

EFFECT OF VALUE EDUCATION ON ATTITUDE OF SECONDARY SCHOOL STUDENTS

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Abstract

The present experimental study based on pre-test/post-test design was undertaken to investigate the effect of value education on attitude of secondary students of class IX studying in Government Model Senior Secondary School of Chandigarh. The sample comprised of 60 students which was divided into two groups with 30 students each for experimental and control groups. The experimental group was given 15 days of value education intervention by teaching through self-developed value education modules whereas control group was not exposed to such intervention. Sodhi's attitudinal scale was used to collect data for attitude of students. Results obtained after analysis of pre-test/post-test scores revealed a significant effect of value education on the attitude of secondary school students ($F=14.3202$, $P < 0.01$, t -value 3.7842: both significant at 0.01 level). t values were also computed to assess the difference of mean scores of both groups for different areas of attitude. t -ratio's for attitudes towards teachers & parents and discipline were found to be 4.77 and 4.14, both significant at 0.01 level; attitude towards life & humanity and country were found to be 2.050 and 2.239, both significant at 0.05 level; attitude towards religion was found to be 0.445 which is not significant at 0.05 level.

Keywords: *Value Education, Attitude, Secondary School Students*

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Introduction

Values are the guiding principles of life. Halstead (1996) defined values as leading behaviours, a reference point for making decision or principles, core beliefs, ideals and attitudes playing a role in the evaluation of behaviours. Rokeach and Regan (1980) also defined values as permanent beliefs that determine whether the outcomes of particular behaviours or a situation are individually or socially acceptable or not. Value education means inculcating in the children a sense of humanism, a deep concern for the well-being of others and the nation. Value education has tremendous potential to develop the social, moral aesthetic and spiritual dimensions of personality. The Secondary Education Commission 1952-53 laid special emphasis on the following values in the formation of character of the students i.e. efficiency, good temper, cooperation, integrity, discipline. In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value-orientation should help eliminate religious fanaticism, violence, superstition and fatalism (NPE, 1986). In the proposed draft of National Policy on Education 2016, Value orientation is emphasized as an over-arching and comprehensive area that needs conscious integration with general education at each stage. Education has little meaning without development, nurture and internalization of values.

Schneider (1988) described attitudes as evaluative reactions to persons, objects and events. This includes your beliefs and positive and negative feelings about the attitude object. He also added that attitude can guide our experiences and decide the effects of experience on our behaviours. Hogg and Vaughan (1995) defined attitude as relatively enduring organization of beliefs, feelings and behavioral tendencies towards socially significant objects, groups, events or symbols or a general feeling or evaluation (positive/negative) about some person, object or issue. Abiding attitudes are the most important outcome of the experience of the child. They are considered to be the by-products of learning and instruction. Thus, attitudes are acquired through learning which is gained both from social influences and personal experiences of individuals .

Secondary school students (age group 13-15 years) are adolescents who are in the process of rapid biological & mental development. Unable to cope with these changes along with the challenges of fast transforming modern societies, adolescents often find themselves facing

multiple stresses that may lead them to encounter many psycho-somatic problems like anxiety, tensions, frustrations and emotional upsets in day-to-day life. Due to their confused state of mind and lack of proper guidance, many of them are not able to channelize their surging energies in positive activities.. Adolescents these days are found to exhibit undesirable behaviour which is manifested in various forms such as disrespect for elders, indiscipline, aggression & suicidal tendencies reflecting their negative attitude towards life which is evident from their soaring rate of delinquency, suicides, drug and alcohol addiction, sexual indulgence and other undesirable activities. It paints a grim picture of the society that reflects the deteriorating character of young people rooted in undesirable attitude due to plummeting moral values. The knowledge-oriented education is emphasizing only intellectual development of pupils with less emphasis on value inculcation, thus causing them to develop into individuals with lopsided personalities Kenan (2009) observes that modern society experiences serious social and moral problems that have never occurred as such before, which is also obvious from the erosion of family and worsening situation of and understanding. He criticized modern education as failing to lead societies to a more humanistic future against these social and ecological changes. He emphasized that quantitative and mechanistic way of knowing that is forged by modern mindset is not enough to deal with the higher qualities of human experience such as value, truth, goodness and so on. He suggested that to solve the problem, we should become aware of the fact that learning does not only comprise of mechanical way of knowing and we should seek to integrate values into modern education so that they could enrich one another. Shagufta and Mariya (2012) also advocated that a judicious combination of academics, culture and value education will be an ideal approach to education and value education needs to be integrated within the school curriculum. Education for Values in Schools – A Framework (NCERT, 2016) discusses the need for education in values due to fast erosion of values in our country and the state of growing up of children and youth in the age of instant gratification, shortcuts, insecurities, fear based survival and existence. The socio-cultural changes like transition from joint family to nuclear family system, excessive competition, parental expectations, commercialization of education, negative impact of media, misuse of information technology, globalization, consumerism etc. are putting immense pressure on children, families and schools leading to distortion of values. It points out the need for schools to come up with new ways of educating

students DEPF, NCERT and the role of value education in meeting the challenges of the present times. It further observes that no doubt, value education is both parent and public responsibility but schools as organized institutions ought to take the major responsibility in fostering values in students. The endeavour is to be seen as an investment in building the foundation for lifelong learning, promoting human excellence as well as promoting social cohesion, national integration and global unity. Some studies taken up by researchers & psychologists have suggested that attitudes are related to the values that an individual holds. Patella (2003) conducted a study to determine if character education has an effect on behaviour of students when they are not under supervision of the classroom teacher. The researcher observed the students' social interactions in the experimental group and the control group in various settings in a pre and post observation period and found a t positive change in behaviour of students imparted character education. Findings of the study carried out by Bawa and Bhatnagar (2016) revealed value education to be effective in promotion of nationalism & internationalism among higher secondary students. It concluded that the Value Education Package has positive effect in promoting Matribhumi Bhakti (Devotion towards motherland), Sanskriti Nishtha (Cultural Loyalty), Samajik Chetna (Social consciousness), Samajik Samarsata (Social Harmony), Rashtriyata ki Abhivruti (Expression of nationalism), Vishwa bandhutwa ki bhavana (Universal brotherhood), Ahimsa (Peace), Vaigyanik Drishtikon (Scientific attitude), Sarvapantha Sambhav (Unbiased attitude towards all Religions) and Ekamata Bhav (Feeling of oneness). Uzunkol and Yel (2016) examined the effects of value education program, which was based on respect and responsibility, self-esteem levels, social problem-solving skills and empathy levels of primary school students. Results showed that value education program did not have a significant effect on increasing self-esteem levels of students. On the other hand, it was found to have a positive effect on social problem solving skills and empathy levels. It is an irrefutable fact that value based education shape the future of individuals and adds purpose to their life. It also help them to gain self responsibility for their behaviours and attitudes by nourishing them with moral values and virtues based on which their actions will reflect their behaviours and attitudes. Value education seems to have immense potential in bringing attitudinal change among school students especially adolescents through value inculcation. This motivated the

investigators to take up this investigation of studying the effect of value education on attitude of class IX students.

Objectives of the Study

- 1) To develop the value education modules for secondary school students
- 2) To study the effect of value education on attitude of secondary school students
- 3) To study the effect of value education on attitude of secondary school students towards parents and teachers.
- 4) To study the effect of value education on attitude of secondary school students towards discipline.
- 5) To study the effect of value education on attitude of secondary school students towards life.
- 6) To study the effect of value education on attitude of secondary school students towards country.
- 7) To study the effect of value education on attitude of secondary school students towards religion.

Hypothesis of the Study

The study was been conducted to test the following hypothesis:-

- 1) There is no significant difference in students' attitude of control and experimental groups.
- 2) There is no significant difference in students' attitude of control and experimental groups towards teachers and parents.
- 3) There is no significant difference in students' attitude of control and experimental groups towards discipline.
- 4) There is no significant difference in students' attitude of control and experimental groups towards life and humanity.
- 5) There is no significant difference in students' attitude of control and experimental groups towards country.
- 6) There is no significant difference in students' attitude of control and experimental groups towards religion.

Delimitations of the Study

- 1) The study was conducted on 60 class IX students of only one Government Secondary school of Chandigarh.
- 2) Modules on selected topics were used to impart Value education to students

Design of the Study

Pre- test/ post test experimental design was used to study the effect of value education on attitude of secondary school students.

Sample

Sample consisted of 60 students of class IX of Govt. Model Senior Secondary School, sector-20D, Chandigarh. School was purposely selected by the investigators in accordance with the availability and convenience. 60 students were selected randomly out of nearly 100 students of class IX and were divided into two groups of 30 students each. Students of experimental group (group A) were imparted value education through self-developed value education modules whereas students which formed control group (group B) were given no treatment.

Tools

- 1) Self developed Value Education Modules for secondary school students.
- 2) Sodhi's Attitude Scale (1997).

Procedure of Data Collection

The study was conducted on 60 students of Government Model Senior Secondary School, sector-20 D, Chandigarh. After taking permission from the principal of the school, researchers met the students and their class teachers. Rapport was established with the students who were assured of the confidentiality of the information given by them. Sodhi's Attitude Scale as pre-test was administered on the total sample of 60 students. On the basis of scores obtained, students were divided into two groups with 30 students each, ensuring that the attitude mean score of two groups is approximately equivalent. Then value education was imparted to the experimental group (A) by using 15 self-developed value education

modules whereas group (B) was kept as control group. After the intervention, Sodhi's Attitude Scale was administered as post-test on both experimental & control groups.

Statistical Techniques

Data were analyzed by employing following statistical techniques:

- Descriptive statistical measures such as Mean, Median ,Standard Deviation, Skewness and Kurtosis were worked out to study the general nature of the sample
- F-value was calculated to determine the effect of value education on attitude of secondary school students.
- t-ratios were computed to determine the significance of difference between mean scores of attitude of experimental and control groups.

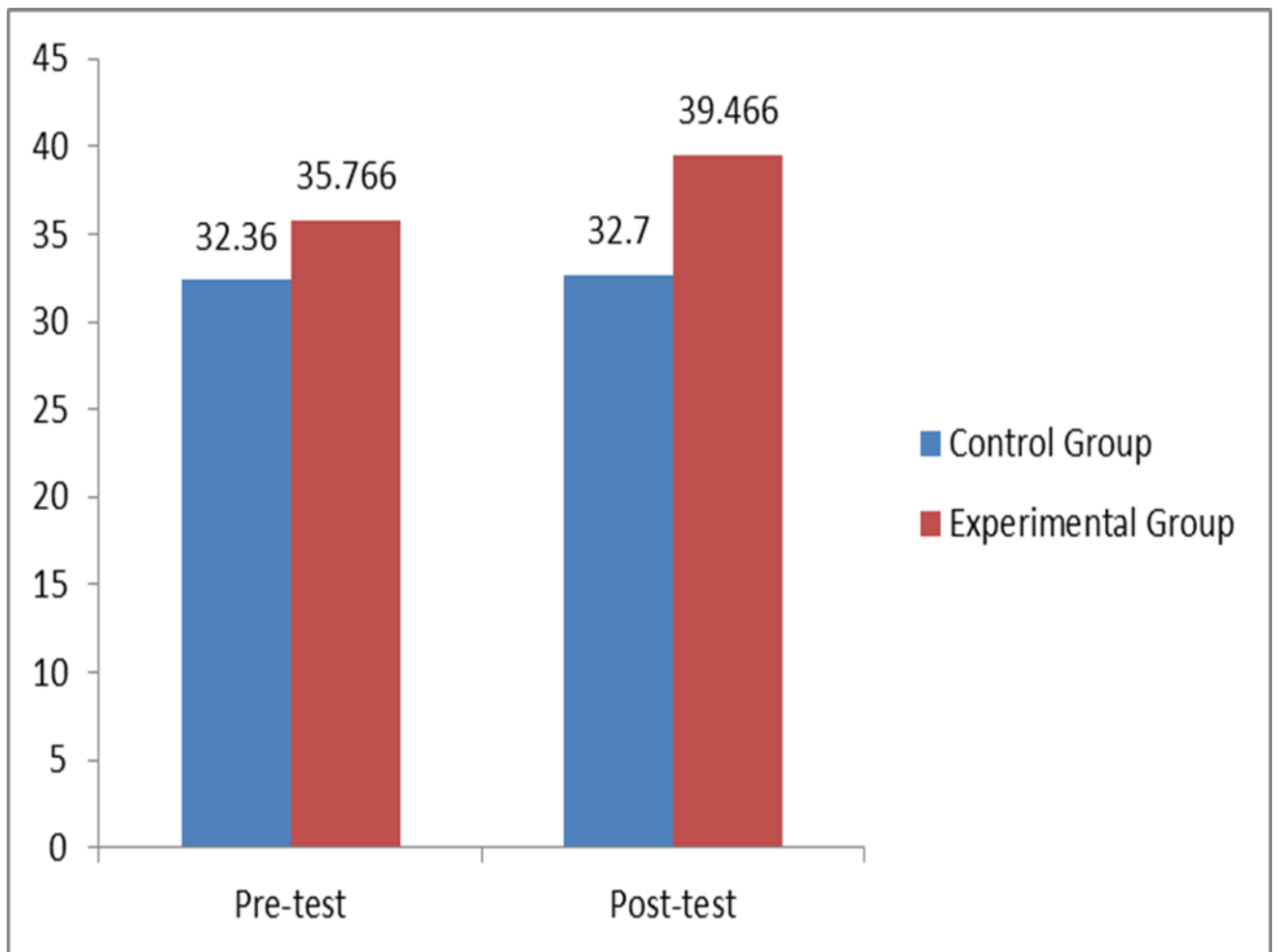
Results and Discussion

Table 1: Summary of Descriptive Statistics

Groups	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Pre-test A1	30	32.36	32	35	5.833	-0.01	2.239
Pre-test A2	30	35.766	36	41	5.46	0.1	2.399
Pre-test A1+A2	60	34.066	34	33	5.86	-0.02	2.494
Post-test A1	30	32.7	34	37	9.251	-0.2	1.78

Post-test A2	30	39.466	39.5	43	3.213	-0.06	2.049
Post-test A1+A2	60	36.0.833	38	43	7.667	-1.01	3.170

Figure 1: Mean Scores for Attitude (Pre-test, Post-test) of students in



Control Group and Experimental Group (N=60)

Inferential Statistics

To test the hypotheses of study, F-values and t-ratios were computed for attitude (Post-test) scores by applying ANOVA and t-test respectively.

Table 2: F-values for significant effect of Value Education on Attitude of students.

Source of variation	Sum of squares	Degrees of freedom	Mean sum of squares	F-ratio
Between-treatments	686.8167	1	686.8167	F = 14.32017
Within-treatments	2781.7667	58	47.9615	
Total	3468.5833	59		

Table 2 shows the F-ratio of 14.32017 which is found to be significant at 0.01 level (1/58 df).

The result infers that there is significant effect of value education on attitude of secondary school students.

The difference between the attitude post-test scores of students for significant effect of value education on attitude of secondary school students was also tested through t-test.

Table 3: t-ratios of attitude (post-test) scores of students

Pair of groups	N	Mean	SD	t-ratio	
Control	30	32.7	9.251	3.7842**	Significant at 0.01 level
Experimental	30	39.466	3.213		

Table 3 shows t-value of 3.7842 for total attitude which is found to be highly significant at 0.01 level (1/58 df). Thus the **hypothesis 1** —there is no significant difference between the attitude of control group and experimental group is not retained and alternative hypothesis is not retained. Attitude of Class IX students improved with the value education.

Table 4: t-ratios of different areas of attitude with regard to post-test attitude scores of students.

Areas of attitude towards	Pair of groups	N	Mean	SD	t-ratio	
Teachers and parents	Control	30	6.86	2.812	4.77**	Significant at 0.01 level
	Experimental	30	9.5	9.5		
Discipline	Control	30	5.56	1.88	4.14**	Significant at 0.01 level
	Experimental	30	7.23	7.23		
Life and Humanity	Control	30	7.53	2.515	2.050**	Significant at 0.05 level
	Experimental	30	8.76	8.76		
Country	Control	30	5.3	2.151	2.239*	Significant at 0.05 level
	Experimental	30	6.26	6.26		
Religion	Control	30	7.43	2.430	0.445	NS
	Experimental	30	7.7	7.7		
Total	Control	30	32.7	9.251	3.7842**	Significant at 0.01 level
	Experimental	30	39.4667	3.213		

Table 4 reveals the following results:

The t-ratio for attitude towards teachers & parents were found to be 4.77 which is highly significant at 0.01 level. Thus the **hypothesis 2** —there is no significant difference between the attitude of control group and experimental group towards teachers and parents is not retained.

The t-ratio for attitude towards discipline was found to be 4.14 which is highly significant at 0.01 level. Thus the **hypothesis 3** —there is no significant difference between the attitude of control group and experimental group towards discipline is not retained..

The t-ratio for attitude towards life & humanity was found to be 2.050 which is significant at 0.05 level. Thus the **hypothesis 4** —there is no significant difference between the attitude of control group and experimental group towards life and

humanity is not retained. The t-ratio for attitude towards country was found to be 2.239 which is significant at 0.05 level. Thus the **hypothesis 5** —There is no significant difference between the attitude of control group and experimental group towards country is not retained.

The t-ratio for attitude towards religion was found to be 0.445 which is not significant. Thus the **hypothesis 6** —there is no significant difference between the attitude of control group and experimental group towards religion is accepted.

These results reveal that imparting of value education has a significant effect on multiple dimensions of attitude of secondary school students. The only area i.e. attitude towards religion did not show any significant change. Though the mean score of attitude towards religion of experimental group (mean=7.7) was found to be marginally higher than the control group (mean=7.4); which can be attributed to the assumption that attitude towards religion is deep rooted in the behaviors of individuals which gets influenced from various factors such as family beliefs, social environment and family environment. To bring changes in attitude towards religion, values have to be inculcated from the childhood itself.

Conclusions

Findings of the study lead to following conclusions:

- Value education has a significant effect on attitude of secondary school students.
- Value education has a significant effect on the attitude of secondary school students towards teachers and parents.
- Value education has a significant effect on the attitude of secondary school students towards discipline.
- Value education has a significant effect on the attitude of secondary school students towards teachers and parents.towards life and humanity.

- Value education has a significant effect on the attitude of secondary school students towards country.
- Value education has no significant effect on the attitude of secondary school students towards religion.

Educational Implications

There is an urgent need to emphasize the importance of value education at every stage of school education. In order to help students attain a strong moral character with positive attitude encompassing all human values, it becomes imperative for every educational institute to integrate value education component in the curricula at all levels. It is only through value education that the age old traditions of our country advocating promotion of universal peace and harmony, can be revived. Teachers and parents should themselves exhibit such values so that they can be the role models for the younger generation. Students at all stages can be encouraged for selective viewing of programmes on mass media; watching value based programmes and avoiding programmes that can be detrimental to their value system . Secondary school students who are at the adolescence phase of life need to be given emotional support through regular support services like guidance and counselling at school. Co curricular activities that promote the inculcation of values among students can be regularly incorporated in the school calendar. Discussions and debates on topics related to human values among students could be organized from time to time. Students carrying out some humanitarian and noble acts can be applauded or highlighted to encourage them and to inspire others. Students can be provided with situations which they can evaluate as right or wrong based on the values they have imbibed which in turn will empower them to make ethical decisions in the real life situations.

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