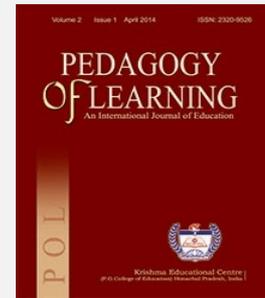


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Value Perception of Elementary School students with reference to Types of Schools, Level of Education and Gender

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ABSTRACT

The present research paper aimed to study value perception of students reading in different types of elementary schools in relation to gender and level of education. The purpose was to compare the value perception of boys and girls reading in two categories of elementary schools i.e., schools with special provision for value education and schools with no such provision. Causal Comparative Design was followed in the present study. All the elementary school students of coastal districts Odisha were considered as population. A sample of 284 students was selected through simple random sampling procedure from the elementary schools. Data were collected through a Value Perception Scale with fifteen major dimensions such as: commitment, truthfulness, kindness, sense of responsibility, aesthetic sense, service to mankind, devotion, obedience, honesty / gratitude, cleanliness / helpfulness, pity/ sharing, gender equality, environment protection, scientific temper, and cultural values. As revealed, the schools with provision for value education are more equipped than the schools without provision of values education from the point of view of value orientation of students. Such schools are equipped both in terms of content, method and evaluation of values. Gender makes a difference in the value perception of the students studying in Class V. This shows the superiority of girls over boys in moral perception and level of education (Class-wise variation) plays a major role in influencing value perception of the students studying in elementary schools. The significant difference was observed between the students at different levels of education appeared to be justified in accordance with Kohlberg's Moral Development Theory (1969, 1981 and 1984).

Keywords: Value Perception, Elementary Schools, Gender, Types of Schools.

INTRODUCTION

Man is born with values, but it is through education that these values are maintained, developed and cherished. Man, values and education constitute a sacred triangle, where education is a vital medium to foster, perpetuate and sustain values in man. Inculcation of truth, beauty, goodness, peace and righteousness of conduct are the main aims of value education. To develop rational attitude, to remove ignorance in individual's social and national life, to develop right attitude towards ones own country and tolerance towards different religions of the world are the main objectives of value education. The secret of teaching values is to inspire and kindle the quest among the students by means of one's own example of character and mastery of knowledge. It is by embodying values within ourselves that we can really radiate values to our students. Value oriented education should not be conceived as enunciation of a series of dos and don'ts. The idea of a series of dos and don'ts implies a belief that there are others which are absolutely bad. An inner process however, shows that outer actions derive their values only in relation to inner motive and the inner consciousness from which these actions emerge. It is not actions in themselves but the inner qualities behind actions which are important. It has been increasingly realized by all that the present system of education unfortunately has not been able to inculcate the essential values for fulfillment of human aspiration and has made itself a dead mechanism. Hence it is the need of the hour to make all possible attempts to inculcate value oriented education in the centers of learning. It is, therefore, essential that education should develop such values in the students so that they become an asset and guide them to become individuals of sterling character who reconcile the service to the self with the service for the society.

RATIONALE OF THE STUDY

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. The National Curriculum Framework (2005) strongly advocated 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 especially in the present situation and it should receive the highest priority at all levels. A good and progressive system of education should incorporate value-oriented contents in the curriculum. The National Education Policy (2020) also reiterates for incorporating 21st century values.

Incorporation of religious and secular inputs in curriculum has been observed by Roy Choudhury (1978) and it was reported that there is a significant difference in religious and secular concepts of pupil in denominational and nondenominational schools while Former having more religious concepts and less secular concepts than the other. Rudolph (1991) conducted a study on curriculum development to ascertain behavioural change in the context of value orientation and found value orientation has contributed positively for the behavioural change in the life of the students. 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 curricular inputs for promotion of values in different types of primary schools. The study reported by Sarangi (2012) reveals activities in morning assembly, stories inspiring instances and question answer methods are useful in imparting moral education at elementary stage. This study is also supported by another piece of research conducted by Shamala (2005) which reveals language learning integrated with art education like drawing, painting, music, dance, drama, facilitates learning of linguistic skills as well as inculcates values through joyful learning activities. Kishore (2000) studied the influence of certain personal and demographic variables on the moral judgments of students while Padhan (1997) studied the variation in the development of moral judgement of school students in different types of schools in relation to general intelligence, personal values, intelligence, socio economic status and sex. All these studies

revealed that difference in the moral judgment of the students was attributed to the influence of variables such as age, locality, socio economic status and gender. Pradhan and Panda (1997) demonstrated the positive role of number of values on the moral judgment of students.

Sharma (1999) conducted a case study of the public school in Rishy valley, run by Krishnamurthy 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 and Manchala (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 been able to assimilate the values to a great extent. Reddy and 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. School wise variation was found in value inculcation among students of Vidya Bharati and general school, as Vidya Bharati schools had better moral judgment than the students of general schools. Based on these findings, a research gap was observed by the researcher to ascertain if types of schools have any impact on value perception among the students.

The present study intends to examine the difference in value perception in elementary school students in relation to gender, level of education and type of school .It is required to explore the variations in view of the contradictions in research findings. Therefore, this piece of research seeks to address itself to the following research questions relating to value education programme offered in few schools of Cuttack, Khurda and Balasore city in Odisha.

Research Question

1. What do the students of Class-V & VII perceive about different values with reference to their types of institution?

Objective of the Study

1. To compare the value perception of students studying in Class-V & VII with reference to type of schools and gender

Hypotheses of the study

1. There exists no significant difference in the value perception of students reading Class-V and Class-VII.
2. There exists no significant difference in the value perception of boys and girls reading in elementary school level
3. There exists no significant difference in the value perception of students reading in schools with exclusive provision of value education and schools without such provision.

METHODOLOGY OF THE STUDY

Causal Comparative Design was followed in the present study to find out the provision of value based curricular activities organized in different types of elementary schools along with transaction.

A sample of 284 students was selected through simple random sampling procedure from the 30 elementary schools situated in Cuttack, Balasore and Khurdha districts of Odisha. Distribution of sample is as following:

Table 1: Distribution of Sample

Districts of Odisha	Schools with provision for Value Education		Schools without provision for Value Education		Schools		Total Schools	Students
	Class-V	Class-VII	Class-V	Class-VII	With provision for Value Education	Without provision for Value Education		
Cuttack	01	02	03	03	03	06	09	96
Balasore	02	03	04	04	05	08	13	94
Khurdha	01	02	03	02	03	05	08	94
Total	04	07	10	09	11	19	30	284

Thus the study was conducted in 30 schools spreading over three districts such as Cuttack, Balasore, and Khordha on 151 students of Class-V and 133 students of Class-VII.

Corresponding to the objective data were collected through a self developed value perception scale. After identifying various common values based on curricular inputs, the investigators developed a *Value Perception Scale* containing 15 numbers of stories each describing a hypothetical moral dilemma in line with Kohlberg's Moral Development Theory which can happen anywhere. Four alternative response statements were followed for each of the stories. A student was required to respond to a statement out of four which appears to be the most appropriate according to his/her sense of value concept learnt from the respective story and the scoring pattern was 4,3,2,1 for most appropriate response, next most appropriate response, less appropriate response and least appropriate response respectively. Accordingly English and Odia version of the scale was made since school wise difference in curriculum and value perception was studied. Descriptive statistics as well as inferential statistics (t-test) was employed along with thick description.

RESULTS

Effect of Type of School on Value Perception of Students

In order to examine the effect of type of school on the value perception of students at elementary stage studying in Class-V and VII, the difference between the perception scores of the students studying in schools with special provision for inculcation of values and schools without such provision was computed through t' test, The results of t-test have been furnished in Table-2 in terms of Mean, SD and t ratio.

Table 2: School-wise variation in students' value perception

Types of Schools	N	Mean	SD	df	t- ratio	Remarks
Schools with special provision of value education	149	48.94	4.15	282	6.93	<i>Significant at 0.01 level of significance</i>
Schools without special provision of value education	135	45.04	5.29			

The results as evident from the Table-2 indicate that at df= 282 the critical t-ratio is 1.97 and 2.59 at 0.05 and 0.01 levels of significance respectively, which are less than the calculated t-value 6.93. So the difference between the value perception of the students of schools with special provision of value education and schools without special provision of value education was found to be significant at 0.01 level. Hence, it can be concluded that there is a significant difference in the value perception of the students studying in schools with special provision of value education and schools without special provision of value education. This implies that the students of schools with special

provision of value education have better value perception than the schools without special provision of value education. Thus schools having provision of value education play a major role in influencing the value perception of the students. The H₀ stated as: “There exists no significant difference in the value perception of students reading in schools with exclusive provision of value education and schools without such provision” is rejected. The better perception of values among students studying in schools with exclusive provision of values may be attributed to the teacher quality organization of value based curricular and co-curricular activities in the schools and the influence of the organization managing the institution.

Effect of Gender on the Value Perception of Elementary School Students

In order to examine the effect of gender on value perception of students at elementary stage studying in Class-V and VII, the results of t- test have been furnished in table 3 in terms of mean, SD and t ratio.

Table 3: Gender wise variation in student’s value perception

Gender wise variation	N	Mean	SD	Df	t- ratio	Remarks
Value perception of Boys	112	46.30	5.49	282	2.09	Significant at 0.05 level of significance
Value perception of Girls	172	47.59	4.80			

The result as evident from Table-3 shows that at 282 degree of freedom the critical t value is 1.97 and 2.59 at 0.05 and 0.01 level respectively. The t ratio of Boys and Girls is 2.09 which is more than the table value 1.97 but less than 2.59. So, the difference between the Value Perception of Boys and Girls was found to be significant at 0.05 level of significance. Hence, it can be concluded that Value Perception of Girls is better than the Value Perception of Boys as the Mean value of Girls is greater than Boys. The H₀ stated as: “There exists no significant difference in the value perception of boys and girls reading in elementary students” is rejected at 0.05 level of significance but retained at 0.01 level of significance. The gender variation may be attributed to the developmental pattern of boys and girls . it is commonly observed that girls, after attaining puberty remain stable and cool whereas boys continue to be fickle at this stage of development.

Effect of Level of Education on the Value Perception of the Elementary School Students

In order to determine the effect of level of education of students mean difference was compared between class v and class vii students and the findings have been furnished in Table 4.

Table 4: Class-wise variations in students’ value perception

Class-wise variation	N	Mean	SD	Df	t- ratio	Remarks
Value Perception of Class-V students	151	45.50	5.24	282	5.87	Significant at 0.01 level of significance
Value Perception of Class-VII students	133	48.88	4.33			

Table-4 reveals that at 282 degree of freedom (df=282) the critical t- value is found to be 1.97 and 2.59 at 0.05 and 0.01 level of significance respectively, which are less than the calculated t-value that is 5.87. So, the difference between the value perception of the students studying in Class V and VII was found to be significant at 0.01 level of significance. The H₀ that there exists no significant difference between mean value perception of students of Class V and Class VII, is rejected. Students studying in Class VII has a better value perception (M₂=48.88) than the students studying in Class V (M₁=45.50).

MAJOR FINDINGS

Effect of Type of School on Value Perception of Students

The value perception score of students studying in schools with exclusive provision of value education is found better than their counterparts studying in schools without exclusive provision for value education irrespective of class as difference between the value perceptions of the both types of schools was found to be significant at 0.01 level. Besides, the Mean value of first category is greater ($M_1= 48.94$) than later ($M_2= 45.04$). The superiority in perception of values demonstrated by the students of the schools with special provision for value education may be attributed to the type of school.

Effect of Gender on the Value Perception of Elementary School Students

The mean value perception score of girls was better than the mean value perception score of boys at the elementary level across type of school as it was found to be significant at 0.05 level of significance. Value Perception of Girls ($M_2=47.59$) was higher than the Value Perception of Boys ($M_1= 46.30$).

Effect of Level of Education on the value perception of the Elementary School Students

The difference between the value perception of the students studying in Class V and VII was found to be significant. Students studying in Class VII had a better value perception ($M_2=48.88$) than the students studying in Class V ($M_1=45.50$). Thus, it was concluded that level of education (Class-wise variation) play a major role in influencing value perception of the students studying in elementary schools.

DISCUSSION

Findings of the present study revealed that the value perception of students studying in schools with exclusive provision for value education was better than their counterparts studying in schools without exclusive provision for value education which matched with the findings of Gupta (1984) and Shrivastava (2003) in their studies. Research findings reported by Pinkeerani (1981) in a study on behaviour of students in and out of school as related to their moral education revealed the overall behaviour of students; and getting formal moral education was significantly different; and comparatively better than the behaviour of those who were not getting formal moral education substantiates present study. Studies conducted by Schuitema, Ten and Veugelers (2008) and Anilkumar (2014) were of the views that value education programmes as effective for modification of value based behaviour. Value education programmes had significant effect on personal, social and cultural values as reported by Vasuki (2003). Effectiveness of discussion model, jurisprudential model and discussion-cum-lecture method were supported by the studies conducted by Pandya (1999), Singh (1992), and Nandi (2008).

The results also revealed that girls possessing better value perception than boys at elementary school level. Thus gender difference was found in the studies conducted by Diwedi (1983), and Seth (2006) that supported the finding in the present study. The present study also revealed that level of education play a major role in influencing value perception of students studying in elementary schools. Significant difference observed between the students at different level of education appears to be justified in accordance with Kohlberg's Moral Development Theory (1964, 1981) as the theory implies that Class-V students were in pre-conventional stage of moral development whereas Class-VII students are in conventional stage. Study conducted by Gupta and Gangal (1990) substantiated the above findings. In contrast to the above findings study reported by revealed no observable difference among students of Class IX and X for value identification and value judgement. In the present study, it was found that Mean perception score of students studying in Class-V of schools with special provision for value education is higher than the Mean perception score of students studying in Class-

V of schools without special provision for value education which were in the line with studies of Gupta (1984), Muthammas (1982) and Srivastava (2003).

Further, the findings of the present study revealed that level of education (Class-wise variation) play a major role in influencing value perception of the students studying in elementary schools which got corroborated with Gupta and Gangal (1990). The significant difference observed between the students at different level of education appears to be justified in accordance with Kohlberg's Moral Development Theory (1969, 1981 & 1984) because the theory envisages that Class V students were in pre-conventional stage of moral development where as Class-VII students are in conventional stage.

IMPLICATIONS

- i. It may be ensured that periods in timetable are earmarked with specific provision for values. The value based activities need to be covered in the periods must be specified. Value education need be imparted as a team work and all teachers need to be trained to take advantage of the content.
- ii. Since, gender variation was not found at Class-VII level, there need not be any gender specific values at the upper primary school level. However, the girls who are better in terms of value perception need to be encouraged for participation in different activities. Special care need to be taken for boys who are trailing behind in values like aesthetic sense, devotion, cultural heritage and commitment.
- iii. Teachers need to formulate and specify objectives of value education in their lesson plans.
- iv. Parents need to observe school environment and the student's activities so that they can contribute for better value perception among the students. Value education can be effective with the joint efforts of teachers and parents.
- v. SMC should fix the role of parents for better value perception among the students.
- vi. Examination reformers may incorporate questions on values in each subject area.
- vii. Observational as well as informal methods may be adopted to teach and evaluate values. Profile for each child may be maintained to record his portfolio and unique achievements.
- viii. Since formal introduction of values sharpens the value perception of students', steps need to be taken to earmark certain periods in general schools to impart value education.

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