A correlational study on the Relationship school culture and students' moral development at secondary school level

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Abstract
School culture is an important component of students' training and education. It informally influences the overall personality of students- including moral aspect of students. This study investigated the relationship between school culture and moral development of students from the perspectives of Kohlberg moral development theory. Students' moral aspect was measured through a self-developed questionnaire taking into consideration the third stage of Kohlberg Moral development theory (12-17 years) which was correlated to the prevailing school culture at secondary school level. Similarly, school culture was delimited to school rule regulations, student teacher relationship, school climate and leadership which were investigated through the developed questionnaire. The data were collected from teachers and their students of government secondary schools and were analyzed through descriptive and inferential statistics. The results reflected that students have developed moral aspects of students which have close positive relationship with school culture. Based on the results it was recommended that school culture at school level may be made more balanced and according to the moral development of students.
Keywords: School culture; students' teacher relations; rules and regulations; moral development; honesty; tolerance; Sacrifice

Introduction

Childhood period in the most important stage of individual's life, at this stage children physical, cognitive, intellectual and social development are in full swing (Payne, & Isaacs, 2017). Children life in family with family members, in neighborhood with elders and peers and later on at school with classmates and teachers are the sources of their learning and development. They spend a considerable time at their home with their family members where child regularly observed the behaviors and interactions of their family members and imitate them in their actions which slowly and gradually become the part of child personality (Collins, Madsen, & Susman-Stillman, 2005).

At school children follow the same mechanism for their learning but their sources of learning get changed at bit (Arends, 2012). There are basically three interactive factors that contribute into students learning where the first one is; classmates' interactions at classroom where children bring different experiences from their family life. Second, the interactions with a trained and experience teacher which occurs at classroom and outside of classroom too. Teachers' and classmates interactions are very influential which can be seen through the academic life of children. And lastly, school culture which can be seen in term of school rules regulations, discipline, school climate and administrative protocols (Hussain,

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Ali, Zaman, Ghaffar, Aamir, & Minaz, 2013).
A school culture is the composition of certain overt and covert factors that significantly influence the learning environment and interactional dimensions of students, teachers and administrators. It divides the responsibilities among all the stakeholders and design and reflective mechanism for the smooth progress towards the desired targets that is students learning and overall development (Hargreaves, 2011).
In some other words school culture is the collection of many people's esteems and standards. It is agreement about what is essential and what the desirable for the majority of the concerned society. It the way of life based on shared opinions, traditions and conducts. It is constantly made and shaped through relational and social communications and through impressions of individual's inside and outside factors of life. School culture is not stationary; it is extremely unique (Sampson, Lukey, Warren, Van Helden, Richardson, & Everett, 2001).
The interactive dimensions of school play an important role in the overall development of students. Among all the most important aspects of students' development moral aspect is at the top. As Imam Ghazali identified the aim of education is to enable the learners to differentiate between good and bad, right conduct and evil dongs (Alavi, 2007). Moral development is carried on ethical grounds/values as designed by the overall society. An ethical ground/standard is one which includes individuals in settling on a choice on the premise of what is good and bad. The choice will regularly require activities which will build trust and will promote goodness and minimize repugnant. Children need to know the distinction between good and bad although youngsters would not be able to recognize it regularly.

Statement of research problem
Based on the above discussion the researcher intended to investigate that whether there is any relationship between the school culture and moral development of students. If yes to what extent the relationship does exist.

Research objectives/targets
The objectives of the current study were to;
1.   To investigate school culture of secondary school students
2.   To investigate the moral development level of secondary school students
3.   To measure the difference between the perceptions of teachers and students on school culture and moral development of student
4.   To measure the relationship of school culture and students' moral development.

Significance of research
This research would be helpful for the students, teachers, schools administrations and others stakeholders of the society and schools. The study would also be beneficial for the governmental and non-governmental organizations of the district for looking into the issues, strategies and planning with respect to education sector.
The study would further sensitize the importance of school culture and its different dimensions for the moral development of students which is the most important concern of today's education. It would enable the administrators to concentrate on school culture for

avoiding moral issues among students at school and at societal level.

Literature review
School culture isn't unique. One of the main essayists who contended school culture was Willard Waller, a humanist, in 1932. In his book The Sociology of Teaching, he recorded 'each school takes its very own culture, with settled traditions and folkways and an appropriate code (social esteems) that frame conduct and connections. School culture is so close to us, yet it isn't casual to clarify since it is settled in the association-we can rise to state that it is simply the association. Culture is way of life which is an extremely powerful piece of what happens at school. Sampson, Lukey, Warren, Van Helden, Richardson, and Everett (2001) all around characterized school culture as the social occasion of a few people, guidelines and doctrines it is the agreement about what is significant and what the possibilities are. As indicated by him, one individual can't make culture it is common. The way of life is joint standards, obligations and activities. It is always produced and molded through individual and social relations and through considerations of individuals inside and outside the way of life. School culture isn't settled, it is exceptionally unique.
Fullan and Hargreaves (1996) examined two sorts of school culture individualistic and collective. The individualistic culture is made of personal likes and dislikes, self-regulated learning habits, attitude for study which is heavily focusing on educating the students in their personal capacity and thus the school are only provide foundation for the development of individualistic culture of learning among students.
Furthermore, Peterson and Deal (1998) recorded the clarification of positive school culture as: where the instructors release their heart in to educating, where the crucial traditions are of collegiality, advancement, and diligent work: where rituals and foundations commend understudy accomplishment, educator beginning, and parental guarantee, where the spontaneous system runs a web of material, care and history, and where accomplishment, delight and silliness thrive. In a poisonous culture, in look at, you find right around a feeling of sadness and avoidance action in the school. The school is not consolidated. The school members really don't assume that they can enhance what they sort out. They don't believe they can make changes and take the school up to an upper level. They blame under studies for not learning and they coerce the group for not having enhanced understudies. They don't praise triumph consistently. The traditions that help the positive and steady highlights of the school are confined.
Moral advancement, similar to nonphysical improvement, can't be clear by one basic declaration.it contains a few segments. The soul to act adequately as a thought of standard. This approach is important to legitimate improvement. Understanding of the projects and assertions of conduct choose by society-both non-lawful and those proposed by guideline. Information and comprehension of the conditions put a head as an establishment for making responsible conclusions on moral issues.
Schools must be expected to help those beliefs which contain moral standards. School ideals would include: Telling reality, Self-control which can defeat major issues in school like; bullying, cheating, deceit, cruelty and flippancy.

Effect of School Culture on Moral Development

Parents are the essential grown-ups in youngsters 'lives .they give kids with passionate and physical bonds. They are the principle good examples who impact kid's physical, social, mental, philosophical and moral improvement. At the point when kids are two to four years of age many are sent to pre-school. Kids begin their formal training in kindergarten when they are 4-6 years of age. Kids invest maximum time in schools. School and school culture greatly affect learner, ethical advancement. According to Shumaker and Heckel (2007), most kids are more responsive to the data bestowed upon them by instructors (associated with parents) in light of the fact that not exclusively is there a reasonable expert behind the data and frequently clear results for neglecting to learn, yet in addition the learner is in a more dynamic learning mode than when they are at home or in different settings.

In a positive school culture kids feel relaxed at school, feel safe to converse with their educators when they confront issues, feel increased in value, or being associated with basic leadership at school, they will have more noteworthy certainty and a more inspiring state of mind. The way they feel toward peers, educators, staff and pioneers at school will influence their ethical life. Conversely in a dangerous school culture, learner becomes discouraged and unsatisfied. They are hesitant to advance and change. They feel regretful because instructors point the finger at them when they fail. They begin to create negative behavioral qualities. The connection kids create in schools wind up noticeably basic to their positive improvement (Skinner, 1964). Instructors might be the primary grown-ups outside of guardians that kids experience. The connections with instructors convey genuine weight.

Instructor- learner associations enable learners to create subjective, social, passionate and moral aptitudes. The family (especially the guardians) are the nearest, most compelling, most enduring installation in youngster domain. Family impacts all parts of a kid's improvement: dialect, wellbeing, social and convictions. All are created through commitments and conduct identified with input inside the family. The pupils will bring the way of life of their family in to school. Culture of their family into school. Instructors need to manage an awesome assortment of family culture to see how the kids learn and create. These days, family frameworks are evolving. Before, family frameworks were very indistinguishable, family was the blend of a housewife, a working father and kin. Single parent families are regular at this point.

Understanding the progressions of a family framework in present day life, recognizing the breakdown that happens in some family-youngsters connections, it appears that it is vital for school and instructors to likewise offer help for steady, long haul connections amongst understudies and guardians, and further more among learners and educators. Schools and educators need to cooperate with society to make inviting and sustaining condition that is fundamental in nurturing kids physical, passionate, social and good advancement.

Lawrence Kohlberg Theory

Lawrence Kohlberg was an American professor of social psychology and education at Harvard University where he goes ahead and coordinates the exploration in moral improvement. He is the pioneer in the field of moral instruction. He offers important data to guardians, instructors and grown-ups for their lives and their association with youngsters and youths. Without question, moral improvement gives a helpful system to the informed grown-up for understanding the complex procedure of

MORAL DEVELOPMENT
Kohlberg discovers three levels of ethical advancement and two phases at each level (Jennings, Kilkenny, & Kohlberg, 1983). These levels have been described beneath;

a.   Pre-Conventional Level Or Pre-Moral
At this level the child is receptive to social guide lines and names of good and bad, correct and incorrect however deciphers these names as for as either inclination or discomfort, result of activity or as for as the experts who articulate the instruction and marks.
Stage One: The punishment and obedience orientation (ages 3-7)
At this stage the child concern is toward own self, rather than others the child wants that they should be not punished. In order to avoid punishment they obey rules. If a child is asked whether to expose his colleague or not, his reply would definitely be in affirmative otherwise, I will be punished. It means that a child may hesitate to do so due to fear of punishment rather than considering it to be an unwanted action. Though not giving a punishment instead of having the power or authority has its own value as mostly the rules are obeyed not due to considering them a moral obligation but mainly due to fear of punishment.

Stage Two: After a few years the child grows and they proceed from one stage to another, here if the child is asked the same question as in the first stage, the child will answer i will not tell you, because they protect one another they know that if i have exposed the mistake of one person tomorrow may be his chance. Therefore there is a problem you hide my mistakes and i will hide your mistakes. Rather than being of loyalty, gratitude or justice.

b.   Conventional Level Or Morality Of Conventional Role Conformity
At this stage the individuals understands the importance of family expectations, without keeping in view the consequences. This attitude of students leads to the stage of conformity, where they obey the rules and regulations of family, society, and personal expectations. They remain loyal to their families, work for the welfare and development of their families and justify their deeds in this context.
Stage Three; at this stage the individuals maintain conducive relationships with others and they care for the approval of their deeds and actions by others. This stage remains from 12 year age to seventeen years age. At this stage the youth knows the intentions of others. He wants to do such behavior that is praised by others and the people label him as a good person. The focus of this level is being a good person.
Stage Four; at this stage the focus is on society rather than own self. Here individuals are responsible to obey the rules and order. At this stage preference is toward authority, obeying rules and social orders. The focus of this level is maintaining social order.

c.   Post-conventional level of moral development
Efforts are made to identify and understand the moral principles and socially accepted moral values at this stage. At this stage the external entities are not taking into consideration neither authorities are take into consideration but there are the inner acceptance level of the individuals who work for it.

Stage five: At this stage society becomes a treaty for an individual among peoples who belong to different beliefs. It is the constitutionally and democratically right of all individual that they should be respected including minorities and poor. The justice is defined here in terms of individual right protection.

Stage Six: the principle of morality which is throughout the same for all has not been attributed to a specific age because very few individuals can reach this level.

The principles of morality which create a strong relationship among the societies are respected and valued everywhere. It is necessary to tell the truth because this very principle can create a strong association among people. A thing may said to be "right" if it satisfies our self-conscience and which is widely acceptable and permanent. The principles of justice are more or less the same and human rights and dignity are respected everywhere (Jennings, Kilkenny, & Kohlberg, 1983).

Methodology and procedures
Quantitative research design was adopted. Furthermore in quantitative research designs correlational research approach was used to investigate the relationship between school culture and moral development of secondary school students. Additionally, survey was conducted to collect the data from the respondents.

Respondents of the study
The Population of the study was including tehsil Matta, district Swat only. The total Population of the study was comprised of 10 schools. Furthermore, there were 105 teachers in the selected schools and eight hundred students in grade 9th and 10th which constituted the population of the study. All the male students and male teachers of secondary schools of tehsil Matta was included in the population of the study. Furthermore, simple random sampling technique was used for the selection of sample group from the population of the study. 10 secondary schools were selected from tehsil Matta. The 9th and 10th class students were the respondents of the study. These respondents were asked through a developed questionnaire. The data has been collected from 50 teachers and 98 students of secondary schools with the help of the self-developed questionnaire.

Research Instrument
The data were collected through questionnaire which included (36) items. Five options were given to the respondent in front of each item. The questionnaire was involved of eight sub-categories. The statements in the questionnaire were divided in to four main components; which were; School rules and regulations, Students, teacher relationships, School climate and Leadership/administration. Furthermore the statements for moral development were divided in to four categories the detail of which is as under; Truthfulness, Honesty, tolerance and Sacrifice.

These options include strongly agreed, agreed, un-decided, dis-agreed, strongly disagreed. The scoring of the questionnaire was done on the following criteria; Strongly Agreed = 5, Agreed = 4, Un-decided = 3, Disagreed = 2, and Strongly Disagreed = 1. Furthermore, after finalization of the questionnaire it was administered to thirty students and teachers (students = 20, teachers = 10) for the purpose of estimating the reliability of the

questionnaire. The reliability co-efficient was .79, which was acceptable as the questionnaire can provide reliable data.

Data Analysis
All the collected data were placed into SPSS version 20 and were analyzed through descriptive and inferential statistics, such as mean standard deviation, and Pearson correlation.

Results and interpretations
All the collected data were analyzed through descriptive and inferential statistics.
Table 1
School culture of secondary schools

S. No	Statement	Mean	Std Deviation
1.	School rules and regulations	4.391	1.367
2.	Students teachers relationships	4.295	.7931
3.	School climate	4.115	1.179
4.	School leadership and administration	4.165	1.533

The above table showed that school culture components cumulative mean scores and standard deviations. The mean score 3.391 with std 1.367 shows respondents' agreeable stance with all the statements of school rule and regulations. It is reflected from the results that school rule regulations are fine and are followed properly. The mean score 4.295 with std .7931 illustrated the agreeable response with the positive and cooperative relationships between teacher and students. Unlikely from school rules regulations the std deviation is less which reflected that the respondents respond in a very similar passion. The mean score 4.115 with std 1.179 of respondents reflected the positive attitude towards supportive school climate for the staff, students and overall educational activities. The responses of the respondents were not as scattered from the mean score as shown by the std value. Furthermore, the mean score 4.165 with std 1.533 demonstrated once again positive response of the respondents towards school leadership and administration which not only reflected their trust on school leadership and administration but also showed their confidence in them. Based on these results it could be concluded that the current school culture is congenial, supportive and conducive for supporting students' learning and the overall develop.
Table 2
Morality among students

S. No	Statement	Mean	Std Deviation
1.	Students' truthfulness	3.83	.981
2.	Tolerance and respect	3.85	1.154
3.	Honesty and trust worthiness	3.99	.931
4.	Sacrifice and sharing	3.98	1.44

Table 2 showed the mean scores and standard deviations of students' morality which include; students' truthfulness, tolerance and respect, honesty and trust worthiness and sacrifice and sharing. The mean score and std 3.83 with .981 reflected that the respondents

were agreed that students are truthful in their routine academic activities at school. The mean score and std 3.85 with 1.154 reflected respondents nearest response to the mean score which showed that respondents were agree that students have tolerance and they respect their classmates, teachers and school discipline. The mean score of the respondents for honesty and trust worthiness 3.99 with std .931 reflected an agreeable response of the respondents with very close response to the mean score. Similarly, the respondents were also agreed with students moral quality of sacrifice and sharing as reflected by the mean score 3.98 with std 1.44. based on the results it was concluded that the respondents have positive attitude towards morality and its different components.

Table 3

Relationship between school culture and students' moral development

Variables		School culture	Moral development
School culture	Pearson Correlation	1	.433**
	Sig. (2-tailed)		.000
	N	148	148
Moral development	Pearson Correlation	.433**	1
	Sig. (2-tailed)	.000	
	N	148	148

**. Correlation is significant at the 0.01 level (2-tailed).

The above table illustrated the relationship between school culture and students' moral development at secondary school level. The r value = .433 which is significant at .000 showed that there is significant relationship between school culture and students' moral development. This relationship is positive which reflect that school culture indicators/components significantly contribute in students' moral development.

Discussions

School culture as reflected in this study revealed that it has four major dimensions which include school rules regulations, students and teachers relationship, positive school climate and school leadership and administration. The results shows positive school culture, where school rules regulations is properly followed by the teachers and students. Further school rule regulations are properly designed that it foster the learning process and majority of the students and teachers are satisfied with it. The same results were support the results of Way, Reddy, and Rhodes (2007) who concluded that clarity and school rules regulation brought easiness in its implementation. Further they were of the opinion that majority of school teachers and students are aware about school rules and they follow properly.

Similarly, as the results reflected that there are cordial relationships between students and teachers which positively contribute into students' academic achievement. The same results were supported by the findings of Hussain, Ali, Zaman, Ghaffar, Aamir, and Minaz, (2013) where they concluded that supportive and positive students teachers relationship have strong and close correlation with the academic achievement of students. Similarly, the results were also positive for school climate in this study which were not in accordance with the findings of Marshall (2006) who concluded that in most of the governmental

schools the school climate are not so congenial which support students learning.

The results illustrated their trust and confidence of the respondents on their school leadership. They were agreed that their leaders do respect them, involve them in all decisions of the school, they assign duties and responsibilities which they can bitterly perform. These results were supported by the studies of Leithwood, Harris, & Hopkins (2008) and Marzano, Waters, & McNulty (2005). Furthermore, Saeed and Ali (2018) added that educational leaders do involve the staff in all the school decisions, he/she bring the staff and students together and work as a team for the achievement of the educational targets formulated jointly.

The results of students' moral development (morality) were include on students' truthfulness, tolerance and respect, honesty and trust worthiness and sacrifice and sharing. All these components were found positively among the students which have been considered a positive attribute of the moral aspect of students' lives at school. The similar results were found in the study of Patenaude, Niyonsenga, and Fafard (2003) who have conducted a study on the moral development of medical students during medical education. Furthermore a study conducted at elementary school level revealed that most of the students are highly influence by their peers' interactions at school level which affect all aspects of students' life (George, & Alexander, 2003).

The results of this study also revealed that there a positive and strong relationship between school culture and students' moral development which has been supported by the study of Rahiem, Abdullah, and Rahim (2012) who are of the opinion that school culture has a lot to do with the moral development of the students. Similarly, Pekarsky, D. (1998) was also of the opinion that moral developments of kids are closely related to the culture where they reside.

Recommendations

Keeping in view the results and discussions of the study it was recommended that;

1. Teachers are recommended that they explain the importance of school rules and regulations and its benefits for the students. When students realize the importance they may follow by themselves.
2. Class teachers in particular and school teachers in general may work for the development of democratic nature of students which will be help in the development of moral attitude among students.
3. There is need of close coordination among teaching staff and school administration for better school culture therefore, school head may include the teachers in all school related decisions which will help in owning the rules and school among the staff.
4. Teachers are also recommended that they must include the students in school activities and may give them academic autonomy which will positively contribute into self-confidence and resultantly will help the students in distinction between right and wrong.
5. Efforts may be made to enhance leadership capabilities among school leaders to properly develop a congenial school culture. These efforts may be channelized through in-service trainings and refresher courses.
6. Moral development is the most important aspect of the students' lives therefore it

should be given priority in all considerations. All the sensitive aspects of the students training and nourishment at school may be sophisticated dealt.

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