



IMPACT OF HOME ENVIRONMENT ON THE INCULCATION OF RELIGIOUS VALUES AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

Religion can teach discipline, honor, sense of pride a sense of right and wrong and introduce children to a very strong and honoring commitment like no other. Religion can have a positive and also have a negative impact on family values.

The General purpose of the study was to measure impact of home environment on the inculcation of Religious values among secondary school students. The sample of 200 Secondary school Students was selected by applying stratified random sampling from Amravati district. Religious value Attitude scale developed by Rajamaniekm's and home environment scale developed by Kulsum was used as a tool for data collection. Mean, S.D. and "t" test were used to analyze the data. The study found that Students from favorable home environment have higher religious values than their counterparts from unfavorable home environment



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KEYWORDS: Religion, Religious Values, Home Environment.

INTRODUCTION

Religion and Moral Education is becoming an increasingly popular topic in the field of Education. It has been felt that the weakening of social and moral values in the young generations is creating many serious social and ethical conflicts in the world. Walker and Taylor (1991) Studied parents role in the children's moral development, Parents level of moral reasoning and interaction styles used in discussions of moral issues with their child were used to predict the Child's moral development. They concluded that children's Moral development was best predicted by parental discussion, Styles that involve Socratic questioning and supportive interactions combined with the presentation of higher level of moral reasoning, Prencipe and Helwig (2002) Studied that development of reasoning about the teaching of values in school and family context Results showed that a variety of factors were considered in evaluating the teaching of values, including context, the valence of values and type of values being taught Students reasoning about value education were found to be multi-faceted and included distinctions between moral values that reflect justice and rights and values that reflect other forms of personality traits and social values.

NEED AND SIGNIFICANCE OF THE STUDY -

Values are the standards of behavior in day to day activities and guiding principles in critical life situations. Value is a relationship a between person and on environmental situation which evoke on

appreciative response in the individual. Religious Education is at least as old as recorded history. Its advent probably coincides with the beginning of civilization, for it is difficult to sustain a civilization without it. Religious values supposed to act as guide for behaviour to extend honour and caring to the fellow human race and to ground us in a sense of chronic and undeniable love. Religious values inculcating the children's sense of humanism, a deep concern for the well being of other's and the nations. This can be accomplished only when we instill in children a deep feeling of commitment. It depends upon the family where he brought up and school where he studies and community where he lives. The family, school and community plays on important role in inculcating values in an individual. The aim of the paper is to study the impact of home environment on the inculcation of religious values among secondary school students.

STATEMENT OF THE RESEARCH PROBLEM -

Hence from the above facts the researcher stated her problem as under

"Impact of Home Environment on the Inculcation of Religious Values among Secondary school students"

OBJECTIVES OF THE STUDY -

- 1] To Study the religious values of male and female secondary school students
- 2] To study the religious values of secondary school students with respect to different religions
- 3] To Study the impact of home environment on Secondary school Students with respect to religious values.

HYPOTHESES -

- 1] There is no significant difference between religious values of male and female secondary school students.
- 2] There is no significant different between religious values of Secondary school students with respect to different religions
- 3] There is no significant difference between home environment of secondary school students with respect to religious values

METHODOLOGY -

Sample-

The sample of 200 Secondary school students was selected by applying stratified random sampling from Amravati district.

Tools -

Religious vale Attitude scale developed by Rajamanickm's was used. It included 60 items. Home Environment was measured by using home environment scale developed by kulsum (2007). The scale included some questions pertaining to background information of the subjects along with 25 items of home environment.

Procedure -

The tool was administered to 200 Secondary school students. Home environment scale was scored for very much to least extent of home environment. In order to score the Religious values of Secondary school students, the items were rated on five point scale ranging to strongly agree to strongly disagree for the positive item and in reverse order to negative items for the purpose of quantification of Religious values. The responses were scored, tabulated and analyzed using appropriate statistical techniques.

Statistical Techniques used :-

Both descriptive and inferential statistic were employed for analysis of the data. The descriptive statistics such as means and S.D. were used.

Inferential statistics such as "t" test was employed . 't' value was calculated to know the significance difference between home environment of secondary school students with respect to religious values.

Analysis of the Data -

Table -1 Comparison between means of religious Values of Male and Female Secondary School Students

Category	N	Mean	S.D.	't' value	Significance level
Male	100	189.02	11.85	4.6	0.05 Significant
Female	100	180.62	13.81		

Table 1 shows that, at 98 df,0.05 level of Significance the calculated 't' value is 4.6 which is more than the table value 1.98.

Therefore it is inferred that, there was significant difference in religious values of male and female Secondary school students.

Hence it is concluded that the Males (M = 189.02) have higher religious values than their counter parts Females (M= 180.62)

Table -2 Comparison between means of religious values of Hindu and Christian Secondary School Student.

Category	N	Mean	S.D.	't' value	Significance level
Hindu	100	173.81	11.44	7.111	0.05 Significant
Christian	40	187.62	12.68		

Table 2 shows that at 98 df, 0.05 level of Significance the calculated 't' value is 7.111.which is more than the table value 1.98

Therefore it is inferred that, there was significant difference in religions values of Hindu and Christian secondary school students.

Hence it is concluded that, the Christian religion students (M = 187.62) have higher religious values than their counter parts Hindu Students (M= 173.81)

Table -3 Comparison between means of Religious Values of Hindu and Muslims, Secondary School Student

Category	N	Mean	S.D.	't' value	Significance level
Hindu	100	173.81	11.44	6.95	0.05 Significant
Muslim	60	183.79	10.44		

Table 3 shows that at 98 df, 0.05 level of Significance the calculated 't' value is 6.95 which is more than the table value 1.98

Therefore it is inferred that, there was significant difference in religious values of Hindu and Muslim secondary school students.

Hence it is concluded that the Muslims religion student (M = 183.79) have higher religious values than their counter parts Hindu Students (M= 173.81)

Table -4 Comparison between means of religious values of Christian and Muslims Secondary School Students

Category	N	Mean	S.D.	't' value	Significance level
Christian	40	187.62	12.68	1.034	0.05 Not Significant
Muslim	60	183.79	10.44		

Table 4 shows that at 98 df, 0.05 level of Significance the calculated 't' value is 1.034 which is more than the table value 1.98

Therefore it is inferred that, there was no significant difference in religious values of Christian and Muslim secondary school students.

Hence it is concluded that, both Muslim and Christian Secondary School students are much similar in respect of their religious values.

Table -5 Comparison between means of religious values of favorable and unfavorable home environment of Secondary School Students

Category	N	Mean	S.D.	't' value	Significance level
Favorable home environment	110	186.34	9.80	4.789	0.05 Not Significant
Unfavorable home environment	90	182.08	8.59		

Table 5 shows that at 98 df, 0.05 level of Significance the calculated 't' value is 4.789 which is more than the table value 1.98

Therefore it is inferred that, there was significant difference in religious values of Secondary School Student from favorable and unfavorable home environment.

Hence it is concluded that Students from the Favorable home environment (M = 186.34) have higher religious values than their counter parts from Unfavorable home environment (M= 182.08).

FINDINGS -

- Male and Female Secondary students differ significantly in their religious values.
- Hindu and Christian Secondary School students differ significantly in their religious values.
- Hindu and Muslim Secondary school students differ significantly in their religious values.
- There was no significant difference in religious values of Christian and Muslim Secondary School Students
- Secondary School Students from Favorable and Unfavorable home environment differ significantly in their religious values.

CONCLUSION :-

Religion is supposed to act as a guide for behaviour to extend honour and caring to the fellow human race and to ground us in a sense of chronic and undeniable love. Religion can teach children wonderful things. Students need to be target with innovative strategies and right method of teaching and inculcating religious values. Besides schools text books should also incorporate the common values form all the religions which are necessary for good and happy life of every individual. In this direction both school and home are two different important agencies for the inculcation and promotion of religious values among youth.

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