

Value Education and Its Relationship with Academic Achievement among Adolescents of Secondary Student of West Bengal.

Pitam samanta

M.A in Education,NET-JRF

Submitted: 15-04-2021

Revised: 28-04-2021

Accepted: 30-04-2021

ABSTRACT

In India value Based Education is the real need of the hour. Values and implementation of them in school setting were discussed in term of both global and national perspectives as well as the structural and functional aspects were elaborated in this study. It was suggested a healthy way to teach of them and it was elaborated the pattern of relationships between these concepts. Values show the ideal way of thinking and acting in a society. Researchers will try to explore the actual relationship between the variables at present context. Understanding and explaining extremely complex nature of the values at national and global settings and rationale them in a healthy way is the most important condition to build a peaceful society and the world.

KEYWORDS : Value, classification of values, student academic achievement.

I. VALUES EDUCATION

Values are an essential requirement and an integral part of education. The aim of education viewed in term of values development. Human development cannot be conceived in the absence of values. Henderson remarked very beautiful "it has been pointed out that man acts to satisfy his wants, anything which satisfies, a human want become there by a values". Values are virtues, ideals and qualities on which action and belief are based. Values are guiding guiding principles that shape our world outlook, attitudes and conduct. Values however are either innate values are our in born divine virtues such as love,peace/happiness,mercy and compassion as well as the positive moral qualities such as

respect,huminty,tolerance,responcibility,c ooperation,honesty and simplicity. There are certain ruls and regulation meant for the moral growth of men and they are moral values. Hence values always refer to human needs values are thus inseparable from life of the individual it permeates

the whole life.

Background of the study:

According to R.K.Mukherjee, "values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preference,standers,and aspirations".

According to Zaleznik and David, "values are the ideas in the mind of men compared to norms in that they specify how people should behave. Values also attach degrees of goodness to activates and relationship".

According to t.z.hipe, "Values are conscious or unconscious motivators and justifiers of the actions and judgment". Sometimes, it has been interpreted to mean "such standards by means of which the ends of action are selected".

Characteristics of values:

These are extremely practical and valuation requires not just techniques but also an understanding of the strategic context.

1. These can provide standards of competence and morality.
2. These can go beyond specific situations or persons.
3. These are relatively permanent.
4. These are more central to the care of a person.
5. Values are loaded with effective thoughts about ideas,objects,behavior,ets. Types of values:

Personal values:

Personal values mean excellence, honesty, self-confidence, self motivation, creativity, courage, ambition etc.

Social values:

Individual cannot live in the world without having interaction with others love,affection, friendship, peergroup, good environment for every organization.

Moral values:

Moral values impart respecting other and ourselves,respecting the right of other , showing

gratitude to others and encourage them to work.

Spiritual values:

The ultimate ethical value is called spiritual values are piety meditation, yoga, self-discipline, control, purity, etc.

Universal values:

It is universal values that indicate the essence of the human condition. Universal values can be experienced as life, joy, brotherhood, love.

Culture values:

Cultural values are concerned with right and wrong, good and bad, customs and behavior.

II. REVIEW OF LITERATURE

Introduction:

The review of the related literature opens the new doors for the researcher and it avoids the unexpected errors in the research your dissertation is a substantial and

lengthy piece of professional work that must satisfy a number of academic requirements. The literature review in one of these important academic requirements.

Aggarwal (1960) conducted a study on "value system and dimension of university student of u.p". He was finding of study the commonly liked ways of life are those having emphasis on self-restraint, moderation and integration of action, enjoyment and contemplation. The conceived values of an individual largely take into account the cultural pattern of the requirements of the social system. In religious values and temporal change, much emphasis is placed on human effort and fate is also factor suggesting the dependence and adherence to this culture. In values reference the value items preferred were qualities of friendship, worthy aim and aspirations. In synthetic approach value of 'closeness' permeates in interpersonal relationship among Indian students.

Manar (1981) "compared the attitude, values and self concepts of the professional collage students with non professional collage student". The objective of the study that professional students perceived themselves as more confident and suffering from the feeling of emotional stability than the non-professional student.

Makhija (1973) did a study on "values interests and intelligence and its impact on scholastic achievement". The main objective of the study was to enquire into interaction among values, interests, intelligence and scholastic achievement.

Othman and Joharry (1997) studied "The gender and ethnic relationship between values, attitudes and behavior among selected

Malaysian fourth and fifth from student". The main findings from this study were it was difficult to obtain a measure that was reliable and stable in a cross-cultural study of this nature. The Malay group results neglected the current trend in Malaysian youth which is a concern to the relevant authorities.

Objective of the study:

In the light of reviewed relevant literature the following objectives were:

1. To find out the relationship between value education and academic achievement among adolescents.
2. To find out the relationship between value education and academic achievement among adolescent girls.
3. To find out the contribution and relationship of value education and achievement among adolescent boys.
4. To find out the contribution and relationship of value education and achievement of student.
5. To find out the contribution and relationship of value education and achievement of rural students.

Hypothesis:

HO₁. There will be no significant relationship between value education and academic achievement among adolescent.

HO₂. There will be no significant relationship between value education and academic achievement among adolescent girl.

HO₃. There will be no significant relationship between value education and academic achievement among adolescent boys.

HO₄. There will be no significant relationship between value education and academic achievement of urban students.

HO₅. There will be no significant relationship between value education and academic achievement of rural students.

Delimitation:

Every research is limited in several ways. It has to be delimited in terms of population covered, sample selected and scope of variables studied. The present investigation has also certain delimitation which are as follows. 1. Selected sample was drawn from five co education high school only. 2. The number of students included in the sample was limited 200. 3. The study of value education in the present research is limited in scope e.g. it does not include moral value, accountability, honesty, generosity, sincerity (all important for character building).

These limitations are due to paucity of time. Further researches should be carried on

considering these limitations.

Significant of the study:

A present study aims at exploring the effect of value education and academic achievement of adolescents students. Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally and physically. Usually it is thought of as that period of life in which maturity is being attained and chronologically adolescence comes roughly in between the years 12 to 19 years of age.

Values give selective power to perception, memory and thinking of a person. Values are also powerful and silent agents for selecting and directing behavior. Therefore, it seems quite logical to assume that values will influence the adolescents value education and academic achievement.

The studies as reported in the review of literature show that some studies are conducted on value education in relation to academic achievement, but

as for as the knowledge of the present researcher , no study has been reported value education of adolescent.

III. METHODOLOGY

Approaches of the study:

In this study researcher was used descriptive survey method. This is a present oriented study. The study was quantitative in nature.

Population:

The population of this study is the students of class 10 under the West Bengal Board of secondary education and the student also.

Sample:

The sample is consisted of two hundred of class 10 selected from five co education high school in the district paschim Mednipur of West Bengal. Both sexes are taken out of two hundred students. Where female student are 104 and male students are 96.

TABLE NO:-

Name of the school	No of urban students	No of Rural students	Total student
Golgram.R.B.B.M.High school Bickrampur High school Trilochanpur.k.k.High school Kulya.A.C.M.High school Nabin,Mhespur.k.k.High school	110	90	Boys-96 Girls-104 Total-200

Variable of the study:

Values of adolescence its relationship with academic achievement variables are used for interpreting the nature different variables and their relation with academic achievement. In this study following variables have been involved

- Value Education (Independent variable)
- Student Academic Achievement (Dependent variable)
- Classificatory variable (Rural & Urban)

Tool used in the study:

Guchhait value education and its relationship with academic achievement among adolescent is used in the study on the tools.

Development of the tools:

To measure academic achievement the researcher considered the score of annual examination of class 10 of the school. On the other hand to measure the values of adolescence test, and the researcher prepared a questionnaire. The opinion are consisted of 41 statement on values of adolescence test. The present researcher identified to measure the values of adolescence the researcher prepared a questionnaire consisted of 30 questions of statement.

The response for each items or statement were expressed in terms of 3 alternative categories such as: Yes, No and Undecided.

Item Analysis:

Table no:

ITEM NO	T-TEST	VALUE	ITEM NO	T-TEST	VALUE	ITEM NO	T-TEST	VALUE
1	0.0507	significant	11	0.1623	significant	21	0.4030	significant
2	0.0755	significant	12	0.1685	significant	22	0.4219	significant
3	0.0842	significant	13	0.1887	significant	23	0.4505	significant
4	0.0884	significant	14	0.2192	significant	24	0.4599	significant
5	0.0985	significant	15	0.2378	significant	25	0.4974	significant
6	0.0751	significant	16	0.2771	significant	26	0.4860	significant
7	0.0920	significant	17	0.3130	significant	27	0.5993	significant
8	0.1081	significant	18	0.3165	significant	28	0.7438	significant
9	0.1242	significant	19	0.3980	significant	29	0.7520	significant
10	0.1241	significant	20	0.4219	significant	30	0.7821	significant

Researcher have analyzed that saw each item standard significant. Validity: Investigator considers here the construct of test validation and this was done by expert.

At first researcher used 200 questions on her study rearrange them by their achievement. Then selected 15 questionnaire among all. Then got an achievement an 15 items. About twenty days latter researcher applied questionnaire again upon those 15 items.

Reliability of the attitude scale:

Table No- Reability test

SLNO	PRE-TEST	SLNO	POST-TEST
1	94	1	84
2	88	2	84

3	87	3	84
4	86	4	84
5	86	5	83
6	86	6	83
7	86	7	83
8	86	8	85
9	86	9	85
10	86	10	85
11	85	11	85
12	85	12	84
13	85	13	84
14	85	14	86
15	85	15	86

Test-Retest Method:

After administration of the test, the same test was again administrated the same group. Low coefficient of co-relation between the scores indicates that the test is reliable. The reliability of the questionnaire as calculated and the valu was 0.39 therefore, investigator considered it as reliable.

Collection of data:

The final questionnaire was administrated with the permission of the Head of the institution of both schools. The investigator selected 200 students both schools.

Researcher went to the five institutions for collecting data on 8th march to 20th april. At first the researcher her self with the students and devolved a few item to establish report. Researcher administrated the test either 2nd or 3rd period. After arranging the classroom the researcher supplied questionnaire to each of the student. There is no fixed time limit to answer, but an average students takes about 15-20 munities to complete it. The

answer sheets were collected after completion of the answer by the students and then investigator collected the academic achievement marks from school record.

Scoring procedure:

After scoring norms of answer scripts were made. The response of each item was expressed in items of three categories i.e ‘yes’, ‘no’, and ‘undecided’. “√” on ‘yes’ block marks considered 3, “√” on ‘no’ considered ‘2’ and “√” on ‘undecided’ considered ‘1’.

Statistical technique used:

In the study investigator considered the following statistical technique for analysis the data-

- Co-relation
- Inferential statistic-T-test

IV. ANALYSIS AND INTERPRETATION OF DATA

Introduction:

In the previous chapter the investigator discussed the problem of the study, review related literature along with rationale, objective and hypothesis of the study. In the fourth chapter methodology of the study has been discussion has two part. First is data organization and second is interpretation of the data. Under first part administration of the tool and descriptive analysis have been done and in the second part hypothesis testing by using co-relation method.

As the hypothesis has been formulated the data collected was analyzed in accordance with null hypothesis. The summarization of data interpretation is to investigate the result have been presented first by describing the administration of data and computation of co-relation method. The result have been analyzed and verified in terms of hypothesis testing.

HO₁ -There is no significant relation between value education and Academic achievement among adolescent students.

Data organization:

Table-1

Measure	Value education & Academic achievement
N	200
R	0.355
Df	199

(significant at 0.05 level)

The coefficient of correlation between value education and academic achievement among adolescent students is found. Here the calculated 'r' value is greater than table value. Therefore, the 'r' value is significant and corresponding null hypothesis is rejected.

HO₁ is rejected, then a significant relation exist between the value education and academic achievement among adolescent student.

HO₂ - There is no significant relation between value education Academic achievement among adolescent girls.

Table-2

Measure	Value education & Academic achievement
N	104
R	0.336
DF	103

(significant at 0.05 level)

The coefficient of correlation between value education and academic achievement among adolescent girls student is found. Here the calculated 'r' value is greater than table value. Therefore, the

'r' value is significant and corresponding null hypothesis is rejected.

HO₂ is rejected, then a significant relation exist between the value education and academic achievement among adolescent girls student.

HO₃ - There is no significant relation between

value education and academic achievement among adolescent boys.

Table-3

Measure	Value education & Academic achievement
N	96
R	0.273
Df	95

(Significant at 0.05 level)

The coefficient of correlation between value education and academic achievement among adolescent boys student is found. Here the calculated 'r' value is greater than table value. Therefore, the 'r' value is significant and corresponding null hypothesis is rejected.

HO₃ is rejected, then a significant relation exist between the value education and academic achievement among adolescent boys student.

HO₄ -There is no significant relation between value education and academic achievement of urban student.

Table-4

Measure	Value education & Academic achievement
N	90

R	0.113
Df	89

(significant at 0.05 level)

The coefficient of correlation between value education and academic achievement of urban student is found. Here the calculated 'r' value is greater than table value. Therefore, the 'r' value is significant and corresponding null hypothesis is rejected.

HO₄ is rejected, then a significant relation exist between the value education and academic achievement of rural student.

HO₅ -There is no significant relation between value education and academic achievement of urban students.

Table-5

Measure	Value education & Academic achievement
N	110

R	0.232
Df	109

(Significant at 0.05 level)

The coefficient of correlation between value education and academic achievement of urban students is found. Here the calculated 'r' value is lower than table value. Therefore, the 'r' value is not significant. So the corresponding null hypothesis is accepted.

HO₅ is accepted, then no significant relation exist between the value education and academic achievement of rural students.

V. SUMMARY OF THE STUDY:

In introduction chapter investigator described about background of the study, characteristic of values, need of values, types of values, historical context, value education concept & definition. In review of related literature and study chapter, investigator look the opportunity to survey the available related to the study.

In problem chapter, investigator described research problem, statement of the problem. In this chapter null hypothesis were formed according to object of the study and delimitation of the study here the investigator explains value education, academic achievement, urban area and rural area according to present study.

In methodology chapter, investor described methodology. Here she explains about research process approach, development of tool, variables, sample and sampling procedure. Then she calculated the test-retest reliability co-efficient, item analysis, determine the consistency in the item of the value education inventory questionnaire. Investigator here also describe the procedure and administration of the test.

In result chapter, investor described all data in a table from and she also interrupted the result.

In discussion chapter, investor gives a summary and conclusion of the study. She discussed the limitation of the study as far as possible and made some suggestion for future study.

Finding of the conclusion of the study:

Five null hypotheses were tested and the findings were:

- ❖ A significant relation would exist between the value education and academic achievement among adolescent.

- ❖ A significant relation would exist between the value education and academic achievement among

adolescent girls student.

- ❖ A significant relation would exist between the value education and academic achievement among adolescent boys student.

- ❖ A significant relation would exist between the value education and academic achievement of urban student.

- ❖ A significant relation would exist between the value education and academic achievement of rural student.

Limitation of the study:

- The investigator took her sample from five co-ordinate high school of paschim medinipur, which might not represent fully the cross section of the population.

- Due to short time total standardization procedure was not followed, which may affect the section of the item in some way or others.
- Reliability of the test was determind only by test-retest method.
- Students from tenth grade only were included in this study but study of all classes was excluded from the study.

Suggestions for future research:

Due to certain limitation of the study as study as stated above, the results may not be very much dependable. Some future work therefore is necessary to arrive more definite and worthy result. Some suggestions for future study are given bellow.

- ◆ A similar study can be conducted by including larger from various areas as well as different levels.

- ◆ A similar study can be conducted making of questionnaire for measure academic achievement.

- ◆ A similar study can be conducted on different variables releted to the value education

- ◆ Boys also be included in the sample

REFERENCES

- [1]. Baqutayan,D.M.(2011). The importance of religious orientation in managing stress International psychological studies,3.
- [2]. Barbara. (2000). How Family Background Influences student Achievement. Educational Research Institute, Slovenija. • Brewer, E. &. (2004). Job stress and burnout among industrial and technical teacher educators.
- [3]. Connor-smith, J.K. (2007). Relationship between personality and coping: A meta-

- analysis. Journal of personality and social psychology,1080-1107.
- [4]. Jindal .J.(2013, sep). value Based Education – Need of the Day. International Journal of Emerging Research in Management & Technology.2(9)
- [5]. Kumar, K.B. (2011). A demand of value based higher education system in India: A comparative study. Journal of public Administration and policy Research, 3(5), 156-171.
- [6]. Tomey, T.L. (009). Value Education and quality teaching. • Pgcourse.(2015-16). Retrieved July Tuesday, 2015, from bhuc.ac.in: www.bhu.ac.in/education/pg.pdf