CHAPTER V

FINDINGS AND CONCLUSION

5.0 OVERVIEW

The purpose of the study is to measure the Moral Values among Higher Secondary School Students in Chennai City. The variables in the study are Sex of the Students, Parent’s Education, Parent’s Occupation, Parent’s Monthly Income, Type of School Management, Type of School and Major Subject Group. The investigator developed a tool to measure the Moral Values, known as Test for Moral Values among the School Students and two other standardized tools, used in this study were School Environment Inventory and Home Environment Inventory. In this Study Stratified Random Sampling Technique was followed and the data were collected from 1446 Higher Secondary School Students from 20 different schools such as Government, Aided and Private (Self-Financing) in Chennai City. The Statistical Techniques used were Average Standard Deviation, ‘t’ test and Correlation Co-efficient Data Analysis. Its interpretations and conclusions were derived from the results in Chapter IV. The present chapter deals with the findings, Discussions and Conclusion, Educational Implications and Suggestions for the further study.
5.1 FINDINGS OF THE STUDY

The results obtained from the previous chapter were presented in the following 8 sub divisions. The table 4.4 and 4.2 deals with the descriptive analysis of the mean and Standard Deviation Scores on Moral Values and Academic Achievement among Higher Secondary School Students with High, Moderate and Low School Climate and Home Environment. And all other table deals with the inferential Analysis of the significant difference and Relationship between Moral Values and Academic Achievement among the Higher Secondary School Students with High, Moderate and Low School Climate and Home Environment. The findings drawn from the results in the previous chapters are presented below.

5.2 ANALYSIS WITH RESPECT TO SCHOOL CLIMATE

5.2.1 Analysis of the Moral Values and the Achievements of the Students with different School Climates in total

1. The children have good Moral Values and Academic Achievements irrespective of High, Moderate, and Low School Climate.

2. 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.
3. 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.

4. Personal values of Students among the High School Climate are higher than the Students of Moderate and Low School Climate and the Personal values among the Students of Moderate and Low School Climates are found to be similar.

5. Among the Students of High, Moderate and Low School Climate the Personal values are higher than all other components of Moral Values and at the same time, Personal Values and the Religious values among the High and Moderate School Climate students are similar.

6. The Academic values among the Students of High Moderate & Low School Climate Schools are found to be similar.

7. Academic Values are lesser than the Personal values among Low, Moderate and High School Climate Students whereas Academic Values are lesser than the Religious Values among the Moderate School Climate Students and all the values of the components of Moral Values among all the students are similar.

8. The Social values among the Students of High School Climate is Significantly Higher than the Students of Moderate and Low School Climates and Social values among the Students of Moderate and Low
School Climate are found to be similar.

9. Among the Low, Moderate and High School Climate students the Social values are lesser than the Personal Values and the Religious values are better than the Social Values among the Moderate School Climate School students whereas all other values of the components of the Moral Values are similar irrespective of the School Climates.

10. The Aesthetic values among the Students of High School Climate are higher than Students of Moderate and Low School Climate School students. And the Aesthetic Values among the students of moderate and Low School are found to be similar.

11. Among the High, Moderate and Low School Climate School students the Aesthetic values are lesser than the Personal values and also lesser among the Moderate School Climate students with regard to the Religious Values whereas all the other values of the components of the Moral Values are similar irrespective of the School Climates.

12. Humanitarian values among the Students of High School Climate are Significantly Higher than the Students of Moderate and Low School Climate and the Humanitarian values among the Students of Moderate and Low School Climates are similar.

13. Among the Students of High, Moderate and Low School Climate the Humanitarian values are lesser than Personal Values and also lesser than the Religious Values among the Moderate School Climate
students whereas all the other values of the components of the Moral Values are similar irrespective of the School Climates.

14. Religious values among the Students of High and Moderate School Climate are higher than the Students of Low School Climate and at the same time the Religious values among the Students of Moderate and Low School Climate are found similar.

15. Among the High School Climate students the Religious values are better than the Academic Values and are lesser than the Personal Values among the Low School Climate students whereas among the Moderate School Climate students the Religious Values are higher than the Academic, Social, Aesthetic and Humanitarian values. And all the other values of the components of the Moral Values are similar irrespective of the School Climates.

5.2.2 Analysis of the Moral Values and the Achievements of the Students with respect to Demographic Variables

16. The Female Students of High and Moderate School Climates of both the Moral Values and the Academic Achievements are higher than the Male students. Whereas the Female students of Low School Climate have better Moral Values and the Academic Achievements among Low School Climate of both the Male and Female students are similar.

17. Moral Values of Students in High, Moderate and Low School Climates with regard to Parents Education are similar. Regarding the
Academic Achievements in all the above three School Climates the students of School Educated Parents are lesser than the Students of UG and PG qualified Parents and Academic Achievements Scores of Students of UG and PG qualified parents are similar irrespective of the School Climate.

18. The Academic Achievements and Moral Values among the students of High, Moderate and Low school climate students with regard to Parent’s Occupation are similar whereas the Moral Values among the High School Climate School students of Business Parents are higher than the Government Employed Parents.

19. Moral Values among the students of different School Climate with regard to Parents Income are similar. With regard to the Academic Achievements among the High School Climate students of Parents with Monthly Income above Rs. 25 thousand are higher than the Parents Monthly Income up to Rs. 15 thousand and Rs.16-25 thousand are similar. Among the Moderate School Climate students of Parents with Monthly Income Rs. 16-25 thousand are higher than the students of Parent’s Monthly Income up to Rs. 15 thousand and above Rs. 25 thousand whereas among the Low School Climate students the Academic Achievements are similar irrespective of Parents income.

20. Among the Moderate School Climate Students of Moral Values, the Aided School students were higher than the Government and Private School students. At the same time the Moral Values of Government and
Private School students among the Moderate School Climate are similar and among the Low School Climate Students of Moral Values are better among the government School students than the Private and Aided School students whereas the Moral Values among the Private and Aided School students are found to be similar. Academic Achievements are higher among the Private and Aided School students irrespective of the School Climates.

21. Moral Values among the students of High and Moderate school climates the different types of schools are similar whereas the Low school climate of Moral Values among the State Board students were better than the C.B.S.E and Matriculation school students. Regarding the Academic Achievements of C.B.S.E and Matriculation School student’s Achievements are higher than the State Board Students and the Academic Achievement scores of State Board Students are similar.

22. Among the Science Group Students the Moral Values are better than the Arts and Mathematics group students among the Moderate and Low School Climate whereas among the High School Climate the Moral Values are similar irrespective of Major subject group students. Regarding the Academic Achievements among the Science and Mathematics Group Students are better than the Arts group students among the Moderate and High School Climate Schools, whereas among the Low School Climate the Achievements are
similar irrespective of Major subject group students.

5.2.3 Correlation Analysis of the Moral Values and the Achievements of the Students in total of different School Climate with respect to Demographic Variables

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

24. No significant relation was found between the Mean Scores of Moral Values and Academic Achievement among Students of Moderate School Climate with respect to Sex, Parent’s Education, Parent’s Occupation, Parent’s Monthly Income, Types of School Management, Types of School and Major Subject Groups.

25. There is no relationship between the Mean Scores of Moral Values and Academic Achievement among Students of Low School Climate with respect to Sex, Parent’s Education, Parent’s Occupation, Parent’s Monthly Income, Types of School Management, Types of School and Major Subject Groups.
5.3 ANALYSIS WITH RESPECT TO HOME ENVIRONMENT

5.3.1 Analysis of the Moral Values and the Achievements of the students with different Home Environments in total

26. 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.

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

28. 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.

29. Among the Students of Low, Moderate and High Home Environments the Personal values are similar.

30. Personal values among the Students of High and Moderate Home Environment are higher than all other components of Moral Values. Among the Low Home Environment Students, the Personal Values are better than Academic, Social, Aesthetic Values, Humanitarian and Religious values are similar to the Personal Values in Low School Climate.
31. Among the Students of Low, Moderate and High Home Environments the Academic values are similar.

32. Academic values among Students are lesser than Personal Values among High, Moderate and Low Home Environment. Among Moderate and Low Home Environment the Academic values are lesser than Religious values whereas all the other Moral Values are similar.

33. Among the students of Low, Moderate and High Home Environments the Social values are similar.

34. Social values are lesser than Personal values among High and Moderate Home Environments and among the Low Home Environment, the Social Values are lesser than the Personal and Religious values whereas all the other Moral Values are similar.

35. The Aesthetic values are similar irrespective of the Home Environment.

36. Aesthetic values are lesser than Personal values among High and Moderate Home Environments and among the Low Home Environment the Aesthetic Values are lesser than the Personal and Religious values whereas all the others the Moral Values are similar.

37. Humanitarian values among the Students of Low Home Environment are Significantly Higher than the Students of High
and Moderate Home Environment and Humanitarian Values Scores among the students of High and Moderate Home Environment are similar.

38. Students among the High and Moderate Home Environment, the Humanitarian Values are lesser than the Personal Values. Among the Moderate and Low Home Environment, the Humanitarian Values are lesser than Religious Values whereas all the other Moral Values are similar irrespective of the Home Environment of students.

39. Religious values among the Students of Low Home Environment are Significantly Higher than the Students of High and Moderate Home Environment and Religious Values Scores among the Students of High and Moderate Home Environment are found to be similar.

40. Students among the High and Moderate Home Environment the Religious Values are lesser than the Personal Values and among the Moderate and Low Home Environment the Religious Values are higher than the Academic and Humanitarian Values. Among the Low Home Environment, the Religious Values are higher than the Academic, Social, Aesthetic and Humanitarian Values whereas all the other Moral Values are similar.
5.3.2 Analysis of the Moral Values and the Achievements of the students of different Home Environment with respect to Demographic Variables

41. The Female Students among High and Moderate Home Environments the Moral Values are higher than the Male students whereas the Academic Achievements are better among the Female students of Moderate and Low Home Environments.

42. Moral Values are similar among the students irrespective of their Home Environments with regard to Parents Education, whereas the Academic Achievements among the students of Parents with School Education are lesser than the UG and PG qualified Parents among the Moderate and Low Home Environments.

43. Among the students of Private employed Parents of High Home Environment, Business Parents of Moderate Home Environments the Moral Values are better and irrespective of Home Environment and Parents Occupation the Moral Values are similar. And the Academic Achievements are similar irrespective of Home Environment and Parents Occupation.

44. Moral Values among the students of Parents with Monthly Income Up to Rs. 15 thousand and Rs. 16-25 thousand among the Low Home Environment are higher and irrespective of Home Environment and their Parent’s Monthly Income the Moral Values are similar. With regard to the Academic Achievements
among the students of Parent’s Monthly Income Rs. 16-25 thousand and above Rs. 25 thousand of Moderate Home Environments are higher than their counterparts irrespective of Home Environment and their Parent’s Monthly Income of Academic Achievements are similar.

45. Among the students of Aided School among Moderate Home Environments the Moral Values are higher than the Government and Private school students and irrespective of Home Environment the Moral Values are similar. Regarding the Academic Achievements the Private School Students are higher than the Government and Aided School students of Moderate and Low Home Environments. At the same time, there is no difference in the Academic Achievements of the students from High Home Environment with respect to the type of School Management.

46. There is no difference in the Moral Values irrespective of the Home Environments. With regard to Academic Achievements, the students of Matriculation and C.B.S.E are better than the State Board students among the Moderate and Low Home Environments whereas among the High Home Environment there is no such difference noticed in the Achievements.

47. Moral Values in Low Home Environment, Science group Students are Significantly Higher than Arts Students and irrespective of
Home Environments the Moral Values are similar. It also reveals that the Academic Achievements of the Mathematics and Science Group students are better than the Arts group students among all the three Home Environments.

5.3.3 Correlation Analysis of the Moral Values and the Achievements of the Students in total of different Home Environment with respect to Demographic Variables

48. There is no relation between the Mean Scores of Moral Values and Academic Achievement among Students of High 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 Subject Groups.

49. No significant relation was found relation between the Mean Scores of Moral Values and Academic Achievement among Students of Moderate 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 Subject Groups.

50. There is no relation between the Mean Scores of Moral Values and Academic Achievement among Students of 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 Subject Groups.
5.4 ANALYSIS WITH RESPECT TO MORAL VALUES IN TOTAL THE ACHIEVEMENTS OF THE STUDENTS WITH RESPECT TO THE VARIOUS DEMOGRAPHIC VARIABLES

51. Among the Female students and students with Parent’s Monthly Income Up to Rs.15 thousand and Rs.16-25 thousand have better Moral Values than their counterparts. Regarding the Academic Achievements of the Female students, students whose parents are UG and PG qualified and students with Parent’s Monthly Income Rs.16-25 thousand and above Rs.25 thousand are better than their counterparts whereas all other student’s Academic Achievements are similar.

52. Moral Values are higher among the Aided School students, State Board Students and students of Science and Mathematics group are better than their counterparts. Academic Achievements are better among the Private school students, C.B.S.E and Matriculation school students. The students of Mathematics and Science group are better than their counterparts whereas with all other students Moral Values and Academic Achievements are similar.
5.4.1 Analysis with respect to High, Moderate and Low Moral Values in total the Achievements of the Students with respect to the various Demographic Variables

53. The Academic Achievements of the Female students, the students of UG and PG qualified parents and students whose parents Income are above Rs.25 thousand are better than their counterparts. Moral Values are higher among the Male students, students of Government Employed and Business Parents. Regarding all the other students Moral Values and the Academic Achievements are similar.

54. 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.

55. The Academic Achievements are better among Female, students whose parents are UG and PG qualified and students whose parents income are above Rs.25 thousand than their counterparts. Moral Values are higher among the Female students than the Male students and all the other Moral Values are similar. Regarding all the other students, the Academic Achievements are similar.
56. 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.

57. Moral Values are higher among the Female students, students of parents with PG qualification, students with Parent’s Monthly Income 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.

58. The Academic Achievements are higher among the Private School students and 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.

5.4.2 Correlation Analysis of the Moral Values in Total and the Achievements of the Students

59. There is no relation between the Moral Values and Academic
Achievement among Students with respect to Sex, Parent’s Education, Parent’s Occupation, Parent’s Monthly Income, Types of School Management, Types of School and Major Subject Groups.

5.5 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 from the
studies of Kumaran.D. (2001); Sucharita Parida. (2003); Bhargava.I. (1986) and the results are also contradictory to the findings of the study conducted by Kumaran.D. (2001) and Surabala Sahoo (2005).

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 from the studies conducted by Bhargava.I. (1986) it is in support of Home Environment and Educational Variables for Moral judgment.

The following discussion is for Moral and Academic Achievement in Total with respect to Demographic Variables. The findings reveal that the Moral Values are better among Female students due to their patience and systematic approach, their tolerance and perseverance that would have helped them to be more directive and receptive. While reviewing the related literature similar findings were obtained from the study conducted by Gupta. K.M. (1984) and at the same time the findings are contradictory to the findings of the study by

Students with Parent’s Monthly Income Rs.16,000 to 25,000 have better Moral Values and the reason could have been that they might have experienced better living and strived to improve to experience more pleasant atmosphere, for they also know the pit falls of less Moral situations and they do not want to be a part of it. The result is contradictory to the findings of the study conducted by Patel.M.G. (1981). Aided School Students have better Moral Values because they might have realized that Moral Values will reap better standard of living, and they seek better opportunities to upgrade themselves. The result obtained was contradictory to that of the findings of the study conducted by Gupta. K.M.(1984). In the present study there is no significant difference in Moral Values among the students with Parent’s literature. To this finding there is a contradictory findings found by Bharagava.I.(1986).

State Board Students have good Moral Values for this could be due to group comprising of students from various standards of living. The tendency to help one another, their spontaneous reaching art nature, gives rise to Team Spirit and Co-operation. They might be obedient which makes them receptive resulting in High Moral Values. Science Students have better Moral Values and it may be due to their exposure to nature and its systematic laws. Their experiments, reasons, art, facts and figures
of nature might have helped them to picture and experience God and would have learnt a lot of beautiful values.

Female Students are high in Academic Achievement. The reason could be self motivation to break away from ‘home ties’ and to shine as an achieving individual in the society. This single minded determination might have kept them focused to their goal and hence avoid unnecessary recreations. Students with parents who hold UG and PG degrees shine better. It may be due to the “push” they got from their parents towards the right direction and their exposure to society could have been more of a valuable asset to their children. The students with Parent’s Monthly Income Rs.16,000 to 25,000 and above Rs.25,000 are academically good as the reason could be they might have had more opportunities to take part in all Co-Curricular Activities in and out of school due to their financial status. They also have the privilege to attend extra coaching classes. Private School students shine better in Academic excellence. The reason may be due to the parent teacher association that would have made more accountable to the parents. So, they would have helped the students in Academic excellence. The consciousness and competitive spirit of the faculty keeps the grades of these schools High. From the analysis of the review of related literature, similar finding was found from the studies of Saswoti Baruah (2004).
The students of C.B.S.E and Matriculation schools are good in Academic Achievement. This could be due to subject oriented student’s projects given by the teacher and availability of appropriate study materials in the well equipped libraries, functional activities such as Debates, and various other such Competitions might have helped to bring out the talents of the students and helped them to shine. Similar finding was found from the study of Malti (2006). The students of Science and Mathematics are better in Academic Achievements. The reason could be due to possessed inborn intellectual talents. Their tendency to be more devoted in their Academic progress might have made them to achieve intellectual excellence.

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 and 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 made them to have less opportunity to develop Team Spirit and inter relationship amongst peer group. 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 and these results 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 in studies. Well qualified parents are excellent guide for their wards. Private Schools provide good atmosphere to excel their students. Parents with High income are good facilitator in their provisions to their children and created 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 in a comfortable manner. The Science and 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.

The following discussion is on comparison of various components of Moral Values among School Climate and Home Environment. Further analyzing the finding, it shows that the Personal,
Social, Aesthetic, Humanitarian and Religious values are high in High school and Moderate School Climate. Analytically the reasons could be, Personal Values: self disciplinary activities inculcated by the teachers through mass drill, scout classes, cleaning the campus and classroom might have helped to develop systematic approach and simplicity. Social Values: Club Activities organized by school might have helped to create oneness, cooperation, good-will and a helping nature. Aesthetic Values: Cultural Programmes, School Assembly Programmes and Sports could have developed Fair-Play, Aesthetic Sensitivity. Humanitarian Values: Brotherhood and oneness might have instilled in students through celebrating national festivals and international day. Religious Values: Values such as Faith in God and forgiveness puts forth to the students through prayers, scriptures, hymns and celebrating Religious festivals.

Overall, the Academic, Social, Aesthetic and Humanitarian values are quite less in comparison to the Personal and Religious Values irrespective of School Climate. This could be due to the lack of interest shown by the students in participating in the various events organized and conducted by the school, the ill-influences of peer group, lack of curiosity and vision for a good future. The Personal Values are higher than other component of Moral Values in High Moderate Low Home Environment which may be due to good parental canalizing discipline, obedience, sense of responsibility and providing good opportunities to frame and follow
rules and regulation to achieve or set goals.

In Low Home Environment Religious value is High. This may be due to the regular attendance and participation in worship that cultivates faith in God, abstinence from wrong doing, forgiveness and acceptance of family members and a sincere and straight forward approach. Similar finding was found from the study of Zamen. G.S.(1982).

Irrespective of Home Environment the Academic, Social, Aesthetic and Humanitarian Values are less. This may be due to negligence and indifference of parents, to include aspects that promote these values in their day to day events, lack of firmness in the part of parent to curb and restrict meaningless recreational activities.

The following discussion is regarding Moral Values and Academic Achievement on School Climate with respect to various Demographic Variables. The Moral Value and Academic Achievement in Female students are higher than male students in High and Moderate School Climate. The reason could be due to general basic feminine qualities. Females are more receptive and attentive to the elders in imbibing and implementing the lessons of life learnt. Female students are better in Academic Achievement in Low School Climate. The reason may be the need to survive and find better placement in society which becomes
the need of the heir for the Female student. This becomes her strong motivation for reaching the top. Students with parents’ school education are less in Academic Achievement irrespective of School Climate. The reason could be there is no ‘backing’ from home and the lack of push oneself upward for the betterment of Social standard. Students of parents who own their Business were high in Moral Values in High School Climate. This may be due to the reason that these students are more aware of the ups and downs of life as ‘Business life’ is always unpredictable and hence they are ready to gear themselves to face any challenges, and come out victorious in all the challenging activities.

Students with Parent’s Monthly Income above Rs.25000 are high in Academic Achievement in High School Climate. This could be due to the exposure of high standard of living, internet facilities that makes the IQ level Higher and helps the students to perform well in schools. They might have the financial ability to find Private Schools where student’s activities are well organized and motivational. Students studying in Aided School have High Moral Values in Moderate School Climate. This may be due to the school management and faculty who are well aware of the diverse student body that comes from different Social status in Aided School. This awareness makes them to organize their Co-Curricular Activities in a manner that is suitable to all eg. National, Cultural and Religious Programmes which make the students to imbibe
other cultures and Moral teaching in a generalized way.

The students studying in Government Schools have High Moral Values in Low School Climate. The reason could be that the Government schools also have diversified student body that generally comes from less fortunate society in aspects of financial status. The simple life style of such students generally makes them submissive and hence they are willing to adopt themselves to the school rules and regulations without questions. Here obedience tops the Moral Value. The students studying in State Board has better Moral Value. This could be due to the infrastructure of a State Board syllabus that is student friendly and permits more time for group discussions, Moral based Cultural Programmes through dramatic representation, Debates and Religious studies that helps to develop the student in Moral aspects. The students of C.B.S.E. and Matriculation have better Academic Achievement. The reason may be that they could have spent more time in Academic developments, with their versatile subject matters in the syllabus and thought provoking quiz program and general knowledge questionnaires and other such Academic based activities which could have helped to excel.

The Science Students have better Moral Values in Moderate and Low School Climate. The reason may be the Science students are generally exposed to nature and it’s interrelationship with human
existence. They are well informed of their intricate designs whether it is about animals or plant’s life or materials of chemical composition or laws that deals with physics and their applications. This humbles one to the realization of the greatness of creation and paves the path for Moral Value developments. Science and Mathematics students have better Academic Achievement in High and Moderate School Climate. This may be because the Science and Mathematics students are fed with more experimental based studies that promote reasoning capacity and this might have helped them to adopt themselves to any situations where their intellectual abilities help them to solve problems.

The following discussion is regarding Moral Values and Academic Achievement on Home Environment with respect to various demographic variables. The Female Students have better Moral Values in High and Moderate Home Environment. This could be due to the Social upbringing ways that projects the Female children towards “well mannered” behaviors with a lot of things labeled as “taboos” that the Female communities shun from. This generally puts them in the right path of Moral behavior without any questions asked. Female students are high in Academic Achievements of Moderate and Low Home Environment. This may be due to the parents who certainly do not wish to bring up their girls in a submissive way as in the older generation and so they instigate and compel them to strive to make their situation better Academically which will open doors for them to shine in future.
The students whose parents are with School Education are less in Academic Achievement among Moderate and Low Home Environment. The reason may be due to the lack of instigations from the parents’ side to academically shine as they themselves are quite unaware of the approach and not intellectually inclined to motivate their children. The Business and Private Employed parents’ children are high in Moral Values irrespective of Home Environment. This could be due to the parents’ exposure to society and their hard work, fair-play, a well calculated approach and above all a straight forward attitude. These parents could have motivated their children towards good Moral Values.

The students with parents whose Monthly Income is up to Rs.15,000 and Rs.16,000 to Rs.25,000 are High in Moral Values and Academic Achievements among Low Home Environment. The reason may be because the parents might have faced a lot of hurdles and difficulties in their day to day living that brings them closer to the Almighty for strength and needs. They are simple in their approach and straight in their dealings and this finds a direct result of High Moral Values in their children. Obedience and law abiding tendencies are more in them. The financial comfort gives more time to pursue extra curriculum and group activities in Social gathering that gives a lot of exposure and broadens the mind and gives room for intellectual development. Aided School students are high in Moral Values among Moderate Home
Environment. The reason may be the parents could have given more of their quality time to their wards in promoting their Social skills so as to ‘belong’ to the diversified student body. Their acceptance and tolerance to situations are copied by their children. In Private Schools, students are high in Moral Values in Moderate and Low Home Environment. This may be due to the parent-teacher meetings and this could have helped the teachers and parents to understand their wards and provide help in fields that require room for improvement.

The Matriculation and C.B.S.E. Students are high in Academic Achievements among Moderate and Low Home Environment. The reason may be due to knowing the heavy schedules and High syllabus and the level of output potential required. The parents are well geared to pitch in and help regulate the study technique and assist their wards to face the heavy work oriented studies. The Science and Mathematics Students have better Moral Values and Academic Achievements in Low Home Environment. The reason could be the need to attain better living through hard work which is more prevalent among Mathematics and Science students. Observing the parent’s hard work could have brought good qualities such as perseverance, drive to improve, good rapport with teachers for a better understanding which might have helped them to reach their desired goal. It is noted that the moral values and academic achievement of the students have no relation with all the demographic variables in different school climates.
5.6 EDUCATIONAL IMPLICATION

Based on the finding of the studies, it is understood that the Moral Values of the Students are around 70% and are inferred that the children are having 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 on four main areas such as Organizational Climate, Teacher’s Role, Parent’s Role and Teacher Educational Institutions.

The educational implication of the study is that the development and strengthening of healthy Moral value systems and Academic Achievements among students should be a very important function of the Higher Secondary schools, which would help in solving problems of student’s unrest and discipline. The Parents, Teachers, School Administrators and Educational Policy Makers should keep in their mind when they design the curriculum in the 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 among the low 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 live a meaningful life.

School may plan for developing a definite outlook on values in students, teachers and parents. There is a need to create an educational climate through planning and organizing value education strategies formulating and announcing school policies on Moral, Social, Academic and Spiritual Values to students, teachers and parents for its implementation. It may affect the policies of the school and style of administration.

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

Teachers may have a dedicated role to play by helping children to resolve their value conflicts besides inculcating values in them. A
teacher of 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. Whatever subjects the teacher teaches in the class, he should not get away from the fact that he is a valued educator. The students should be enabled to understand the subject totally. When a teacher creates a Classroom Climate of realness, unconditional positive regard and empathy, when he trusts the constructive tendency of the individual and the group, he has truly brought out an educational revolution.

Positive attitude may be inculcated from childhood through parents and other members of the family and teachers. In Home were morality is learnt, and can be controlled and directed learning to control Impulses, Moral Rules and Principles, is a valuable guide to apply the principles in new situations.

5.7 **SUGGESTIONS FOR THE FURTHER RESEARCH**

Based on the finding of the present study further studies are suggested to be conducted in future are as given below.

1) Similar studies on the above variables in different places like Municipalities, District Head Quarters, Corporations and other Metropolitan Cities in India may be conducted.

2) Similar Studies on the Moral Values may be conducted among Physical Challenged Schools and College Students in Tamil Nadu.
3) Similar Studies may be conducted to find out the effectiveness of School Organizational Climate over other Values such as Psychological Disciplinary, Culture, Vocational, Civic values among the Higher Secondary Schools.

4) Similar studies on the Moral Values among the school students who has Moral and Religious Classes may be conducted.

5) Comparative studies may be conducted on the above variables among rural and urban school students.

5.8 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 Achievements among students. And a school cannot give Hundred Percentage Environment but there is always room for improvement.

In the Low Home Environment the Moral Values are good among the children. When parents are educated through seminar on family development includes universal and ethical values like Compassion, Courage, Honesty, Tolerance and Truthfulness that will help in developing balanced individuals and in creating a human society. The parents must train their children to be masters in controlling the senses and not slaves to the senses. Positive attitude needs to be inculcated from childhood through parents and other members of the family and teachers.
In Home Environment morality is learnt, and can be controlled and directed. Learning to control impulses, Moral rules and principles are valuable guide, to apply the principles in new situations. Parents must guide their children to have a ceiling on desires, so that they develop the desires according to their capacities. Parents must train their children to overcome great enemies like Ego, Anger, Jealousy, Hatred, Selfishness, Unhealthy Compassion, Lust, Greed and Pride. The parents must guide their children to follow the example of an optimist.

Comparing the Personal and Religious values, the Academic, Social, Aesthetic and Humanitarian Values are less in both School Climate and Home Environment. This can be corrected in the schools by providing good atmosphere and effective Co-Curricular Activities to the students that they will know and inculcate better Academic, Social and Aesthetic and Humanitarian Values. Assigning welfare works in the schools, can bring out the spirit of service. Through Curricular and Co-Curricular Activities like, Team Work, Cultural Programme, Club Activities, Science Exhibition, Publication of Magazine, values of Co-operative, and Tolerance Discourse can be brought on 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. In Home, family projects and other works should be implemented and this will pave way in trusting on each other, sharing and helping one’s time, talents, and possessions considering other ideas, and feelings and relations.
The present findings are derived from the empirical data collected for the present study. Based on the attempts made by the investigator and the findings of the related studies the investigator feels that he could not jump into conclusions because it is only a Normative Survey. However from the perusal of the present findings, it is found that the Organizational Climate had produced significant positive effects on all the components of Moral Values. Moreover, 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 produced 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 socio-civic development must not only be an intellectual challenge. It must take place in a school environment which promotes participation in an activation of the principles of a clearly defined Values frame work. It is becoming yearly more 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.