A STUDY OF MORAL VALUES OF SECONDARY SCHOOL STUDENTS IN RELATION TO HOME ENVIRONMENT

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ABSTRACT

The purpose of this research is to examine the effect of home environment of secondary school students on inculcating Moral Values at secondary level education. The present research was carried through descriptive survey method. The sample for the present study consisted of 180 students of secondary schools in Bangalore urban district. The Moral Values Scale developed by Alpana Sen Gupta and Arun Kumar Singh and The Home Environment Inventory developed by Karuna Shankar Misra were used to collect the data. The researcher collects, analyzes and interprets the varied kinds of numerical data obtained from the said subjects and research tools. The collected data was analyzed by using correlation and independent 't' test and in all cases the level of significance was fixed at 0.05 level confidence level. The results confirmed that there was a significant positive relationship between home environment and moral values of secondary school students and the 't' test analysis also proved that there was a significant difference in the Moral Values of secondary school students coming from different levels of home environment. In the light of findings there is a need to educate parents on the need for inculcations of moral values from a very young age. School should organize value-based programs for school children. Parents should given orientation programs on ways and means of guiding children towards the development of moral values. The school managements should make all efforts to provide moral education, celebrations of festivals and great personalities to inculcate moral values among their children regularly.

Keywords: Home Environment, Moral Values, Secondary, Education, Students.

INTRODUCTION

Values are part and parcel of the education system. Values are the guiding principles of life which are conductive to one's physical, social and mental health. Values include all the important religious beliefs, moral attitude, philosophies of life, political ideologies, etc. which helps in sustaining the society and its culture. Values are the guiding principles, decisive in day to day behaviors as also is critical life situations. Values are a set bring of principles or standards of behaviour. Value Education means inculcating in the children sense humanism, a deep concern for the well being of others and the nation.

Moral value is a term referred to in broadest sense, to a belief regarding the appropriateness of certain forms of behaviour. The values are broadly classified as sensitivity, punctuality, neatness, sex equality, scientific attitude, patriotism, national unity, courtesy and discipline. Moral values refer to objects that human beings consider desirable and worthy of pursuit in their thoughts, feelings and actions. These may be heart like truthfulness, happiness, peace, justice. In either case, they function as ideals and standards that govern human actions. Education is a process of bringing about desirable changes in the learner in the way one thinks feels and acts in accordance with one's concept of the good life.

An individual can develop moral behavior only when he understands what is good and what is evil, what is right and what is wrong. This consciousness of right and wrong, good and evil is called moral values. Moral development is an important dimension of education of the child. The National Policy on Education (1986) expressed a great concern over the erosion of moral values. It strongly emphasized that curriculum should be readjusted in such a way as it makes education a forceful tool for the cultivation of moral and social values. Home environment is the place where the children can inculcate moral values from the parents.

The family is one of the primary groups of society concerned with face to face relationships. The family constitutes a home. Home is a word with a variety of personally constructed meanings. Depending on ones experiences in life, home might be just a place, a residence, where one lives and a base of operations. Home Environment is defined as the climate prevailing is one's home, which varies from culture to culture, society to society and from family to family depending upon various factors. Alternatively, many home educators would more closely identify with dictionary definitions, such as "an environment offering security and happiness; a valued place regarded as a refuge or place of origin" or "the place where something is discovered, founded, developed, or promoted; a source." Some relationship studies conducted on moral values and home environment. Rana (2014) studied on moral values of elementary school students in relation to home environment. It was found that there was a significant difference in the Moral values of boys and girls. Naik and Thakur (2014) studied the effect of home environment on value education of higher secondary school

students. It was found that Home Environment significantly affects the Value Education of Students. Gururaja and Kulsum (2012) studied on influence of home environment on inculcation of moral values of students. Result found that urban and rural boys and girls from different types of home environment possess varied types of moral values. From the said studies, the researcher motivated to know the influence of home environment of students on inculcating moral values at secondary level. Surinder (2012) analyzed moral values of senior secondary school students of Jhunjhunu district and findings found that no significant difference in the moral values between urban boys and urban girls. Bandhana and Sharma (2012) studied home environment, mental health and academic achievement among higher secondary school students. Results revealed that home environment perceived by girls is more when in comparison with boys.

NEED OF THE STUDY

Moral values play an important role in shaping personality development of the children. The moral learning of the child is powerfully directed by influences in the home. The experiences of the child, from which he learns moral skills, are therefore of greater importance than the developmental processes at work within him. The role of family and society is important in developing value in the children. Children devote maximum time with their family. The home environment is important in developing the value and personality of a child. Therefore, it is the home, which sets the pattern for the Childs' attitude towards people and society, aids intellectual growth in the child and supports his aspirations and good values. Change in the home environment affects many aspects of family life. Establishing a daily routine is difficult in a hurried generation. Monitoring out-of-school activities has decreased for children. In the right of the above studies, the present investigation tried to measure the effect of home environment on moral values of secondary school students.

STATEMENT OF THE PROBLEM

The topic taken for the investigation is: "**A STUDY OF MORAL VALUES OF SECONDARY SCHOOL STUDENTS IN RELATION TO HOME ENVIRONMENT.**

PURPOSE OF THE RESEARCH

The purpose of this research is to examine the effect of home environment of secondary school students on inculcating Moral Values at secondary school education.

OBJECTIVES OF THE STUDY

1. To find out the relationship between Moral Values of secondary school students and their Home Environment.
2. To find out the differences in the Moral Values of secondary school students in relation to different levels of home environment (low, moderate and high levels).

RESEARCH HYPOTHESES

Following are the hypotheses formulated for the current research:
1. There is no significant relationship between Moral Values and Home Environment of secondary school students.
2. There is no significant difference in Moral Values of secondary school students coming from low and moderate levels of home environment.
3. There is no significant difference in Moral Values of secondary school students coming from moderate and high levels of home environment.
4. There is no significant difference in Moral Values of secondary school students coming from low and high levels of home environment.

METHODOLOGY

The purpose of this research is to examine the effect of home environment of secondary school students on inculcating Moral Values at secondary level education. The present research was carried through descriptive survey method. The sample for the present study consisted of 180 students of secondary schools in Bangalore urban district. The Moral Values Scale developed by Alpana Sen Gupta and Arun Kumar Singh and The Home Environment Inventory developed by Karuna Shankar Misra were used to collect the data. The researcher collects, analyzes and interprets the varied kinds of numerical data obtained from the said subjects and research tools. The collected data was analyzed by utilizing correlation and independent 't' test and in all cases the level of significance was fixed at 0.05 level confidence level.

DATA ANALYSIS AND INTERPRETATION

Table-1: Shows co-efficient of correlation results ('r' and the level of significance) between Home Environment and Moral Values perceived by secondary school students.

Variables	Number	Degrees of Freedom (df)	Obtained 'r' value	Sig. Level
Home Environment and Moral Values	180	178	0.295	*

* Significant at 0.05 level

From the above table-1 it is observed that the 'r' value of 0.295 is greater than table value 0.138 at 0.05 level. Therefore, it is significant at 0.05 level confidence. The null hypothesis is rejected and alternative hypothesis has been formulated that "there is a significant positive relationship between home environment and Moral Values of secondary school students." The students had conducive home environment had higher moral values and vice versa.

Table-2: Shows 't' test results (Number (N), Mean, Standard Deviation (S.D.), 't' value and level of significance) on Moral Values scores of secondary school students coming from low and moderate levels of home environment.

Variable and Groups		N	Mean	S.D	't' value	Level of Significance
Home Environment	Low	11	24.727	2.796	2.99	*
	Moderate	155	27.329	2.670		

*Significant at 0.05 level confidence

From the above table-2, it can be seen that the obtained 't' value 2.99 is greater than the table value 1.97 at 0.05 level. Hence the null hypothesis is rejected and alternative hypothesis has been formulated that "there is a significant difference in Moral Values of secondary school students coming from low and moderate levels of home environment." The students coming from moderate level of home environment (M=27.329) had higher moral values than students from low level of home environment (M=24.727).

Table-3: Shows 't' test results (Number (N), Mean, Standard Deviation (S.D.), 't' value and level of significance) on Moral Values scores of secondary school students coming from moderate and high levels of home environment.

Variable and Groups		N	Mean	S.D	't' value	Level of Significance
Home Environment	Moderate	155	27.329	2.670	0.19	NS
	High	13	27.461	2.295		

[NS]Not Significant.

From the above table-3, it can be seen that the obtained 't' value 0.19 is less than the table value 1.97 at 0.05 level. Hence the null hypothesis is accepted that is "there is no significant difference in Moral Values of secondary school students coming from moderate and high levels of home environment." It concluded that both moderate and high perceived home environment had similar moral values perception.

Table-4: shows 't' test results (Number (N), Mean, Standard Deviation (S.D.), 't' value and level of significance) on Moral Values scores of secondary school students coming from low and high levels of home environment.

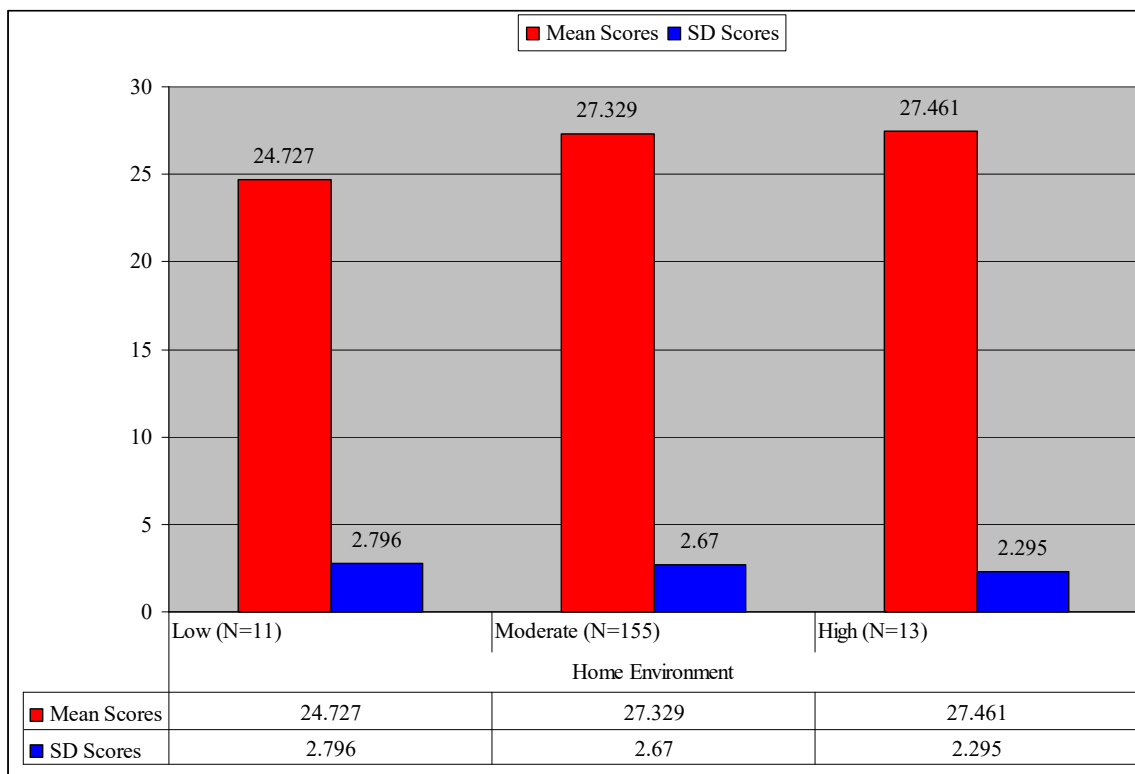| Variable and Groups		N	Mean	S.D.	't' value	Level of Significance
Home Environment	Low	11	24.727	2.796	2.59	*
	High	13	27.461	2.295		

* Significant at 0.05 level.

From the above table-4, it can be seen that the obtained 't' value 2.59 is greater than the table value 1.97 at 0.05 level. Hence the null hypothesis is rejected and alternative hypothesis has been formulated that "there is a significant difference in Moral Values of secondary school students coming from high and low levels of home environment." The students coming from high level of home environment (M=27.461) had higher moral values than students from low level of home environment (M=24.727). The comparison of

moral value mean scores of secondary school students coming from low, moderate and high levels of home environment are graphically represented in Graph-1.

	Low (N=11)	Moderate (N=155)	High (N=13)
■ Mean Scores	24.727	27.329	27.461
■ SD Scores	2.796	2.67	2.295

Graph-1: Bar graph shows Moral Values scores of Secondary school students coming from low, moderate and high levels of home environment.

RESULTS

1. There was a significant positive relationship between home environment and moral values of secondary school students.
2. There was a significant difference in Moral Values of secondary school students coming from low and moderate levels of home environment.
3. There was no significant difference in Moral Values of secondary school students coming from moderate and high levels of home environment.
4. There was a significant difference in Moral Values of econdary school students coming from high and low levels of home environment.

CONCLUSION AND EDUCATIONAL IMPLICATIONS

The results confirmed that there was a significant positive relationship between home environment and moral values of secondary school students and from 't' test analysis it was proved that there was a significant difference in the Moral Values of secondary school students coming from different levels of home environment. In the light of findings there is a need to educate parents on the need for inculcations of moral values from a very young age. School should organize value based programs for school children. Parents should given orientation programs on ways and means of guiding children towards the development of moral values. The school managements should make all efforts to provide moral education, celebrations of festivals and great personalities to inculcate moral values among their children regularly.

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