

Relationship Between School Environment and Justice Development among Students at Secondary level in Pakistan

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Abstract

The purpose of this article is to understand the school environment in relation to justice development among students. The physical school environment includes the provision of proper light, libraries, laboratories, etc that help to promote social justice including a discussion between teacher and student, the celebration of birth anniversaries of national heroes, function on a national day, and awareness about justice at secondary level students in Pakistan. Therefore this research proves the importance of the school environment for justice development at the secondary level. This research is descriptive in nature. The survey method was used to collect the data. Two questionnaires were designed based on close-ended questions. Each questionnaire consisted of eight statements. Participants of this research were 303 teachers of class X and 375 students of class X. Multistage sampling technique was used to collect data.

Keywords: School Environment, Social Justice, Justice Development Among Students.

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1. Introduction:

Schools are a central stimulus on children's learning and development as a connection to the external environment because it is where most students spend most of their time. The school environment is essential in creating a conducive learning atmosphere for students. According to Mardianan (2017), the school environment encompasses both physical and non-physical resources that interact to provide a conducive learning environment. The physical facilities are provided by the school, along with the staff and students. Therefore, schools must ensure that their environment is well-equipped with all the necessary resources to facilitate learning and academic excellence.

According to Nash et al. (2017), the school setting plays a vital role in motivating individuals to improve their behavior and ethical performance. Additionally, Wang and Degol (2016) state that an effective environment should provide proper physical facilities to develop the character of students. Schools are organizations that utilize all available resources to promote justice development among students.

According to Wexler (2019), justice refers to the ethical and philosophical concept of treating individuals fairly and impartially under the law, while preventing harm to others. In cases where maltreatment is confirmed, remedial action must be taken, and both the accuser and the accused must receive appropriate consequences for their actions.

According to Zulela et al. (2022), the school environment plays an important role in instilling moral values such as justice among students. This is defined as the extent to which teachers and students are treated impartially in school. Noddings (2015) further explains that in order for justice to develop, the school

environment must meet all learning needs, including access to light, laboratories, and libraries. Additionally, individuals should be treated fairly, appreciated for good deeds, and encouraged to participate in healthy discussions and debates during study hours.

2. Literature review

Schools can incorporate service learning activities. According to Holmes (2022), these activities connect students with their communities and provide opportunities to address social issues. Cipolle (2010) explains that students are prepared in a school environment where justice-oriented activities are conducted to engage students in social services activities to enhance their sense of civic responsibility and commitment etc. Justice-oriented activities have a positive impact on students' decision-making and allow them to more readily accept decisions (Esmonde, 2014). The school environment includes physical facilities like school grounds where school functions, extracurricular activities, debates, and discussions are conducted which enable the students to take the best decisions in their life. According to Sephania et al. (2017) describe that there is a direct and positive relationship between students learning and the school environment.

It is concluded that social justice education develops critical and analytical skills. Bell (2016) narrates that the aim of social justice is to reconstruct society according to the principles of equity, recognition, and inclusion which help the participants to develop awareness, knowledge, and process to examine issues of justice/injustice in their personal lives, communities, institutions, and society.

Theories of the school environment and Justice Development

The intersection of school environment and justice development is a crucial point where various factors come together to shape students' understanding of justice, fairness, and social responsibility. The following theories justify that the school environment plays a significant role in fostering justice development among students.

Behaviorism theory

Behaviorism theory is developed by John B. Watson and Edward Thorndike. It focuses on how organisms respond to their environment. Saracho (2023) explains the behavior of students is determined based on interaction and consequences of environmental experiences. It means behaviors are not controlled by emotions or thoughts but are influenced and learned from the external environment. In this regard, Steege et al. (2019) explain Watson's concept of stimulus control, which refers to how a person's behavior can be influenced by their surroundings. This theory can be applied in education to create a structured environment where teachers use behavioral methods and techniques to modify student behavior.

Bronfenbrenner's Ecological Systems Theory:

Urie Bronfenbrenner, a prominent developmental psychologist, introduced the Ecological Systems Theory. Ruiz (2020) clarifies this theory is focused on human development through the prism of the "environmental interconnections and their impact on the force directly affecting psychological growth. El-Zaatari and Maalouf (2022) narrated school environment is a crucial microsystem in a child's development. It refers to the immediate setting where students interact with teachers, peers, and school staff. It encompasses the physical layout of the school, the quality of relationships between stakeholders, and the educational practices and policies in place.

John Dewey

John Dewey, an influential philosopher, and educational reformer, emphasized the importance of the school environment and a child-centered approach to fostering experiential learning and democratic values. Ye and Shih (2021) believed that the school environment should be interactive, experiential, and reflective of the real world. It promotes meaningful learning through inclusive space where students actively engage in hands-on learning experiences with collaboration, social interaction, develop critical thinking and problem-solving skills.

Rudolf Steiner

Steiner viewed the aim of education as to develop long life love of learning and build strong moral and ethical values among students. Boyd (2018) expounded that the school environment is a holistic space that nurtures the spiritual, intellectual, artistic, and physical dimensions of students. In a school environment, there is an emphasis on natural materials, artistic expression, and a curriculum tailored to positive school experiences for students' development.

William Glasser:

Glasser, a psychiatrist, and educator, focused on the psychological aspects of the school environment. He emphasized the importance of creating a positive and supportive environment where students feel connected and motivated to learn. Supeni and Jusoh (2021) school environment, all actions are driven by fulfilling one or more of the five basic needs, namely belonging, survival, power, freedom, and fun of students. These needs improve self-control that enables them to make better and more responsible choices.

Howard Gardner:

Nulhakim et al. (2019) discuss Gardner's theory of multiple intelligences that is emphasizing the unique and varied talents and abilities possessed by students. This perspective underscores the importance of personalized and diverse instruction that caters to the individual learning styles, interests, and intelligence of each student. In this regard, Brien (2020) elaborates on multiple intelligences emphasizing the importance of recognizing students' diverse talents and abilities. Customized and varied teaching methods are crucial in schools to address the varying learning styles, interests, and intelligence of each student.

Maslow's Hierarchy of Needs: Acquah et al. (2021) expound Abraham Maslow's hierarchy of needs theory proposes that individuals must have their basic physiological and safety needs met before they can focus on higher-order needs, such as self-esteem and self-actualization. Darling-Hammond and Cook-Harvey (2018) said the school environment plays a vital role in addressing these needs by providing a safe, nurturing, and supportive space for students to learn and grow.

Lev Vygotsky: Vygotsky's sociocultural theory emphasizes the importance of the social environment in both learning and development. Clark (2018) mentioned Vygotsky's theory believed that schools should promote social interaction, and collaborative learning, and provide scaffolding from more knowledgeable individuals to assist in a student's cognitive growth and new knowledge and skills.

Jean Piaget: Piaget's cognitive developmental theory emphasized the role of the environment in promoting cognitive development. Ozdem-Yilmaz and Bilican (2020) believed that the school environment should provide opportunities for exploration, discovery, and hands-on experiences that allow students to construct their understanding of concepts through interaction with the physical and social world.

Paulo Freire: Freire's critical pedagogy emphasized the importance of the school environment as a site for dialogue, critical reflection, and social transformation. In this way Tarlau (2015) argued that the school environment should be democratic, inclusive, and participatory, where students engage in critical thinking, question societal norms, and develop a sense of agency to challenge and transform oppressive systems

Maria Montessori: Montessori's approach emphasized the prepared environment as a fundamental aspect of learning. The school environment should be carefully designed to provide students with access to appropriate basic materials, physical facilities, and activities. Mavric (2020) tells these activities to match students' developmental needs, promote independence, and cultivate a sense of order and respect for oneself, others, and the environment.

Ivan Illich: Illich criticized traditional schooling systems where learning is embedded in everyday life. Samerski (2018) follows Illich that the school environment should extend beyond the walls of a formal institution, allowing learning to occur in various settings, such as the community, workplace, and online platforms.

In light of the above-mentioned theories school environment plays a vital role in shaping students' academic, social, and emotional development. It is also noted, that a positive and conducive school environment

can go a long way toward fostering a love of learning, promoting student well-being, and helping students become well-rounded individuals. In short, the school environment is a dynamic and multifaceted setting that deserves our attention and care. By working together to create a safe and supportive environment for all students, we can help them achieve their full potential and thrive both inside and outside of the classroom.

3. Theories of Justice

Social justice in the school environment is an essential aspect of creating an inclusive and supportive educational environment where every student can thrive. It is all about ensuring that every student, regardless of their background, identity, abilities, or socioeconomic status, is treated fairly and equitably in all aspects of school life (Woodley et al., 2017). It means eliminating any disparities or barriers that may prevent some students from fully participating and benefiting from the educational system. Promoting social justice in schools helps to create a more just and equitable society. There are various theories that attempt to define and explain the concept of justice.

Utilitarianism proposed by philosophers like Jeremy Bentham and John Stuart Mill, asserts that actions are just if they promote the greatest overall happiness or utility for the greatest number of people. Iwuagwu (2021) said it focuses on maximizing collective well-being and minimizing suffering. When making decisions in schools, it's important that to consider teaching balanced utilitarianism to ensure fairness and comprehensiveness. While utilitarianism can offer valuable insights, it shouldn't be the only basis for educational choices.

Deontological theories take a moral approach to justice that prioritizes the nature of actions and duties over their outcomes. These theories believe that certain actions are inherently right or wrong, regardless of the consequences. According to Xu and Ma (2016), deontological ethics emphasizes the importance of following principles and rules when making decisions, with justice being a fundamental aspect of moral obligation.

Rawl's Theory of Justice: John Rawls developed a theory that focuses on justice as fairness. The concept of the "veil of ignorance" is introduced, where individuals imagine a society without knowing their position in it. Rawls (2017) said this leads to the development of principles that prioritize the well-being of the least advantaged, which is an essential aspect of moral obligation in deontological ethics.

Nozick's Entitlement Theory prioritizes the just acquisition and transfer of property rights. Masitera (2017) Distribution of resources is only fair if it results from voluntary transactions that do not infringe on anyone's initial entitlements. This theory raises significant ethical considerations about the distribution of resources justly in schools and society.

Marxist Theory of Justice: This theory, derived from the works of Karl Marx, focuses on the critique of capitalism and proposes a society where resources are distributed based on needs, rather than individual contributions. According to this theory, Munger et al. (2016) articulate that unequal distribution of wealth in capitalist societies leads to exploitation and alienation of the working class. By prioritizing the needs of the community over individual gains, Marxist theorists believe that society can achieve greater equality and justice.

Communitarian theories: such as those developed by Alasdair MacIntyre and Michael Sandel, highlight the significance of community values, customs, and traditions in shaping our understanding of justice. Jing (2023) describes that these theories suggest that justice is inextricably linked to the overall welfare of the community and that we must consider the needs of the group as a whole when making decisions about what is fair and just. By prioritizing the well-being of the community, we can create a more just and equitable society for all.

Feminist theories of justice: Dill and Zambrana (2020) explain these theories shed light on and critique the gender-based injustices that exist while advocating for the fair treatment and empowerment of women. They often overlap with other justice theories, like Rawl's theory or utilitarianism.

Capabilities approach: This approach is developed by Amartya Sen and Martha Nussbaum. Alexander (2016) detailed that of this theory aims to expand people's capabilities for functioning in society. It evaluates justice based on the freedom and opportunities individuals have to lead valuable lives aligned with their

aspirations.

Procedural justice theories concentrate on the fairness of decision-making processes rather than the outcomes. They assert that just procedures, such as impartiality and transparency, lead to more just results (Lee et al., 2019).

Restorative Justice: According to Hamzani et al. (2023) this approach of restorative justice prioritizes the repair of harm caused and the rebuilding of relationships, rather than solely focusing on punishment. It aims to involve all parties affected by injustice in the process of resolving the issue.

To sum up, schools play a critical role in shaping the development of justice and social responsibility in future generations. The school environment and justice-related activities are closely linked, and by promoting inclusivity and incorporating justice-oriented initiatives, educational institutions can make a significant contribution to building a more equitable and just society

The connection between school environment and justice development

The connection between school environment and justice development among students is an important aspect of educational research and student development. Pradana et al. (2020) In an effective school environment, the teacher is a role model and his behavior plays an important role in creating a positive school environment that is responsible for the moral development provision of knowledge what are the merits of justice to students. In this way, Umlauf and Dalbert (2017) said a positive school environment helps to learn pro-social behavior that contributes to the community to encourage students to enable them to treat others justly. It also endorses impartiality and fairness that can significantly impact how students perceive, understand, and practice justice in their daily lives.

Socialization is a vital aspect of the school environment that plays a significant role in justice development among students. Because students interact with peer and their teachers during school hours that can instill values of tolerance, inclusivity, and respect for diversity. Sensoy and DiAngelo (2017) clarify socialization provides guidance and develops the habits of discussions about fairness, equality, and human rights. Baxter (2022) believed libraries curate a vast array of books, articles, and resources that showcase varied perspectives, cultures, and experiences that play a significant role in the socialization process. The main roles of libraries' are as follows in justice development.

- **The diverse and inclusive collection**

Bauer and Clancy (2018) highlight that a diverse collection of books, articles, etc enables students to explore materials that can expand their comprehension of social justice issues and encourage empathy and inclusivity.

- **Critical thinking and research skills**

Libraries play a role in promoting critical thinking and research among students, especially in social justice issues. These topics demand a comprehensive understanding of historical context and current events from different perspectives. Bean and Melzer (2021) pointed out libraries offer access to trustworthy resources, enabling students to develop research skills and hone their ability to evaluate information critically.

- **Book clubs or discussion groups**

Book clubs or discussion groups centered on social justice literature, provide a safe and supportive environment for students to share their thoughts, experiences, and insights. Wang (2018) anticipated organizing workshops, lectures, or presentations on social justice topics, inviting guest speakers, community activists, or subject matter experts to provide students with unique perspectives and enrich their learning experience.

- **Educational programs and workshops**

Libraries have the opportunity to arrange educational programs and workshops that focus on social justice topics. In this regard, Cooke et al. (2016) explain that these events can include guest speakers such as community activists or subject matter experts, providing students with distinct perspectives and enhancing their learning experience.

- **Resources for educators**

Libraries also cater to teachers and educators, providing them with resources, lesson plans, and teaching materials that integrate social justice topics into the curriculum. Mahmood (2021) elucidates this support enables educators to effectively teach these subjects and create a positive impact on students.

- **Multimedia sources**

Libraries often offer multimedia resources such as documentaries, films, and podcasts that tackle social justice themes. Moore (2022) narrates multimedia approach can appeal to various learning styles and engage students in different ways.

- **Safe space for exploration**

Libraries can also provide a safe space for exploration where students can seek information, express their opinions, and challenge their own beliefs in a respectful environment. Flensner et al. (2019) collaborate with community organizations and activists to promote social justice initiatives, connecting classroom learning with real-world issues and encouraging students to actively participate in advocating for positive change.

- **Displays and exhibitions**

Libraries can create displays and exhibitions focused on social justice themes, which can capture students' attention and prompt them to explore further. Kucan et al. (2019) with the rise of technology, libraries offer access to digital databases, online articles, and e-books related to social justice issues, enhancing accessibility and flexibility in learning.

The conclusion has been reached by combining these elements that libraries can foster an environment that promotes social awareness, understanding, and empathy, encouraging students to become informed and engaged citizens who actively contribute to a more just and equitable society.

In the realm of social science and humanities, laboratories can be a valuable tool for facilitating the learning of social justice. Despite their association with scientific experiments, laboratories can serve as spaces for critical inquiry, research, and collaborative learning. Here are some ways in which laboratories can contribute to the study of social justice:

- **Research and data analysis**

Laboratories are places where research is conducted on various social issues such as racial inequality, gender discrimination, economic disparities, and human rights violations. Leong et al. (2017) demonstrate that in scientific laboratories, students have a structured environment to conduct research and gather data on different social justice issues. They can analyze both quantitative and qualitative data to gain a better understanding of the extent and impact of social inequalities, discrimination, and systemic injustices.

- **Evidence-based understanding**

Students can gain an evidence-based understanding of social justice issues by conducting empirical research. This method promotes critical thinking and assists students in questioning their preconceived ideas and biases (Betters-Bubon et al., 2022).

- **Solution-Oriented Approach**

According to Swinburn et al. (2019), laboratories can foster a solution-oriented approach to social justice issues. Students can propose evidence-based interventions and policies aimed at addressing the root causes of inequalities and promoting equitable outcomes

- **Ethical considerations**

When conducting scientific research, ethical considerations are crucial, especially when studying vulnerable or marginalized populations. It's important for students to be aware of these considerations so they can develop a sense of responsibility and empathy toward those affected by social injustices (Tsai, 2021).

The decision has been made that scientific laboratory practices are incorporated into the study of social justice, and students can gain a comprehensive understanding of the intricate nature of social issues. This approach also nurtures the development of analytical and research skills, as well as a sense of accountability as they become active contributors to the promotion of a fairer and more just society.

Good lighting can have a positive effect on the development of social justice by promoting an inclusive and fair learning environment. Here is how it can enhance students' overall educational experience:

- **Equal access to learning**

Neuman and Celano (2015) express that having sufficient lighting is crucial to ensure that all students can comfortably read and see the educational materials without putting a strain on their eyes. This promotes equal access to educational resources and prevents any potential disadvantages that might arise from poor visibility.

- **Improved focus and consideration**

Appropriate lighting in a classroom can greatly improve students' ability to focus and concentrate. Clear visibility reduces the chances of visual discomfort, leading to a more productive and conducive learning environment (Oselumese, 2016).

- **Visual engagement**

Proper lighting can play a key role in highlighting diverse visual content like images, artwork, and multimedia presentations. This can help students engage with a variety of perspectives, cultures, and experiences, which in turn promotes social justice through a more inclusive curriculum (Highfield and Leaver, 2016).

- **Equity in classroom interaction**

According to Ackah-Jnr and Danso, (2019) the presence of adequate lighting in a classroom is crucial for promoting equity in classroom interaction. It allows all students, regardless of their seating location, to fully participate in classroom discussions and activities. This ensures that no student feels left out or marginalized due to poor visibility.

It's important to note that the relationship between the school environment and justice development is complex and multifaceted. Factors such as the school's physical facilities, and resources can all play a role in shaping students' understanding and practice of justice. Additionally, the impact of the school environment on justice development may vary among individual students based on their backgrounds, experiences, and personal characteristics. Nonetheless, creating a positive and just school environment is essential for fostering students' moral and social development

Statement of problem

According to the National Institute of Justice report (1991) there is a lack of social justice it is started

from the beginning of the school years and matures at the age of 20 to 21 that is developed up to secondary or higher secondary level. As stated by Zembylas (2021), the educational environment develops the habits of justice among students. In this way, school environment and justice development are interlocking forces that develop critical and analytical skills that enable the students to take the right decisions in a situation. In the light of literature review in the curriculum justice development activities are not included in Pakistan. To solve this problem this topic was chosen as “Relationship between School environment and Justice Development among students at secondary level in Pakistan”.

Objectives

- To investigate the school environmental practices for justice development at the secondary level in Pakistan
- To explain the justice development practices at the secondary level in Pakistan
- To determine the relationship between school environment and justice development among students

Hypothesis

H01: There are no school environment practices that affect the justice development of student

H02: There are no justice development practices adopted by the teacher

H03: There is no correlation between school environment and justice development among students at the secondary level

Research design

A non-experimental research design was used to conduct this study. According to Khaldi (2017), the researcher does not have such a level of control as in experimental research design over independent variables and must rely on observations and measurements of naturally occurring variables. In this article, a descriptive quantitative survey design was used.

The population of the study

The Directorate of Education oversees the FGEIs (Cantt. and Garrison). These institutions are divided into 11 regions, namely Peshawar, Wah, Rawalpindi, Kharian, Lahore, Gujranwala, Bahawalpur, Multan, Karachi, Quetta, and Fazaia. To ensure a fair representation, a sample was taken from each region based on population proportionality. The study focused on teachers and students of class X in FGEIs (C&G), which were categorized as population I and population II, respectively. The population is presented in Table 1.1

Table 1.1 The population of the Study

S. No	Population	Number
1	Teachers of class (X)	1,430
2	Students of class (X)	15,835

Sample of the study

Multistage stage sampling was used to conduct this study. At first stage schools were randomly selected proportionately from each region and then teachers and students were selected randomly from selected schools and schools were selected from 11 regions randomly.

Table 1.2 Samples for the Study

S. No.	Sample	Number
1	Teachers of class X	303
2	Students of class X	375

Development of instrument

The questionnaire was used for data collection. One for teachers and the second for students. These were self-constructed and close-ended. Each questionnaire consisted of eight statements.

Validity and reliability

Questionnaires were validated by 15 experts and make corrections according to the opinions. Reliability was calculated by using Cronbach alpha

Teachers	0.853
Students	0.865

These values indicated a good level of reliability.

Analysis

For data analysis percentage, mean, standard deviation, z-test, and correlation coefficient were used

Comparison of Teachers and students school environment									
S.No	Statement	Levels	Teachers			Students			Z-test
			Frequency	%age	Mean Score	Frequency	%age	Mean Score	
1	Library hours are provided	SA	82	32.03	3.75	174	57.05	4.28	-5.309
		A	100	39.06		90	29.51		
		UNC	24	9.38		5	1.64		
		DA	28	10.94		23	7.54		
		SDA	22	8.59		13	4.26		
2	Laboratories are used for demonstration.	SA	66	25.58	3.74	56	18.36	3.14	5.806
		A	107	41.47		80	26.23		
		UNC	49	18.99		65	21.31		
		DA	24	9.30		59	19.34		
3	The proper light facility is provided	SA	111	43.36	3.94	80	26.23	3.60	3.206
		A	81	31.64		124	40.66		
		UNC	18	7.03		29	9.51		
		DA	30	11.72		43	14.10		
		SDA	16	6.25		29	9.51		
4	Examples are narrated by teachers to develop the concept of good habits	SA	127	49.61	4.27	168	55.08	4.26	0.083
		A	95	37.11		98	32.13		
		UNC	16	6.25		5	1.64		
		DA	12	4.69		19	6.23		
		SDA	6	2.34		15	4.92		

As regards the environment, the first statement was “library hours are not provided” The calculated value

of the z-test was 3.309 which is greater than the tabulated value of 1.96 at 95 percent level of significance. Thus the statement is rejected and alternate statement library hours are not provided properly is accepted. the second statement was “laboratories are used for demonstration” The calculated value of the z-test was 5.806 which is greater than the tabulated value of 1.96 at 95 percent level of significance. Thus the statement is rejected and alternate statement Laboratories are not used for demonstration is accepted. The third statement was “Proper light facility is provided” The calculated value of the z-test was 3,206 which is greater than the tabulated value of 1.96 at 95 percent level of significance. Thus the statement proper light facility is provided is rejected and the alternate statement proper light facility is not provided is accepted. The fourth statement was “Examples are narrated by teachers to develop the concept of good habits” The calculated value of the z-test was 0.083 which is lesser than the tabulated value of 1.96 at 95 percent level of significance. Thus the statement is accepted.

Comparison of teachers and students justice development									
S.No	Statement	Levels	Teachers			Students			Z-test
			Frequency	%age	Mean Score	Frequency	%age	Mean Score	Z-test
1	Schools celebrated the birth anniversary of national heroes	SA	99	38.67	4.10	123	43.93	4.14	-0.536
		A	115	44.92		103	36.79		
		UNC	18	7.03		25	8.93		
		DA	16	6.25		29	10.36		
		SDA	8	3.13		0	0.00		
2	School functions are arranged on national days	SA	149	58.20	4.35	147	48.20	4.15	2.190
		A	75	29.30		109	35.74		
		UNC	10	3.91		9	2.95		
		DA	16	6.25		29	9.51		
		SDA	6	2.34		11	3.61		
3	Teacher involves encouraging students in dilemma discussion	SA	46	17.97	3.39	70	22.95	3.51	-1.241
		A	80	31.25		114	37.38		
		UNC	74	28.91		45	14.75		
		DA	40	15.63		55	18.03		
		SDA	16	6.25		21	6.89		
4	Teachers explain the merits of justice	SA	93	36.33	3.58	192	62.95	4.31	-6.642
		A	71	27.73		72	23.61		
		UNC	15	5.86		3	0.98		
		DA	45	17.58		19	6.23		
		SDA	32	12.50		19	6.23		

As regards justice, the first statement was “School celebrated the birth anniversary of national heroes” The calculated value of the z-test was 0.536 which is smaller than the tabulated value of 1.96 at 95 percent level of significance. Thus the statement is accepted. The second statement was “School functions are arranged on national days” The calculated value of the z-test was 2.190 which is greater than the tabulated value of 1.96 at 95 percent level of significance. Thus the statement is rejected and alternate statement School functions are not arranged on national days. The third statement was “Teachers involve to encourage students on dilemma discussion” The calculated value of the z-test was 1.241 which is smaller than the tabulated value of 1.96 at 95 percent level of significance. Thus the Statement school functions are not arranged on national days is accepted. The fourth statement was “Teachers explain the merits of justice” The calculated value of the z-test was 6.612 which is greater than the tabulated value of 1.96 at 95 percent level of significance. Thus the statement Teachers explain the merits of justice is rejected. An alternate statement Teachers do not explain the merits of justice is accepted.

Coefficient correlation

Table 1.5

Independent variable	Dependent variable	Coefficient correlation
School environment	Justice development	0.799

The correlation value of 0.799 shows that there is a positive correlation between school environment and justice development.

Findings

1. Library hours are not provided
2. Laboratories are not used for demonstration.
3. The proper light facility is not provided
4. Examples are narrated by teachers to develop the concept of good habits
5. Schools celebrated the birth anniversary of national heroes
6. School functions are not arranged on national days
7. Teacher involves encouraging students in dilemma discussion
8. Merits of justice are explained by teachers

Conclusions

The school environment observed that proper library hours are not given to students to create their reading habits and laboratories are not used for demonstration purposes whereas proper light facilities are not provided perhaps due to load shedding while the example is narrated by the teachers to develop good habits among students. As regards, justice development the anniversary of national heroes are not celebrated school functions are also not arranged on national days. The nature of justice is also not explained by teachers. The only best thing is that teachers encourage students in developing good habits.

Recommendations

1. Library hours may be enhanced.
2. Laboratories may be properly used for demonstration.
3. Proper list facilities may be provided by using solar systems or UPS.
4. Birth anniversaries of national heroes may be celebrated.
5. National days may be arranged.
6. Teachers may be explained the merits of justice.

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