

# VALUE PERCEPTION OF ELEMENTARY SCHOOL STUDENTS WITH REFERENCE TO GENDER, LEVEL OF EDUCATION AND TYPES OF SCHOOLS

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## ABSTRACT

The research paper seeks to study the effect of types of school, gender, level of education and their interaction effects on value perception of students at the elementary level. Causal Comparative Design under Descriptive Research Method was followed to conduct the present study. It is found that the students of schools with provision for value education are more equipped than the schools without exclusive provision of value education to perceive values in right perspective. The significant difference observed between the students at different level of education appears to be justified in accordance with Kohlberg's theory of moral development as the theory envisages that Class V students are in pre-conventional stage of moral development where as Class VII students are in conventional stage. There is a need for hierarchical arrangement of values in curricular activities for inculcating age appropriate values to students.

**Keywords:** Value Perception, Elementary School,

## INTRODUCTION

The cultural refinement of a society is best reflected in the ethical perceptions of its people, which leads to the formulation of moral codes for individual and societal life. The concept of value depends on the range of human experience either individual or collective. Education is a

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vital medium to foster, perpetuate and sustain values in society. The secret of teaching values is to inspire and kindle the quest among the students by means of one's own example of character and mastery of knowledge. It is by embodying values within oneself that a teacher can really radiate values to his students. Hence it is the need of the hour to make all possible attempts to inculcate value oriented education in the centers of learning so that they become an asset and guide them to become individuals of sterling character who reconcile the service to the self with the service for the society.

## **RATIONALE OF THE STUDY**

The National Curriculum Framework for School Education (2000) brought to focus the erosion of ethical, social & spiritual values & suggested the integration of values in the curriculum. The National Curriculum Framework (2005) strongly advocated values like cooperation, respect for human rights, tolerance, justice, responsible citizenship, scientific temper, reverence towards democracy & peaceful conflict resolution. The need for value-oriented education is emerging especially in the present situation and it should receive the highest priority at all levels. The National Education Policy (2020) also reiterates for incorporating 21<sup>st</sup> century values like critical thinking, creative thinking problem solving, self awareness, coping with the stress and the like. Incorporation of religious and secular inputs in curriculum has been observed by Kishore (2000) while studying the influence of certain personal and demographic variables on the moral judgments of students. The present study intends to examine the effect of gender, level of education, type of school and their interaction effects on value perception of elementary school students.. Therefore, it is felt worthwhile to examine the curricular inputs for promotion of values in different types of primary school. It is required to explore the variations in view of the contradictions in research findings. Therefore, this piece of research seeks to address itself to the following research objective relating to value education programme offered in elementary schools of Odisha .

## **OBJECTIVE OF THE STUDY**

To study the influence of type of school, level of education , gender and their various interaction effects on value perception of students

## **HYPOTHESIS**

There exists no significant influence of type of school, level of education, gender and their various interaction effects on value perception of students.

## **METHODOLOGY OF THE STUDY**

Causal Comparative Design under Descriptive Research Method was followed in the present study to find out the influence of type of school, level of education, gender and their various interaction effects on value perception of students. Corresponding to the objective data were collected through a self developed value perception scale. The value concepts such as commitment, truthfulness, kindness, dutiful/sense of responsibility, aesthetic sense, service to mankind, devotion, obedience, honesty/gratitude, cleanliness and helpfulness, pity/sharing, gender equality, environment protection, scientific temper and cultural values were identified on the basis of concepts enshrined in NPE 1986, revised NPE 1992, NCF 2005, and NCERT document on Education for Values in Schools-A framework (2012). After identifying various common values based on curricular input, the investigator developed a *Value Perception Scale* containing 15 number of stories each describing a hypothetical moral dilemma in line with Kohlberg's Moral Development Theory which can happen anywhere. Four alternative response statements were followed for each of the stories. A student was required to respond to a statement out of four which appears to be the most appropriate according to his sense of value concept learnt from the respective story and the scoring pattern was 4,3,2,1 for most appropriate response, next most appropriate response, less appropriate response and least appropriate response respectively. Accordingly English and Odia version of the scale was made Since school wise difference in curriculum and value perception was studied, the investigator

employed quantitative data analysis procedure (three way ANOVA) along with thick description.

**Table 1: TABLE OF SPECIFICATION**

	VBS				NVBS				Total
	CLASS-V		CLASS VII		CLASS-V		CLASS-VII		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
N	29	50	28	42	30	42	25	38	284
MEAN	46.38	48.36	50.42	50.40	42.33	43.76	46.36	47.71	
SD	4.18	4.30	3.30	3.56	6.02	4.50	4.88	4.33	

## RESULT AND DISCUSSION

### INFLUENCE OF TYPES OF SCHOOL, LEVEL OF EDUCATION , GENDER AND THEIR INTERACTION ON VALUE PERCEPTION OF STUDENTS

In order to examine the effect of type of school, level of education, gender and their interaction on the value perception of students at elementary stage studying in Class-V and VII, the difference between the perception scores of the students studying in schools with special provision for inculcation of values and schools without such provision was computed through 2x2x2 factorial design, The results of 3 way ANOVA have been furnished in Table-2.

**Table : 2**

**Summary of ANOVA  $2 \times 2 \times 2$  showing the effect of School Type, Level of Education and Gender on the Value Perception of elementary level students**

Variables	SS	Df	MS	F-ratio	Remarks

Type of school	1055.56	1	1055.56	54.41	**
Level of Education	804.81	1	804.81	41.48	**
Gender	100.31	1	100.31	5.17	*
Type of school x level of education	26.55	1	26.55	1.36	
Level of education x Gender	29.64	1	29.64	1.52	
Type of school x Gender	5.85	1	5.85	0.30	
School x Gender x class	80.09	1	80.09	4.12	*
Error	5371.18	277	19.40		
Total	7474.04	284			

\*\* Significant at 0.01 level of significance, \* Significant at 0.05 level of significance

### ***Effect of Type of School on Value Perception of Students***

The table 2 reveals that the obtained F value is 54.41 for types of school which is significant at 0.01 level of significance with df 1\277. It indicates that the mean scores of the schools with special provision for value and the schools with no such special provision differ significantly so there is a significant influence of type of school on value perception of students studying in elementary schools. Thus the null hypothesis that there is no significant influence of type of school on the value perception of students reading in schools with special provision for values and schools with no such provision is rejected. Further the mean score of value perception of the students of schools with special provision for values is 48.25 which is significantly higher than that of the students studying in the schools with no such provision whose mean score is

45.04. it may therefore be said the value perception of students reading in schools with special provision for values is higher than their counterparts.

Thus it implies that the students of schools with special provision of value education have better value perception than the schools without special provision of value education. Thus schools having provision of value education play a major role in influencing the value perception of the students. The H<sub>0</sub> stated as: “*There exists no significant difference in the value perception of students reading in schools with exclusive provision of value education and schools without such provision*” is rejected. The better perception of values among students studying in schools with exclusive provision of values may be attributed to the teacher quality organization of value based curricular and co-curricular activities in the schools and the influence of the organization managing the institution.

### ***Effect of level of education on value perception of elementary school students***

The obtained F value for level of education is 41.48 for level of education which is significant at 0.01 level of significance with df 1\277. It indicates the mean scores of value perception of class V students class VII students differ significantly. So there is a significant influence of level of education on value perception of students. Thus the null hypothesis that there is no significant influence of level of education on value perception of students is rejected. Further the mean score of value perception of class VII students is 48.88 which is significantly higher than the mean score of class V students which is 45.5. Thus it may be said that the students studying in Class VII has a better value perception than the students studying in Class V.

### ***Effect of gender on value perception of elementary school students***

The table 2 reveals that the obtained F value is 5.17 for gender which is significant at 0.05 level of significance with df 1\277. It indicates the mean scores of value perception of boys and girls differ significantly. So, the difference between the Value Perception of Boys and Girls was found to be significant. Hence, it can be concluded that Value Perception of Girls is better than the Value Perception of Boys as the Mean value of Girls is 47.60 which is greater than the mean value perception score of Boys which is 46.30. Thus the H<sub>0</sub> stated as: “*There exists no significant difference in the value perception of boys and girls reading in elementary students*”

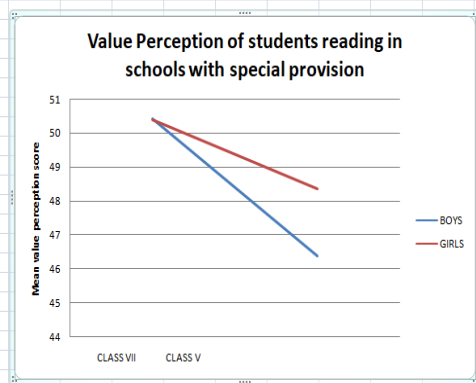
is rejected at 0.05 level of significance but retained at 0.01 level of significance. The gender variation may be attributed to the developmental pattern of boys and girls.

***Effect of interaction between type of school and level of education and gender on value perception of elementary school students***

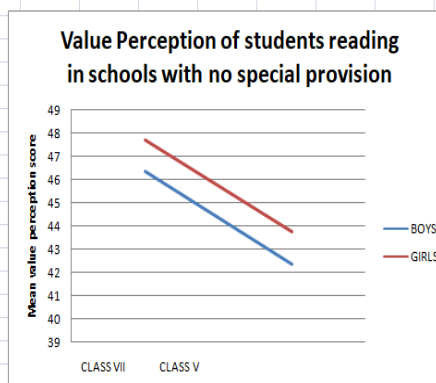
The table 2 reveals that the obtained F value for interaction between type of school and level of education is 1.36 which is not significant. It indicates the mean scores of value perception of the students of class V and class VII reading in schools with special provision for values and schools with no such provision do not differ significantly. It also reveals that the obtained F value for interaction between type of school and level of education is 1.52 and the obtained F value for interaction between type of school and gender is 0.30 which is not also significant. So there is no significant influence of interaction between type of school and level of education and gender on value perception of elementary school students. Thus the null hypothesis that there is no significant influence of interaction between types of school and level of education on value perception of elementary school students is retained. It may therefore be said value perception is found to be independent of interaction between level of education, gender and types of schools. It means that types of schools makes no difference in the value perception of the students studying in Class V and class VII.

The table 2 also indicates that the value perception of students studying in the schools with and without special provision value education is not significant at 0.01 and 0.05 level of significance ( $F=1.36$ ) as it is less than table value of F at both the levels are 6.84 and 3.92 respectively. Further, it reveals that the type of school and level of education have no interaction effect on the value perception of both boys and girls.





Graph – 1



Graph –2

### ***Effect of interaction among type of school, gender and level of education on value perception of elementary school students***

The results as evident from the table 2 which indicate the f value for interaction among types of schools, gender and level of education is 4.12 which is significant at 0.05 level of significance with  $df= 282$  the critical f value is 3.97 and 2.59 at 0.05 and 0.01 levels of significance respectively, which are less than the calculated f-value 4.12. So the difference between the value perception of the students of schools with special provision of value education and schools without special provision of value education was found to be significant at 0.05 level. It indicates the mean scores of value perception of Class V and VII boys and girls reading in schools with special provision for values and schools with no such special provision differ significantly .so there is a significant effect of type of school, gender and level of education on value perception of students reading in elementary level. Thus the null hypothesis that there is no significant influence of interaction among types of school, gender and level of education on value perception of students is rejected. In order to know the trend of influence of interaction among type of school, level of education and gender on value perception of students graph 1 and 2 has been plotted. It is evident from graph 1 the students reading in schools with special provision for values as the level of education changes from class v to class vii there is a difference in value perception of both boys and girls. It is better in case of girls



than boys . The girls reading in class vii have better value perception than the girls reading in class v. On the other hand girls reading in class v has also better value perception as compared to boys reading in class v. Hence it can be said that that boys reading in class vii and girls reading in class v has better value perception.

Further, it reveals that the Mean Score of Class V Boys (N=59) and Class VII Boys (N=53) are 44.32 and 48.51 respectively. Thus, there is significant difference between the Mean score of Boys studying Class V and VII studying in schools with and without special provision for value education. Hence, it can be concluded that, the value perception of the boys studying in Class VII is better than the value perception of boys studying in Class V.

Further, it indicates the interaction effect of types of school and level of education makes a significant contribution to the value perception of boys. This means the possibility of Class VII students having better perception of value is increased in a school with special provision of values.

As evident from Graph 2 In case of boys and girls studying in class v and vii in schools with no such provision for value education girls of class v has a better value perception than the girls of class VII . Irrespective of level of education girls students have better value perception. Further, it reveals from the indicating table that the Mean score of value perception of Girls studying in schools with special provision for value education is 49.30 (Total N=92, Class V N=50, Class VII N=42) and the Mean score of value perception of Girls in the school without special provision for value education is 45.63 (Total N=80, Class V N=42, Class VII N=38). Thus, Mean Score of Girls studying in schools with special provision for value education is better than the Mean Score of Girls studying in schools without special provision for value education there is *a significant difference* in the value perception of the students studying in schools with special provision of value education and schools without special provision of value education.

## MAJOR FINDINGS

### *Effect of the interaction among School Type, Level of Education and Gender on the Value Perception of students studying in Elementary schools.(ANOVA 2x2x2)*

- i. The difference in value perception of students studying in schools with special provision of value education and schools without special provision of value education is significant at 0.01 level of significance (F value 54.41) is greater than the table value). Mean perception score of students studying in schools with special provision for value education is higher than the Mean perception score of students studying of schools without special provision for value education.
- ii. Value perception of students studying in both Class V and VII of Schools with and without special provision of value education is significant at 0.01 level of significance (F value is 41.48) which is greater than the table value). Level of education makes a significant difference in the value perception of the students studying in schools with and special provision for value education. Mean value perception Score of students studying in Class VII of schools with special provision for value education is higher than the Mean Score of students studying in Class V.
- iii. The value perception of Boys and Girls studying in schools with and without specific provision for values is significant (F value is 5.17 which is greater than the table value). Gender makes a difference in the value perception of the students studying in schools with and without special provision for values. Because the mean perception score of Girls is higher than the Mean perception score of Boys. This shows the superiority of girls over boys in moral perception.
- iv. Gender makes no difference in the value perception of the students studying in schools with special provision for value education. The difference showing earlier gets diluted because of the isolated treatment of schools with special provision for values only. School and gender have no interaction effect on the value perception of the students studying in Class-V and VII.

- v. The level of education and gender has no interaction effect on the value perception of the students studying in schools with and without special provision of value education. The types of school and level of education don't have any interaction effect on the value perception of the Girls. The interaction effect observed in case of boys is not found in case of girls when examined exclusively.
- vi. The difference in gender observed in class V gets eliminated in class VII in case of girls. Both boys and girls become equally matured in terms of values at class VII level. This is also observed while examining the interaction effect.
- vii. The interaction effect of type of school and gender makes a significant contribution to the value perception of students. This means the possibility of a girl student having better perception of value is increased in a school with special provision of values

## DISCUSSION

Findings of the present study reveals that the value perception of students studying in schools with exclusive provision for value education is better than their counterparts studying in schools without exclusive provision for value education is corroborated by Gupta (1984) and Srivastava(2003) Research findings reported by Pinkeerani [1981] in a study on behaviour of students in and out of school as related to their moral education reveals that the overall behaviour of students getting formal moral education was significantly different and comparatively better than the behaviour of those who were not getting formal moral education substantiates the present study. Studies conducted by Singh (1994) and Anilkumar( 2014) reported that value education programmes are effective for modify cation of value based behaviour and in the attainment of many values . Vasuki(2003) reported that Value education programmes have significant effect on personal, social and cultural values.Effectiveness of Discussion Model, Jurisprudential Model and discussion cum Lecture Method were supported by the studies conducted by Pandya(1999)Singh (1992) and Nandi (2008)

The result also reveals that girls possess better value perception than boys at elementary level. Thus gender difference found in the studies conducted by Sharma (1980), Patel (1981), Diwedi

(1983), Singh (1999), Seth & Julia 2006) supports this finding. In contrast to the above findings Gupta(2000) and Rajesh (2001) reported that men and women do not differ in their religious values. This also supports the findings relating to gender variation in perception of values at Class V & VII.

The present study also reveals that level of education plays a major role in influencing value perception of students studying in elementary schools. Significant difference observed between the students at different level of education appears to be justified in accordance with Kohlbergs moral development theory (1964, 1981) as the theory implies that class V students are in pre-conventional stage of moral development whereas class VII students are in conventional stage. Study conducted by Gupta and Gangal (1990) also substantiates the above findings.

In the present study, it is found that Mean perception score of students studying in Class V of schools with special provision for value education is higher than the Mean perception score of students studying in Class V of schools without special provision for value education which are in the line with studies reported by Reddy, Ramchandra and Babu (2002), Gupta (1984), and Srivastava( 2003). Further, the findings of the present study reveal that level of education (Class-wise variation) play a major role in influencing value perception of the students studying in elementary schools which corroborates with Gupta, Arun and Gangal (1989). The significant difference observed between the students at different level of education appears to be justified in accordance with Kohlberg's moral development theory (1969, 1981 & 1984).

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