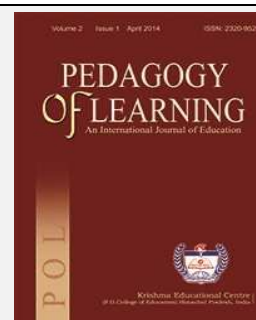


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## **Development of Value Concepts among School Students**

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### **Abstract**

This piece of research is an attempt to measure the value preference of school students (Secondary) and to find out the gender and school wise variation in their value perception. In order to conduct the study the researcher asked the students to write a composition on "Duties of students". The participants in the study 105 secondary school students out of which 57 boys and 48 girls selected randomly. The main findings of the study were, (i) there is no significant difference in the value perception of boys and girls. (ii) students of schools with exclusive provision for values and students of schools without such provision differ in their value perception significantly (iii) value preference of students of secondary schools with exclusive provision for values is better than the students of without such provision. (iv) the interaction effect of gender variation and school variation is not significant where as due to exclusive provision in schools students differ in their value perception significantly. (v) boys of schools with exclusive provision for values differ significantly from the boys of the schools without such provision.

**Keywords:** Value Concept, Value Based Schools, General Schools, Value Perception

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## **BACKGROUND**

The genesis of value education may be traced to the four fold goals of every human life envisaged in ancient indian philosophy as dharma (religious value), artha (economic or material value), kama (organic or physical value) and mokhya (spiritual value). These goals constitute purusartha which means good life. The reflection of physical, religious and spiritual values may also be found in buddhist period of education . the pupils were expected to live a simple and austere life and special emphasis was given on spiritual development and observance of strict moral conduct and discipline. During muslim period the maktabas imparted religious education and madrasas both religious and vocational education. A brief survey of educational heritage in india reveals that education has been value oriented since vedic period values in modern indian concept have been expressed in indian constitution particularly in its preamble and directive principle of state policy. Radhakrishnan commission (1948) while throwing light on value education observes that the fundamental principles of our constitution call for spiritual training. If education of intellect divorced from the perfection of the moral and emotional nature it is defective . so what we need is not only imparting of instructions but transmitting vitality. If we will not include spiritual training in our curriculum we would be untrue to our whole historical development. The mudaliar commission (1952) also recommends that since india has decided to make itself a democratic republic , the citizens have to be trained to uphold and practice the values of democratic social order. This can be possible only when the qualities of discipline , tolerance, patriotism , and the essence of world citizenship are inculcated and developed in the students.

Religious and moral education committee (1959) under the chairmanship of shri Prakash affirmed the need for definite, deliberate steps to introduce moral and spiritual values in school curricula and in order to facilitate it , suggested well defined programmes for different stages of education. Committee also observes that the teaching of moral and spiritual values in educational institutions is desirable and specific provision for doing so is feasible within certain limitations. The committee also provides a stage wise broad framework of instruction in moral and spiritual values at different level of education. The Kothari commission (1966) sounds a sense of urgency and recommends for value oriented education in view of the expanding knowledge and growing power which modernization places at the disposal of the society. the approach of the commission is quite novel in the content of the knowledge oriented modern system of education because it seems to combine both science and spirit together in harmony while recommending education for social, moral and spiritual values. Value education as envisaged in national policy on education (1986)

The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for re adjustments in curriculum in order to make education a forceful tool for the cultivation of social and moral values. In our cultural plural society, education should foster universal and eternal values; oriented towards the unity and integration of our people such value education should help eliminate obscurantism, religious fanaticism, violence, superstitions and fatalism. Apart from this combative role, value education has a profound positive content, based on our heritage, national goals , and universal perceptions . In National policy on Education (1986), there was a strong suggestion for introducing 10 core values in the school curriculum. These are patriotism, scientific temper, national integration, and gender equality, protection of environment, democracy and secularism, cultural heritage of India, small family norm and removal of social barrier and

inculcation of scientific temper. all educational programmes will be carried on in strict conformity with secular values.

## **REVIEW OF LITERATURE AND RATIONALE OF THE STUDY**

In spite of the suggestions advanced by Sri Prakash committee (1959) for introduction of moral education in schools & colleges & recommendations made by education commission (1964-66) for introduction of social, moral & spiritual values in school curriculum very little provision has been made to introduce value education at the school stage. The National Policy on education (1986) also highlighted the need of education for values in removing intolerance, violence, religious fanaticism, obscurantism, superstitions & upholding social cultural and scientific principle to make India a secular democratic & progressive nation. It envisaged ten core values in the curriculum such as history of India's freedom movement, 2. Constitutional obligations, 3. content essential to nurture national identity, 4. India's common cultural heritage, 5. Egalitarianism, democracy and secularism, 6. equality of sexes, 7. protection of environment, 8. removal of social barriers, 9. observance of small family norm and 10. inculcation of scientific temper. The national curriculum framework for school education (2000) brought to focus the erosion of ethical, social & spiritual values & suggested the integration of values in the curriculum. Finally, the National curriculum framework (2005) strongly advocates values like cooperation, respect for human rights, tolerance, justice, responsible citizenship, scientific temper, reverence towards democracy & peaceful conflict resolution. The need for value-oriented education is emerging specially in the present situation and it should receive highest emphasis at all levels. A good and progressive system of education should incorporate value-oriented contents in the curriculum.

However, research findings reported by Pinkeerani [1981] in a study on behavior of students in and out of school as related to their moral education reveals that the overall behavior of students getting formal moral education was significantly different and comparatively better than the behavior of those who were not getting formal moral education. Goswami (1983) found that post-basic schools provided a better atmosphere for inculcating social, moral and religious values and Gandhian attitude of self-reliance than the ordinary schools. Thapan (1984) conducted a case study of the public school in Rishy valley, run by krishnamurty foundation and reported that all aspects of school life offered a significant insight into understanding both the crucial and common features of life. Santhi (1992) & Reddy (2006) conducted a case study of value education imparted in Sri satya sai higher secondary school and found that the children of that school were very much influenced by the value education and they had assimilated the values to a great extent. Thakur & kaur (2005) observed that good socio emotional climate of the school plays a vital role in the development of positive moral values and judgment. Reddy & Manchala (2006) also made a study on values in educational system and concluded that value inculcation should not be an additional subject it should permeate all works and activities. Thus, value education positively affects the sense of value perception. Therefore, it is thought worthwhile to analyze curricular programmes so as to ascertain whether value education is imparted in different schools.

There are little work on analysis of the curriculum regarding value concepts, but religious and secular perceptions observed by Roy Choudhury [1978] while conducting "a study on religious education in schools with special reference to its impact on secular

concepts of pupil” reported that there is a significant difference in religious and secular concepts of pupil in denominational and nondenominational schools. Former having more religious concepts and less secular concepts than the other. Rudolph (1991) conducted a study on curriculum development to exercise behavioral change in the context of value orientation and found value orientation has contributed positively for the behavioral change in the life of the students. Usha (1995) conducted an evaluation of value education provided in secondary schools and reported that desirable values are emphasized wherever possible. Sharma(1990)also advocates for a deeper understanding of the fundamental values of freedom ,truth and justice and concluded that values are permeated through the conduct of the elders and imbibed by the youngsters. Therefore, it is felt worthwhile to examine the curriculum potential for promotion of values in different types of primary schools and its effect on student’s value perception.

There are very little works on formulation of gender specific values for school students, but gender variation in perception of values has been observed by Ghose (1977) while conducting a study on distribution of social values among certain selected strata of youths and prediction of good citizenship with the help of values reported that boys had significantly higher score in the values of democracy, socialism, secularism and nationalism than girls. Another study conducted by Roy (1980) on factors and processes involved in the development values reported that boys girls differ significantly in their values like tolerance, cooperation and obedience. This has been supported by another piece of research on values across gender and family vocation conducted by Bhusan (1979) who reported that prospective female teachers have the values like forgiveness, ambition and lovingness higher than their male counter parts. Reddy [1980] also studied the values and attitude of Indian youths and reported that boys were found showing preferences to political, theoretical and economic values while girls to aesthetic, religious and social values. This has been supported by the researchers conducted by Anantharaman (1981) Saraswata (1982) and Padmanabhan (1992) who reported that boys and girls differed significantly in respect of theoretical, economic, political and aesthetic values.

### **Objectives of the Study**

The following objectives have been formulated to accomplish the project.

1. To compare the value preference of boys and girls of secondary schools so as to find out the difference if any in their perception because of gender.
2. To compare the value preference of students of value based schools and general schools so as to find out the difference in their perception because of different type of school.

### **Hypotheses of the study**

The following hypotheses have been proposed for testing.

**Ho<sub>1</sub>** There exists no significant difference between the value perception of boys and girls.

**Ho<sub>2</sub>** There exists no significant difference between the value perception of students belonging to different type of schools.

### **Operational Definition**

**Value concept:** Here value refers to the list of 84 values included in NCERT publication entitled documents on social, moral and spiritual values in education. (1979) these values

include abstinence, appreciation of cultural values of others , citizenship, consideration for others, concern for others, cooperation , cleanliness, compassion, common cause, common good, courage, courtesy , curiosity , democratic decision making, devotion, dignity of the individual , dignity of manual work , duty , discipline, endurance, equality, friendship, faithfulness, fellow feeling , obedience, peace, proper utilization of time, punctuality , patriotism, purity , quest for knowledge, resourcefulness, regularity, respect for others, reverence for old age, sincerity, simple living, social justice, self discipline, self help, self respect, self confidence, self support, self study , self reliance, self control, self restraint, social service, solidarity of mankind, sense of social responsibility, sense discrimination between good and bad , socialism, sympathy, secularism and respect for all religion, simple living , team work , truthfulness, tolerance, universal truth, universal love , value for national and civic property.

### Scope of the study

The study has been conducted on 105 secondary school students both boys and girls of class IX from two value based schools and two general schools of Cuttack city and as such the findings whatever may be are delimited to urban areas. Value concepts of the students are the dependent variable in the study and the other independent variables which have been considered to influence the value concept are gender and the type of school where the students are getting education. Although value concept is influenced by so many other variables the researcher has considered only two independent variables in the present study such as gender and type of school.

### METHODS OF STUDY

**Design:** Since the purpose of the study is to investigate gender and type of school wise variation in the value perception of secondary school students the descriptive survey method was followed. The investigator analyzed the content of the essay on "Duties of students" composed by the participants. Since the school wise difference in value perception was to be studied, the investigator followed causal comparative research design as the investigator had no control over the instructional programme of both the category of schools.

**Participants:** The investigator selected 105 secondary school students of class IX as subjects from four different secondary schools out of which two schools offer specific instruction on values. Stratified random sampling procedure was followed to select the participants.

**Table 1. School wise and gender wise number of participants**

Sl. No.	School	Total boys	Boys selected	Total girls	Girls selected	Total no. of Students	Selected boys/girls
1	S.B.H.S	52	13	60	15	112	28
2	J.H.S	68	17	56	14	124	31
3	S.S.V.M	52	13	36	9	88	22
4	S.A.I.H.S.R	56	14	40	10	96	24
	Total		57		48		105

1 . Secondary Board High School 2. Jobra High School 3. Saraswati Sishu Mandir  
4.Sri Aurobindo Institute of Higher Studies and Research.

**The Material:** The study being an investigation into the value perception of secondary schools students it is decided to use content analysis technique .the content of essay on

‘Duties of the students ‘was analyzed on the basis of the list of values included in NCERT publication ‘Documents on social, moral and spiritual values in education (1979).

**Collection of data:** The investigator adopted the survey analytic method for the purpose of collecting data. It was analytic as it differentiates the value perception of secondary school students in relation to their gender and different types of schools.

After establishing proper rapport with the secondary school students they were asked to write a composition on Duties of students. The guideline contains duties towards you, duties towards your family, community, and nation. They were asked to complete the task within forty five minutes in one period duration.

After collection of data scoring was done by following content analysis technique. One mark is credited for each value stated in the essay ‘duties of students’. Two way analysis of variance with unequal N was employed to know the variation in the value perception of the boys and girls due to different types of schools.i.e value based schools and general schools.

## **THE RESULTS**

The objective wise results on the basis of statistical analysis of data have been presented below.

### ***Gender wise variation in value perception***

In order to find out the difference in mean score of the value perception of boys and girls , the scores were analysed by using the test of significance of mean difference and result is presented in table no 2

**Table 2 Difference between boys and girls in their value perception**

Group	N	Mean	SD	SE <sub>D</sub>	t
Boys	57	12.49	4.09	0.71	1.26
Girls	48	11.52	3.80		

The table indicates that at df 103the critical t value is found to be 1.98and 2.63 respectively at .05 and .01 level of significance, which are greater than the calculated t value that is 1.26. Therefore the null hypothesis that there exists no significant difference between value perception of boys and girls is retained.

### ***School wise variation in value perception***

To find out the mean difference between value based schools and general schools , the test of significance of mean difference was calculated by the investigator and the result is presented in table 3

**Table—3 School wise variation**

school	N	Mean	SD	SE <sub>D</sub>	t
General	46	10.78	3.40	0.764	2.94
Value based	59	13.03	4.40		

Significant at  $p < .01$  level

The table .3shows that at 103 degree of freedom the t difference between the students of value based schools and general schools was 2.94 which is significant at .01 level where

the  $t > 2.63$ . As the calculated  $t$  value is greater than table value therefore the null hypotheses that students of value based schools and general schools do not differ significantly in their value perception is rejected. Hence it can be concluded that schools having specific provision of value education plays a major role in influencing the value perception of students.

### Interaction effect of school and gender on value perception

To study the interaction effect of school and gender , the investigator applied analysis of variance( ANOVA)with unequal N and result is presented in table no . 4

Source	Ss	Df	Ms	F	P
ASS	123.85	1	123.85	8.55	<.01
BSS	24.09	1	24.09	1.66	<.05
ABSS	45.89	1	45.89	3.17	<.05
Within	1463.92	101	14.49		

\*ASS - school variation, BSS – gender variation ABSS – interaction

Table 4 indicates variation in value perception of students due to instructions imparted in schools. Here the difference is significant .01 level which is greater than the ' F' table value 6.84.therefore the null hypotheses that there exists no significant difference between the value perception of students belonging to various types of schools (general school and value based school ) is rejected . the table 4 also confirms that gender variation in value perception of students is not significant as the F value 1.66 is  $>$  F table value 4.26 . So also the interaction effect of value based instructions and gender on value perception of students is not significant at .05 level where the F value 3.17 is less than the F' value i.e.4.06. Therefore the null hypothesis that there exists no significant difference between the value perception of boys and girls is retained. The post test of ANOVA ('t'test) was further applied to determine the significant pairs of means and the result is shown in table No. 5

**Table –5 Table of Mean Difference**

		V <sub>B I</sub>	V <sub>G II</sub>	G <sub>B III</sub>	G <sub>G IV</sub>
	Mean	10.63	11	14.17	11.86
V <sub>B I</sub>	10.63	--	0.37	3.54*	1.23
V <sub>G II</sub>	11	--	--	3.17*	0.86
G <sub>B III</sub>	14.17	--	---	--	2.13
G <sub>G IV</sub>	11.86	---	---	---	---

II & I significant at .05 level, III &II significant at .01 level

i V<sub>B</sub> - value based schools boys

ii V<sub>G</sub>-value based schools girls

iii G<sub>B</sub>...General schools boys

iv G<sub>G</sub>-General schools girls

The table shows that the boys of general schools and the boys of value based schools differ from each other significantly in their value perception as the  $t$  value of 3.54  $>$  D value of 2.99 at .05 level . so also the boys of general schools and the girls of value based schools differ in their value perception significantly at .01 level as the  $t$  value 3.17 is  $>$  D value i.e. 2.99 at 0.5 level of significance. But there exists no significant difference between all other

factors particularly the girls of value based schools and general schools do not differ significantly in their value perception.

### **Student's preference of different values**

In order to find out the value preference of secondary school students through different values outlined by NCERT the scores were analysed through frequency distribution and the result is discussed as follows

The result shows that students prefer the values like duty, helpfulness as its frequency is 72 and 86 . Students have also preference for values like good manner, self study, friendship, fellow feeling ,social service, respect and obedience. Students lack due preference for the values like integrity, self control, solidarity of mankind and universal love as the frequency of these values are 0 and 1. The values like non violence, self reliance, self restraint, forward look, humanism and value for national and civic property were not preferred by the students as its frequency is 2.

## **DISCUSSION**

### ***Major findings***

In the present chapter an attempt has been made to discuss the results obtained and to draw implications and inferences. To sum up the main findings of the study are

- (i) There is no significant difference in the value perception of boys and girls.
- (ii) Secondary school students of value based schools and general schools differ in their value perception significantly.
- (iii) Value perception of the students studying in value based schools is better than the students studying in general schools.
- (iv) The interaction effect of gender variation and school variation is not significant whereas due to value based instructions, students differ in their value perception significantly.
- (v) The boys of general schools differ significantly in their value perception from the boys of value based schools.
- (vi) There is a significant difference in the value perception of general school boys and the girls of value based schools.
- (vii) In general the students have a better perception towards the values like social service, self study, fellow feeling, helpfulness, good manners, duty, obedience, respect and concern for others.
- (viii) Students lack due preference for the values like integrity, self control, solidarity of mankind , universal love, non violence, self reliance, self restraint, forward look, humanism and value for national and civic property .

## **CONCLUSION**

The value perception of secondary students with respect to values like social service, self study, fellow feeling, helpfulness, good manners, duty, obedience, respect and concern for others was found to be good as more than half of the participants perceived these values in their essays .this observation contradicts Roy (1982) who reported that standard of values



like obedience and altruism was lower than expected. However his observation that socialization process influences development of values is conformed in the present study because of the variation in value perception due to schooling which is also considered as a process of socialization.

The value pattern of secondary school students is lower than expected in the area of integrity, self control, solidarity of mankind, universal love, non violence, self reliance, self restraint, forward look, humanism and value for national and civic property. This is supported by Roy (1982) as he also reported lower than expected. The values such as solidarity of mankind, universal love and humanism are essential values in the context of globalization. A beginning should be made to foster such values at the school stage. There are contents in school curriculum which can promote such values. Teachers should take initiative to foster these values at school level. the values like self control, self reliance, self restraint, forward look are although complex for this stage should tried to be inculcated. A beginning can also be made in fostering the values like simple living and non violence which is easier on the part of the teacher to introduce.

### ***Gender variation and value perception***

From the study it is clearly understood that the difference in value perception of boys and girls of secondary schools is not significant. It implies that gender has no role to play in the value perception of the students. this is in contradiction with the study of Ghose (1977) when he reported that boys had significantly higher score in the values of democracy ,socialism, secularism, and nationalism. Study of Roy(1982) also supports the study of Ghose (1977) when he reported that boys and girls differs significantly in their values. Bhusan(1977)also pointed out difference in the value perception of boys and girls .girls ranked forgiveness , ambition ,helpfulness and lovingness higher than their counterparts. Bhusan and Sharma 1980) also reported that there is difference in the value perception of boys and girls at the secondary school level.

### **School variation in value perception**

From the result it is evident that the difference in the value perception of the secondary school students studying in value based schools and general schools is very much significant. So it can be concluded that instructions given in value based schools play an important role in shaping the value perception of students. This is supported by the study of Pinkerani (1979)and Roychoudhury(1978) when he reported that the overall behavior of the students getting formal moral education was significantly different and comparatively better than the students not getting formal moral education. This shows the effectiveness of value based instructions in shaping the value perception of secondary school students.

### **Educational implications**

Since formal introduction of values sharpens the value perception of students steps should be taken to earmark certain periods in general schools to impart value education.

The content of curriculum should be analyzed to identify plug points to introduce values like integrity, self control, solidarity of mankind , universal love, non violence, simple living, self reliance, self restraint, forward look, humanism and value for national and civic property etc, which are found to be missing in students perception since the entire curriculum is to be scanned for the purpose of value education . it should be concern of all teachers to

foster appropriate values to students. some values like self control, simple living, value for civic property and forward look can be demonstrated by the teacher himself by serving as a model for his students .certain values can also be fostered through co curricular programmes for example discipline can be inculcated through NCC and social service through scout and guide. when more than half of the participants appear to be obedient and respectful for others as evident from their essays , the teachers problem in imparting other values is solved .

Teachers should not be disappointed to see that their students lack values like, self control, solidarity of mankind , universal love, non violence, simple living, self reliance, self restraint, forward look and, humanism as the students are in their adolescence stage and lack of such values may be one of he characteristic of this stage .therefore while imparting such values the teacher should take into consideration the adolescent psychology.

### ***Limitations of the study***

i) The sense of value perception has been measured through an essay produced by the participants which is not a standardized tool to measure the values objectively. ii) The impact of value based instruction on the value perception has been ascertained through a causal comparative research design wherein the extraneous variables associated with value perception has not been controlled. It cannot be concluded that the value perception is the result of value based instruction.iii) The value perception reflected in the essays may not be reflected in the conduct of the participants in actual life situation.

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