

Exploring the Effects of School's Environment on the Ethical Socialization of Students at Secondary School Level in Punjab

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Abstract

The present study aimed to exploring the effect of school environment on the ethical socialization of students at secondary school level in Punjab was the purpose of present research. It was descriptive research. Observational survey design was adopted to collect the data from the respondents. Data were collected from randomly selected 132 secondary schools (Boys & Girls) were randomly selected from the Lahore division about schools' environment. The researcher administered self-developed questionnaire to gathered information about school environment and students' ethical socialization was measured by observing students' activities by filling self-developed observational check list within the class, corridor, playground, and even on canteen randomly selected 10 (5 boys and 5 girls) secondary schools' students who were enrolled in grade 10. The quantitative data were arranged and coded and entered into computer for analysis. SPSS software was used to analyze the data by applying inferential and descriptive statistics. The results reveals that schools' environment strongly affected students' ethical socialization. Moreover, it was also found that there were few government secondary schools in which indicators of schools' physical environment were presented and classroom climate was the effective indicator of school physical environment. In most of the secondary schools of rural areas physical environment partially existed while in most of the secondary schools physical environment fully existed. Further, the secondary schools in which physical environment not at all existed, most of their students' ethical socialization was inappropriate, the secondary schools in which physical environment partially and/or quite a better existed, most of their students' ethical socialization was slightly appropriate, and the secondary schools in which physical environment fully existed, most of their students' ethical socialization was appropriate. On the bases of research finding, it is recommended that education department may provide facilities to the school heads to increase physical indicators in the schools which help the teachers and students for their ethical socialization in schools.

Keywords: *School environment, physical factors, ethical socialization, secondary school students*

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Introduction

Socialization may have a significant impact on a person's development by influencing how they connect to others and how they see the environment. People acquire societal standards, ideas, attitudes, and values through socialization, all of which are necessary for interacting with others in a society (Berg, 2022). Socialization starts at a young age and lasts the entirety of a person's life. Peer connections, education, family contacts, and participation in social organizations or communities are some of the ways it happens (Mushtaq, 2023). Speaking with others allows people to communicate their ideas, emotions, and worries, which frequently results in problem-solving and emotional support (Gupta, 2016). The process of socializing often occurs more throughout school life. The process of socializing often occurs more throughout school life. Children who attend school frequently focus more on interacting with others, participating in activities they enjoy, and completing various duties related to their function as students (Kaufman, 2020). The majority of a student's day is spent at school, and the atmosphere there influences how they socialize by influencing their cognitive, social-emotional, and ethical development (Durlak & Luminita, 2022).

The concept of school atmosphere is multifaceted. The quality of social ties and the "worth of school life" are implied (Cantero & Ebbert, 2023). In the form of reciprocal interactions between students and instructors, it alludes to the social aspect of a school. Additionally, it encompasses the teaching and learning process, norms and values, and practices pertaining to the social development of pupils (Olsen, 2018). Greater student involvement, fewer bullying and violent occurrences, more student motivation, and improved teacher satisfaction and ethical skills are all linked to a healthy school atmosphere (Osher & Warger, 2018). Conversely, a bad school atmosphere has detrimental effects such as worse academic achievement, more absenteeism, an increase in dropout rates, and/or unethical behavior. Density, seclusion, activity areas, open spaces, and even green spaces are all important aspects of a healthy school environment. The physical aspects of the school environment, such as the classroom setting, indoor climate, restrooms, architecture and décor, noise, lighting and colors, temperature and humidity, and furniture, have been discovered by several researches to have an impact on students' behavior. However, even though these impacts have been established, the findings are not seen to be completely definitive (Amerigo & Olivos, 2020).

In school contexts, the indoor climatic quality (ICQ) of these circumstances is crucial. Students' comfort in relation to the classroom's thermal climate and indoor air quality is a problem (Lee et al., 2021; Shah et al., 2021). According to Seppanen et al. (2018), indoor air quality may be significantly impacted by occupancy levels. Using the concentration of carbon dioxide as an assessment index, a recent experimental study conducted in a test cell (Mankibi, 2019) found that the degree of occupancy has a detrimental impact on indoor air quality. When

there is no enough ventilation system in an overcrowded classroom, the carbon dioxide content is regarded as a pertinent indicator based on users' perceptions of indoor air quality (Muhammad & Rukhshanda, 2022). Thus, the classroom atmosphere has a significant impact on how pupils experience and perform. Although academic success is crucial, education also aims to promote the growth of morally upright, well-rounded people. While it is often known that classmates and families have an impact on students' moral beliefs, the physical and social environment of the classroom also has an impact that should not be disregarded. The impact of the classroom environment on students' moral principles makes it imperative for teachers to work toward creating safe and caring learning environments (Junaid, 2023; Munir et al., 2022).

From secondary school through high school, students in Pakistan attend school for around five hours every day for approximately 243 days of the year, or almost 985 hours total, excluding extracurricular activities and school-related tasks like homework. Children spend a significant amount of their days and, in fact, their whole lives at school from an early age until they reach maturity. Children mostly socialize with their family prior to beginning school (Hassan et al., 2021).

In Pakistan, the development and acquisition of moral knowledge and skills are incorporated into public education programs at the secondary school level as part of a long-standing history of ethical moral education. In the early public education school system was inherently entwined with Confucian ideas on self-cultivation and moral instruction (Barret et al., 2020; Ishfaq et al., 2024). The significance of moral and ethical education has been further highlighted by recent developments in the contemporary period, both globally and particularly in Pakistani culture (Alcce & Wang, 2021). Instead of emphasizing the development of morality and social skills in pupils, ethical moral education in Pakistani schools focuses on more than only teaching and learning cognitive academic objectives and locations. Thus, a research that assesses Pakistani secondary school pupils' theoretically and empirically based ethical and moral competencies is necessary. Thus, "impact of school environment on the ethical socialization of pupils at secondary school level" was the issue chosen by the researcher (Woolner, 2022).

Conceptual Framework:

Independent Variable

School's Environment

- *Physical Factors*
 - i. *Indoor climate*
 - ii. *Toilets environment*
 - iii. *Architectural environment*

Dependent Variable

Students' Ethical Socialization

Effect

Figure 1: Statement of the Problem

Teachers, school heads, social workers, educational leaders, and other stakeholders have long maintained that kids in Pakistan act morally around their classmates and at home. Nowadays, schools are not providing them social ethical skills, and they are behaving unethically because of the lack of proper social ethical skills, development which affected their moral skills (honor, values, honesty, fairness, responsibility, conscience, integrity, and righteousness). When they failed to behave appropriately, students who did not struggle to develop ethical social skills suffered greater disciplinary repercussions. The school environment plays a vital role in the development of ethical skills in students. In Pakistan, all levels of schooling are not fulfilling the basic educational goals such as the development of moral values, life skills, social skills, economic, religious, and spiritual skills, etc. in students. Therefore, to know that the researcher selected topic as “exploring the effect of school environment on the ethical socialization of students at secondary school level in Lahore Division”.

Research Objectives

Researcher formulated the following research objectives:

1. Explore the effect of the school environment on the ethical socialization of students at the secondary school level.
2. To Evaluate the effect of school's physical environment on students' ethical socialization at secondary school level

Research Questions

1. Is there any relationship between school's environment students' ethical socialization at secondary school level?
2. What ways school's physical environment effect students' ethical socialization at secondary school level?

Literature Review

Socialization: The continuous process of acquiring the expected behaviors, attitudes, conventions, and social skills of people who hold certain jobs in society is referred to as socialization. There are three major types of the school environment which directly or indirectly affect the students learning skills (academic or social) in school which is physical, academic, and social environment (Bakhshi & Khosravi, 2023).

Definition of Ethical Socialization

The process of integrating someone into society is referred to as socialization in its widest definition. The word "socialization" has a wide definition and is interpreted variously in several scientific disciplines, including sociology, psychology, and philosophy. The term "socialization" refers to a person's participation in social interactions, assimilation of sociocultural norms,

acquisition of social roles, participation in socially useful activities, formation of a family and assimilation of family duties, and other activities (Denis, 2023).

Bulaev and Victor (2022: 321) stated that socialization is the source of proper conduct, positive social interactions, self-control, moral judgments, political views, identity, personality, gender roles, and citizenship.

Ethical socialization, according to Marina and Soshenko (2020: 87), is the ongoing process of learning the expected behaviors, values, standards, and social skills of individuals who occupy particular roles in society. Agents of socialization are the social structures that facilitate socialization.

Types of Socialization

Social structures are socialization agents, and socialization occurs within them. Peer groups, the media, and other important social institutions like the legal system and religion are also important socialization factors, in addition to the family and school. Primary and secondary socialization are the two phases of socialization that children go through (Esina, 2021).

Primary Socialization: During primary socialization, which occurs within the family, children first develop their own distinct identities, learn to speak, and grow cognitively. In the home, children are socialized into particular viewpoints on morality, cultural values, and social responsibilities. Naturally, the family's socioeconomic status, ethnicity, religion, and cultural background and views have a significant influence on the socialization that follows primary socialization (Mooesa, 2020).

Secondary Socialization: Secondary socialization is the term used to describe the social learning that occurs when children begin attending other social institutions, such as school. Peer groups, teachers, and school features all have an impact on how kids socialize in educational settings. The family still has a big influence on how kids socialize even after they start school (Rehan & Wlishba, 2020).

Dimensions of Ethical Socialization

There are three dimensions of ethical socialization w.r.t conformity in identity of ideal students to emulate:

a) *Moral Conformity:* The process by which a pupil internalizes the favored conception of good and evil is known as moral conformity. Teachers that emphasize the value of particular qualities, including hard effort, equity, being "kind," and so forth, are able to accomplish this kind of socialization (Pierre, 2018).

b) *Behavioral conformity:* describes the kinds of bodily self-regulations that students need to manage in order to blend in with the school setting. To ask questions, he or she might need to

raise a hand. During class, students will have to remain motionless. It is forbidden for pupils to touch one another. To get a sip of water, students might need to wait in line (Pierre, 2018).

c. *Cultural Conformity*: The process via which youngsters are taught about acceptable viewpoints and "styles" of expression is known as cultural conformity. According to Pierre (2018: 23), normative cultural norms on the significance of cultural knowledge are reflected in these chosen approaches.

Physical Factors

A. ***School Environment***: According to Raby (2018), schools serve as a socialization hub for young people. The interactions that exist between members of a school community and are influenced by the structural, individual, and functional aspects of the educational establishment that give schools their unique character are referred to as the school environment. (Fomina, 2021).

B. ***Indoor Environment***: Teachers and students must abide by formal rules of behavior in many Pakistani schools. While some of these codes feature zero tolerance standards to educate pupil's ethics, most of them tend to concentrate on concerns related to behavioral codes for staff, instructors, and students. Zero tolerance rules describe some code violations that have instant consequences, often suspension or expulsion, and occasionally involve the police:

- ***Code of Conduct***: Codes of conduct are particularly significant because they were created with the goal of improving school safety, claim Raby and Domitrek (2019). Codes of conduct are particularly significant because they were created with the goal of improving school safety. It goes without saying that kids are required to abide by school rules or risk punishment. Students are on an uneven social footing since they often have little to no influence over the creation of these regulations, which are presented to them as a need for their involvement in school. Therefore, establishing and upholding norms of behavior may be seen as a socialization process whose goal is to produce the ideal student (Slasterin, 2023).

C. ***Restroom (toilets) pictography***: School children frequently base their bathroom habits on social and behavioral factors. Common health issues that are linked to irregular bathroom habits include constipation, urinary tract infections, and issues with bladder emptying. To help schoolchildren acquire moral and social ethics, several schools have posted restroom regulations on the entryway (Anna & Lena, 2022). According to Barbro (2021), children continue to be actively involved in the socialization and physical, psychological, and social development processes throughout their school years. Numerous studies demonstrate that the restroom conditions for students in many schools are frequently unsatisfactory and troublesome. Uncertainty in the restrooms and inadequate hygiene standards have been demonstrated to be important variables that influence bathroom habits, which in turn contribute to pupils' immoral growth in schools. Students avoid using the restroom and engage in unethical behavior by leaking carbon dioxide gas in the classroom as a result of the bad state of the restrooms and

toilets at school. Additionally, it has an impact on pupils' health. As a result, restrooms in school buildings may be neglected and turn into a site of conflict over control and power dynamics, serving as indicators of the interactions between the school and the community. Therefore, in an ethical, literal, and metaphorical sense, toilet pictography teaches users how to use the restroom properly (Mudrik & Smelser, 2020).

D. Pictorial Architect and Design: The impression of ethics is significantly influenced by architecture. In turn, ethical perception has a significant impact on our moral responsibility, including our choices, decisions, deliberate omissions, and overt behaviors. Therefore, it makes sense that architecture has a significant impact on moral responsibility (Joye, 2022). Now that it is well acknowledged that one of the main goals of education is to help kids become morally responsible adults, it follows that architecture has an impact on moral responsibility education. People have moral standards in every group or civilization, but eventually, the fundamental idea behind such codes should be the same. Every group or community chooses its own set of moral principles (Gert, 2021). Designers are no exception to this rule. A civilization cannot endure for very long if it lacks morals (Gilbert, 2020). Designers of architecture must consider morality and ethics. People examine the designers' morals and ethics in great detail when they view their creations, in addition to the designs' aesthetic appeal and practicality. A building's design not only reflects the history or culture of the place, but it also shows the amount of work, effort, ethics, and morals that went into it. So, to provide message to the students for ethical socialization, it have been seen that in most of the schools, some pictures are painted on the schools boundary walls, or in the classrooms, or core door or any visible place (Rainer, 2022).

Research Methodology

Research Design and Participants:

It was quantitative descriptive research based on survey design in nature. A cross-sectional technique was adopted to collect the data from the respondents and in hand research was conducted in Lahore Division. Data were collected from randomly selected 132 (66 Govt. Boys and 66 govt. Girls secondary schools) school heads of government secondary schools regarding their schools' physical environment via self - developed questionnaire. Students' ethical socialization was observed by the researcher himself by observing randomly selected 10 (5 boys and 5 girls) secondary schools' students of 10th grade. While observation, the researcher marked relevance option that was given in the self-developed observational check list. Research instruments were pilot tested by research experts of different universities and research committee of the mother university to make sure its validation. Some modification were made in the tools on the bases of feedback and modified tools were administered for final data collection. The collected data were arranged and coded and entered into computer for analysis. Inferential and descriptive statistics was employed to analyze the data. SPSS (V.22) software was used for analysis. The results are shown in the following tables:

Results and Findings:

Effect of school environment on the ethical socialization of students at secondary school level

Table 1: Correlational analysis to analyze the effect of school environment on the ethical socialization of students, $n = 132$

Variable	r	Sig
Schools' Physical Environment	.690(**)	.000
Ethical Socialization		

** Correlation is significant at $\alpha = .05$

The above table 1 discloses that the calculated sig value = .000 > $\alpha = .05$, and calculated $r = .690$ that indicated that statistically noteworthy strong relationship between schools' environment and ethical socialization of students at secondary school level. So, concluding that schools' physical environment strongly affected ethical socialization of students at secondary school level.

Table 2: Regression analysis to find out coefficients of the regression to predict constructs of independent and dependent (criteria) variable.

	UN-standardized Coefficient		Standardized Coefficient	t	sig
	B	SE	B		
Constant	-1.961	28.781		-.043	.000
(Ethical Socialization)					
Physical Environment	.371	.190	.410	2.834	.034
Classroom climate	.980	.620	.527	3.513	.000
Restroom Pictography	.671	.520	.216		
Architectural design on wall	1.980	.242	.310	2.926	.004

a). Dependent Variable: Students' Ethical Socialization

Above regression coefficients' table 2 discloses that coefficients are positively significant at $\alpha = .05$ for all constructs of physical school environment, physical. The standard coefficient beta for classroom climate is .53 which means with one degree change in classroom climate, can change 53 percent students' ethical socialization. Similarly, with an increase of one degree in restroom pictography, increased 22 percent student's ethical socialization and with an increase of one degree in architectural design on walls as moral lesson in schools, increased 31 percent students' ethical socialization.

Demographic Variables Wise Existence of Schools' Physical Environment

Table 3: Independent sample *t* – test to analyze demographic wise differences in the existence of schools physical environment, $n = 132$

Demographic Variables		<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>sig</i>
Gender	Male	66	81.97	4.149	.912	130	.363
	Female	66	81.17	5.961			
Locality	Rural	62	79.98	5.163	-3.882	130	.000
	Urban	70	83.23	4.402			

$\alpha = .05$

The above table 3 discloses that gender wise calculated sig value = .363 > $\alpha = .05$ and calculated *t* – value = .912 < table value = 1.976 at 130 *df*. It showed that gender wise no significant difference was found in the existence of school's physical environment.

The calculated locality wise sig value = .000 < $\alpha = .05$ and calculated *t* – value = -3.882 < table value = 1.976 at 130 *df*. It showed that locality wise significant difference was found in the existence of school's physical environment. Concluding that gender wise physical environment were prevailing in the same level in secondary schools but physical environment was prevailing different way in the secondary schools of rural and urban areas.

Further, to know that way physical environment existed in the secondary schools of the rural and urban areas, chi-square test was applied in (table 3).

Locality Wise Difference in the Existence of Schools' Physical Environment

Table 4: Chi-square analysis for the analysis to know difference in the existence of schools' physical environment, $n = 132$

Locality	Count	Level of Existence of Physical Environment			
		Not at All	Partially Existed	Quite a bit Existed	Fully Existed
Rural	Count	12	42	12	6
	% within Locality	16.7%	58.3%	16.7%	8.3%
	% within level of Physical Envir.	66.7%	84.0%	37.5%	18.8%
Urban	Count	6	8	20	26
	% within Locality	10.0%	13.3%	33.3%	43.3%
	% within level of Physical Envir.	33.3%	16.0%	62.5%	81.2%

$\chi^2 = 33.631$, $df = 4$, $sig = .000$

The above table 4 discloses the calculated $\chi^2 = 33.631 >$ than table value = 9.44 at 4 df and calculated sig value = .000 < $\alpha = .05$. It indicated that physical environment existed differently in the secondary schools. Moreover, above table 4 indicated that in 16.7% (12) secondary schools of the rural and 10.0% (6) secondary schools of the urban areas, physical environment not all existed. In 58.3% (42) secondary schools of the rural and 13.3% (8) secondary schools of the urban areas, physical environment partially existed. In 16.7% (12) secondary schools of the rural and 33.3% (20) secondary schools of the urban areas, physical environment quit a better existed while in 8.3% (6) secondary schools of the rural and 43.3% (26) secondary schools of the urban areas, physical environment fully existed. Concluded that in most of the secondary schools of rural areas physical environment partially existed while in most of the secondary schools physical environment fully existed.

Further, to know that what extent existed physical environment in secondary schools effected students' socialization, chi-square test was applied in (table 5).

Effect of School's Physical Environment on Students' Ethical Socialization

Table 5: Chi-square analysis to find out effect of school's physical environment on students' ethical socialization, $n = 132$

Level of Existence	Count	Level of Ethical Socialization					
		Inappr opriate	Appropriate	Inappr opriate	Appropriate	Inappr opriate	Appropriate

Not at All	Count	26	12	0	0	0
	% within Level of Physical Env.	68.4%	31.6%	.0%	.0%	.0%
	% within L of Ethical Socialization	56.5%	30.0%	.0%	.0%	.0%
Partially Existed	Count	14	14	20	0	0
	% within Level of Physical Env.	29.2%	29.2%	41.7%	.0%	.0%
	% within L of Ethical Socialization	30.4%	35.0%	54.1%	.0%	.0%
Quite a bit Existed	Count	6	12	14	0	0
	% within Level of Physical Env.	18.8%	37.5%	43.7%	.0%	.0%
	% within L of Ethical Socialization	13.0%	30.0%	37.8%	0	0
Fully Existed	Count	0	2	3	9	0
	% within Level of Physical Env.	.0%	14.3%	21.4%	64.3%	.0%
	% within L of Ethical Socialization	.0%	5.0%	8.1%	100.0%	.0%

$\chi^2 = 98.286$, $df = 12$, $sig = .000$

The above table 5 discloses the calculated $\chi^2 = 98.286 >$ than table value = 18.307 at 12 df , and calculated $sig = .000 <$ than $\alpha = .05$ which indicated that existed level of physical environment in schools effected significant differently to ethical socialization of students. Moreover, the table 4 indicated that the secondary schools in which physical environment not at all existed, most (68.4%, 26) of their students' ethical socialization was inappropriate, the secondary schools in which physical environment partially and/or quite a better existed, most (41.7%, 20 and 43.7%, 14) of their students' ethical socialization was slightly appropriate, and the secondary schools in which physical environment fully existed, most (64.3%, 9) of their students' ethical socialization was appropriate. Concluding that schools' environment effected students' ethical socialization because as the level of physical environment increase the more students become socialized.

Conclusion and Discussion

Major purpose of the in hand research was exploring the effect of school's environment on the ethical socialization of students at secondary school level in Punjab. Present research was conducted in Lahore division. In this regards, information regarding their schools' environment were gathered from 132 government secondary schools and simple random sampling technique was used for their selection. All information about school environment were gathered by administering self-developed questionnaire. Students' ethical socialization was measured by observing 10 randomly selected secondary schools' students of grade 10 within the schools' premises. The researcher filled self-developed observational check list according to the action/response of the students while sitting and interacting with teachers and students in the class, while walking in the corridor, while using toilets etc. during observation. The gathered information were arranged and coded and entered into computer for analysis. Information were analyzed with the help of SPSS software (V.26) by applying inferential statistics. The results reveal that schools' environment had strong effect on students' ethical socialization. Government boys and girls secondary schools wise no significant difference was found in the existence of physical environment in secondary schools but locality wise significant difference was found in the existence of physical environment in government secondary schools. It was found that in most of the secondary schools of rural areas physical environment partially existed while in most of the secondary schools physical environment fully existed. Hellstrom (2023) found that locality wise no difference existed between rural and urban school physical environment. Moreover, significant strong relationship was found school's physical environment and ethical socialization of students at secondary school level and classroom climate had more effect on ethical socialization of students than the other factors of school's physical environment. It was found that more physical environment existed in the secondary schools of the urban areas than the secondary schools of the rural areas. Ultimate aim of the schooling is to develop ethics in students as well and it was the core objectives of the present research. It was also found in hand research that the secondary schools in which physical environment not at all existed, most of their students' ethical socialization was inappropriate, the secondary schools in which physical environment partially and/or quite a better existed, most of their students' ethical socialization was slightly appropriate, and the secondary schools in which physical environment fully existed, most of their students' ethical socialization was appropriate. Thus it proved that schools' environment effected students' ethical socialization because as it has been seen in the present research that as the level of physical environment increases the more students become socialized. Junaid (2023), found that strong association existed between the classroom climate of schools and students ethical socialization of secondary school. It is also a reality that students

learn moral values through the personality of their teachers. So, it is recommended that honorable teachers should also behave and interact with students in such a way, each action of teachers in the classroom and outside the classroom give moral lesson to the students. It recommended that moral pictography may also be painted on school's wall for students' moral development and such types

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