

A Study On Attitude Towards Value Education Among The Secondary Students In West Bengal

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Abstract: *In contemporary society, both domestically and globally, the role of values education has become indispensable. As individuals strive to keep pace with the changing times, they continue to internalize values education; consequently, this has fostered the holistic development of personality and a sense of universal brotherhood among people. The main research goal of this study investigates high school student attitudes toward value education in West Bengal. The researcher developed four null hypotheses which involved a sample of 160 students from high schools across both urban and rural areas within Nadia and Murshidabad district of West Bengal. The researcher employed Purposive sampling to determine their representative group. The researcher developed an instrument to assess attitudes about value education while experts validated its content which sustained fitting suitability for this investigation. W. B. Nadia together with Murshidabad formed the research sample while the analysis occurred through Microsoft excel. Within this study researchers found no substantial variation existed between higher secondary students' value education attitudes based on their demographic characteristics (gender and student location).*

Key Words: Value Education, Value, Attitude, Education, Higher Secondary.

1. INTRODUCTION :

In the sense of value education, we can talk about the development of humanism in children, which is deeply concerned about others and the nation. This is possible only when we can deeply instill in children a sense of responsibility for values that will make this country and nation stand on solid foundations. And awaken pride in work that will ensure order, security and progress.

In the words about value education John Dewey says, "Value education means primarily to prize to esteem to appraise, holding it dear and also the act of passing judgment upon the nature and amount of its value as compared with something else". Value education is an education that is related to the overall development of a child's personality. And the development of all aspects intellectual, social, emotional, moral, spiritual, etc. Values education is always essential for shaping life and giving them the opportunity to present themselves on the world stage. Everyone who has understood the values of life can examine and control the various decisions they make in their life. Value education teaches us to preserve what is good in our culture. It teaches us to respect people with opposing views. It should be remembered that value education does not impose anything on anyone against their will. Value education can make a diseased mind very fresh, active, healthy and vigorous, which can be highly sensitive and can develop its level of intelligence. As a result, it can bring about a great change in people's thinking and life.

2.OBJECTIVES OF THE STUDY

The following objectives were considered for the study -

- To determine whether boys and girls in the Nadia district's higher secondary schools perceive towards value education differently.
- To ascertain whether urban and rural higher secondary school students in the Nadia and Murshidabad district differ in their attitudes toward value education.

HYPOTHESES OF THE STUDY

The researcher developed the following null hypotheses:

HO.1 There is no significant difference in attitude towards value education between boys and girls higher secondary school students.

HO.2 There is no significant difference in attitude towards value education between urban and rural higher secondary school students in.

HO.3 There is no significant difference in attitude towards value education between urban boys and urban girls higher secondary school students in.

HO.4 There is no significant difference in attitude towards value education between rural boys and rural girls higher secondary school students.

DELIMITATIONS OF THE STUDY

- The study included only higher secondary students from Nadia and Murshidabad district.
- Due to time and resource constraints, this study is limited to 12th grade students. As a result, the findings may not be applicable to primary or secondary school children.
- The study included only Bengali-medium students.
- Gender, local, were the only demographic variables included.

3. METHODOLOGY OF THE STUDY

To accomplish the current study's objectives, higher secondary school students' attitudes toward value education were measured using a descriptive survey method. In this case, the descriptive methodology was employed to identify key components of the current problem. The use of questionnaire techniques enabled the collection of numerical data, which was subsequently analysed using statistical methods.

Population: This study's population consists of all higher secondary school students from Nadia, Murshidabad district, West Bengal

Sample and Sampling: A sample of 160 the higher secondary school students was selected from 12 higher secondary schools in the Nadia, Murshidabad district of West Bengal using the purposive sampling method.

Area	Boys Students	Girls Students	Total
Rural	40	40	80
Urban	40	40	80
Total	80	80	160

Variables:-

- ☐ Independent variables:- Areas – rural and urban, Gender – boys and Girls.
- ☐ Dependent variables: -the moral values of the student.

Tool Used for Data Collection: The researchers developed a 25item closed ended questionnaire by adjusting questions from expert questionnaires that focused on value education.

Reliability And Validity Of The Tools:- The reliability assessment includes a test and retest method due to which the co-efficient of relationship score reached (r) =0.82. Experienced professional persons confirmed the validity of this test items. Statistical Techniques: Several statistical techniques, both descriptive and inferential, were used to analyse the collected data. similar to the t-test, mean, and standard deviation.

Data Analysis and Interpretation:

Table 1: showing Mean scores and SD of achievement motivation

Groups	Number Of Students	Mean	SD
Total Students	160	76.49	14.36
Total Boys	80	75.81	14.83
Total Girls	80	76.10	14.37
Total Urban	80	74.00	14.49
Total Rural	80	75.46	13.81
Total Urban Boys	40	73.97	15.49
Total Urban Girls	40	76.62	14.24
Total rural Boys	40	75.12	12.77
Total rural Girls	40	74.80	13.19

Inferential statistic

Inferential statistic plays a significant role in hypothesis testing. In a study, researchers used inferential statistics to determine whether a null hypothesis can be accepted or rejected. For the present study, we have constructed 't'-values (Table 2) to analyze the mean difference between the pair.

Table - 2

Pair of comparison	N	DF	Mean difference	SED	't' value
Boys	80	158	0.29	2.31	0.125
Girls	80				
Urban	80	158	1.46	2.23	0.65
Rural	80				
Urban Boys	40	78	2.65	3.33	0.79
Urban Girls	40				
Rural Boys	40	78	0.32	2.90	0.11
Rural Girls	40				

Testing of H01

The mean (M) of attitude towards value education scores for boys and girls higher secondary school students are 75.81 (S.D = 14.83) and 76.10 (S.D = 14.37) respectively. 't'- value for the pair of boys' and girls' higher secondary school students is found 0.125 which is less than the 't' table value at 0.05level. This indicated that the H01 is accepted at both levels and it's proved that there is no significant difference exists between boys and girls of higher secondary school students regarding their attitude towards value education.

Testing of H02

The mean (M) of attitude towards value education scores for Urban and Rural of higher secondary school students are 74.00 (S.D = 14.49) and 75.46 (S.D = 13.81) respectively. 't'- value for the pair of Urban' and Rural' higher secondary school students is found 0.65 which is less than the 't' table value at 0.05level. This indicated that the H02 is accepted at both levels and it's proved that there is no significant difference exists between Urban and Rural of higher secondary school students regarding their attitude towards value education.

Testing of H03

The mean (M) of attitude towards value education scores for Urban Boys and Urban Girls of higher secondary school students are 73.97 (S.D = 15.49) and 76.62 (S.D = 14.24) respectively. 't'- value for the pair of Urban Boys and Urban Girls higher secondary school students is found 0.79 which is less than the 't' table value at 0.05level. This indicated that the H03 is accepted at both levels and it's proved that there is no significant difference exists between Urban Boys and Urban Girls of higher secondary school students regarding their attitude towards value education.

Testing of H04

The mean (M) of attitude towards value education scores for Rural Boys and Rural Girls of higher secondary school students are 75.12 (S.D = 12.77) and 74.80 (S.D = 13.19) respectively. 't'- value for the pair of Rural Boys and Rural Girls higher secondary school students is found 0.11 which is less than the 't' table value at 0.05 level. This indicated that the H04 is accepted at both levels and it's proved that there is no significant difference exists between Rural Boys and Rural Girls of higher secondary school students regarding their attitude towards value education.

4. FINDINGS OF THE STUDY

Based on the statistical analysis and interpretation of the results of the present study, the following might be reiterated:

- In terms of attitude toward value education, there is no discernible difference between boys' and girls' students in higher secondary education.
- The attitude of urban and rural higher secondary students toward value education did not significantly differ.

5. CONCLUDING REMARKS

The study's findings support the following assertions:

- There hasn't been any discernible difference in the views of boys and girls toward value education because the higher secondary level is the same for both genders. As a result, attitudes toward value education exhibit gender ineffectiveness at the higher secondary level.
- Since the nature of the higher secondary level is not different, no such difference has been noticed between higher secondary urban and rural students' attitude towards value education. Therefore, in higher secondary level, attitude towards value education is not location effective.

Suggestions:

The same study may be extended to other state, districts, MBA, MCA, Bed, Med, diploma, engineering and medical colleges etc. Different other variables like socio-economic status, religion, caste etc. can be included. academic stream (Arts & Science), and religion.

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