



SCHOOL ENVIRONMENT IN RELATION TO MORAL VALUES OF SECONDARY SCHOOL STUDENTS

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Abstract

The study was conducted to study of school environment in relation to moral values of secondary school students. For this purpose a limited sample consists of 200 Secondary School Teacher from different schools of Ferozpur City and adjoining areas were taken. The data was collected by School Environment Inventory (SEI) By Dr. Karuna Shankar Misra (1984) and Moral Values Scale (MVS) By Alpna Sen Gupta and Arun Kumar Singh (1992). . After analyze the data it was found that there is a significant relationship between school environment and moral values. It implies that if school provides opportunities for creative stimulation, cognitive encouragement, and permissiveness to secondary school students it will inculcate high moral values in the students.



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The success of any country depends to a great extent on the quality of human resources, which in turn is influenced by the standard of education in country. Education is a process of human enlightenment and empowerment for a better life. The main function of education is the development of an allround and well balanced personality of the students. But now-a-days more emphasis is on duty laid on knowledge based and information oriented education which takes care of only the intellectual development of the child consequently, the other aspects of their personality like Physical, emotional, social, moral and spiritual are not properly developed by providing for the growth of attitudes habits, values, skills and interest among the pupils.

School environment may be defined as an aggregate of all those psycho-physical and social conditions that determine the mental, social, emotional and intellectual growth and development of child. At present it is felt essential as well as imperative on the part of school to provide pupils with all kinds of facilities for gaining learning experiences not only in the intellectual and physical areas, but also in the moral, social, emotional and aesthetic aspects, so that the citizens of tomorrow develop all around personalities. The social, moral and spiritual values can be inculcated in the pupils who will be able to discharge their duties and responsibilities as the able architects of our national destiny.

According to Good 1945 School environment refers to the environment as perceived by the students and is measured by environment assessment scale. **According to Sweeney 1988** School climate is a term used to describe how people feel about their schools. **According to Lindelow 1989** School climate may be derived as the feeling an individual gets from experiences within a school system”.

Moral values have consist of universal principles of conduct which teach the distinction between good and evil, between proper and improper actions and is a doctrine of right and wrong Good and bad are terms of evaluation by which we assess. The worthiness and unworthiness of an action and we clearly see the right action from the wrong are and which we should or should not do. Often acts which arouse the feeling of pleasure are described as moral, while those which produce feeling of pain or repentance are considered immoral. WEST MARK explained the nature of moral values in terms of pleasant and unpleasant emotions.

According to ‘Dictionary of Education’ by Good’ (1945)

“Moral concept a mental image, socially devised that becomes a criterion for discrimination between right and wrong. and about moral values it further records,

“Moral and spiritual values are those principles and standards which if accepted by the individual and applied in human behaviour, and bring it into accord with approved levels of conduct”.

According to Piaget 1921’

“Moral values play an important role in shaping the personality development of the child’s.

NEED AND IMPORTANCE OF THE STUDY

Morality signifies a code of ethical principles, which are essential for leading a noble life. Moral values are important for the life of an individual. Morality is the base on which character is formed . But the modern age of science and technology has created certain evils like industrialism, mechanism, materialism. In spite of spectacular achievements in science, man is not happy and contented violence, Frustration, immorality, self centredness, egoism are rampant every where. Powerful tools of destruction are in the possession of mankind, Man is the victim of passions life violence, jealousy, racialism, regionalism hatred etc. This situation has arisen on due to crisis of values. It is therefore the need of the hour to infuse values into the hearts of individuals from the childhood. From this point of view the school assumes significance for developing values of children. We must cure the minds where hatred

and prejudice arise and grow. for this it is essential to transform the system of education qualitatively in terms of its value content, standards and relevance to life.

The value oriented education becomes more important in the view of the prevailing situation which is full of malice, mistrust, corruption, greed, power, and policies and hated. If the world is to be saved, the inculcation of moral values can not be delayed in our schools. School can perform impressive job for inculcation of values in students. Thus there is a need to investigate the School Environment in relation to Moral Values of Secondary School Students

STATEMENT OF THE PROBLEM

“SCHOOL ENVIRONMENT IN RELATION TO MORAL VALUES OF SECONDARY SCHOOL STUDENTS”

OBJECTIVES OF THE STUDY

1. To study the School Environment of the Secondary School Students (Boys & Girls).
2. To study the Moral values of Secondary School Students (Boys & Girls).
3. To study the School Environment in relation to Moral Values of Secondary School Students.

HYPOTHESES OF THE STUDY

1. There is no significant difference in the School Environment of Secondary School Students (boys and girls).
2. There is no significant difference in the Moral Values of secondary school students (boys and girls).
3. There is no relation of School Environment to Moral Values of secondary school students.

DELIMITATIONS OF THE STUDY

1. The present study is restricted to schools of Ferozepur District only
2. The sample is restricted to 200 students (boys and girls) of Senior Secondary Schools.
3. Only one variable influencing the Moral Values i.e. School Environment has been taken.

MAJOR FINDINGS

The major findings of the study are given below:-

1. The mean score showing the nature of School Environment of Secondary School Students have been found to be 194.65 with S.D 15.54. It is also found that 36.5% of secondary school students are having congenial school environment. 55% of secondary school students are

having average type of school environment and 8.5% of secondary school students are having uncongenial school environment.

2. The mean score showing the nature of School Environment of Secondary school boys have been found to be 192.7% with S.D 16.21. It is also found that 44% of secondary school boys are having congenial environment, 48% of boys are having average type of school environment and 8% of boys are having uncongenial school environment.

3. The mean score showing the nature of School Environment of Secondary school girls have been found to be 196.6 with S.D 14.6. It is also found that 9% of secondary school girls are having congenial school environment, 62% of girls are having average type of school environment and 29% of girls are having uncongenial school environment.

4. The 't' value between mean score of School Environment of secondary school students is found to be 2.52 which is significant at 0.05 level and insignificant at 0.01 level

5. The mean score of level of Moral values of Secondary School students have been found & be 27.38 with S.D 3.8%. It also found that 72% of secondary school students have high level of Moral values and 24% students have average level of Moral values and 4% students are having lower level of Moral values.

6. . The mean score of level of Moral values of Secondary School boys have been found & be 25.62 with S.D 4.08. It also found that 54% of secondary boys have high level of Moral values and 38% boys have average level of Moral values and 8% boys are having lower level of Moral values.

7. The mean score of level of Moral values of Secondary School girls have been found & be 29.13 with S.D 2.45. It is also found that 90% of girls have high level of Moral values and 10% girls have average level of Moral values and No girls fall in the lower category of Moral values.

8. The 't' value between mean score of Moral values of Secondary School students is found to be 10.32 which is highly significant at both 0.05 and 0.01 levels.

9. The 'r' between school environment and Moral Values of Secondary School Students have been found to be 0.210 which is significant at both 0.05 level and 0.01 level which indicates that the significant relation exists between the school environment and Moral values of secondary school students.

CONCLUSION

The following conclusions can be drawn on the basis of above findings.

1. In the present investigation the nature of School Environment of secondary school students have been studied. We conclude that maximum of students fall in average category. It shows that they receive neither much nor less opportunity for creative stimulation, cognitive encouragement , permissiveness and acceptance of their feelings.
2. As regards the nature of School Environment of secondary school boys is concerned, it is found that maximum boys are having average school environment.
3. As regards the nature of School Environment of secondary school girls is concerned, it is found that maximum girls are having average school environment.
4. It has been further concluded that there is slightly difference in school environment of secondary school boys and girls.
5. It may be concluded that the level of Moral Values of secondary school students which indicates that most of the students fall in the category of high moral values.
6. It may also be concluded that there is a significant difference in moral values of boys and girls but while studied separately it was found that both boys and girls are placed in high category of moral values.
7. It may further conclude that there is a significant relationship between school environment and moral values. It implies that if school provides opportunities for creative stimulation, cognitive encouragement, and permissiveness to secondary school students it will inculcate high moral values in the students.

SUGGESTIONS FOR FURTHER RESEARCH

In the light of the present investigation the following suggestions are given:-

1. The present study is conducted on Secondary School Students only. The study can be repeated on other classes also.
2. A similar study can be conducted on a large sample so that results obtained may be more reliable.
3. In the present study the relation of school environment was seen on the development of moral values of Secondary School Students. It may be related with other variables.
4. For the present study the sample was drawn from schools of Ferozpur City only. It is suggested that similar study may be carried out at state and national level also.

5. In the present study only school environment has been taken up as a factor affecting moral values of Secondary School Students. Some other factors like home environment social-economic conditions, intelligence and academic achievement guidance and counseling can also be taken up.

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