

## VALUES TO BE DEVELOPED AMONG SCHOOL CHILDREN

**Dr.T.Sireesha**, Assistant Professor, Dept. of Education, Sri Padmavati Mahila  
Visvavidyalayam, Tirupati, Email: [sireesha.tanguturu@gmail.com](mailto:sireesha.tanguturu@gmail.com), Ph:9440675760

### ABSTRACT

Values are the salient features of the individuals' behavior in the society. There are different types of individuals having basic individual difference in personality, make-up attitudes, liking, behaviors, views, values, beliefs etc. Value is a type of norm found in various cultures along with other patterns of behavior, values are the more enduring cluster of wants that a given individual strives for thought. The term value is very difficult to define satisfactorily some philosophers even considered it as a fundamental category, which cannot be defined so easily yet the concept of value is so deeply embedded in human actions and thoughts that one should make an effort at least to understand its meaning and reunifications. Only a limited number of investigations had been conducted using measured values as one of the variables. Most of these studies were confined to other countries. It was felt that an investigation of developing values as it is related to measured values would throw more light and provide insight into the dynamics of measured values. against this book ground an attempt was made to related develop values to children side by side it was also aimed to investigate whether there would be any significant difference in the value patterns of boys and girls at the higher and lower classes.

### Introduction

Education is a social process to transform the behavior of a person from instinctive behavior to human behavior. It trains the children for fulfilling the responsibility of adult life. It enables a person to make a choice of values. It equips the children to cope up with emergencies of changing order. It fits the pupils to environment but also that he may survive in the society. It not only fits the individual in the environment but also makes him to learn to modify it to make the life comfortable and enjoyable. This type of education is the need of the hour in any country.

The needs and necessities change from person to person. Similar is the case with countries also. In every country education is used as the powerful instrument to satisfy its needs and necessities. As a result different areas of education are modified and codified to bring necessary changes in the country. The aims and values of edu are always conditioned by one values of one society. Since one society is nothing but one combination of individuals, the aims, the curriculum, the methods of teaching the nature of teacher and one mode of school organization are finally conditioned by one values of one person.

Man is a bundle of desires. His desire is always directed to fulfill his goal. In this attempt he acts. These acts are subjected for valuation. So the value lies in fulfilling ones desires and aspirations. Therefore everything is a value or disvalue to man. He is always making efforts to evaluate himself and one whole universe throughout his life.

It is an accepted fact that values are both personal and social in nature. They guide one individual in his adjustment with society. Thus an individuals value scheme refers to the pre-suppositions by which he lives and one intentions which direct his actions. They govern likes and dislikes. All values are acquired, they are flexible on acquisition of values depends

upon several factors like one opinions upheld by one parents, one teacher, one society, one government etc. The various social relationships and one attitude of individuals act as facilitating factors in one acquisition of values. As pointed out by Charles T. Harsh and H.G.Schricket values are injected into one personality of the individual.

If adults are constantly concerned about prices, debts, fascas and wealth a child assimilates, tendency to judge by economic values. The need for value education cannot be neglected particularly in the present set up of the society according to Dr.J.E.Adamson.

The education treated in relation to three words that make up complete environment. The natural world the social world, and the moral world obviously all the natural and physical sciences belong to the first all the humanist studies to the second and all the ethical and religious to the third. A serious defect in the school curriculum is the absence of provision for education in social, moral and spiritual values in the life of the majority of Indians religion is a great motivating force and is intimately bound up with the formation of character and inculcation of ethical values. A national system of education that is related to the life needs and aspirations of the people cannot afford to ignore this purposeful force. We recommend therefore that conscious and organized attempts be made for imparting education in social, moral and spiritual values with the help wherever possible of the ethical teachings of great religious.

From the reports of several committees and commissions appointed from time to time it is obvious that there has been consensus of opinion regarding inclusion of values in educational system. This is the high time to do so, if we intend to safeguard the present set up of society from further deterioration and degeneration. Thus, it can be concluded that there has been consensus of opinion regarding the teaching of moral and spiritual values but the main set back is the present social set up itself in which positive teacher taught interaction does not seem to be to the work. This is why inspite of nice resolutions and recommendations of so many commissions and committees we have not been able to introduce value education in our schools and colleges. As far as necessity part of values is concerned it is the need of the hour for which we have to strive inspite of all odds and obstacles.

In our society the awakening in this direction has been too late till recently there was no substantial move. In May, 1981 a high level seminar on moral education was held at Simla on the recommendations of this seminar, there is a move to form syllabus for value oriented education for different class. But it has not yet been finalized so far because of several socio-cultural constraints. The Education Commission (1964-66) headed by Prof.D.S.Kothari had very rightly observed. This issue usually evokes extreme reactions. On the one hand are conservative liberals who believe that values are a private education to children is best left to parents. On the other end of the spectrum are those who endorse the view that since children are the future citizens of the state. Thus it is necessary to study the values to be developed among school children is of great concern of today.

### **Objectives of the Study**

- To see the significance of difference in perception of the values to be developed among children between male and female.
- To see the significance of difference in perception of the values to be developed among children between rural and urban area.

### Hypotheses Formulated

The following hypotheses were formulated for the present investigation.

1. There is no significant difference between male and female teachers regarding the values to be developed among children.
2. There is no significant difference between rural and urban teachers regarding the values to be developed among students.

### Sample Selected for the study

Teachers working in schools constitute the population of the study. In this study a sample of 200 teachers among whom working in Telugu medium and working in English medium were included. These 200 teachers also included. Some from primary level and some from secondary level. The teachers were selected at random among the teachers of that particulars category. Thus the sample was selected by following stratified random sampling procedures.

### Tool

Different stages were involved in the preparation of the tool. In this the first stage was having informal discussions with the teachers working at there two levels with regard to the values to be inculcated among school children. In the second stage the researcher had gone through the studies already conducted in this field. In the third stage the researcher had prepared the list of values to be inculcated among school children. In the next stage this list was distributed to a sample of 10 teachers with a request go through each item for its clarity and specificity of the idea. In the fifth stage keeping the suggestions given by the experts and by the teachers the list of values were finalized consisting of 80 items each on '3' point scale 0,1,2 for absence, neutral and presence of the value. The final questionnaire emerged out of the initial interviews and the pre-testing of the questionnaire emerged out of the initial interviews and the pre-testing of the questionnaire. Thus the questionnaire was made perfect to a great extent.

**Table- Showing the Mean difference of rural and urban school teachers**

Variable	Sub-Variable	N	Mean	SD	't' test
Gender	Male	101	126	0.126	0.002
	Female	99	122	0.122	
Locality	Rural	92	127	0.122	0.0225
	Urban	108	123	0.128	

The values in this table reveal that the mean scores of male and female teachers. Primary and secondary schools were 126 and 122 respectively. The difference between the two means was 1.14 and the calculated values of 't' is 0.002. It indicates that there exists significant difference between the mean scores of male and female teachers. The male teachers mean scores higher than female teachers. Hence the formulated null hypothesis that there is no significant difference between the scores of male and female teachers is rejected.

To find out if this difference is a chance factor or real t-value was calculated. The mean difference obtained for the mean scores of teachers in different schools, shows that

there exists differences in the means of values. They also differ in reality in the S.D as indicated by the t-value 0.002 which is not significant at 0.002 level. The means of male and female teachers were shown figuratively also. The above also depicts that, the mean scores of rural and urban areas of primary and secondary schools were 127 and 123 respectively. The difference between the two mean scores was 1.13. The calculated t – value is 0.0225.

It indicates that there exists significant difference between rural and urban area values in primary and secondary schools. Hence the formulated hypothesis that there is significant difference between the scores of rural and urban area teachers is accepted. To find out if this difference is a chance factor or real ‘t’ value is calculated.

The mean differences obtained for the mean scores of rural and urban teachers studying in secondary primary school shows that there exists difference in the mean scores. These mean values of rural and urban teachers were shown diagrammatically.

### Conclusions

From the above elaborate discussion, it will be clear that value education is much more broader concept than moral education value is a new concept which has not even been well founded in our education terminology, especially in the Indian perspective. In order to make the value education more effective we should adopt new approach to value education though different subjects. Based on the findings of the study the following conclusions can be drawn. There is no significant difference between the teachers of rural and urban areas. There is no significant difference between the male and female teachers. With regard to the values to be developed among primary and secondary school children.

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