A Study of value Awareness of Primary School Students of Ahmedabad city in Context to Certain Variables

NIKETABEN SHASHIKANT VYAS
Assistant Teacher,
Veer Shahid Chetan Chhotalal Solanki (Smart) Primary School,
Municipal School Board, Ahmedabad

Abstract:

In life, Values give us clear goals. They always tell us how we should behave and act in different situations and give the right direction to our life. In life, a person with good values can take better charge. If a person wants a strong character, then he has to possess good values such as honesty, loyalty, reliability, efficiency, consistency, compassion, determination, and courage. Values always help in building our character. Primary schools play an important role in value building in society. In present research the researcher had studied the value awareness of primary school students in context to gender and types of school management i.e. municipal corporation school and self-financed school. The null hypotheses were constructed and by multi stage sampling 230 primary school students were selected from 4 primery schools. Standardized value awareness scale prepared by Dr. Satishprakash Shukla was used to collect the data from the students of primary schools. The data was analysed by mean, standard deviation and t value. From the data analysis it was found that value awareness of boys was more than the girls' students. While the value awareness of both primary school students of Municipal Corporation and self-financed were same.

Keywords: *Values, Awareness, Value awareness, Primary school students*

1. Introduction

The word "value" is derived from the Latin word 'Valerie' meaning to be strong aid vigorous. To be of value is to have a certain virtue. The sense of value is an essential attribute of the human consciousness. Values Can Give Direction to Our Life. In life, Values give us clear goals. They always tell us how we should behave and act in different situations and give the right direction to our life. In life, a person with good values can take better charge.

Values are individual beliefs that motivate people to act one way or another. They serve as a guide for human behaviour. Generally, people are predisposed to adopt the values that they are raised with. People also tend to believe that those values are "right" because they are the values of their particular culture.

Values are ideals or beliefs that a group or an individual hold and are essential for determining what is desirable or undesirable to them. Values can also be seen as overall conceptions people hold toward the world and aligns their behaviour, motivation, perceptions, and personality.

Values can be defined as those things that are valued by someone. In other words, values are what is considered 'important' by an individual or an organization. Examples include courage, honesty, freedom, innovation etc.

Values are fundamental beliefs that motivate your actions and attitudes. Understanding your own life values can help you determine what is most important to you. Gaining a sense of what you value in life can also help you evaluate whether you are achieving your life goals.

Values education refers to the aspect of the educational practice which entails that moral or political values as well as norms, dispositions and skills grounded in those values are mediated to or developed among students. Values education can be referred to as explicit or implicit.

Personal Values are "broad desirable goals that motivate people's actions and serve as guiding principles in their lives". Examples of personal values include donating to charity or spending time with family. Everyone has values, but each person has a different value set.

The deterioration of value has affected almost all the people and mostly the children. Today's children are tomorrow's citizen. They must be taught value. It is necessary to know their awareness towards value. This study is being conducted to know that what they know about value.

2. Statement of the problem
It is necessary to clear the subject. The study of the subject is very important to know the value awareness of the students of primary schools of Ahmedabad city. The statement of present research is as under *A Study of value Awareness of Primary School Students of Ahmedabad city in Context to Certain Variables.*

In present research the study has been conducted to know the value awareness of primary school students in context to various variables like gender and types of management.

3. Defining the Key Words of the Problem
The definition and meaning of the terms used in the present study are explained below.
3.1 Value Awareness
3.1.1 Theoretical Definition
Envision the increasing of awareness and understanding of the value through education. Most of the students is not aware of our limited resources and how quickly they are being used up. Hence Value awareness means to make every individual aware to decide what is right and wrong and how to act in various situations.

3.1.2 Operational Definition
The marks students achieved on Value Awareness Scale is Value Awareness in present research.

4. Variables of the Study
In present study the following variables were selected
Table 1: Table showing types of variable and its level

Sr.	Types of variables	Variables	Level
1	Dependent	Value Awareness	---
2	Independent	Gender	1.Boys 2.Girls
3	Independent	Types of Management	1.Municipal corporation 2.Self-Finance

5. Objectives of the Research
The objectives of the present study are as under
 1. To study the Value awareness of the primary school students of Ahmedabad city.
 2. To study Value awareness of the primary school students of Ahmedabad city in context to Gender.

3. To study the Value awareness of the primary school students of Ahmedabad city in context to Types of School Management.

6. Hypothesis of the Research
The null hypothesis formed by researcher are as follows.

Ho_1 There is no significant difference between mean score of Boys and Girls of Primary school on Value Awareness scale.

Ho_2 There is no significant difference between mean score of students of municipal corporation and Self finance Primary school on Value Awareness scale.

7. Area of the Research
In present research researcher measured Value awareness of primary school students of Ahmedabad city. So, the area of the research is Nitishashtra and Education.

8. Types of Research
Researcher should decide the type of research before starting the research. Generally, researches are classified into two types

A. On the basis of Nature of Findings
B. On the basis of Objectives

In this research the day-to-day problems are solved by the person himself. The findings get after this research cannot be generalized. The results are limited to only researcher. The present research followed the present situation, so the present research is Applied Research.

9. Importance of the Research
The importance of present research is as under

- School can know the value awareness of the students studying in primary school.
- Students can aware acquire knowledge, develop attitudes and be able to address real life value problems.
- One can create value awareness in the world population.
- One can gain skills for identifying and solving value problems.
- From present research people acquire values and feelings of concern for the value and encourage their participation in improvement and safeguard of our value.
- Present research help to acquiring an awareness of the behaviour towards society and developing a sensitivity in people in this context.
- From present research society provide an opportunity to get involved at all levels in the task of resolving value problems.

10. Population of Study
In the present study all the Primary school students studying in English medium schools of Ahmedabad city are the population of study.

11. Sampling
To constitute the sample the researcher has got the list of primary schools affiliated with GSEB. Then she divided schools in municipal corporation and self finance school. Next the researcher selected 4 English medium schools randomly by lottery method. Two corporation schools and two self finance schools were selected from population. All the students present on the day of data collection were the sample of the present research. Thus, the researcher used stratified random sampling technique to select the sample. Researcher selected 230 primary school students in sample.

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12. Research Methodology

In the present study the researcher has employed the survey method. It is the most popular and most widely used researcher method in education researcher can gather information in terms of individual scores by a standardized test.

13. Tools of the Study

In present research researcher has used standardized value awareness scale constructed by Dr. Satishprakash Shukla to know value awareness of Primary school students. The reliability by test-retest method is 0.87, by Rullon method is 0.80, by flagon method is 0.81 and by kuder Richardson method the reliability is 0.86. The researcher has checked content validity of test. In value awareness scale there are 33 questions. Each questions have four options. Out of four options one option is correct.

14. Data Collection of the Study

In the present study the researcher used value awareness scale researcher first took the permission of Principals from selected schools and personally went to the schools. Then she gave information about her research work and necessary instruction about value Awareness scale filling. Researcher also took the help of School teachers. She collected all the data and gratitude her thanks to the students, teachers and principal for their cooperation in data collection.

15. Statistical Techniques Used

In order to analyze and interpret the data obtained by the administering the students Value Awareness. The following statically techniques are used with the help of computer aid
  1. Mean
  2. Standard deviation
  3. t-value

The test of the significance of the difference between two mean is known as t value. In the present study, researcher used t value because there is comparison between two variables.

16. Limitation of Research

The following are the delimitations of the study
 • Present research is limited to only the students of English medium.
 • Present research is limited to the students of academic year 2023-24.
 • The research is delimited to the primary school students of GSEB only

17. Analysis and Interpretation of the Data

An analysis of the data is most skilled task of all stages of the discover inherent facts. A careful planning of the analytical frame work should be envisaged by the researcher. Therefore, the analysis is done to fulfil the following main functions to make raw data meaningful and to draw inference and to make some suggestions.

Table 2: Classification of Level of value Awareness of Primary school Students

Sr.	Class Interval	Value Awareness Level	No. of Students
1	25 and above	Level A = High level	136
2	10-25	Level B = Middle level	91
3	below 10	Level C = Lower level	03
Total			230

From the above table number 2, it is found that out of 230 students, 136 students possess (level - A) high level value Awareness as they are in class interval of 25 and above, 91 students possess (level - B) middle level value Awareness as they are in class interval 10 to 25 and 03 students possess (level - C) lower-level value Awareness, that is class interval below 10 of Primary students.

Analysis and Interpretation of scores in context to Gender
The analysis and interpretation of scores on Value Awareness Scale of Primary school students in relation to Gender is as follow.
Standard Error of Mean, t-value and significant level of scores of Value Awareness Scale of Boys and Girls
The standard error of Mean, t-value and the significant level of score of Value Awareness Scale of Boys and Girls are computed for testing null hypothesis. This detail is given in below Table-3

Table 3: Statistics of Boys and Girls

Gender	Number N	Average	Standard Deviation (SD)	Error of Mean (σD)	t-score	Significance level
Boys	129	45.18	11.47	0.32	3.46	0.01
Girls	101	44.07	11.22			

In above table 3 we can see that mean values of Boys and Girls are 45.18 and 44.07 respectively. The S.D. value is 11.47 and 11.22. SED is 0.32. With the help of all these values computed t is 3.46 which is higher than the tabulated value 2.58 at 0.01 level so null hypothesis **Ho₁ "There is no significant difference between mean score of Boys and Girls of Primary school on Value Awareness scale."** is rejected. Therefore, we can say that there is significant difference between the average score of Boys and Girls on Value Awareness scale. Value Awareness of Boys students are higher than that of Girls students. It means there is an effect of gender on Value Awareness.

Standard Error of Mean, t-value and significant level of scores on Value Awareness scale of students of municipal corporation and Self finance Schools
The standard error of mean, t-value and the significant level of score Value Awareness Scale of students of municipal corporation and Self financed schools are computed for testing the null hypothesis. This detail is given in below Table-4

Table 4: Statistics of students of Municipal corporation and Self finance Schools

Types of Management	Number N	Average	Standard Deviation (SD)	Error of mean (σD)	t-score	Significance level
Municipal corporation	112	43.91	11.51	0.46	0.77	NS
Self finance	118	44.27	11.35			

In above table 4 we can see that mean values of students of Municipal Corporation and Self-financed schools are 43.91 and 44.27 respectively. The S.D. value is 11.51and 11.35. SED is 0.46. With the help of all these values computed t is 0.77 which is not higher than the tabulated value 1.96 at 0.05 level so null hypotheses **Ho₂ "There is no significant difference between mean score of students of Municipal Corporation and Self finance Primary School on Value Awareness scale."** is not rejected. Therefore, we can say that there is no significant difference between the average score of students of Municipal Corporation and self financed school on Value Awareness scale. The Value Awareness found to be equal for both the students of Municipal Corporation and Self finance schools.

18. Findings
The findings of the present study are as under.

- The Value Awareness of Boys are higher than girls. It means there is effect of gender on value awareness.
- The Value Awareness of students of Municipal Corporation and Self finance Schools are equal. There is no effect of types of school management on value awareness.

19. Educational Implications

The instillation of values in students is a crucial component of education since it contributes to developing their personalities, ways of behaving, and capacities for making choices.

Following are the educational implications for present research

- Teachers and other people working in schools are responsible for setting an example of ethical conduct by continuously demonstrating moral ideals in their actions and interactions with students. Thus, the students are likelier to adopt and imitate the behaviours they see modelled by their instructors and role models.
- Create an atmosphere in the classroom that fosters respect, empathy, kindness, and inclusiveness for all students. Students should be encouraged to treat one another respectfully and cultivate a sense of belonging by developing positive relationships and working together.
- Include a clear discussion of moral ideals as part of the curriculum and the planning of lessons. Set aside time to discuss and investigate core values such as honesty, integrity, empathy, compassion, responsibility, and respect. Helping students grasp the practical application of these principles can be facilitated through examples, tales, and real-life experiences.
- Instruct pupils to think critically and reflect on how their actions' ethical consequences affect others. Teach children skills for problem-solving and provide them opportunities to assess ethical problems, make choices, and think about the repercussions of their choices.
- Establish character education programs that primarily emphasise cultivating moral ideals and personal integrity. The development of admirable attributes can be encouraged through these programs through planned activities, group discussions, and personal introspection exercises.
- Encourage students to empathise with the experiences and viewpoints of others by asking them to explore their sentiments and those of others. Participate in conversations concerning people of varying cultures, upbringings, and experiences to cultivate understanding and compassion.
- Make it possible for students to freely share their ideas and feelings regarding ethical matters by providing them with a protected forum. Encourage children to participate in open dialogues to present their points of view, hear those of others, and develop their moral reasoning.
- Encourage pupils to participate in community service projects that highlight the importance of social responsibility and compassion for other people. Students can better understand the relevance of moral values in making a positive influence by engaging in activities such as volunteering and participating in initiatives that benefit the community.
- Working with parents and families is essential to instil moral principles at home and in school. Give parents the tools and advice they need to have talks and participate in activities to help their children develop good morals.
- Throughout the school year, it is essential to stress and review important moral ideals continually. Incorporate regular reminders and conversations on ethical principles into the activities, routines, and interactions that take place in the classroom.

20. Suggestions for future Research

No research is complete in the full extent. It is in the research itself the   possibility of further research. Such possibilities arising out of the present research.

- The present research is undertaken for the Ahmedabad city. One can take more extensive
- Geographical regions or even focus on complete population for a small region.
- In present research the tool of research is standardized. One can use self made tool for more comprehensive results.

- The variables under study as considered after review of related literature and on suggestions of experts, however there are still more and different variables that can be considered for the research.
- In the present research type of research is descriptive survey, one can take up another research method
- Present research measures the value awareness.one can take another subject related to value.
- In present research value awareness of primary students are held one can take students of Secondary, Higher Secondary, B.Ed., M.Ed. or any other branch level

21. Conclusion

The quest for value awareness is a never quenching thirst. Efforts in the direction have been done by many scholars and experts, and are still undergoing by many. From the present research we can conclude that many factors affect the value awareness. However, the variable understudy like Gender affected value awareness while types of management is not affected the value awareness of primary school students of Ahmedabad city.

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