



## Influence of Home Environment on the Inculcation of Moral Values among Secondary School Students

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### ABSTRACT

*The home environment is important in developing the moral values of child. There is a face-to-face contact between the parents and children, which determine the personality and character of child. Traditionalists view these shifts as clear signs that we have lost our moral compass; that our society is doomed if we do not find our way back to what are called family values. An attempt is made in the present study to find out the influence of home environment of secondary school students on their moral values. A sample of 200 secondary school students selected randomly from rural and urban secondary schools situated in Bangalore District was the subject of present study. The researcher used two scales developed and standardized to measure and quantify the home environment and moral values of secondary school students. Data collected was analyzed statistically using 't' test technique. Result revealed that urban and rural boys and girls from different types of home environment possess varied types of moral values.*

### Keywords : Environment, Moral Values.

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. Further, these changes are to be brought about employing such procedures as do not violate the freedom and autonomy of the learner. We do not consider propaganda or indoctrination as education.

In the sense that all organized education is a process of initiating the learners into a form of life that is considered as desirable to preserve and promote education necessarily involves transmission of values. The different aims of education-development of the human personality, pursuit of knowledge, preservation of culture, development of character, promotion of social justice, scientific temper, democracy, secularism and so on are just so many varied educational expressions of the constituents of the good life. To realise these goals, a curriculum is designed and curriculum is nothing but a planned and organized collection of desirable experiences- knowledge, skills, attitudes, values-from out of our accumulated cultural heritage. Education in its aims, curriculum and methods in thus inextricably linked up with values. Even more, it is through education that society seeks to preserve and promote its cherished values.

The home environment is important in developing the personality of child. There is a face-to-face contact between the parents and children, which determine the personality and character of child, and developing upon the status of parent's active relations and other social set up of home. The families not only socially recognized relations for the child rearing and essential agency of child's socialization and introducing the child to the culture of society to which he belongs. The role of heredity and environment in creating differences among human beings is a matter of debate. The hereditarianism claims that heredity is everything. The environmentalists are of the opinion that heredity does not any way affect the growth and development of an individual. Man is the product of his environment. Thinking on these lines, "Watson, one of the prominent environmentalists declared," Give me any child, I will make him what you desire". However, if we assume that the

heredity and environment both play role in human development then Woodworth and Marquis (1948) very old reference put it like this-the relation of heredity and environment is not like addition but more like multiplication. Family being the first and major agency of socialization has great influence and bearing on the development of the child. It has been shown by various studies that most of the children who are successful /great achievers and well-adjusted come from the families where sustaining wholesome relationships exist. 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. Roberts, Manolis, and Tanner (2003) have demonstrated that people from divorced homes were more likely than those from intact homes to express values that view material possessions as a means of achieving happiness. Studies have revealed that high home environment groups achieved greater success than middle and low home environment groups (Jagannathan, 1986). Children are our future. Some people hear and believe the words of Whitney Houston, "Treat them well, and let them lead the way." Words written by many prominent observers tell us we are not treating the children of our nation very well at all. The home environments for children continue to change. Changes in the family culture affect the home environment. Studies (Baharudin & Luster, 1998; Featherstone & Cundick, 1992; Watkins, 1997) have shown that the home environment affects the students' moral values. Many people are raising children and looking to others for answers, whether it is day care centers, schools, evangelists, counselors, or the government. Shifting the blame for children's problems and decreasing parental responsibilities are becoming a societal norm. Traditionalists view these shifts as clear signs that we have lost our moral compass; that our society is doomed if we do not find our way back to what are called family 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 influence of home environment on students moral values. To this end, the study provided answers to the following research question:

1. To develop a scale to measure moral values of secondary school students of Bangalore.
2. To find the differences in moral values of secondary

school students belonging to boys and girls.

3. To find the differences in moral values of secondary school rural and urban students.
4. To find out the influence of home environment on moral values of secondary school students.

#### Method:

A sample of 200 secondary schools students from rural and urban schools of Bangalore were selected based on stratified random sampling design.

#### Instrumentation:

The data for the study were obtained using moral value scale with 20 items, constructed and standardized by the researcher for the purpose of the present study under investigation. The questionnaire in its initial stage of development was subjected to rationale logical analysis by some selected experts in tool construction after which, it was duly modified. five dimensions are generated from the operational definition of moral values in the context of present investigation. They are as follows: respect, forgiveness, punya, being helpful, and kindness. The scale was tried out on a sample of 50 school students and necessary item analysis for item selection employed. This process resulted in finalizing 20 items out of 35 items. This scale was further treated for test-retest reliability and the reliability coefficient was found to be highly satisfactory ( $r=0.83$ ). All this procedure confirmed a high validity and reliability of the tool for collecting data for the purpose of present investigation. Home environment Questionnaire developed by K.S.Mishra's was used. It has 91 items. Both the tools were administered to 200 secondary school students from urban and rural background student. Home environment scale was scored from always to never with five response category. In order to score the moral values of secondary school students, the items were rated on five point scale ranging from strongly agree to strongly disagree for the positive item and in reverse order to negative items for the purposes of quantification of moral values.

#### Results and conclusions:

**TABLE 1:**  
**Mean, Standard Deviation and Obtained 't' Values Of 200 Boys and Girls from Rural and Urban Areas on Moral Values.**

Sl no	Variable	Number	Mean		't' value	
			Mean	S.D		
1	Sex	Boys	100	75.28	3.57	6.024**
		Girls	100	72.34	2.28	
2	Locality	Rural	100	69.34	4.91	4.456**
		Urban	100	66.59	3.74	
3	Home Environment	Favorable	130	70.16	4.92	5.98**
		Unfavorable	70	66.38	3.98	

\*\* Significant at 0.01 level

**TABLE 2:**  
**Pearson's Product Moment Correlation for Secondary School Students moral Values and Home Environment**

Sl. NO	Variable	N	Df (N-2)	'r' value	Level of significance
1	Moral Values and Home Environment	200	198	0.52	Beyond 0.01 level

From the test of significance of mean differences with secondary school boys and girls mean moral values it was found that the 't' value was significant. This can be interpreted as the mean ( $M=75.28$ ) moral values of secondary boys were found to be greater than the counterparts girls ( $M=72.34$ ), secondary school girls whose mean moral value score were found to be less need to be targeted. Secondary school girls with their modern outlook need to be broad back to the main stream with moral values in their respective home the concerned parents need to develop special strategies and programme to inculcate some of the moral values which are needed in the present scenario.

From the analysis of the result it was also found that there was significant mean differences in the mean moral value scores of rural ( $M=69.34$ ) and urban students ( $M=66.59$ ). Urban students were found to have less moral values than their counterparts. In the homes of urban students there is urgent need to inculcate right moral values by the parents and other family members. These students need to be taught proper values by parents following appropriate strategy that would make them learn the right values.

From the findings of the present study it was also found out that mean moral value scores of secondary school students from favourable and un-favourable home environment were found to be significant. When the scores of moral values and home environment were correlated, it was revealed that the co-efficient of correlation was found to be significant beyond 0.01 level revealing that these two variables are highly correlated. Secondary school students from un-favourable home environment needs to be targeted with appropriate strategies and right method of teaching and inculcating moral values. First of all it is imperative on the part of school to identify the unfavorable home environment of the child by suitable method so that it would not have an adverse affect on the overall development on the child. For this to happen the schools to organize regular parent teachers meeting to appraise the parents about the well being of their wards. There needs to be a very healthy link between school and home so that together they can contribute to the all round development of the child.

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