

Students' Ethics: The Impact of Logistical Environments

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Abstract

This work investigates the logistical environment and ethical values among school students, exploring their levels, interrelationships and variations across educational variables like genders, locality and medium. The findings indicate that both logistical environment and ethical value are moderate in nature. There were differences in logistical environment based on gender, with female students scoring higher than male students, and in ethical value based on medium of instruction, with Tamil medium students surpassing English medium students. Rural and urban students, as well as those from different school types, exhibited no differences in either logistical environment or ethical value.

A key finding is the positive correlation between logistical environment and ethical values, emphasizing the role of a supportive logistical environment in fostering ethical behaviour and self-discipline. The investigation highlights the need for initiatives that enhance both dimensions, such as infrastructural improvements and value-based education. These findings underscore the importance of cultivating a robust logistical environment to nurture ethical value, ensuring holistic development and ethical growth among school students.

Keywords: *Logistical environment, ethical value, logistical factors, educational variables.*

Introduction

The analysis underscores the role of logistical environment in educational institutions to provide moral value and ethical development. Ethical values play a pivotal role in the holistic development of students. By inculcating values, students learn to distinguish between right and wrong, fostering ethical behaviour in both personal and professional contexts.

The logistical environment in schools facilitates to firm the deficiencies in connection with different logistical factors, such as logistical structure, mentor-mentee system, communication level, physical atmosphere, logistical culture etc. It is the apparent trait of a firm and its sub-systems as replicated in the mode in which an organization deals with its associates, team members and logistic problems. The enduring character of the school environment, experienced by faculty members, impacts their performance and is defined by a shared set of values and behaviours. At the same time, ethical values instil in students the resilience and integrity required to overcome challenges and make well-grounded decisions. In essence, teachers serve as a compass, guiding students toward a purposeful and fulfilling life. (Mayoor Noida, n.d.).

The investigation the link between logistical environment and ethical values among school students, finding both at moderate levels. Girl students demonstrate better logistical environment compared to boys, while Tamil medium students exhibit stronger ethical values than their English medium peers. However, no differences in ethical values were noted across gender, locations or medium. Similarly, logistical environment levels remained stable across these educational variables.

A key outcome is the positive correlation between logistical environment and ethical values, suggesting that a well-structured logistical framework fosters ethical behaviour and self-discipline. Enhancing aspects like infrastructure, teacher-student relationships, and value-based education is recommended for promoting students' overall development.

Logistical elements, including communication, institutional culture, and physical setup, play a crucial role in shaping ethical values. The findings align with previous research, such as Hardy and Padilla-Walker (2018) on parenting environments, and Arni et al. (2023) on teachers' influence on moral development, reinforcing the importance of supportive environments in fostering ethical behaviours. Addressing logistical and ethical dimensions collaboratively can prepare students for responsible and socially aware citizenship.

Review of the Related Literature

Hardy & Padilla-Walker, (2018), Parenting and Values Internalization: One key learning explored the link between parenting dimensions (involvement, autonomy support, and structure) and adolescents' internalization of ethical value. It found that parental involvement and structure were positively associated with external and interjected regulation, while autonomy support led to better internalization of values. These findings highlight the importance of supportive environments in promoting ethical values and behaviours in adolescents. Such research implies that logistical factors like family environment could be crucial in ethical development.

Murray, (2017), Logistical Commitment and Climate in Organizations: The study examining logistical commitment and climate in the workplace found a significant positive relationship between these two elements. This finding suggests that when organizational climates are supportive and engaging, employees exhibit greater commitment, which can extend to ethical behaviour and decision-making. This has parallels in educational institutions, where a supportive school environment might encourage ethical behaviour in students.

Arni et al., (2023), Role of Teachers as Ethical Models in Madrasah Ibtidaiyah: The influence of teachers as ethical role models in schools has been documented in examined exploring religious and moral development in students. Teachers' moral influence was found to significantly shape students' ethical decision-making processes, highlighting the logistical importance of educators in fostering ethical behaviours. This suggests that the ethical values in schools, shaped by teacher student interactions, plays a pivotal role in developing students' ethical standards.

Hidayat et al., (2024), Impact of social media on Ethical Development: This appraisal found that the increasing influence of social media on adolescents has led to negative effects, such as anxiety, depression, and a decline in moral values. It highlighted the necessity of early character building, where both parents and teachers play essential roles in guiding students through ethical challenges. This demonstrates how external logistical factors (e.g., digital environment) interact with individual moral development.

Amani Dadgar et al., (2020), Ethical Development in Health Accounting: Research into the factors influencing ethical development in professionals, particularly in health accounting, highlighted the significant role of organizational climate and leadership in fostering ethical behaviour. Authentic leadership and individual psychological characteristics contributed to both ethical development and virtuous behaviour. This research demonstrates that institutional structures and leadership can affect ethical development, which could also apply to educational contexts.

Thomas, (2016), Teachers' Influence in Education Systems: Research examining the relationship between institutional climate, staff commitment, and ethical decision-making indicated that educational

administrators' views of their institution's climate can influence their staff's commitment to ethical behaviour. This suggests that a positive organizational climate, driven by leadership and logistical support, is essential in promoting ethical behaviour among students and faculty.

Objectives

To find out:

- The logistical environment of school students.
- The ethical values of school students.
- The logistical environment of school students based on the educational variables.
- The ethical values of school students based on the educational variables.
- The relationship between logistical environment and ethical values of school students.

Methodology

In this analysis normative survey as method adopted as research method. Simple Random sampling technique is used for selecting the sample from the population of IXth students in Namakkal District. The selection of sample is based on their gender, locality of school, and medium of instruction.

Tools used

The ethical values and logistical environment of school students' tool was constructed by the researcher

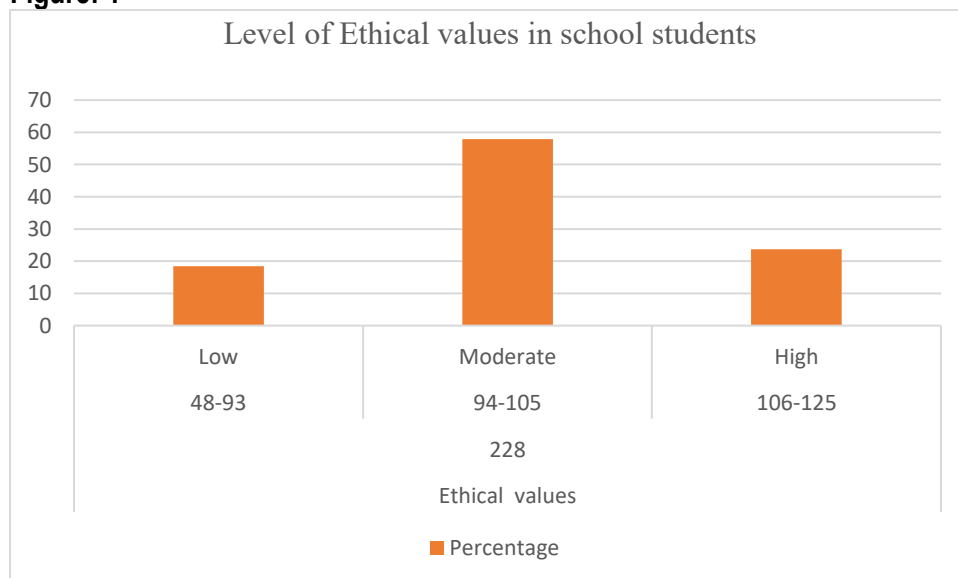
Statistical Technique Used

The following statistical techniques were used for data analysis:

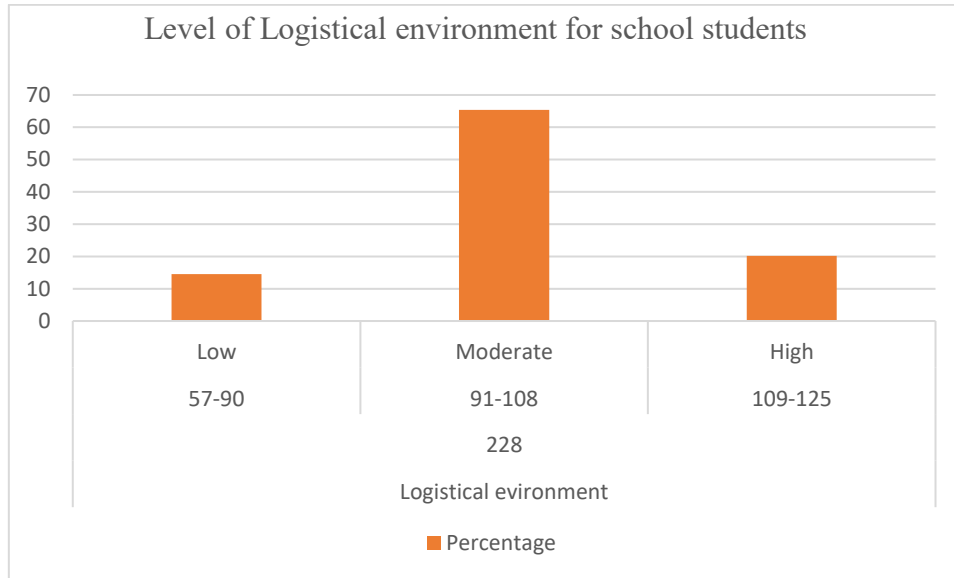
- Descriptive Analysis: Mean, Standard Deviation were used to find the average and deviation among various sample subgroups were selected.
- Inferential Analysis: t-test is used to find the difference between the mean scores of two sample subgroups were chosen.
- Correlation Analysis: Correlation is used to find the relationship between two variables.

Data Analysis

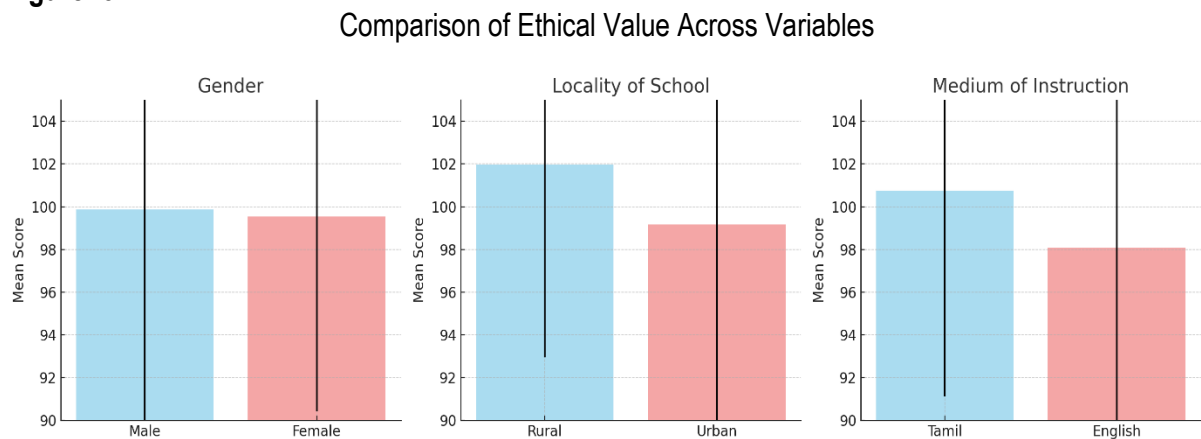
Figure: 1



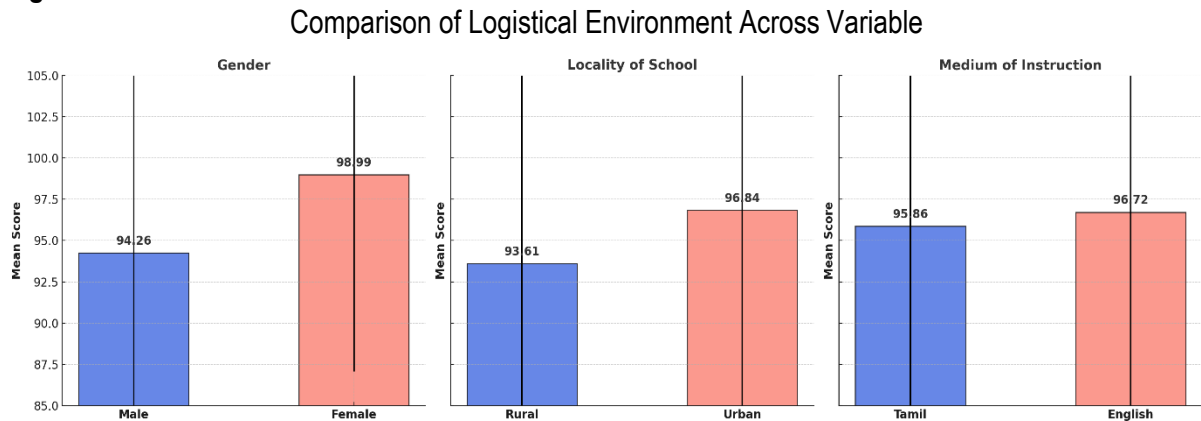
From the above figure: 1, 18.42% sample have low, 57.90% sample have average, and 23.68% sample have high with respect to Ethical value. It is observed that the ethical values of students are moderate in nature (57.90).

Figure:2

From the above figure: 2, 14.48% sample have low, 65.35% sample have average, and 20.17% sample have high with respect to logistical environment. It is observed that the logistical environments of students are moderate in nature (65.35).

Figure: 3

From the above figure, it was found that there is no significant difference in ethical values between male and female students, as the calculated t-value (0.245) is less than the table value (1.96). Similarly, no significant difference was observed between rural and urban students, as the calculated t-value (1.747) is also less than the table value (1.96). However, a significant difference was noted in ethical values between Tamil and English medium students at the 0.05 level, as the calculated t-value (2.037) is greater than the table value (1.96).

Figure: 4

In the above figure, it was found that there is a significant difference in the logistical environment between male and female students at the 0.05 level, as the calculated t-value (2.794) is greater than the table value (1.96). However, no significant difference was observed in the logistical environment between rural and urban students (calculated t-value: 1.54) and between Tamil and English medium students (calculated t-value: 0.497), as both are lesser than the table value (1.96).

Table: 1

Shows 'r' value towards Ethical value and logistical environment

VARIABLES	N	'r' Value	LEVEL OF CORRELATION
Ethical value Vs logistical environment	228	0.427	Moderate positive Correlation

The result of the above table shows that, there is moderate positive correlation between ethical value and logistical environment.

Result

- Overall Levels:
 - The levels of both ethical values and logistical environment among school students are moderate in nature.
- Gender Differences:
 - Male and female students show no difference in ethical values.
 - Female students score higher than male students in logistical environment.
- Locale (Rural vs. Urban):
 - There is no difference between rural and urban students in both ethical values and logistical environment.
- Medium of Instruction (Tamil vs. English):
 - Tamil medium students have higher ethical values than English medium students.
 - There is no difference between Tamil and English medium students in logistical environment.
- Correlation:
 - There is a positive correlation between logistical environment and ethical values among school students.

Discussion

The present assessment highlights the interplay between the logistical environment and ethical values among school students. A logistical environment refers to the institutional factors that facilitate effective planning, organization, and administration, which create a positive atmosphere for teaching and learning. Ethical values, on the other hand, provide students with a moral compass, guiding their behaviour and decisions both in school and society. The findings suggest that both the logistical environment and ethical values among students are moderate in nature. This highlights the scope for improvement in both dimensions to enhance students' holistic development. Studies, such as those by Hardy and Padilla-Walker (2018), suggest that supportive environments are critical for promoting moral behaviour in adolescents, indicating the need for robust logistical systems in schools.

Girl students were found to exhibit higher levels of logistical environment compared to boy students. This may reflect differences in how boy and girl students perceive and respond to their school environment. This aligns with research by Thomas (2008), which emphasizes the influence of institutional climate on individual behaviour.

The observation identified that Tamil medium students exhibited higher ethical values compared to English medium students. This variation could be attributed to cultural and linguistic factors influencing moral education. Research by Arni et al. (2023) further supports the role of teachers and cultural influences in shaping students' ethical behaviour. The positive correlation between the logistical environment and ethical values signifies that a well-structured and supportive logistical framework fosters self-discipline and moral behaviour among students. This is consistent with findings by Murray (2017), who emphasized the role of organizational climate in promoting ethical behaviour.

Improving physical and logistical structures to create a more conducive learning environment. Integrating moral and ethical lessons into the curriculum to reinforce ethical behaviour. Equipping teachers with the skills to serve as ethical role models, as suggested by Arni et al. (2023). Encouraging active participation of parents in their children's education to create a supportive home environment, as highlighted by Hardy and Padilla-Walker (2018).

This learning highlights the pivotal role of the logistical environment in shaping students' ethical values. A collaborative effort involving schools, educators, and parents is essential for fostering a robust logistical framework and promoting moral development. By addressing these dimensions, schools can prepare students not only for academic success but also for ethical and socially responsible citizenship.

Conclusion

The purpose of the present study was to analyze the logistical environment and ethical values among school students. The findings emphasize the moderate nature of both the logistical environment and ethical value among students, underlining the need for targeted measures to enhance these dimensions for holistic student development.

Significant variations were identified across specific subgroups. Girl students exhibited higher logistical environment levels than boy students, while Tamil medium students displayed stronger ethical value compared to English medium students. However, no differences were observed in ethical value based on gender, school type, or school location (rural vs. urban).

Importantly, here established a positive correlation between logistical environment and ethical value, indicating that a supportive logistical environment fosters ethical development in students. This reinforces the role of well-planned logistical structures and practices in promoting self-discipline, ethical behaviour, and well-structured conduct in both school and society.

The findings underscore the importance of cultivating a robust logistical environment within schools to strengthen ethical value. Practical measures, such as enhancing infrastructural support, fostering clear communication, and implementing value-based education, are essential for achieving these goals. Such efforts will contribute to the creation of an equitable and inclusive educational environment, ensuring the holistic growth of students into disciplined and socially responsible individuals.

In conclusion, the study highlights the interdependence of logistical and ethical dimensions in education, advocating for focused interventions to enhance both, thereby supporting the comprehensive development of school students.

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