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Value Awareness among Secondary School Students of Murshidabad Districts

ORIGINAL ARTICLE



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Abstract

Value education refers to the learn of development of needful values in people. Values are self-demanding, self sacrificing but not based on impulsive act. Value education, according to one more view, is gradually a matter of educating the feelings and emotions. It is the preparation 'of the heart' and comprises in fostering the right sentiments and feelings. The review will be led the goals are to concentrate on the distinction of significant worth mindfulness among young men and young ladies understudies and to concentrate on the distinction of significant worth mindfulness among rustic and metropolitan understudy. There was important to choose the examples from the populace. A sample of 120 students of IX class at the secondary school will be choose by using stratified random sampling method from four schools in Domkal block of Murshidabad district which has two were urban areas and the other two

were rural areas. The null hypothesis tested for significance in the results section has open interpreted in tends of rejection and acceptance. The current study found that the significant difference with respect to the value awareness of secondary school student in relation to their gender and locale variation. The boys and girls showed insignificant difference in value awareness in gender variation. But there was significant difference between locale variations. Urban students showed significant variation in value awareness than rural students. So there is no significant difference in value awareness between boys and girls, but significant difference in value awareness between urban areas and rural areas students.

Key Words

Value, Awareness, Secondary, School, Student, Gender, Locale.

Introduction

Value crises have become a part of everybody news. Under such circumstances the issue of value – education has been projected as one of national priorities in the National Education Policy (NEP) 1986. The policy declares: “The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values.” Judging from the way in which the term “Value Awareness” is used, Values are the part and partial of philosophy of a nation. Values are self-demanding, self sacrificing

and are not based on impulsive act. Value education indicates developing the appropriate sensibilities- moral, cultural, spiritual, physical, social, and political and the ability to make proper value judgment and internationalize them in one's life.

Crisis in thinking is sure to have its evil effects on its existing pattern of values of the society. It has its evil effects also on the social institution and cultural standard of people. The inevitable result is the cultural lag, particularly in a developing society. Cultural lag leads to crisis of life and values. The existing system of education has failed to check this trend in an effective way. Here lie the significances of value education. New values should be instilled or cultivated in the minds of the youth through education.

However, social, moral, spiritual and cultural values are equally important along with the moral values. Thus a study was conducted to know about the status of value awareness, among the secondary school students. Moreover to estimate the nature of value awareness gender and location variables were taken into account.

Review of related Literature

Review of related literature is very important in any field of work. Survey of related studies helped the researcher with important guidelines to select the problem. It also gives the investigator the idea of studies already has been done in the same area and in which direction and how the future research should be conducted. It also helped here to decide various issues involved in the problem and to plan and organize the work accordingly. The present study was conducted on the value awareness among the students of secondary school in the district of Murshidabad. The studies were reviewed to determine the gaps in this field by analyzing findings of the related studies.

Review of related Literature conducted in India

Raghavendra, G.V. (1984), conducted a study on a comparative study of value preferences of the socially disadvantaged and the socially non disadvantaged secondary school pupils. This study uncovered that the socially burdened and the socially non-hindered understudies fundamentally varied as to values, in particular, hypothetical and strict, then again young men and young ladies understudies altogether contrasted as to three individual qualities these are hypothetical, social and tasteful worth. Young ladies were more stylish - disapproved than young men and hypothetical and social qualities, young men scored fundamentally higher than young ladies.

Chouhan, S. (1988), a study on religious and moral education in Shakespeare's drama. This study explored that the tragedy in always a serious and profound criticism of life (Mathew Arnold's Phrase). From the world of Shakespeare and tragedy, we get a world of wisdom to live with.

Geethanath, P.S. (1988), study on moral judgement in relation to some selected variables. The investigator found that students of different age groups, different intellectual abilities, different socio-economic strata, and different sub groups on attitude towards religion difference significant in their moral judgement.

Sheela (1988), conducted a study on change in teaching behaviour as a function of inculcation of values predicting teacher's effectiveness. This study explored that value inculcation thought value confrontation treatment. Led to a significant qualitative improvement in the teaching behaviours of the students teachers.

Gupta, Ranjana (1989), conducted a study of the value emphasis as perceived by public of primary, middle and high school stages in different institutions. This study explored that the structure of moral values being emphasised at different grade found to be similar. The values bring emphasised at present comprised truthfulness, good manners, discipline, respect for others, co operation.

Review of related Literature conducted in Abroad

Kalvin Vincent (1988), expressed his view in an educational journal in 1988 and said that value is always changeable and it's a psycho-physical process. As values of various objects differ man to man and subject to subject.

Fort McDowell (1989), conducted a study on Indian Community and Fountain Hills United School District (USA) in 1989. This review looks at centre schools understudy's convictions about school inspiration and accomplishment and is being directed related to teacher Down Iwamoto and teacher Hank Radda (College of Phoenix), Starter discoveries from this review have been introduced to the wellspring Slopes Bound together School, The Forward McDowell Instruction Division. The Ancestral Board and the American Exploration Affiliation.

Dexter De Silver (1990), conducted a study on Japanese first year university students motivations to study English as a Foreign language. This study plans to extend the understudy's inspiration research plan into the area of inspiration for learning unknown dialects and to additional comprehension we might interpret the job of English in Japanese society.

M.B.Buch (1991), designed to enable schools to develop and demonstrate current practice in value education. Give an educated bass to advancing superior qualities training in Australian Schools, and make a proposal on a bunch of standards and a system for further developed values instruction in Australian school. It included three components, a writing arrive at exploration to decide guardians, instructors and understudy sees on the qualities the local area anticipates that Australian schools should encourage and activity research checking out at fifty inventive case studies from 69 schools around the country.

Banuo, Kuotsu (1992), conducted a study of the value of college students in Nagaland in relation to their self concept In this study the investigator explore that there was a significant positive correlation between elf- concept and social values and a negative relationship between self- concept and power values and there was no relationship between self concept and religious, aesthetic, moral values.

Rationale of the Study

Value education is the only way to meet this crisis of values. In order to change this state of affairs efforts must be made so that the students can acquire the humane qualities in life such as honesty, uprightness, truthfulness, dutifulness, punctuality, sense of discipline, civility, tolerance, hatred against injustice & attempt to remove it, feeling of dignity for oneself & others etc.

Scope and Delimitations of the Study

The scope of the study is to assess the Value awareness of secondary school students and its effect on their academic achievement and the sample will be delimited to 120 students from Government and private school in relation to their gender and locale variation (average/ high/ low).

Statement of the Problem

The problem is hence stated as “*Value awareness among secondary school students of Murshidabad Districts*”.

Objectives of the Study

The study will be conducted with the following objectives:

- i. To study the difference of value awareness among gender variation.
- ii. To study the difference of value awareness among locale variation.

Hypotheses of the Study

The following null hypotheses have been set up for the study on the basis of the objective research questions asked:

H₀₁ There is no significant difference between the three dimensions of value awareness between boys and girls.

H₀₂ There is no significant difference between the three dimensions of value awareness between the urban and rural student.

Methodology

Sample of the Study

The study was conducted to find out the value awareness among the students of secondary schools in the district of Murshidabad. All the students of class IX irrespective of caste, sex and religion of the secondary schools in the district of Murshidabad were considered as the population for the study. It was not possible to conduct the study with the total population. Thus it was necessary to select representative samples from the population. The multistage sampling procedure was adopted to select the samples. A sample of 120 student of class IX s will be selected by using stratified random sampling method from the four school Domkal block of Murshidabad district. After categorizing the schools, 4 schools were selected randomly. Among the categories two were co-education school of urban areas. The other two were co-education school of rural areas. After selection of schools the students studying in class IX was chosen.

Tools use for the Study

The study will be conducted with a self made based questionnaire containing the value awareness. The weightings of the responses were determined according to experts' judgement. At first 60 items were chosen. Those items having t values >1.75 were placed in the final draft which carry only 25 items.

Techniques use for Data Analysis

To collect data from the selected sample, the questionnaire technique was adopted. There response to the questions was recorded by the subjects of an answer sheet provided with the test booklet and scoring was done according to the manual prescribed. For data analysis descriptive statistics and under inferential statistics 't' tests were used.

Result and Discussion

Result and discussion has two parts. First is data organization and second is interpretation of the data. Under first part administration of the tool position of data its graphical presentation and descriptive analysis have been done and in the second part hypothesis testing by using inferential statistics.

Analysis & Interpretation of data

Table 1: Distribution of the scores in Value Awareness obtained by Boys and Girls.

Scores	Frequency (Boys)	Frequency (Girl)
46-47	0	1
48-49	0	0
50-51	0	0
52-53	0	2
54-55	0	2
56-57	0	4
58-59	3	2
60-61	5	5
62-63	5	6
64-65	12	5
66-67	6	9
68-69	10	9
70-71	4	7
72-73	6	6
74-75	2	2

(Source: Primary Data)

Figure 1: Bar diagram between Value Awareness of Boys and Girls.

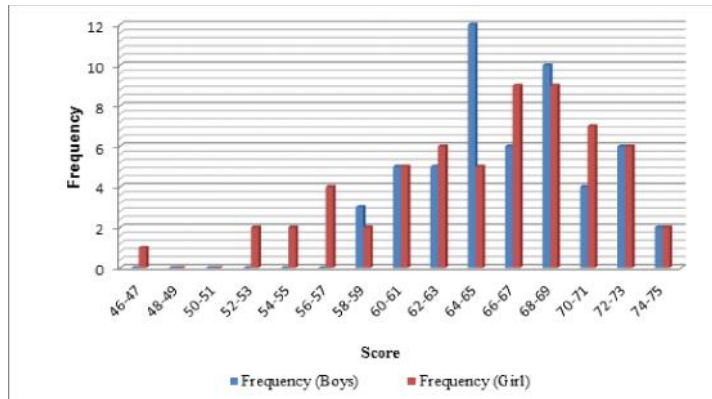


Table 2: ‘t’ test of value awareness between Boys and Girls.

	Boys	Girls
NUMBER	60.0	60.00
MEAN	65.0	64.92
SD	05.4	06.28
M ₁ ~ M ₂	0.080	
$\frac{M_1 - M_2}{\sigma_D}$	1.069	
t	0.074	

Interpretation

So the calculated value of ‘t’ 0.074 is lesser than the value of 1.98 at df 0.05 level, and 2.63 at df 0.01 level .So it is not significant. Therefore, H₀₁ is accepted.

H₀₁ There is no significant difference of value awareness among gender variation.

Table 3: Distribution of the scores in Value Awareness obtained by Urban and Rural.

Scores	Frequency (Urban)	Frequency (Rural)
47-48	0	1
49-50	0	0
51-52	1	0
53-54	1	3
55-56	4	4
57-58	2	3
59-60	3	1
61-62	2	8
63-64	7	11
65-66	8	7
67-68	10	7
69-70	9	8
71-72	9	2
73-74	4	5

(Source: Primary Data)

Figure 2: Bar diagram between value awareness of urban and rural

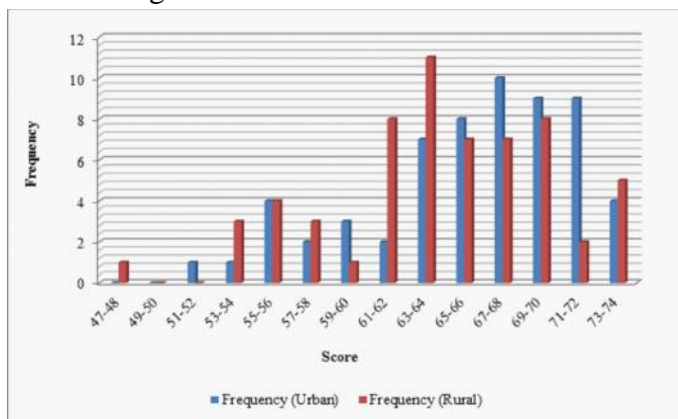


Table 4: ‘t’ ratio of difference dimensions of value awareness among locale variation.

	Urban	Rural
NUMBER	60.00	60.00
MEAN	65.83	64.16
SD	05.46	06.38
$M_1 \sim M_2$	5.670	
$\frac{M_1 - M_2}{\frac{SD}{\sqrt{n}}}$	1.083	
t	5.235	

Interpretation

So the calculated value of ‘t’ 5.235 is more than the value of 1.98 at df 0.05 level ,and 2.63 at df 0.01 level .So it is highly significant. Therefore, H_{02} is rejected.

H_{02} There is significant difference of value awareness among locale variation.

Findings of the Study

Results obtained were discussed in the light of the objectives and hypothesis framed. The null hypothesis tested for significance in the results section has open interpreted in tends of rejection and acceptance depending upon the result.

There was no significant difference of value awareness among gender variation. Hence, it is accepted.

There was significant difference of value awareness among locale variation. Hence, it is rejected.

Conclusion

The present study found out to the value awareness of secondary school student in relation to their gender and locale variation. Researcher conclude that insignificant difference between boys and girls. Value awareness indicating that gender factor was not a factor affecting value awareness among secondary school students. The interaction analysis decorated that gender was dependent on residential issue as well as residential issue was dependent on gender issue. Researcher showed significant difference in value awareness between urban and rural students which suggest that locality background play a very important role regarding it. As

there is no significant difference in value awareness between boys and girls, but there is significant difference in value awareness among rural and urban students at the secondary school.

Recommendation and Further Implication of the Study

Research works have no end. There was always possibility for further research in this field and it leads to the increase of knowledge. Some implication of the study given below such as:

- i) The same study can be conducted on huge sample of the same district.
- ii) A comparative study of the Value Awareness can be undertaken among different states and different countries.
- iii) Further study may be conducted on the other reason of Value Awareness.

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