

# Value Education in the School Environment at the Higher Secondary Level

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## 1. Introduction

“To educate a man in mind and not in morals is to educate a menace to society” says

Roosevelt. Real education is that which enables one to stand on his own legs. The Hindu vision of life gives four goals, ideals and core values for a better quality of human life. They are *artha* (economic values of wealth), *kama* (psychological values of pleasure), *dharma* (moral values) and *moksha* (liberation). These four goals embody the formulation of human values. Lindelow (1989) advocates that school climate are the individual's holistic experience and learning for life within a school system. More specifically, climate was the competitive of norms, expectations and belief characterizing the school social system as perceived by its members. It is an average of perceptions that individual has of their daily work environment. O. Neil (1987) illuminates that school climate is a combination of eight variables: They are Clear school mission, Safe and well-ordered learning environment, Expectation for success, Classroom interaction, High morale, Effective instructional leadership, Monitoring of student progress and Positive home-school relationship. Integration of all these with value based education accomplishes the purpose of education for every higher secondary student who is in search for role models in the society.

## 2. Reviews

Mimar Türkkahraman (2014) opines that for a peaceful world and society it is essential for cultures to be developed and transformed through common values that are shared by people. The best way to do it is value education. Value education constitutes a solid basis for a better human being, society and world.

Gouravjeet Singh (2016) affirms that practices in relation to environmental concerns are the need of hour. He adopted survey method with the sample of 200 students selected from the district of Sri Mukatsar Sahib. The researcher found higher level of environmental values among secondary school students. Significant difference exists in environmental values between Male and Female Secondary School students whereas no significant difference was revealed in Rural and Urban Secondary School students.

## 3. Need and Significance of Value Education

Value education semantically refers to embedding of value on education to make the human being valid and valuable throughout the short span of life, which should be a historic reality besides a meaningful lesson to the future generations

after his/her demise. This will be a resource for the development of proper attitudes, values, emotional and behavior patterns of the learners. Value education is concerned with the transformation of individual personally. The need of value education in the school environment is a prime objective today because the number of educated people has reached high level but murder, hatred and selfishness have spread out like wildfire everywhere. (Simeon S. Simon, 2008). Many institutions are opened but only few civilized people are formed. Degree is available for all but the dignity has gone down. Trained people are produced from many institutions but sincere people are very few. Many books are written, much research is done, many professional achievements are attained but humanity is threatened. The children are crazy for violent movies, games and are able to access unhealthy and unethical resources through internet. The rate of suicide is going up in the society. One of the common factors responsible for this is our pressure on students to get more marks in their exam. (Yojana Yatin Patil, 2015). There is lack of respect for sanctity for human life. Violence, hatred, crime, enmity are now like common problem. Civic sense is disintegrated at every level and human rights are completely violated. A few major obstacles to the application of value education are lack of good governance, unhealthy educational environment, pressure of private money making institutions and unstable political situations.

## 4. Title of the problem

‘Value Education in the School Environment at the Higher Secondary Level’

## 5. Objectives of the study

- To find out the significance difference in value education in the school environment at the higher secondary level with respect to gender.
- To find out the significance difference in value education in the school environment at the higher secondary level with respect to age.
- To find out the significance difference in value education in the school environment at higher secondary level with respect to type of school.
- To find out the significance difference in value education in the school environment at higher secondary level with respect to students in nature of educational institution.

## 6. Hypotheses of the study

- There is no difference in value education in the school environment at the higher secondary level with respect to gender.
- There is no significance difference in value education in the school environment at the higher secondary level with respect to age.
- There is no significance difference in value education in the school environment at higher secondary level with respect to type of school.
- There is no significance difference in value education in the school environment at higher secondary level with respect to students in nature of educational institution.

**7. Population and sample**

The population of the present study comprises higher secondary students studying in the in Vellore District. From the population ,300 sample have been chosen for the present study by using simple random technique.

S.NO	VARIABLES	CATEGORIES	FREQUENCY	PERCENTAGE
1	Gender	Male	147	49.0
		Female	153	51.0
2	Age	17	82	27.3
		18	145	48.3
		19	73	24.3
3	Type of Scol	Govt.	95	31.7
		Govt.aided	110	36.7
		Private	95	31.7
4	Nature of Institution	Boys	105	36.0
		Girls	100	33.3
		Co- ed	95	31.7

**8. Methods used for the study:**

This study belongs to normative survey method.

**9. Testing of hypotheses:**

**Hypothesis 1:**

There is no difference in value education in the school environment at the higher secondary level with respect to gender.

**Table 1: Mean score of significant difference in the imparting value education in the school environment at the higher secondary level based on gender**

S.NO	NATURE	SUM OF SQUARES	Df	MEAN SQUARE	F	Sig.@0.05 level
1	Between Groups	1093.591	2	546.795	1.151	N.S
2	Within Groups	141152.0	297	475.259		

From the above table, the calculated 'F' value (1.151) is less than the table value (2.66). Hence there is no difference in value education in the school environment at the higher secondary level with respect to gender. So the above hypothesis is accepted.

**Hypothesis 2:**

There is no significance difference in value education in the school environment at the higher secondary level with respect to age.

**Table 2: Mean score difference in the imparting value education in the school environment at higher secondary level based on age.**

Variable	Nature	N	Mean	SD	SEM	't'	Sig.@0.05 level
Imparting Value Education.	Male	147	173.54	23.52	1.94	3.405	S
	Female	153	180.97	19.22	1.55		

From the above table, the calculated 't' value (3.405) is greater than the table value (1.96). Hence there is no significance difference in value education in the school environment at the higher secondary level with respect to age. So the above hypothesis is not accepted.

**Hypothesis 3:**

There is no significance difference in value education in the school environment at higher secondary level with respect to type of school.

S. No	Nature	Sum of Squares	Df	Mean square	F	Sig.@0.05 level
1	Between Groups	10099.975	2	5049.987	11.350	S
2	Within Groups	132145.7	297	444.935		
3	Total	142245.6	299			

From the above table, the calculated 'F' value (11.350) is greater than the table value (2.66). Hence there is no significance difference in value education in the school environment at higher secondary level with respect to type of school. So the above hypothesis is not accepted.

#### **Hypothesis 4:**

There is no significance difference in value education in the school environment at higher secondary level with respect to students in nature of educational institution.

S. No	Nature	Sum of Squares	Df	Mean square	F	Sig.@0.05 level
1	Between Groups	13458.919	2	6729.460	15.519	S
2	Within Groups	128786.7	297	433.625		
3	Total	142245.6	299			

From the above table, the calculated 'F' value (15.519) is greater than the table value (2.66). Hence there is no significance difference in value education in the school environment at higher secondary level with respect to students in nature of educational institution. So the above hypothesis is not accepted.

- Prospective teachers should spread the value of equality and social justice on the basis of moral and social ethics besides code of conduct.

#### **10. Educational Implications**

- To enhance the quality and moral integrity of students in the school environment, value based education is the major need for the management, staff, students and other academic associates.
- Every educational institution must promote value based educational programme as an integral component in their curriculum and frame a plan of action to practically execute them as unavoidable and routine activities.

#### **11. Conclusion**

The testing of hypotheses shows that there is no significant difference in the value education in the school environment at higher secondary level with respect to gender but there is a significance difference with respect to age, type of school and nature of educational institution. Teachers sacrifice their joy by accepting teaching as a Service to the mankind, in particular to make the present youth to the strong bricks to make future India strong and rigid with educational courage, confidence, conviction and commitment to fulfill the dreams. Hence from this study I conclude that value education plays a unique role in the school environment at the higher secondary level.

#### **References**

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