Students' Perception on Value Education in Manipur

Higher Secondary Students

Dr. Manilei Serto
Associate Professor, Department of Education, DM College of Arts
Dhanamanjuri University, Manipur

Abstract

It is vital to analyse on the worsening of moral values among the younger generation. The attention towards material values has transformed the mindset of the youths. It is also essential to make the society aware of the need to review and implement value education in our educational institutions. The present study ascertains the views of Higher Secondary School students of Manipur on value education.

Key words: Value Education, Perception, Transformed, Comparison, Higher Secondary Students

Introduction

Education aims to development holistic and well-balanced personality of the students. More emphasis is unduly laid on knowledge-based and information-oriented education which takes care of only the intellectual development of the child. Consequently, the other aspect of their personality like physical, emotional, social and spiritual are not properly developed in providing for the growth of attitudes, habits, values, skills and interests among the students.

In the opinion of Zajda, J. (2014) value education is a multifaceted process of socialization in schools, which transmits dominant social values in order to provide and legitimate the necessary link between the individual, the group, and the society. It is further stressed that value education also encompasses the transmitting of moral and ethical traits and standards.

Thus value education is concerned to make morality a living concern for students. This concern for value education is also reflected in the key policy documents such as the National Curriculum Framework for School Education (2000) with a plea to integrate, value education into the curriculum asserting that educational institutions must strive to

resolve and sustain the universal and eternal values that focused towards the unity and oneness of the people to work together to realize the potential within. It also stated that young generation of the country should be able to see the positive ways of life and grow into mutually tolerant citizens. The draft policy of (NEP-2020) also emphasizes the importance of value-based education to develop the students' ethical and moral values, to fight against all kinds of ill-will, violence, dishonesty, corruption and other social evils that sabotage the young learners.

Science and technology has introduced human beings into a comfortable platform with diverse choices and material prosperity. However, the paradox in the mist of material prosperity is that a large section of humanity is within the grip of poverty, frustration, violence, corruption, jealousy and immorality, etc. Value education has to be strengthened in order to inculcate the right values in the students. Appropriately, as mentioned by Rajindra M Kalra (2011) that modern India which is moving towards industrialization and technology, there is a need for education that is based on spiritual, moral, and social values.

As a society, the concern for Values Education is not unique to our times but the erosion of values has forced introspection and reflection in education. Values Education is integral to education of any kind and has been focused upon in many educational committee reports in India. Most recently the *National Curriculum Framework* and the *Framework on Values in Schools* (2005) has been brought out by the *National Council of Educational Research and Training* (NCERT), which is an autonomous organization of the Government of India. The idea of imparting Values Education is also closely linked with the educational reforms that have been introduced under the scheme of *Continuous and Comprehensive Evaluation (CCE)* under the provision of *Right to Education Act, India (2009).* It is apparent that Values Education is an area that needs to be highlighted as it holds the key to real and meaningful education - that engages students in addressing real world challenges, issues important to humanity, and questions that affect them as individuals.

Methodology

The study adopted descriptive research design in order to draw valid conclusions from the analysis of the information. The study compared the perceptions of student of different category and streams of study. The population of the study comprises of the

students of the higher secondary schools. A sample of 150 student consists of the representation of the study population.

Information were collected with the help of self-developed questionnaire on a four point scale marked as strongly agreed, agree, disagree and strongly disagree. It carries 4, 3, 2 and 1 mark respectively. The scores thus obtained by each independent variables and stream of the subjects were aggregated and their mean scores were compared by using T-test on Microsoft Excel 2013 spreadsheet software, after which appropriate interpretations are made.

Data Analysis and Discussion

Analysis and interpretation in respect of gender:

 Table 1: shows the inferential statistics related to difference in perception between Male and Female students.

t-Test: Two-Sample Assuming Equal Variances		
	female students	**male students**
Mean	69.74444444	69.51666667
Variance	4.709238452	4.084463277
Observations	90	60
Pooled Variance	4.460172673	-
Hypothesized Mean-Difference	0	-
Df		148
t State	0.647122896	-
P(T<=t) one-tail	0.259277419	-
t Critical one-tail	1.655214506	-
P(T<=t) two-tail	0.518554838	-
t Critical two-tail	1.976122494	-

A two-tail test (inequality) was done in order to find out the difference in perception between male and female student. If t Stat < -t Critical two-tail or t Stat < - t Critical two-tail, the null hypothesis could be rejected. This was not the case, -1,976<0.647<1.976. Therefore, the null hypothesis could not be rejected. The observed difference between the sample means (69.744-69.516) was not convincing enough to say that the perception between female and male student differ significantly.

Analysis and interpretation in respect of locality:

Table 2: shows the inferential statistics related to difference in perception between

t-Test: Two-Sample Assuming Equal Variances		
	Urban	*Rural*
Mean	*69.51351351*	*69.78947368*
Variance	*4.417623103*	*4.488421053*
Observations	*74*	*76*
Pooled Variance	*4.453500442*	
Hypothesized Mean Difference	*0*	
df	*148*	
t State	*0.80070526*	
P(T<=t) one-tail	*0.212292896*	
t Critical one-tail	*1.655214506*	
P(T<=t) two-tail	*0.424585793*	
t Critical two-tail	*1.976122494*	

rural and urban student.

A two-tail test (inequality) was done in order to find out the difference in perception between rural and urban student. If t Stat < -t Critical two-tail or t Stat < - t Critical two-tail, the null hypothesis could be rejected. This was not the case, - 1,976<0.801<1.976. Therefore, the null hypothesis could not be rejected. The observed difference between the sample means (69.789 - 69.513) was not convincing enough to say that the perception between female and male student differ significantly.

Analysis and intepretation in respect of Private and Government School students

Table 3: The inferential statistics related to difference in perception between Private Schools and Government Schools students.

t-Test: Two-Sample Assuming Equal Variances		
	Private Schools	*Government Schools*
Mean	69.6625	69.64285714
Variance	4.428955696	4.522774327
Observations	80	70
Pooled Variance	4.472695463	
Hypothesized Mean Difference	0	
df	148	
t State	0.056750328	
P(T<=t) one-tail	0.477410313	
t Critical one-tail	1.655214506	
P(T<=t) two-tail	0.954820627	
t Critical two-tail	1.976122494	

A two-tail test (inequality) was done in order to find out the difference in perception between private higher secondary school students and government higher secondary school students. If t Stat < -t. Critical two-tail or t Stat > t Critical two-tail, the null hypothesis could be rejected. This was not the case, -1,976<0.0567<1.976. Therefore, the null hypothesis could not be rejected. The observed difference between the sample means (69.6625 - 69.6428) was not convincing enough to say that the perception between private higher secondary schools and government higher secondary schools differ significantly.

Analysis and interpretation in respect of streams of subject:

Table 4: The inferential statistics related to difference in perception between arts and science stream student.

t-Test: Two-Sample Assuming Equal Variances		
	Arts	*Science*
Mean	69.57142857	69.73972603
Variance	4.669172932	4.250761035
Observations	77	73
Pooled Variance	4.465621198	
Hypothesized Mean Difference	0	
Df	148	
t State	0.487525991	
P(T<=t) one-tail	0.313303502	
t Critical one-tail	1.655214506	
P(T<=t) two-tail	0.626607004	
t Critical two-tail	1.976122494	

A two-tail test (inequality) was done in order to find out the difference in perception between arts and science stream student. If t Stat < -t Critical two-tail or t Stat > t Critical two-tail, the null hypothesis could be rejected. This was not the case, -1, 976122494<0.487525991<1.976122494. Therefore, the null hypothesis could not be rejected. The observed difference between the sample means (69.73972603 - 69.57142857) was not convincing enough to say that the perception between Arts and Science stream student differ significantly.

Conclusion

From the analysis and findings of the present study, it can be concluded that independent variables such as gender, locality, category of the schools, and streams opted do not have any significant impact on higher secondary schools students' perception towards Value Education (VE). However their average mean scores indicates that all the student irrespective of their gender, locality, category of school and streams of subject opted scored high which means that they have favourably perceived the concept of value education.

References

James V Kahn & John. W. Best 10th edition (2016), **Research in Education,** Pearson, US

Rajindra M Kalra (2011), **Value Oriented Education in Schools: Theory and Practice,** Shipra Publications, New Delhi

Zajda, J. (2014), *Values Education*. In D. Phillips (ed.), **Encyclopedia of Educational Theory and Philosophy**, Thousand Oaks: Sage