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The influence of organizational climate on the prevalence of moral values and academic achievement among the higher secondary students

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Abstract

This study investigates the role of school climate and home environment in fostering moral values and academic achievement among higher secondary students in Chennai city. Employing a normative survey research design, data were collected from 1,446 students across 20 schools using stratified random sampling. The research utilized a self-developed Test for Moral Values among School Students (TMVSS), the standardized School Environment Inventory (SEI), the Home Environment Inventory (HEI), and students' first terminal exam scores to assess academic achievement. Descriptive statistics (mean and standard deviation), the t-test, and correlation coefficients were employed to analyze differences and relationships based on gender, parental education, occupation, income, type of school management, type of school, and major subject groups. Findings indicate that improvements in school environment are associated with a shift from good to excellent moral values and from normal to very good academic performance. Although schools cannot provide a perfect environment, continuous enhancement remains possible. Interestingly, moral values were found to be good even in low home environment contexts, underscoring the potential of targeted parental education through seminars and counseling. The study emphasizes the need to cultivate positive attitudes from early childhood through the combined efforts of parents, families, and teachers. Initiatives such as family projects and collaborative activities can strengthen trust, sharing, empathy, and respect, ultimately contributing to students' moral and academic growth.

Keywords: Home environment, school climate, moral values, academic achievement, demographic variables

Introduction

A growing lack of trust in leaders has been seen in the modern world. Technological advances have been seen largely as the measure of progress. Gigantic advances have been seen in Weaponry, Space, Gadgets, Transportation, Communication, Organ transplants, and Genetic engineering. Unfortunately, we have not made similar progress in Ethical, Moral, and Religious values. Today, young people have to face innumerable value problems. There is a breakdown in the lives of individuals, families, and societies. All this is the result of the neglect of moral and spiritual development and the sense of human dignity. Formal education can become a major agent in teaching social values, self-awareness, self-realization and self-evaluation.

In spite of the many achievements in quantity and quality, education stands at a crossroads, and our political and social life is threatened with erosion of the long-accepted values. Goals of secularism, democracy, and ethics have come under enormous strain. The Youth of today and tomorrow should be imbued with "a strong commitment to human values and social justice. Education should provide ample scope to study critically the Social, economic, cultural, moral and spiritual issues facing the people today.

The School Climate is important in creating an environment to develop character. The character we form is very much influenced by the role models we choose. The school atmosphere, the personality and behavior of the teachers, and the facilities provided in the campus will have a large say in developing a sense of values. The School Assembly, the Curricular and Co-curricular activities, the celebration of festivals of all religions, Work experience, Team games, Subjects, clubs, and Social service programs can all help in indicating the values.

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Parents and the home play a dominant role in educating a child. Parents are more accessible to the child than other members of the family. Mother is the first teacher and home is the first school and parents are the first example in Social behavior. They can show their love to their children by doing everything necessary to make them follow the right path. If there is a strong family upbringing and the child feels secure, whether it is a religious household or not, they feel more confident in doing the right thing. Such children have better judgment when it comes to choosing their friends and they stay in a better position to handle peer pressure. A special emphasis on the early training among pupils can provide better safeguards against these and many other similar social evils.

Today, there is a deterioration of values in society. The values have been neglected not only at the social level but at the national level. In the educational programmes, only mental development has been stressed. In the modern age, the aim of education is the all-around development of personality. In the present educational system, provision has been made for intellectual education by giving importance to intellectual development. Thus, to be successful in life, important human qualities along with intellectual development should be the aim of value education. Value education is the positive effort towards bringing about a synthesis of different values in a human being. It is the teachers' role to foster human values through his teaching in the classroom and follow those values. To the youth of today, the classroom messages are love, safety, security, belonging, and warmth. Einstein remarked once: "Try not to become a man of success, but try to become a man of values."

Does the School Climate and Home Environment help to develop Moral Values among children? Hence, this study attempts to ascertain the influence of Organizational Climate on the prevalence of Moral Values and Academic Achievement among the Higher Secondary students in Chennai city.

Hypotheses of the Study

1. There will be no significant difference in the Mean of Moral Values among the Higher Secondary Students in Chennai city.
2. There will be no significant difference in the Mean Value of Moral Values and Academic Achievement in different School climates among Higher Secondary Students in Chennai city.
3. There will be no significant difference in the Mean Value of Moral Values and Academic Achievement on different Home Environments among Higher Secondary students in Chennai city.
4. There will be no significant difference in the Correlation between Demographic Variables, moral Values, and Achievement among the Higher Secondary Students in Chennai city.

Review of Literature

Research on the relationship between school climate and moral value development has consistently highlighted the importance of a positive educational environment in shaping students' ethical behavior and academic performance. Luckin *et al.* (2016) ^[16] and UNESCO (2021) ^[22] emphasize that a supportive and inclusive school climate fosters trust, respect, and responsibility, which are foundational to moral

development. Studies by Tondeur *et al.* (2017) ^[21] and Sergis *et al.* (2021) ^[19] further indicate that well-structured school environments encourage collaboration, empathy, and shared responsibility, all of which contribute to students' moral reasoning and value formation. In addition, Alghamdi (2022) ^[1] and Chan *et al.* (2020) ^[4] point out that when students feel emotionally secure and intellectually stimulated within their school setting, they are more likely to internalize positive moral behaviors and achieve higher academic outcomes.

The home environment also plays a crucial role in the moral and academic growth of students. Kormos and Csizér (2023) ^[14] highlight that parental attitudes, communication patterns, and involvement significantly influence children's moral orientation. Huang *et al.* (2021) ^[13] and Holmes *et al.* (2019) ^[12] note that a nurturing home environment, characterized by open dialogue and consistent moral guidance, reinforces the values promoted at school. Conversely, even in low home environment conditions, targeted parental education and counseling have been found to improve students' moral outlook, as suggested by studies on family engagement programs. Together, the literature indicates that the combined influence of school climate and home environment creates a synergistic effect, enhancing both moral values and academic achievement among adolescents.

Methodology of the Study

The present study belongs to Survey Research. The variables used in this study are: Moral Values, Academic Achievements, School Environment, Home Environment, and Demographic variables.

a) Population of the Study

The total number of Higher Secondary students studying in Chennai city is the population of the study. There are 460 Higher Secondary Schools in Chennai City.

b) Size of the Sample

Based on the stratified Random Sampling Technique, the investigator selected 20 schools. The higher secondary students studying in 20 schools were 1446 students, out of which 810 are Male Students and 636 are female students.

c) Tools Used

For the present study, two Tools were used. They were i) Test for Moral Values among School Students (TMVSS) developed by the Investigator, and another standardized tool, namely the Home Environment Inventory (HEI). The first terminal examination marks were taken as the Academic Achievement of the Students.

Statistical Measures used in the Study

After scoring the filled-in TMVSS and HEI Questionnaires, a master Table was prepared by plotting the scores. Different statistical measures were used in the study to find out solutions to the problems, which are briefly as below.

- i) Descriptive Analysis: Mean and Standard Deviation were used to analyze.
- ii) Inferential Analysis: t-test to analyze the significant difference
- iii) Correlation Coefficient 'r' to find out the significant relationships between Mean Average Scores of Moral Values and Academic Achievement and between School Environment and Home Environment.

Table 1: 't' Values between the Mean Scores of Moral Values in Total among the Students with respect to different classifications of School Climate

| Category | N | Mean | SD | 't' Value |
|----------|-----|-------|-------|-----------|
| HSC | 390 | 74.46 | 15.92 | 2.67* |
| MSC | 877 | 71.84 | 16.53 | |
| MSC | 877 | 71.84 | 16.53 | 1.58** |
| LSC | 179 | 69.68 | 17.51 | |
| LSC | 179 | 69.88 | 17.51 | 3.22* |
| HSC | 390 | 74.46 | 15.92 | |

*Significant at 0.05 Level **Not Significant at 0.05 Level

On observing the above Table 1, the 't' values 2.67 and 3.22 are Significantly Different and 1.58 is Not Significant at the 0.05 level. The results reveal that the Moral Values of High School Climate students are higher than those of Moderate and Low School climates and of Moral Values scores among the Students of Moderate and Low School Climates are similar.

Table 2: 't' Values between the Mean Scores of Achievement among the Students with respect to different classifications of School Climate

| Category | N | Mean | SD | 't' Value |
|----------|-----|-------|-------|-----------|
| HSC | 390 | 53.58 | 15.73 | 4.87* |
| MSC | 877 | 48.90 | 15.88 | |
| MSC | 877 | 48.90 | 15.88 | 0.55** |
| LSC | 179 | 48.23 | 14.48 | |
| LSC | 179 | 48.23 | 14.48 | 3.98* |
| HSC | 390 | 53.58 | 15.73 | |

*Significant at 0.05 Level **Not Significant at 0.05 Level

On observing the above Table 2, the 't' values 4.87 and 3.98 are Significant and 0.55 is Not Significant at the 0.05 level. It is noticed from the results that the Mean Scores of Academic Achievement in High School Climate are higher than the of Students of Moderate and Low School Climates and the Achievement scores of Students of Moderate and

Low School Climates are similar.

Table 3: 't' Values between the Mean Scores of Moral Values in Total among the Students with respect to different classifications of Home Environment

| Category | N | Mean | SD | 't' Value |
|----------|-----|-------|-------|-----------|
| HHE | 119 | 70.54 | 18.63 | 1.01** |
| MHE | 919 | 72.27 | 17.38 | |
| MHE | 919 | 72.27 | 17.38 | 0.59** |
| LHE | 408 | 72.80 | 13.79 | |
| LHE | 408 | 72.80 | 13.79 | 1.44** |
| HHE | 119 | 70.54 | 18.63 | |

*Significant at 0.05 Level **Not Significant at 0.05 Level

On observing the above Table 3 it is understood that the 't' values 1.01, 0.59 and 1.44 are Not Significant at 0.05 level. The results reveal that the Moral Values among the students are similar irrespective of their Home Environments.

Table 4: 't' Values between the Mean Scores of Achievement among the Students with respect to different classifications of Home Environment

| Category | N | Mean | SD | 't' Value |
|----------|-----|-------|-------|-----------|
| HHE | 119 | 47.50 | 14.14 | 1.48** |
| MHE | 919 | 49.58 | 16.17 | |
| MHE | 919 | 49.58 | 16.17 | 2.58* |
| LHE | 408 | 51.97 | 15.30 | |
| LHE | 408 | 51.97 | 15.30 | 2.98* |
| HHE | 119 | 47.50 | 14.14 | |

*Significant at 0.05 Level **Not Significant at 0.05 Level

On observing the above Table 4 it shows that the 't' values 2.58 and 2.98 are Significant, whereas the 't' value 1.48 is Not Significant at the 0.05 level. On observing the results it is revealed that the Academic Achievement of the students among Low Home Environments is higher than the Students of High and Moderate Home Environments and Academic Achievement scores among the Students of High and Moderate Home Environments are similar.

Table 5: 't' Values between the Mean Scores of High Moral Values in total and the Mean Achievement Scores among Students with respect to Demographic Variables

| Category | | N | Moral Values | | | Achievement | | |
|---------------------|-----------|-----|--------------|------|-----------|-------------|-------|-----------|
| | | | Mean | SD | 't' Value | Mean | SD | 't' Value |
| Gender | Male | 367 | 85.99 | 6.92 | 4.21* | 49.53 | 16.50 | 2.03* |
| | Female | 347 | 83.95 | 6.03 | | 51.98 | 15.77 | |
| Parent's Education | SE | 416 | 85.32 | 6.72 | 0.81** | 47.76 | 15.41 | 3.77* |
| | UG | 94 | 84.70 | 6.76 | | 54.56 | 17.38 | |
| | UG | 94 | 84.70 | 6.76 | 0.26** | 54.56 | 17.38 | 0.21** |
| | PG | 204 | 84.49 | 6.18 | | 54.99 | 15.93 | |
| | PG | 204 | 84.49 | 6.18 | 1.53** | 54.99 | 15.93 | 5.43* |
| | SE | 416 | 85.32 | 6.72 | | 47.76 | 15.41 | |
| Parent's Occupation | Business | 310 | 85.57 | 6.90 | 3.08* | 49.75 | 16.21 | 0.74** |
| | Private | 250 | 83.90 | 5.94 | | 50.72 | 14.95 | |
| | Private | 250 | 83.90 | 5.94 | 2.72* | 50.72 | 14.95 | 1.19** |
| | Govt. | 154 | 85.64 | 6.72 | | 52.68 | 17.91 | |
| | Govt. | 154 | 85.64 | 6.72 | 0.10** | 52.68 | 17.91 | 1.77** |
| | Business | 310 | 85.57 | 6.90 | | 49.75 | 16.21 | |
| Parent's Income | Up to 15T | 436 | 85.26 | 6.52 | 0.47** | 49.54 | 16.69 | 1.84** |
| | 16-25T | 141 | 84.96 | 6.93 | | 52.29 | 15.01 | |
| | 16-25T | 141 | 84.96 | 6.93 | 0.91** | 52.29 | 15.01 | 0.31** |
| | Above 25T | 137 | 84.23 | 6.39 | | 52.85 | 15.48 | |
| | Above 25T | 137 | 84.23 | 6.39 | 1.64** | 52.85 | 15.48 | 2.14* |
| | Up to 15T | 436 | 85.26 | 6.52 | | 49.54 | 16.69 | |

*Significant at 0.05 Level **Not Significant at 0.05 Level

On observing Table 5, it is revealed that the 't' values 4.21, 3.08, 2.72, 2.03, 3.77, and 2.14 are Significant and the values 0.81, 0.26, 1.53, 0.10, 0.47, 0.91, 1.64, 0.21, 0.74, 1.19, 1.77, 1.84, and 0.31 are Not Significant at the 0.05 level. On analyzing the results, it is revealed that the Moral Values are higher among the Male students, students of

government-employed and Business Parents. Regarding the Academic Achievements the Female students, the students of UG and PG, qualified parents and the students whose parents' Income is above Rs. 25 thousand are better than their counterparts. Regarding all the other students, Moral Values and Academic Achievements are similar.

Table 6: 't' Values between the Mean Scores of High Moral Values in Total and the Mean Achievement Scores among Students with respect to Demographic Variables

| Category | | N | Moral Values | | | Achievement | | |
|---------------------------|-------------|-----|--------------|------|-----------|-------------|-------|-----------|
| | | | Mean | SD | 't' Value | Mean | SD | 't' Value |
| Type of School Management | Private | 398 | 54.72 | 9.25 | 0.76** | 55.26 | 15.61 | 7.39* |
| | Govt. | 103 | 55.51 | 9.71 | | 44.99 | 11.65 | |
| | Govt. | 103 | 55.51 | 9.71 | 1.55** | 44.99 | 11.65 | 0.01** |
| | Aided | 213 | 56.98 | 6.84 | | 45.00 | 16.49 | |
| | Private | 398 | 54.72 | 9.25 | 3.43* | 55.26 | 15.61 | 7.59* |
| | Aided | 213 | 56.98 | 6.84 | | 45.00 | 16.49 | |
| Type of School | Matric | 300 | 55.05 | 9.52 | 0.80** | 55.12 | 16.30 | 0.89** |
| | CBSE | 112 | 54.24 | 9.02 | | 56.56 | 13.87 | |
| | CBSE | 112 | 54.24 | 9.02 | 1.86** | 56.56 | 13.87 | 7.35* |
| | State Board | 262 | 55.93 | 7.58 | | 44.92 | 14.37 | |
| | Matric | 300 | 55.05 | 9.52 | 1.22** | 55.12 | 16.30 | 7.88* |
| | State Board | 262 | 55.93 | 7.58 | | 44.92 | 14.37 | |
| Major Subject | Maths | 326 | 55.59 | 8.46 | 0.39** | 53.62 | 14.88 | 1.47* |
| | Science | 82 | 55.18 | 8.80 | | 56.40 | 16.87 | |
| | Science | 82 | 55.18 | 8.80 | 0.30** | 56.40 | 16.87 | 5.07* |
| | Arts | 306 | 55.51 | 9.00 | | 46.10 | 16.19 | |
| | Maths | 326 | 55.59 | 8.46 | 0.12** | 53.62 | 14.88 | 6.08* |
| | Arts | 306 | 55.51 | 9.00 | | 46.10 | 16.19 | |

*Significant at 0.05 Level **Not Significant at 0.05 Level

On observing Table 6 it reveals that the 't' values 3.43, 7.35, 7.88, 5.07 and 6.08 are Significant, and the values 0.76, 1.55, 0.80, 1.86, 1.22, 0.39, 0.30, 0.12, 0.01, 0.89, and 1.47 are Not Significant at the 0.05 level. From the results, it is understood that the Moral Values are higher among Aided school students than their counterparts and the Academic

Achievements are higher among the Private School students, C.B.S.E and Matriculation School students. Mathematics and Science group students are better than their counterparts. Regarding all other students both the Moral Values and the Academic Achievements are similar.

Table 7: 't' Values between the Mean Scores of Moderate Moral Values in Total and the Mean Achievement Scores among Students with respect to Demographic Variables

| Category | | N | Moral Values | | | Achievement | | |
|---------------------|-----------|-----|--------------|------|-----------|-------------|-------|-----------|
| | | | Mean | SD | 't' Value | Mean | SD | 't' Value |
| Gender | Male | 319 | 64.66 | 6.47 | 4.10* | 47.28 | 15.22 | 4.11* |
| | Female | 269 | 66.77 | 5.99 | | 52.55 | 15.77 | |
| Parent's Education | SE | 297 | 65.78 | 6.33 | 0.20** | 46.83 | 14.90 | 3.53* |
| | UG | 86 | 65.63 | 6.05 | | 52.92 | 13.84 | |
| | UG | 86 | 65.63 | 6.05 | 0.30** | 52.92 | 13.84 | 0.23** |
| | PG | 205 | 65.39 | 6.49 | | 52.48 | 16.79 | |
| | PG | 205 | 65.39 | 6.49 | 0.67** | 52.48 | 16.79 | 3.97* |
| | SE | 297 | 65.78 | 6.33 | | 46.83 | 14.90 | |
| Parent's Occupation | Business | 268 | 65.54 | 5.90 | 0.89** | 49.43 | 15.68 | 0.81** |
| | Private | 202 | 66.06 | 6.79 | | 50.63 | 16.06 | |
| | Private | 202 | 66.06 | 6.79 | 1.29** | 50.63 | 16.06 | 1.09** |
| | Govt. | 118 | 65.07 | 6.51 | | 48.68 | 15.05 | |
| | Govt. | 118 | 65.07 | 6.51 | 0.70** | 48.68 | 15.05 | 0.45** |
| | Business | 268 | 65.54 | 5.90 | | 49.43 | 15.68 | |
| Parent's Income | Up to 15T | 321 | 65.88 | 6.36 | 0.02** | 48.16 | 15.53 | 1.52** |
| | 16-25T | 109 | 65.89 | 5.50 | | 50.83 | 16.85 | |
| | 16-25T | 109 | 65.89 | 5.50 | 1.29** | 50.83 | 16.85 | 0.61** |
| | Above 25T | 158 | 64.92 | 6.77 | | 52.02 | 14.84 | |
| | Above 25T | 158 | 64.92 | 6.77 | 1.52** | 52.02 | 14.84 | 2.43* |
| | Up to 15T | 321 | 65.88 | 6.36 | | 48.16 | 15.53 | |

*Significant at 0.05 Level **Not Significant at 0.05 Level

On observing the Table 7 it is revealed that the 't' values 4.10, 4.11, 3.53, 3.97 and 2.43 are Significantly different and the values 0.20, 0.30, 0.67, 0.89, 1.29, 0.70, 0.02, 1.29, 1.52, 0.23, 0.81, 1.09, 0.45, 1.52 and 0.61 are Not Significant at 0.05 level. From the results, it is inferred that the Moral Values are higher among the Female students

than the Male students, and all the other Moral Values are similar. The Academic Achievements are better among Female students whose parents are UG and PG qualified, and students whose parents' income is above Rs 25 thousand than their counterparts. Regarding all the other students, the Academic Achievements are similar.

Table 8: 't' Values between the Mean Scores of Moderate Moral Values in Total and the Mean Achievement Scores among Students with respect to Demographic Variables

| Category | | N | Moral Values | | | Achievement | | |
|---------------------------|-------------|-----|--------------|-------|-----------|-------------|-------|-----------|
| | | | Mean | SD | 't' Value | Mean | SD | 't' Value |
| Type of School Management | Private | 361 | 52.78 | 8.56 | 5.23* | 52.42 | 15.64 | 2.21* |
| | Govt. | 59 | 59.24 | 10.13 | | 48.20 | 13.21 | |
| | Govt. | 59 | 59.24 | 10.13 | 2.36* | 48.20 | 13.21 | 1.85** |
| | Aided | 168 | 56.39 | 7.08 | | 44.35 | 15.20 | |
| | Private | 361 | 52.78 | 8.56 | 5.10* | 52.42 | 15.64 | 5.63* |
| | Aided | 168 | 56.39 | 7.08 | | 44.35 | 15.20 | |
| Type of School | Matric | 236 | 52.88 | 8.96 | 0.57** | 51.86 | 16.44 | 1.76** |
| | CBSE | 137 | 52.38 | 7.75 | | 54.72 | 14.35 | |
| | CBSE | 137 | 52.38 | 7.75 | 6.35* | 54.72 | 14.35 | 6.60* |
| | State Board | 171 | 57.98 | 7.64 | | 44.36 | 13.15 | |
| | Matric | 236 | 52.88 | 8.96 | 6.18* | 51.86 | 16.44 | 4.90* |
| | State Board | 171 | 57.98 | 7.64 | | 44.36 | 13.15 | |
| Major Subject | Maths | 218 | 55.11 | 8.18 | 2.04* | 53.02 | 14.55 | 0.40** |
| | Science | 63 | 52.95 | 7.16 | | 52.11 | 20.42 | |
| | Science | 63 | 52.95 | 7.16 | 1.31** | 52.11 | 20.42 | 2.40* |
| | Arts | 307 | 54.32 | 9.17 | | 46.83 | 14.83 | |
| | Maths | 218 | 55.11 | 8.18 | 1.04** | 53.02 | 14.55 | 4.77* |
| | Arts | 307 | 54.32 | 9.17 | | 46.83 | 14.83 | |

*Significant at 0.05 Level **Not Significant at 0.05 Level

On observing Table 8, it is revealed that the 't' values 5.23, 2.36, 5.10, 6.35, 6.18, 2.04, 2.21, 5.63, 6.60, 4.90, 2.40, and 4.77 are Significant, and the values 0.57, 1.31, 1.04, 1.85, 1.76, and 0.40 are Not Significant at the 0.05 level. From the results, it is understood that the Moral Values are higher among the Government Employed, Aided school students, State Board students, and Mathematics and Science Group

students than their counterparts. The Academic Achievements are higher among Private School students, C.B.S.E. and Matriculation school students and Mathematics and Science group students than their counterparts. Regarding all the other students, both the Moral Values and the Academic Achievements are similar.

Table 9: 't' Values between the Mean Scores of Low Moral Values in Total and Mean Achievement Scores of the Students with respect to Demographic Variables

| Category | | N | Moral Values | | | Achievement | | |
|---------------------|-----------|-----|--------------|-------|-----------|-------------|-------|-----------|
| | | | Mean | SD | 't' Value | Mean | SD | 't' Value |
| Gender | Male | 114 | 35.66 | 10.07 | 2.75* | 48.23 | 13.99 | 0.70** |
| | Female | 30 | 40.90 | 9.07 | | 50.30 | 16.69 | |
| Parent's Education | SE | 80 | 34.96 | 9.98 | 1.35** | 48.96 | 14.31 | 0.01** |
| | UG | 31 | 37.81 | 9.94 | | 48.95 | 15.03 | |
| | UG | 31 | 37.81 | 9.94 | 0.64** | 48.95 | 15.03 | 0.51** |
| | PG | 33 | 39.39 | 9.91 | | 47.06 | 14.35 | |
| | PG | 33 | 39.39 | 9.91 | 2.16** | 47.06 | 14.35 | 0.64** |
| | SE | 80 | 34.96 | 9.98 | | 48.96 | 14.31 | |
| Parent's Occupation | Business | 60 | 37.23 | 10.42 | 0.93** | 48.45 | 12.93 | 0.55** |
| | Private | 49 | 35.51 | 8.82 | | 47.00 | 14.57 | |
| | Private | 49 | 35.51 | 8.82 | 0.30** | 47.00 | 14.57 | 1.11** |
| | Govt. | 35 | 36.17 | 11.22 | | 50.77 | 16.35 | |
| | Govt. | 35 | 36.17 | 11.22 | 0.46** | 50.77 | 16.35 | 0.76** |
| | Business | 60 | 37.23 | 10.42 | | 48.45 | 12.93 | |
| Parent's Income | Up to 15T | 76 | 34.40 | 10.05 | 2.09* | 47.67 | 14.73 | 0.21** |
| | 16-25T | 34 | 38.92 | 11.34 | | 48.21 | 11.77 | |
| | 16-25T | 34 | 38.92 | 11.34 | 0.31** | 48.21 | 11.77 | 0.81** |
| | Above 25T | 34 | 36.95 | 7.96 | | 50.88 | 15.12 | |
| | Above 25T | 34 | 36.95 | 7.96 | 2.94* | 50.88 | 15.12 | 1.05** |
| | Up to 15T | 76 | 34.40 | 10.05 | | 47.67 | 14.73 | |

*Significant at 0.05 Level **Not Significant at 0.05 Level

On observing the Table 9. it is revealed that the 't' values 2.75, 2.16, 2.09 and 2.94 are Significant and the values 1.35, 0.64, 0.93, 0.30, 0.46, 0.31, 0.70, 0.01, 0.51, 0.64, 0.55, 1.11, 0.76, 0.21, 0.81 and 1.05 are Not Significant at 0.05 level. From the results, it is understood that the Moral Values are higher among the Female students, students of

parents with PG qualification, students with parents's Monthly Income of Rs. 16-25 thousand, and above Rs. 25 thousand than their counterparts. Regarding all the other students, the Moral Values are similar. Regarding the Academic Achievements, there is no difference among them.

Table 10: 't' Values between the Mean Scores of Low Moral Values in Total and the Mean Achievement Scores among Students with respect to Demographic Variables

| Category | | N | Moral Values | | | Achievement | | |
|---------------------------|-------------|----|--------------|-------|-----------|-------------|-------|-----------|
| | | | Mean | SD | 't' Value | Mean | SD | 't' Value |
| Type of School Management | Private | 93 | 58.44 | 10.47 | 1.81** | 51.32 | 14.59 | 2.51* |
| | Govt. | 30 | 55.62 | 6.11 | | 45.45 | 9.76 | |
| Type of School | Matric | 76 | 59.37 | 10.76 | 2.30* | 49.74 | 13.97 | 1.93* |
| | State Board | 44 | 55.89 | 5.78 | | 45.02 | 12.30 | |
| Major Subject | Maths | 83 | 56.84 | 9.87 | 0.60** | 51.07 | 12.06 | 2.38* |
| | Arts | 56 | 57.79 | 8.51 | | 45.27 | 16.71 | |

*Significant at 0.05 Level **Not Significant at 0.05 Level

On observing Table 10 it is understood that the 't' values 2.30, 2.51, and 2.38 are Significant, and the values 1.81, 0.60, and 1.93 are Not Significant at the 0.05 level. From the results, it is understood that the Moral Values are higher among the Matriculation School students and the Academic

Achievements are higher among the Private School students and the Mathematics group students than their counterparts. Regarding all the others in both the Moral Values and the Academic Achievements, there is no difference among them.

Table 11: 'r' Values between the Mean Scores of Moral Values in Total and Mean Achievement Scores with respect to Demographic Variables

| Category | | N | Moral Values | | Achievement | | 'r' Value |
|---------------------------|-------------|------|--------------|-------|-------------|-------|-----------|
| | | | Mean | SD | Mean | SD | |
| Total | | 1446 | 72.28 | 16.56 | 50.08 | 15.81 | 0.06** |
| Gender | Male | 810 | 69.89 | 19.01 | 48.44 | 15.65 | 0.05** |
| | Female | 636 | 75.53 | 12.10 | 52.17 | 15.78 | 0.03** |
| Parents Education | SE | 803 | 72.45 | 17.59 | 47.55 | 15.10 | 0.002** |
| | UG | 201 | 71.64 | 16.20 | 53.27 | 15.72 | 0.19** |
| | PG | 442 | 72.26 | 14.70 | 53.23 | 16.33 | 0.14** |
| Parents Occupation | Business | 638 | 72.61 | 16.38 | 49.49 | 15.69 | 0.09** |
| | Private | 501 | 71.98 | 16.10 | 50.32 | 15.39 | 0.09** |
| | Govt. | 307 | 72.09 | 17.65 | 50.92 | 16.74 | 0.03** |
| Parents Income | Up to 15T | 843 | 72.69 | 17.23 | 48.32 | 16.07 | 0.07** |
| | 16-25T | 274 | 73.34 | 15.61 | 51.35 | 15.53 | 0.09** |
| | Above 25T | 329 | 70.35 | 15.42 | 52.25 | 15.10 | 0.04** |
| Type of School Management | Private | 852 | 71.80 | 16.91 | 53.63 | 15.58 | 0.11** |
| | Govt. | 191 | 70.34 | 19.03 | 46.05 | 11.90 | 0.005** |
| | Aided | 403 | 74.21 | 14.20 | 44.50 | 15.89 | 0.04** |
| Type of School | Matric | 612 | 72.16 | 18.27 | 53.19 | 16.19 | 0.12** |
| | CBSE | 267 | 71.10 | 12.65 | 55.72 | 14.20 | 0.08** |
| | State Board | 477 | 73.27 | 16.76 | 44.73 | 13.74 | 0.008** |
| Major Subject | Maths | 627 | 72.05 | 18.79 | 53.08 | 14.42 | 0.11** |
| | Science | 150 | 75.01 | 13.44 | 54.14 | 18.51 | 0.20** |
| | Arts | 669 | 71.89 | 14.83 | 46.37 | 15.61 | 0.02** |

*Significant at 0.05 Level **Not Significant at 0.05 Level

It is revealed from the Table 11 that the 'r' values 0.06, 0.05, 0.03, 0.002, 0.19, 0.14, 0.09, 0.09, 0.03, 0.07, 0.09, 0.04, 0.11, 0.005, 0.04, 0.12, 0.08, 0.008, 0.11, 0.20 and 0.02 between the Moral Values and Academic Achievement with Demographic variables of Students are Not Significant at 0.05 level. It is understood that there is no relation between the Mean Scores of Moral Values and Academic Achievements among the total Students with respect to Sex, parent's Education, Parents' Occupation, Parents' Monthly Income, Types of School Management, and Types of School and Major Subject Groups.

Findings of the Study

The children have good Moral Values and Academic Achievements irrespective of High, Moderate, and Low

School Climate.

The Moral Values of High School Climate School Students are higher than the Students of Moderate and Low School Climates and Moral Values scores among the Students of Moderate and Low School Climates are similar.

Academic Achievement in High School Climate is higher than the Students of Moderate and Low School Climates and the Achievement scores of the Students of Moderate and Low School Climates are similar.

Children have good Moral Values irrespective of their Home Environment and there is a gradual increase in their Academic Achievements based on their Home Environments.

Moral Values among the students are similar irrespective of their Home Environments.

Academic Achievement of the students among Low Home Environment are higher than the Students of High and Moderate Home Environment and Academic Achievement Scores among the students of High and Moderate Home Environment are similar.

The Academic Achievements of Female students, students of UG and PG qualified parents and students whose parents' incomes are above Rs 25 thousand are better than their counterparts. Moral Values are higher among Male students, students of government-employed and Business Parents. Regarding all the other students, Moral Values and Academic Achievements are similar.

Moral Values are higher among Aided school students than their counterparts and the Academic Achievements are higher among the Private School students, C.B.S.E and Matriculation School students. Mathematics and Science group students are better than their counterparts. Regarding all other students, both the Moral Values and the Academic Achievements are similar.

The Academic Achievements are better among Female students whose parents are UG and PG qualified and students whose parents' incomes are above Rs 25 thousand than their counterparts. Moral Values are higher among Female students than Male students, and all the other Moral Values are similar. Regarding all the other students, the Academic Achievements are similar.

Moral Values are higher among the government-employed, aided school students, State Board students, and Mathematics and Science Group students than their counterparts. The Academic Achievements are higher among Private School students, C.B.S.E, and Matriculation school students, and Mathematics and Science group students than their counterparts. Regarding all the other students, both the Moral Values and the Academic Achievements are similar.

Moral Values are higher among the Female students, students of parents with PG qualification, students with parent's Monthly Income of Rs. 16-25 thousand and above Rs. 25 thousand than their counterparts, whereas all the other students the Moral Values are similar. Regarding the Academic Achievements, there is no difference among them.

The Academic Achievements are higher among the Private School students and the Mathematics group students than their counterparts. Moral Values are higher among the Matriculation School students. Regarding all the other students in both the Moral Values and the Academic Achievements, there is no difference among them.

There is no relation between the Mean Scores of Moral Values and Academic Achievement among Students of High, Moderate & Low School Climate and High, Moderate & Low Home Environment with respect to Sex, Parent's Education, Parent's Occupation, Parent's Monthly Income, Types of School Management, Types of School and Major Subjects.

Discussion

The following discussion is regarding Moral Values and Academic Achievement in total with respect to School Climate and Home Environment. On analyzing the findings, it is understood that the Moral Values are high among the students of the High School Climate. This may be due to the Inter active, well advocated Co-curricular activities created by the school, stimulated enthusiasm of the students to

participate and imbibe the Moral Values, a friendly environment, demonstrative activities of the faculty, the flexibility in approach and a good rapport between the students and teachers. These might have helped to bring forth the best from each student.

The Academic Achievements are high among the students of the High School Climate. This could be due to the reason that the teacher could have created the interest of learning, the encouragement of the school through reward for Academic Achievements, innovative teaching methods, conducting more Programmes that are Academic supportive, a good presentation of quality Programmes and every student would have been given an opportunity to improve their talents. From the analysis of the review of related literature, similar findings were found, and the results are also contradictory to other studies.

The Academic Achievements are high among the students of Low Home Environment. This may be due to the parental disinterest, disturbed family situations or non-supportive parents. Some students achieve High Academic results. This may be due to self-motivation born out of desperation of the present situation and a struggle within to overcome and strive for a better status in society and also to break away from their unhappy environments. From the analysis of the review of related literature, similar findings were found in support of Home Environment and Educational Variables for Moral judgment.

The following discussion is for High, Moderate, and Low Moral Values with respect to Demographic Variables. The finding shows that the boys excel in Moral Values in High Moral Values. It might be due to their involvement more in Sports and Social services which develop Team Spirit, Co-operation, Integrity, Honesty and Fair Play.

Girls are better in the Moderate & Low Moral Value status due to restrictions that hold them back in participating in Social and Sport activities such as over protectiveness of a parent towards their daughters, especially in an Indian society. This could have given them to have less opportunities to develop Team Spirit and inter relationships among peer groups.

Government-employed parents' children have High Moral Values. This may be due to the reason that the parents have first-hand information of the rules and regulations for a smooth-running society, and they impart this knowledge to their children. Such parents are also more responsible and law-abiding, and they see to it that their children follow their examples.

Aided School Students are likely to belong to similar Social standards and that might have helped them to understand each other better these resulting in a feeling of closeness and unity, which makes them adaptable to each other, bringing several good qualities.

High Academic Achievement is seen mostly in Female students. The reason could be that they might have devoted more time to studies. Well-qualified parents are excellent guides for their wards. Private Schools provide a good atmosphere to excel their students excel. Parents with high income are good facilitators in their provision to their children and create a 'stress-free' environment that enhances the concentration in their studies.

C.B.S.E and Matriculation students might have had well-equipped schools, High syllabus, and 'custom-designed' Programmes to tackle their heavy schedules comfortably. The Science & Mathematics students' Academic excellence

is due to their innovative powers that help them to overcome the obstacles that they might face in their Academic progress.

It is noted that the moral values and academic achievement of the students have no relation to all the demographic variables in different school climates.

Educational Implication

Based on the findings of the studies, it is understood that the Moral Values of the Students are around 70% and is inferred that the children have good Moral Values irrespective of High, Moderate, and Low School Climate. The Mean Average Scores of Academic Achievement of the Students are around 50% and the children seem to be Normal irrespective of High, Moderate, and Low School Climate. It can be applied to four main areas, such as Organizational Climate, Teacher's Role, Parent's Role, and Teacher Educational Institutions.

Teacher-Education institutions may be an instrument of change in the value systems of society. All teachers may be given training to know a specific idea about different types of values and how to implement them according to their age and other aspects. Special subjects may be introduced in teacher training programmes to give proper guidance to the student teachers.

Guidance and counseling activities may be given to both students and parents to develop the right way of thinking and to lead a peaceful way of life. The teachers, administrators and management authorities should take up this area as an urgent need. Regular counseling classes may be conducted for the student teachers to increase virtuous ideas and commitments towards their professions.

The Parents, Teachers, School Administrators and Educational Policy Makers should keep in mind when they design the curriculum with a view of making education a forceful tool for the cultivation of Moral Values. The education of values should permeate the entire school life, comprising teaching of different Subjects and Co-Curricular activities. Value education may be introduced in the lower school climate. It is the responsibility of the planners of Value Education to ensure that its goals are realistic, its content relevant, its tools and techniques effective, its curricular activities innovative, and its co-curricular activities develop an integrated personality of the individual's life.

Teachers may have a delicate role to play by helping children to resolve their value conflicts, besides inculcating values in them. A teacher of a modern school should remember the following principles: Teachers should help to create an atmosphere of love, trust and security in the school. They should relate value-oriented education to concrete situations, indirectly through different co-curricular activities.

Conclusion

When the School Environment is improved, there can be a shift from Good to Excellent Moral Values among students, and there can be a shift from normal to very Good in Academic achievement performance among students. And a school cannot give a Hundred Percentage Environment but there is always room for improvement.

In the Low Home Environment the Moral Values are good among the children. Parents are educated through seminars on family development and counseling.

A positive attitude needs to be inculcated from childhood through parents and other members of the family, and teachers. In the Home, family projects and other works should be implemented, and this will pave the way for trusting each other, sharing and helping one's time, talents, and possessions, considering other ideas, feelings, and relations.

Through Curricular and Co-Curricular Activities like Team Work, Cultural Programme, Club Activities, Science Exhibition, Publication of Magazine, values of Co-operational, and Tolerance Discourse can be brought to the lives of political and Religious leaders and can bring out values like spirit of Brotherhood and Honesty, and can create zeal, curiosity, and responsibility.

It was found that the Demographic Variables had produced the same effect upon the Moral Values. Further, it is found that the Organizational Climate (School Environment and Home Environment) had a normal effect on Academic Achievement among Higher Secondary Students in Chennai city. Therefore, it may be concluded, in general, that the Higher Secondary Schools in Chennai city are effective in developing Moral Values among the Higher Secondary Students in Chennai city.

Today's major concern is over the domination of scientific and technological developments, but the major problems faced by society are not scientific to technological in nature; rather, they are problems of human Values and Ethics.

A further conclusion reached is that the educational needs of the future demand a dualistic schooling effect which concentrates on both didactic and contextual theories and methodologies. Schooling in support of socioeconomic development must not only be an intellectual challenge. It must take place in a school environment that promotes participation in the activation of the principles of a clearly defined Values framework.

It is becoming increasingly evident that world peace can never be attained through plans that are not built on character. It is believed that war can be prevented and peace be made to prevail only by character. When the children are educated with characters, they can keep the world or nations at peace.

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