children's gender, and one of the main factors influencing parents' various

educational practices is society's culture. According to Storini (2016), gender plays a part in the differences in how adults develop morally.

According to Mirz, the present study's conclusions on the influence of birth order on the moral development of primary school students and the significance of parents' education, particularly that of the mother (2018), indicated that due to their ability to obtain better and more useful jobs, educated parents would naturally have a higher culture, environment, and status. This, in turn, affects the children's attitude toward their parents as well as their sense of security and self-confidence. As a result, they are better able to communicate with their environment, which leads to their moral development. Children whose parents are uneducated tend to communicate and engage with people less than other children. Undoubtedly, parents with more education will succeed if they devote more time to resolving their children's problems. A child's moral growth will be far greater than that of other children who do not benefit from such a supportive environment if they are raised by educated, diligent, and patient adults.

Research sub-questions:

1. Does a father's education predict students' moral development?

2. Does a mother's education predict students' moral development?

3. Does birth order predict students' moral development?

4. Is the gender factor effective in predicting the moral development of students based on their father's education?

5. Is the gender factor effective in predicting the moral development of students based on the mother's education?

6. Is the gender factor effective in predicting the moral development of students based on birth order?

7. Which of the six components of moral development is more intense?

Table 1.5: The results of the research hypotheses test

Hypothesis	Test method	Test result	Question
Question 1	multiple regression	Confirmed	Can a father's education predict students' moral development?
Question 2	multiple regression	Confirmed	Can a mother's education predict students' moral development?
Question 3	multiple regression	Confirmed	Can birth order predict students' moral development?
Question 4	Hierarchical regression	Confirmed	Is the gender factor effective in predicting the moral development of students based on their father's education?
Question 5	Hierarchical	Confirmed	Is the gender factor effective in predicting the

	regression		moral development of students based on the mother's education?
Question 6	Hierarchical regression	Confirmed	Is the gender factor effective in predicting the moral development of students based on birth order?
Question 7	Friedman test	Ranking	Which of the six components of moral development is more intense?

With a correlation value of 0.65, the test result for the first question supports the association between the father's education and the student's moral growth. This conclusion is less intense and consistent with the study of Amini (2011) and Amatiya (2019), as well as Nasr's research, due to the effect it has on students' social development (2015). The findings of Denham et al., Garalnik et al., Kannel and Prince, McClelland, Meagan and Morrison, and Racey and Hudup are also not consistent with this. With a correlation value of 0.72, the second question test result indicates the link between moral growth and a mother's education. Because of the effect it has on students' social development; this conclusion is consistent with studies by Amini (2011), Amatiya (2019), and Nasr (2015). The findings of this study concur with those of Park and Chah, who demonstrated that there is no substantial association between the mother's education level and the child's social abilities; hence, there is no conflict between the two sets of data. The statistical community under research, sample size, family, cultural, developmental, psychological, as well as time and location of implementation, are likely the root causes. The test results for the first and second questions demonstrate the accuracy of Mirz's (2018) research, which was stated in the second chapter and related to the link and function of parental education on the moral growth of children.

With a correlation value of -0.46, the third question test's outcome supports the hypothesis that birth order and moral development are related. The findings of Kevin Lehmann's research in the book on birth order and the theories about the function of the first children in the family (Carlo and Hogan) discussed in the second chapter agree with this result, which indicates that the first children undergo greater moral growth. The gender factor is useful in predicting children's moral growth based on their fathers' educational background, according to the results of the fourth question test. It may be concluded that the input variable has a mediating effect on the connection because r increased from 0.114 to 0.238, and the coefficient of determination changed from 0.545 to 0.535. The findings demonstrate how the gender variable mediates the link between a father's educational attainment and moral development. And for this reason, it is consistent with studies by Alizadeh Mousavi and Shua Kazemi 2014 (2014).

The fifth question's test revealed that, based on the father's educational background, the gender factor is useful in predicting pupils' moral growth. It may be inferred that the input variable has a mediating effect on the connection because r changed from 0.066 to 0.2.7, and the coefficient of determination changed from 0.548 to 0.539. The findings show that gender plays a mediating role in the association between moral development and a mother's education. And for this reason, it is consistent with studies by Alizadeh Mousavi (2014) and Shua Kazemi (2015).

According to the results of the test for the sixth question, the gender factor is useful in predicting pupils' moral growth depending on the order of their birth. It may be inferred that the input variable mediates the connection because r increased from 0.061 to 0.205, and the coefficient of determination changed from 0.548 to 0.539. The findings demonstrate how the gender variable mediates the link between birth order and moral development.

The seventh question's test result reveals that, of all the numerous aspects of moral growth, the family dimension has the highest score. The results of this test are comparable to those of the Nemati research test (2017).

Suggestions based on research findings

The direct motivation of students is not feasible. Therefore, such aspects in the home environment should be acknowledged, strengthened, and regulated to promote moral development. Parents' and mothers' educational backgrounds are two significant background elements that affect adolescents' moral development, as this study examined. The research's findings indicate that improving these factors has an evident impact on the incidence of moral growth. As a result, recommendations are offered for students' moral growth to create the backdrop for the establishment of proper civic actions in addition to their consequences.

- The educational level of parents, particularly moms, is the most significant demographic aspect of the family that has had a big influence on how pupils develop morally. Politicians and compassionate individuals should keep up the struggle against illiteracy and work to raise the educational attainment of parents to significantly advance the moral development of coming generations.

- Parental education programs and counseling sessions can assist parents in becoming more conscious of their children's developmental stages, which will aid in the moral growth of the children. It is recommended that the family education sessions be increased in both quantity and quality and that the administrators give this issue top priority in the programs.

- For a variety of reasons, the elder family members have seen greater moral development than the younger members. For instance, it can be because the age gap between parents and firstborns is lower. Future studies should examine the impact of parental age disparity on children's moral development, it is recommended.

- It is recommended that more emphasis be placed on the environmental sector in the instructional material of schools and programs of national media and virtual space since the study of moral growth in the environmental dimension received the lowest score.

It is suggested to do this type of study both in other parts of Tehran and in other provinces to enhance the generalizability of the findings.

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