

Moral Value and Environmental Awareness Promote: A Culture of Peace

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Introduction

Education is a key tool in combating poverty, in promoting peace, social justice, human-rights, democracy, culture diversity and environmental awareness. Education for peace implies an active concept of peace through values life skills and knowledge of environmental awareness among individuals, groups and nations. A culture of peace must take root in the classroom from an early age. It must continue to be reflected in the curricula at secondary and tertiary levels. However, the skills for peace can be learnt and perfected through knowledge of moral values and environmental awareness because they play an important role in building peace in learner which promote peaceful society.

Value are regarded desirable, important and held in high esteem by a particular society in which a person lives. Thus, values give meaning and strength to a person's character by occupying a central place in his life. Values reflect one's personal attitudes and judgements, decisions and choice, behaviour and relationships, dreams and vision. Hence, value education is important to help everyone in improving the value system that he/she holds and put them to use. Once everyone has understood their values in life they can examine and control the various choices they make in their life and peace.

Environmental awareness has also emerged as key issues challenging local, regional, national and global peace, economic development and security. Environmental factors are rarely, if ever, the sole cause of violent conflict. Peace building activities address the root causes or potential causes of violence, create a societal expectation for peaceful conflict resolution and stabilize society politically and socioeconomically. Many researchers hold the view that natural resources and the environment can contribute to peace-building through economic development and the generation of employment, while cooperation over the management of shared natural resources provides new opportunities for peace building.

Importance of Moral Value in Promoting Peaceful Society:

- i. When we love and respect others, when we work with honesty and when we do only what is right, we obviously transform ourselves into better human beings.
- ii. Moral values help in shaping the character and personality of an individual. Moral values also earn you respect.
- iii. Moral values are essential for human relationship at all the levels of life. Be it our family, workplace or society, moral values

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required everywhere in order to work smoothly and in a cooperative manner.

- iv. Moral values help us differentiate between good and bad, right and wrong. Hence, the decision power of an individual gets improved, naturally.
- v. Moral values help you in finding out the true purpose of your life. Once we start following the path of life through moral values, we start realizing the true purpose of life. We become unselfish, dedicated, loving and caring for others.

Culture Of Peace

The flower-petal model has six categories comprising a culture of peace, including:

1. Dismantling the culture of war,
2. Environmental peace,
3. Education for justice and compassion,
4. Human rights education,



5. Cultivating intercultural solidarity, and
6. Harnessing inner peace.

Aims of Peace Education:

Aims of peace education are:

- * To understand the nature and origins of violence and its effects on both victim and perpetrator;
- * To create frameworks for achieving peaceful, creative societies;
- * To sharpen awareness about the existence of unpeaceful relationship between people and within and between nations;
- * To encourage the search for alternative or possible non-violence skills;
- * To equip children and adults with personal conflicts resolution skills.

So, Education for a culture of peace includes not only formal education in schools, but also informal and non- formal education, including within the family and the community. Schools, media, family, socialisation, sports, recreation, religious and other social institutions all help to shapes consciousness and hence must be transformed for the enculturation of peace. Education for a culture must draw on appropriate and empowering pedagogies which encourage a deepening process leading to the transformation of individuals, institution and structures.

Significance Of The Study

Education has the potential to instil new values, attitudes skills and behaviours towards nature as well as help to promote new social relations that will build resistance to conflicts and bring peace in the society. Hence, researcher wants

to know the role of Moral Value and Environmental Awareness to promote a culture of peace.

Objective

1. To find out the moral value of secondary school students with respect to gender, types of school and location of school.
2. To find out the environmental awareness of secondary school students with respect to gender, types of school and location of school.
3. To find out the relationship between moral value and environmental awareness of secondary school students.

Null Hypotheses

1. There is no significant difference in moral value of secondary school students with respect to gender.
2. There is no significant difference in moral value of secondary school students with respect to types of school.
3. There is no significant difference in moral value of secondary school students with respect to location of school.
4. There is no significant difference in environmental awareness of secondary school students with respect to gender.
5. There is no significant difference in environmental awareness of secondary school students with respect to types of school.
6. There is no significant difference in environmental awareness of secondary school students with respect to location of school.
7. There is no relationship between moral value and environmental awareness of secondary school students.

Method:

Method of Study : The investigators followed the “survey” method for this present study.

Population and Sample

In the present study population consisted of secondary school students of Nalanda district. 350 secondary school students include 156 boys and 194 girl students were randomly chosen from Nalanda district.

Tool Used

The investigator has used one standardized questionnaire for moral value i.e constructed and standardized by A. Sen Gupta and second is self constructed and validated Questionnaire for the environmental awareness as tool for the collection of data. For its validity the questionnaire was verified by a number of experts and whatever suggestions given by them it was reconstructed again and again.

Statistical Techniques Used

The obtained data is first of all organised which includes editing, classifying and tabulating the information in proper manner. The responses received from respondent were quantified on the line of objectives and hypotheses and then statistical techniques were given to test the hypotheses. For this Mean, Standard Deviation and t-test were used.

Testing Of Null Hypotheses

Null Hypothesis – 1

There is no significant difference in moral value of secondary school students with respect to gender.

Table : 1
t - ratio between male and female students towards moral value

Gender	N	Mean	SD	df	t-value	Level of Significance
Male	156	27.90	3.22	348	4.56	Significant
Female	194	29.4	2.86			

at 1% Level of Significance table value = 2.59

Table 1 shows the calculated 't' value 4.56 is more than table value 2.59 at 0.01 level of significance. Hence the null hypothesis is rejected. So, it is concluded there is significant difference in moral value of secondary school students with respect to gender.

Null Hypothesis – 2

There is no significant difference in moral value of secondary school students with respect to types of school.

Table : 2
t - ratio between govt. school and private school students towards moral value

Gender	N	Mean	SD	df	t-value	Level of Significance
Govt. School	158	29.77	1.88	348	6.00	Significant
Private School	192	27.86	0.31			

at 1% Level of Significance table value = 2.59

Table 2 shows the calculated 't' value 6.00 is more than table value 2.59 at 0.01 level of significance. Hence the null hypothesis is rejected. So, it is concluded there is no significant difference in moral value of secondary school students with respect to types of school.

Null Hypothesis – 3

There is no significant difference in moral value of secondary school students with respect to location of school.

Table : 3
t - ratio between urban and rural students towards moral value

Gender	N	Mean	SD	df	t-value	Level of Significance
Urban	180	28.81	2.93	348	0.47	Not Significant
Rural	170	28.65	3.30			

at 5% Level of Significance table value = 1.97

Table 3 shows the calculated 't' value 0.47 is less than table value 1.97 at 0.05 level of significance. Hence the null hypothesis is accepted. It is concluded there is no significant difference in moral value of secondary school students with respect to location of school.

Null Hypothesis – 4

There is no significant difference in environmental awareness of secondary school students with respect to gender.

Table : 4

t - ratio between male and female students towards environmental awareness

Gender	N	Mean	SD	df	t-value	Level of Significance
Male	156	65.80	7.49	348	2.63	Significant
Female	194	63.65	7.83			

at 1% Level of Significance table value = 2.59

Table 1 shows the calculated 't' value 2.63 is more than table value 2.59 at 0.01 level of significance. Hence the null hypothesis is rejected. So, It is concluded there is significant difference in environmental awareness of secondary school students with respect to gender.

Null Hypothesis – 5

There is no significant difference in environmental awareness of secondary school students with respect to types of school.

Table : 5

t - ratio between govt. school and private school students towards environmental awareness

Gender	N	Mean	SD	df	t-value	Level of Significance
Govt. School	158	62.40	6.83	348	5.07	Significant
Private School	192	66.41	7.99			

at 1% Level of Significance table value = 2.59

Table 5 shows the calculated 't' value 5.07 is more than table value 2.59 at 0.01 level of significance. Hence the null hypothesis is rejected. So, It is concluded there is no significant difference in environmental awareness of secondary school students with respect to types of school.

Null Hypothesis – 6

There is no significant difference in environmental awareness of secondary school students with respect to location of school.

Table : 6

t - ratio between urban and rural students towards environmental awareness

Gender	N	Mean	SD	df	t-value	Level of Significance
Urban	180	64.68	7.62	348	0.185	Not Significant
Rural	170	64.52	7.90			

at 5% Level of Significance table value = 1.97

Table 6 shows the calculated 't' value 0.47 is less than table value 1.97 at 0.05 level of significance. Hence the null hypothesis is accepted. It is concluded there is no significant difference in environmental awareness of secondary school students with respect to location of school.

Findings:

From the above tables it is found that

1. There is significant difference in moral value of secondary school students with respect to gender.
2. There is significant difference in moral value of secondary school students with respect to types of school.
3. There is no significant difference in moral value of secondary school students with respect to location of school.
4. There is significant difference in environmental awareness of secondary school students with respect to gender.
5. There is significant difference in environmental awareness of secondary school students with respect to types of school.
6. There is no significant difference in environmental awareness of secondary school students with respect to location of school.
7. There is significant relationship between moral value and environmental awareness of secondary school students.

Discussion And Conclusion;

Moral value and environmental awareness are to contribute a major role to create a peaceful society. Education for peace and development is a vital human agenda and nobody can ignore it. Role of moral value and environmental awareness give positive impact on the society development.

In the present study researcher attempted to study about the relationship between moral value and environmental awareness of secondary school students. Researcher found that there is significant relationship between moral value and environmental awareness of secondary school students and result also revealed that there is significance difference between in moral value and environmental awareness of secondary school students with reference to gender and types of school but there is no significance difference between in moral value and environmental awareness of secondary school students with reference to location of school. Researcher revealed that girl and govt. School students much better than male and private school students with respect to moral value. Researcher also found that boys and private school students are more aware about environment in compare to female and govt. School students. At last, in this paper researcher result shows that role of moral values and environmental awareness of secondary school students promotes a culture of peace.

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