

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

Findings of the study on “**Analyzing the Impact of Inculcating Human Values among Selected Elementary School Children**” are discussed and presented under the following headings:

- A.** Demographic profile of the selected elementary school children studying in private and government school
  - a. The general profile of the selected elementary school children
  - b. Family background of selected elementary school children
    - 1. Type, size and monthly income of the families
    - 2. The educational and occupational status of parents
    - 3. The basic amenities are available in the house.
- B.** Influence of Educational Programme on Human Values for the selected Elementary school children studying in private and government school
  - 1. a. Personal values imbibed by the selected elementary school children.
  - b. Social values imbibed by the selected elementary school children.
  - c. Emotional values imbibed by the selected elementary school children.
  - d. Spiritual values imbibed by the selected elementary school children.
  - e. Moral values imbibed by the selected elementary school children.
- C.** Comparative analysis of Personal values, Social values, Emotional values, Spiritual values, and Moral values among selected elementary school children studying in Private and Government school.
- D.** Knowledge gained by the selected elementary school children.
- E.** Attitudes developed by the selected elementary school children.
- F.** Parents and Teachers opinion and suggestion regarding the Human Values Educational Programme conducted

**A. DEMOGRAPHIC PROFILE OF THE SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN PRIVATE AND GOVERNMENT SCHOOL**

The findings of the demographic profile of the selected elementary school children are discussed under the following headings:

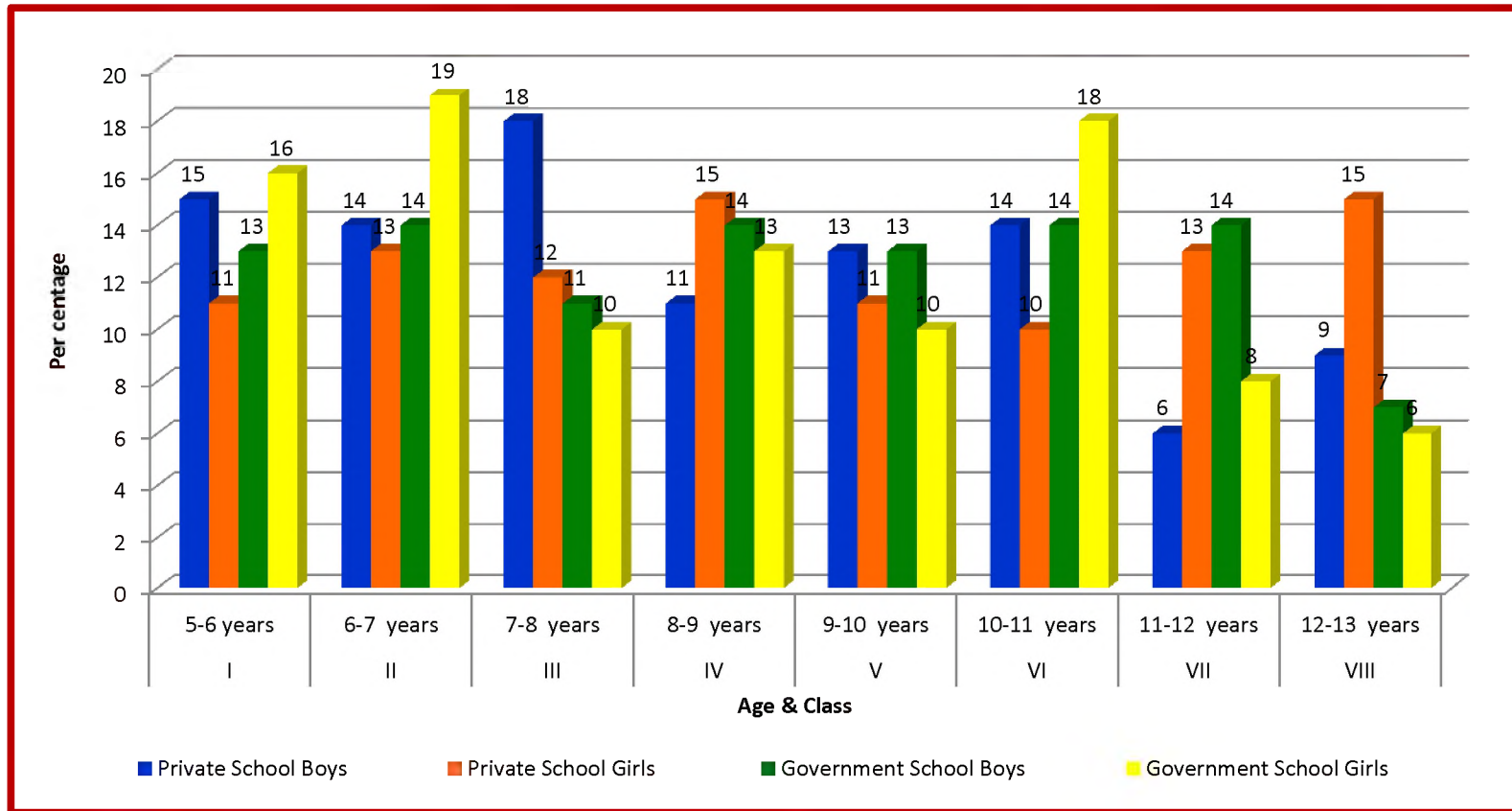
- a) The general profile of the selected elementary school children.
  - b) Family background of the selected elementary school children
- a) The general profile such as standard, age, and sex-wise distribution of the selected elementary school children are classified and presented in Table 3 and Figure 3.

**TABLE - 3**  
**STANDARD, AGE AND SEX WISE DISTRIBUTION OF THE SELECTED ELEMENTARY SCHOOL CHILDREN**

**N=470**

Standard	Age group (in years)	Sex Wise Distribution							
		Private School				Government School			
		Boys (152)		Girls (138)		Boys (83)		Girls (97)	
		N	%	N	%	N	%	N	%
I	5-6 years	23	15	15	11	10	13	15	16
II	6-7 years	21	14	18	13	12	14	18	19
III	7-8 years	27	18	17	12	9	11	10	10
IV	8-9 years	17	11	21	15	12	14	13	13
V	9-10 years	19	13	15	11	10	13	10	10
VI	10-11 years	22	14	14	10	12	14	17	18
VII	11-12 years	9	6	18	13	12	14	8	8
VIII	12-13 years	14	9	20	15	6	7	6	6

The above table shows that the total strength of 470 children studying in I-VIII standard in the age group of 5-13 years. Out of 470 children, 290 children are studying in a private school comprised of 152 boys and 138 girls, whereas 180 children are studying in a government school which comprised of 83 boys and 97 girls.



**FIGURE - 3: STANDARD, AGE AND SEX WISE DISTRIBUTION OF THE SELECTED ELEMENTARY SCHOOL CHILDREN**

b) The family background of selected elementary school children such as the type and size of the family, monthly income, educational status, occupation of parents, and the basic amenities available in their house are discussed and presented under the following Tables 4, 5, 6, and 7.

b. 1. The type, size, and monthly income of the families of selected elementary school children studying in private and government schools are discussed and presented in Table 4 and Figure 4.

**TABLE - 4**

**TYPE, SIZE AND MONTHLY INCOME OF THE FAMILIES OF SELECTED ELEMENTARY SCHOOL CHILDREN**

**N= 470**

Family Background	Private School (290)		Government School (180)	
	Number	Percentage	Number	Percentage
<b>Type of Family</b>				
Nuclear	237	82	125	69
Joint Family	53	18	55	31
<b>Size of the Family</b>				
1-4 members	217	75	116	64
4-6 members	45	15	50	28
Above 6 members	28	10	14	8
<b>Monthly Income of the Family</b>				
Below Rs. 5000	21	7	42	23
Rs. 5001 -10,000	104	36	101	56
Rs. 10,001-15,000	115	40	25	14
Above Rs. 15,000	50	17	12	7

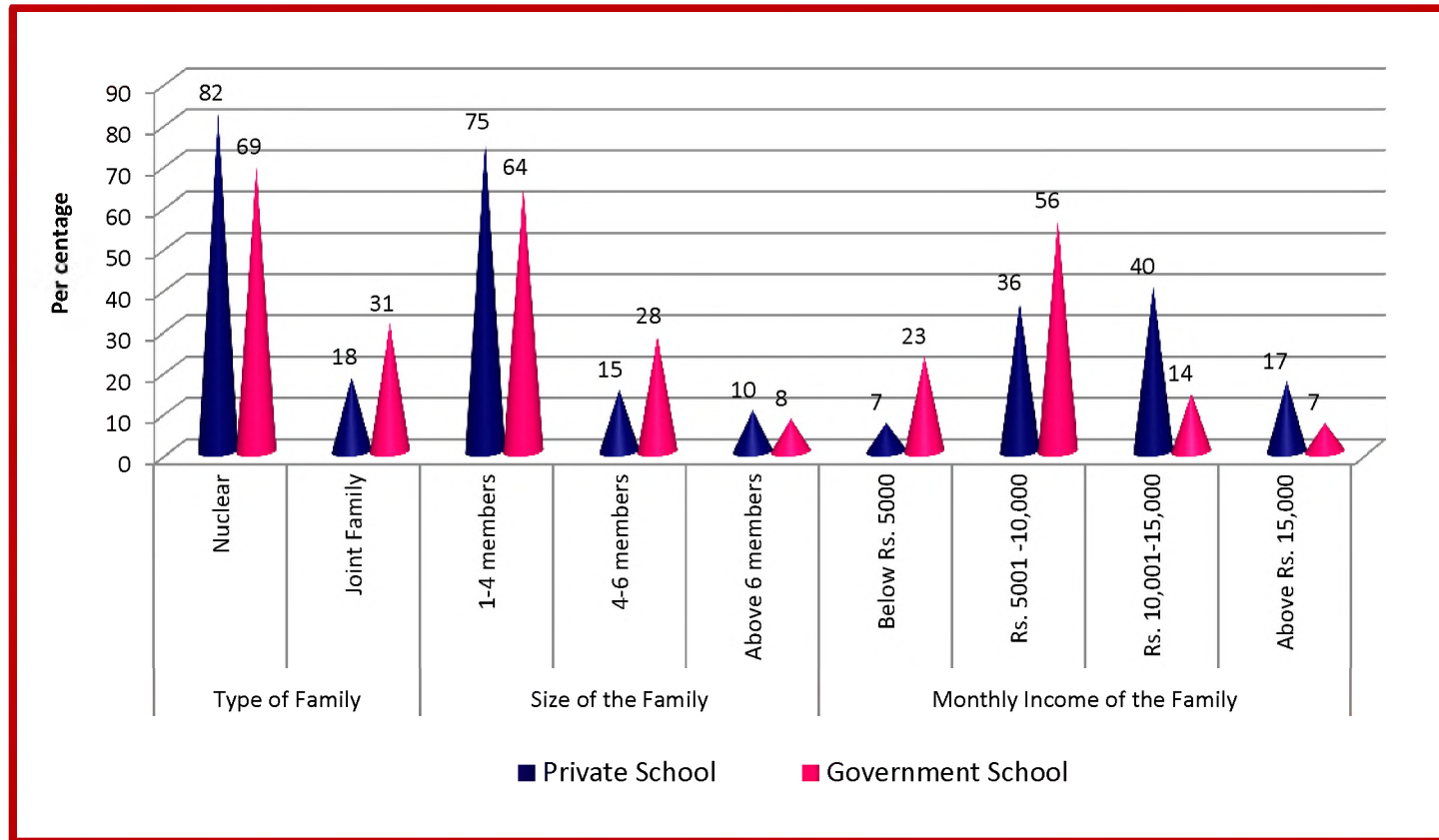
Eighty-two per cent of the selected school children studying in private schools belonged to the nuclear family and 18 per cent were still living as a joint family. This shows the growing disintegration of the joint family system in society. The above table

represents that 69 per cent of the selected school children studying in government school belonged to a nuclear family whereas 31 per cent were living in a joint family. The comparison between private and government schools shows that most of the students from private schools are coming from Nuclear families.

Seventy-five per cent of selected school children studying in private schools belonged to a small family (1-4 members), 15 per cent of the children's families were of medium size families (4-6 members) and 10 per cent of children's families were large family (above 6 members). Regarding the size of the selected family were 64 per cent of selected school children studying in government school belonged to the small family (1-4 members), 28 per cent of children's family were of medium size family (4-6 members) and Eight per cent of children's families were large family (above 6 members).

Family income of the selected school children depicts that Seven per cent of the families earned less than Rs.5000, thirty-six per cent of the family's earnings ranged between Rs.5000-10,000, forty per cent of the family's earnings ranged between Rs.10,000 - 15,000 while the remaining 17 per cent of the families income was above Rs.15,000 per month.

Regarding the family income of the parents of selected government school children, twenty-three per cent of the families earned less than Rs.5000, fifty-six per cent of the family's earning ranged between Rs.5000-10,000, fourteen per cent of the family's earnings ranged between Rs.10,000-15,000 while the remaining Seven per cent of the families income was above Rs.15,000 per month. The comparison shows that more than half of the parents of government school children earn between Rs. 5,000 – Rs. 10,000.



**FIGURE – 4: TYPE, SIZE AND MONTHLY INCOME OF THE FAMILIES OF SELECTED ELEMENTARY SCHOOL CHILDREN**

## b. 2. Educational Status of the Parents

Education is the vehicle of knowledge, self-preservation, and success. Education not only gives us a platform to succeed, but also the knowledge of social conduct, strength, character, and self-respect. The greatest gift education gives us is the knowledge of unconditional love and a set of values. Education is a continuous learning experience, learning from people, learning from success and failures, learning from leaders and followers, and then growing up to be the person we are meant to be (Bhardwaj, 2016). Table 5 and Figure 5 emphasizes the educational status of parents of selected elementary school children studying in private and government schools.

**TABLE - 5**

**EDUCATIONAL STATUS OF PARENTS OF THE SELECTED ELEMENTARY SCHOOL CHILDREN**

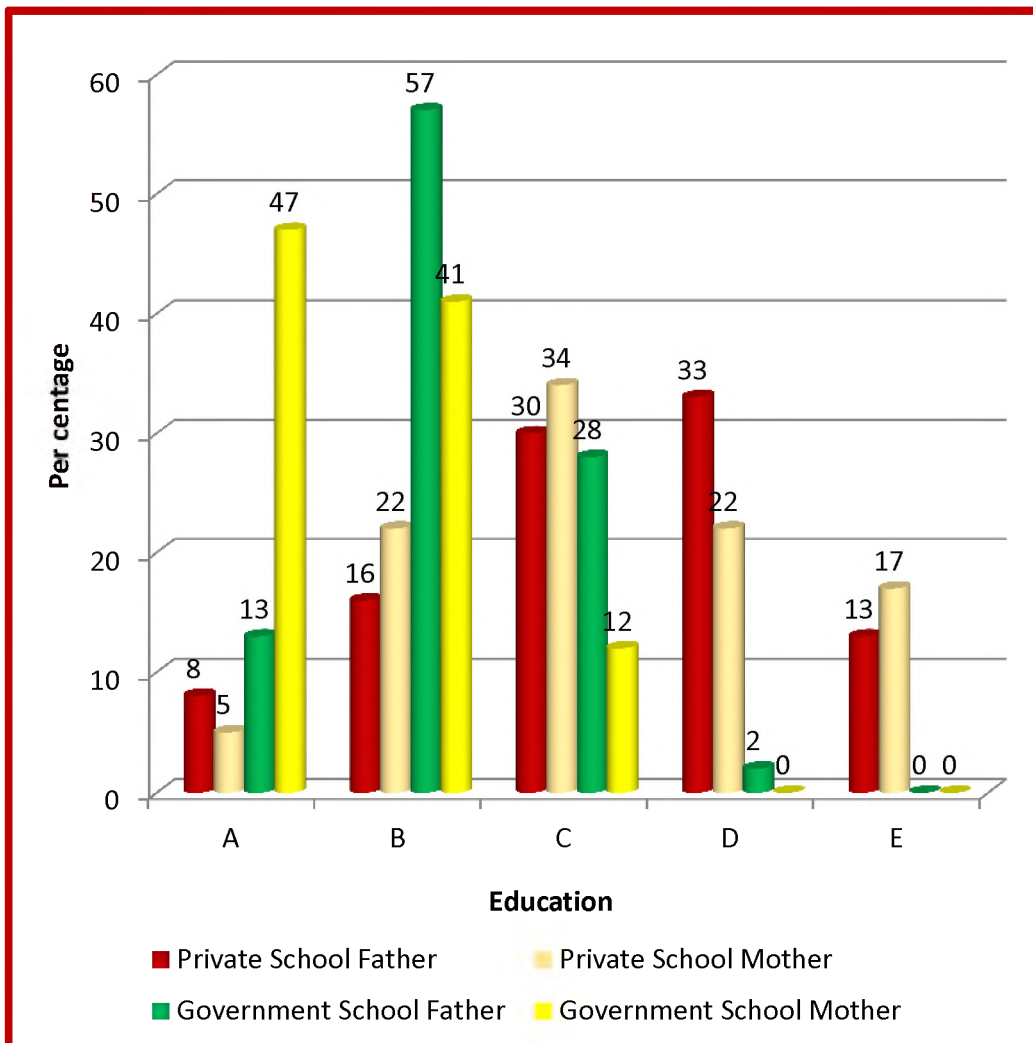
**N=940**

Educational Status	Private School (580)				Government School (360)			
	Father		Mother		Father		Mother	
	N	%	N	%	N	%	N	%
Illiterate	22	8	15	5	24	13	85	47
Primary	46	16	63	22	102	57	73	41
Secondary	87	30	98	34	51	28	22	12
Higher Secondary	97	33	65	22	3	2	-	-
College level	38	13	49	17	-	-	-	-

The above table shows that 30 per cent of father and 34 per cent of mother of the selected elementary school children studying in private school had their secondary level of education whereas, 16 per cent of fathers and 22 per cent of mothers of selected elementary school children were educated only up to primary level. It also shows that illiteracy was more prevalent among fathers when compared to mothers of selected elementary school children. Thirty-three per cent of father and 22 per cent of mother had studied up to higher secondary while 13 per cent of father and 17 per cent of mothers of selected elementary school children were even educated up to college level. It is

interesting to note that the college level of education was high among mothers (17 per cent) when compared to fathers (13 per cent) in private school.

Fifty seven per cent of fathers and forty one per cent of mothers of selected elementary school children studying in government school were educated only up to primary level, whereas 28 per cent of fathers and 12 per cent of mothers were educated up to secondary level and only Two per cent of the fathers were educated up to higher secondary level. Illiteracy was higher among mothers compared to fathers of selected government elementary school children. In spite of the literacy level, the parents were determined to give good education for their children.



- A – Illiterate
- B – Primary
- C – Secondary
- D - Higher Secondary
- E - College level

**FIGURE- 5: EDUCATIONAL STATUS OF PARENTS OF THE SELECTED ELEMENTARY SCHOOL CHILDREN**

### b. 3. Occupational Status of the Parents

Table 6 and Figure6 represents the occupational status of parents of selected elementary school children studying in private and government school.

**TABLE - 6**  
**OCCUPATIONAL STATUS OF PARENTS OF THE SELECTED**  
**ELEMENTARY SCHOOL CHILDREN**

N= 940

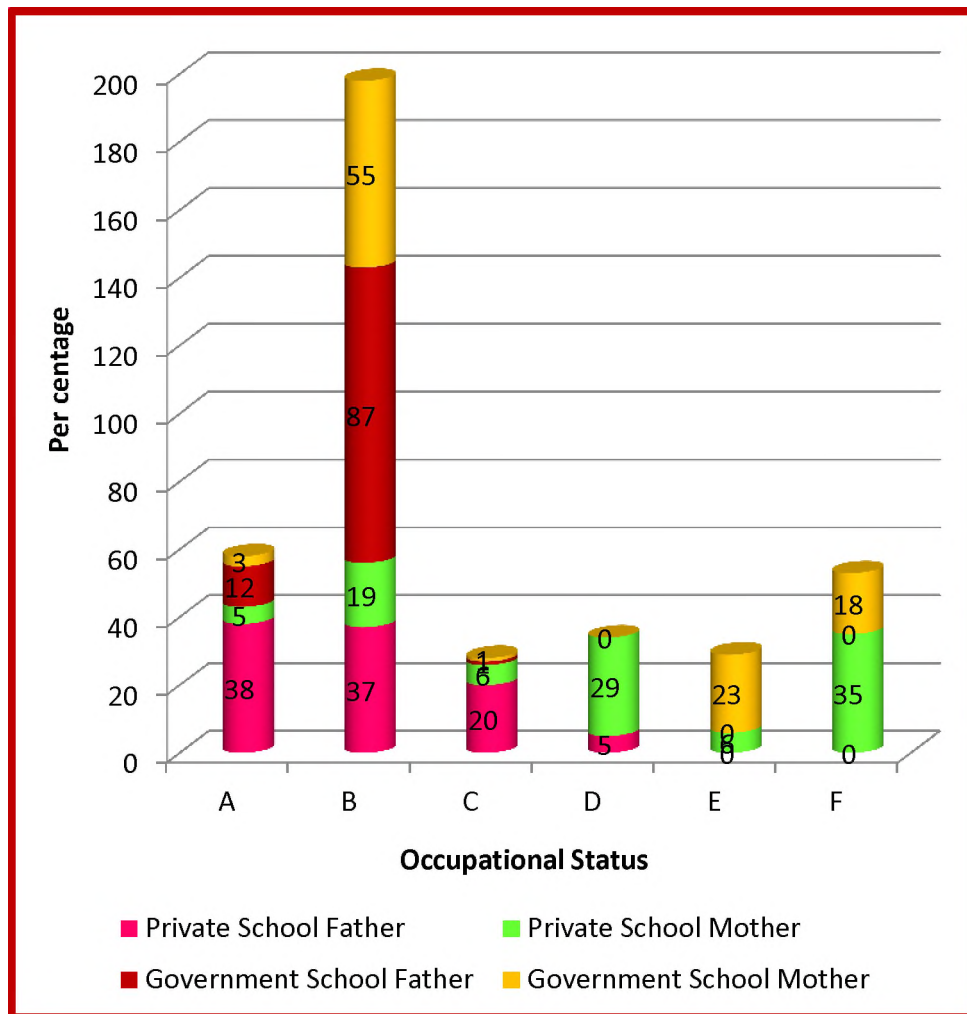
Occupational status	Private school (580)				Government school (360)			
	Father		Mother		Father		Mother	
	N	%	N	%	N	%	N	%
Business	110	38	15	5	22	12	6	3
Skilled Workers	108	37	54	19	157	87	99	55
Government servant	57	20	18	6	1	1	2	1
Teacher	15	5	85	29	-	-	-	-
Servant maid	-	-	16	6	-	-	41	23
Full time home maker	-	-	102	35	-	-	32	18

It is represented in Table 6 that 38 per cent of fathers and five per cent of mothers of selected elementary school children studying in private schools were doing business like grocery shops, beauty parlors, car workshops, clothing shops, running hotels, . Thirty-seven per cent and nineteen per cent of the fathers and mothers of selected elementary school children were skilled workers which include driver, carpenter, tailor, electrician, watchman, painter, earring makers, and other fancy jewellery makers. Twenty per cent and six per cent of the fathers and mothers were working in a government office. Five per cent and twenty-nine per cent of the fathers and mothers of selected elementary school children were teachers. It is interesting to see that a maximum of 35 per cent of mothers were full-time homemakers. Six per cent of mothers of school children were engaged as servant maids.

Twelve per cent of fathers and Three per cent of mothers of selected elementary school children studying in government school were doing business like grocery shops, shoe shops, running food stalls in roadside, selling flowers, . 87 per cent and 44 per cent of the fathers and mothers were skilled workers those working as drivers, tailors, wireman,

plumber, labours and daily wage earners. Only One per cent of both the parents of selected elementary school children were working in a government office. It is seen that 18 per cent of mothers of selected school children were full-time homemakers. The remaining 23 per cent of mothers of government school children were working as a servant maid.

It's heartening to note that despite their merge income they put all effort to educate their children.



- A – Business
- B - Skilled Workers
- C - Government servant
- D – Teacher
- E - Servant maid
- F - Full time home maker

**FIGURE - 6: OCCUPATIONAL STATUS OF PARENTS OF THE SELECTED ELEMENTARY SCHOOL CHILDREN**

**1. Basic Amenities available in the House of Selected School Children studying in Private and Government school**

Access to basic amenities available in the house like drinking water, sanitation, electricity, housing, drainage, and others are crucial to the well-being as they contribute to physical and material comfort and quality of life. They also benefit by ensuring better health, environment, and providing opportunities for other useful activities (Kumar, 2014). Hence the six basic amenities such as food, drinking water, cleanliness, lighting, ventilation, and sanitation available in the house were selected for assessing the living status of the selected elementary school children.

Table 7 and Figure7 shows the basic amenities available in the house of selected elementary school children studying in private and government schools.

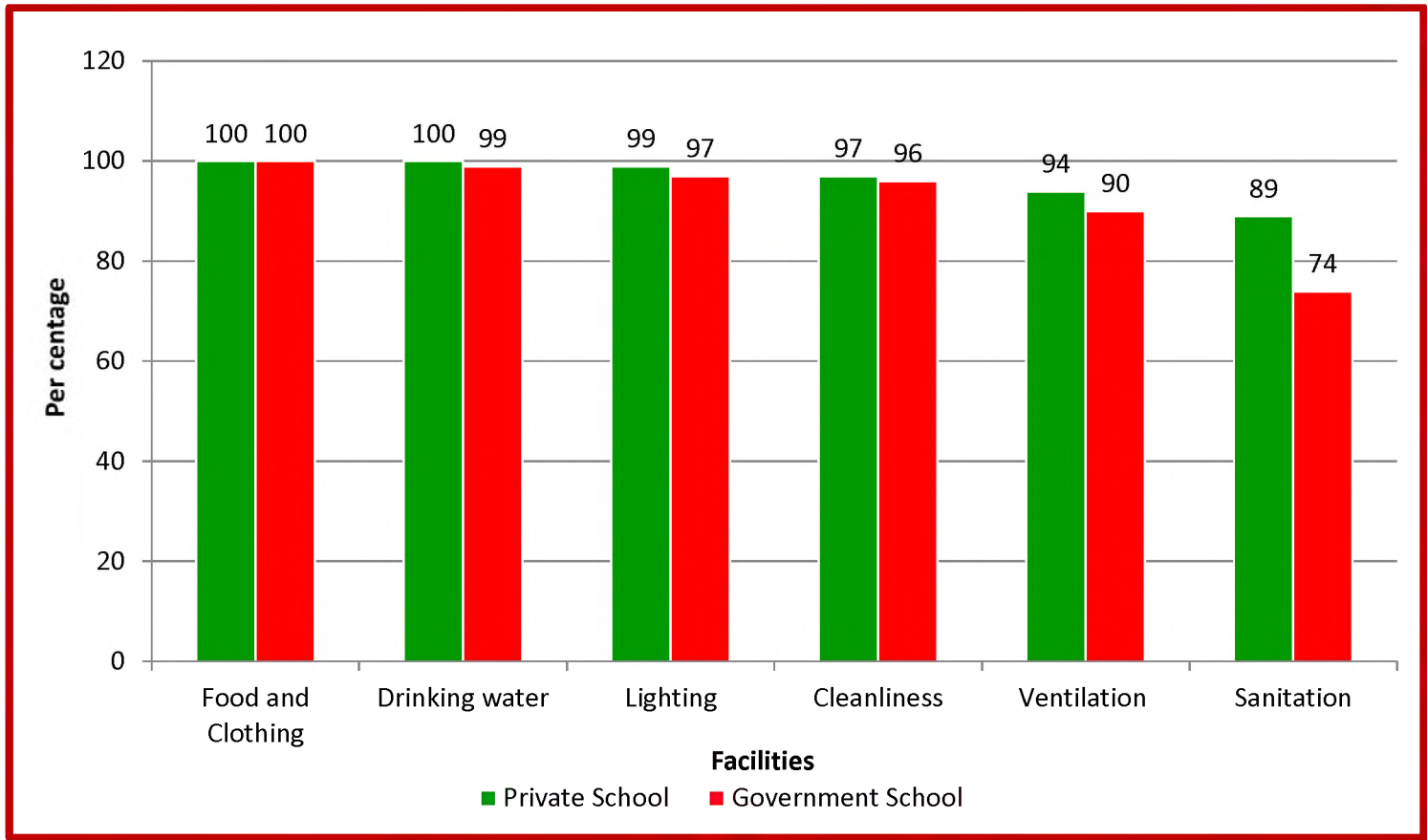
**TABLE – 7**

**BASIC AMENITIES AVAILABLE IN THE HOUSE OF THE SELECTED ELEMENTARY SCHOOL CHILDREN**

**N=470**

Facilities	Private school (290)		Government school (180)	
	Number	per cent	Number	per cent
Food and Clothing	290	100	180	100
Drinking water	290	100	179	99
Lighting	287	99	175	97
Cleanliness	280	97	172	96
Ventilation	274	94	162	90
Sanitation	259	89	133	74

As indicated in the table shown above, it could be seen that all the prime facilities stated above seem to be satisfactory. Seventy-four per cent and eighty-nine per cent of selected elementary school children studying in private and government schools felt that sanitation facilities like proper drainage and disposal of waste are still lacking behind when compared with the other facilities. For this reason, the discussion has been held with the parents to enhance awareness and knowledge about the importance of proper sanitation. This enables them to maintain proper hygiene for the health benefits of their living.



**FIGURE – 7: BASIC AMENITIES AVAILABLE IN THE HOUSE OF THE SELECTED  
ELEMENTARY SCHOOL CHILDREN**

## **B. INFLUENCE OF EDUCATIONAL PROGRAMME ON HUMAN VALUES FOR THE SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN PRIVATE AND GOVERNMENT SCHOOL**

Human values are individual. They are comprised of personal concepts of responsibility, entitlement, and respect. Values are shaped by personal experience which may change throughout a lifetime and may be influenced by lessons learned.

Therefore for inculcating human values among the selected school children, values such as personal, social, emotional, spiritual, and moral values were selected for the educational programme. Since the understanding capacity differs in each age group, the human value educational programme was conducted by grouping children according to classes they study i.e. I and II, III and IV, V and VI, VII and VIII. Each value was imbibed by the selected elementary school children and the results were executed based on the educational programme.

### **a. Personal values**

Personal values develop from situations with the external environment and can change over time. Personal values are indirectly related to choice; they guide to take decisions by allowing for an individual's choices to be compared to each individual choice's that are connected with values. The personal values imbibed by the selected elementary school children studying in I and II, III and IV, V and VI and VII and VIII Standards are presented in Table 8, 9, 10, 11 and 12

- a. (i)** Personal values imbibed by the selected elementary school children of private and government school studying in I and II standards is given in Table 8.

**TABLE- 8**

**PERSONAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN I AND II STANDARD**

**N= 132**

PERSONAL VALUES	Private School (In percentage)						Government School (In percentage)					
	Boys (44)			Girls (33)			Boys (22)			Girls (33)		
	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD
	Academically active	53	91	38	61	91	30	50	73	23	48	82
Cleanliness	56	89	33	64	90	26	50	77	27	55	67	12
Discipline	77	90	13	79	91	12	59	77	18	45	79	34
Friendly	73	89	16	74	90	16	50	82	32	55	82	27
Goal setting	22	43	21	37	56	19	36	59	23	39	55	16
Good eating habits	50	80	30	58	94	36	45	73	28	36	55	19
Loving others	61	86	25	70	90	20	45	86	41	61	79	18
Patience	69	89	20	71	89	18	41	68	27	45	61	16
Positive attitude	52	91	39	64	94	30	50	68	18	52	61	9
Punctual	75	95	20	73	94	21	59	77	18	58	79	21
Self-confidence	7	10	3	5	9	4	5	9	4	6	9	3
Self-motivation	5	7	2	6	12	6	5	9	4	3	9	6

*\*BEP- Before Educational programme \*AEP- After Educational programme \*MD – Mean Difference*

The above table reveals that before the educational programme the aspects of personal values imbibed by the selected elementary school children of I and II standard studying in private school ranged between (7-95 per cent) among boys and (9-94 per cent) among girls whereas among government school it ranged between (9-86 per cent) and (9-87 per cent) among boys and girls respectively.

After the educational programme among the private school children, it was found that the highest mean difference seen among boys is a positive attitude (39 per cent). This could happen in the mind of the children by getting an understanding of the educational programme that the attitude guides the thought, behaviour, and feelings of the individual. The lowest mean difference between private school boys is self-motivation (Two per cent). The highest mean difference among government schoolboys was seen in loving others (41 per cent). This could happen in the mind of the children by getting an understanding of the educational programme that the attitude guides the thought, behaviour, and feelings of the individual and the lowest mean difference was found among them for the values self-confidence and self- motivation (Four per cent).

Among girls, it was found that after the educational programme the mean difference has increased in the aspect of good eating habits (30 per cent) among private school girls and academically active (34 per cent) among government school girls. The eating habits from childhood will carry over till adulthood hence adopting good eating habits through educational is a change that travels lifelong along with the child. The government school girls from the poor family background when their activeness in academics is developed it will help them to grow in their life in a great manner. The lowest mean difference is self-confidence for the girls studying in both private (Four per cent) and government schools (Three per cent).

- a. (ii) Table 9 depicts the result of personal values imbibed by the selected elementary schools children of private and government school studying in III and IV Standard.

**TABLE- 9**

**PERSONAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN III AND IV STANDARD**

**N= 126**

PERSONAL VALUES	Private School						Government School					
	(In percentage)						(In percentage)					
	Boys (44)			Girls (38)			Boys (21)			Girls (23)		
	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD
Academically active	46	87	41	51	87	36	52	76	24	57	70	13
Cleanliness	50	86	36	53	88	35	57	71	14	50	78	28
Discipline	48	93	45	50	92	42	48	71	23	65	83	18
Friendly	68	95	27	63	89	26	52	86	34	52	87	35
Goal setting	45	93	48	50	97	47	48	62	14	30	61	31
Good eating habits	43	93	50	53	95	42	52	71	19	52	74	22
Loving others	66	89	23	68	95	27	62	90	28	64	91	27
Patience	58	85	27	60	91	31	38	67	29	39	65	26
Positive attitude	47	87	40	51	89	38	43	62	19	48	65	17
Punctual	57	91	34	55	95	40	71	81	10	65	83	18
Self-confidence	25	28	3	34	40	6	24	27	3	30	39	9
Self-motivation	16	27	11	26	32	6	14	29	15	22	26	4

*\*BEP- Before Educational programme \*AEP- After Educational programme \*MD – Mean Difference*

Before the educational programme the aspects of personal values of selected elementary school children studying III and IV standard in private schools ranged between (16-68 per cent) and (26-68 per cent) among boys and girls respectively. Whereas in a government school ranged between (14-62 per cent) and (22-65 per cent) among the boys and girls respectively.

After the educational programme, the highest mean difference in personal values among boys is good eating habits (50 per cent) and the lowest mean difference is self-confidence (Three per cent). The knowledge given on healthy eating habits helps children to change their meal time battles and support them to eat happily. Whereas among government schoolboys, the highest mean difference in personal values is friendliness (34 per cent), this helps them to identify new common areas of interest among their classmates and other friends and the lowest mean difference is self-confidence (Three per cent). The level of self-confidence is low because the children being in the age group of 6-7 are not much aware and understand about self-confidence.

Among girls, it was found that after the educational programme the mean difference has increased in the aspect of goal setting (47 per cent) and very low in the aspects of self-confidence and self-motivation (Six per cent) among private school girls. The educational improved the goal-setting among private school girls because they could realize the importance of goal setting which helps to improve their confidence. When analyzing the government school girls it was found that friendliness (35 per cent) holds a high mean difference and self-motivation (Four per cent) scores the lowest rank. Derhally, (2016) emphasized that early childhood friendship helps in developing social and emotional skills and will have a positive developmental influence.

- a. (iii) Table 10 shows the result of personal values imbibed by the selected elementary school children of private and government school studying in V and VI Standard

**TABLE – 10**

**PERSONAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN V AND VI STANDARD**

**N=119**

PERSONAL VALUES	Private School (In percentage)						Government School (In percentage)					
	Boys (41)			Girls (29)			Boys (22)			Girls (27)		
	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD
	Academically active	46	87	41	51	87	36	50	77	27	63	85
Cleanliness	50	86	36	53	88	35	45	68	23	67	81	14
Discipline	48	93	45	50	92	42	55	77	22	59	78	19
Friendly	68	95	27	63	89	26	64	86	22	56	93	37
Goal setting	45	93	48	50	97	47	59	68	9	59	74	15
Good eating habits	43	93	50	53	95	42	68	73	5	63	78	15
Loving others	66	89	23	68	95	27	64	82	18	74	92	18
Patience	58	85	27	60	91	31	50	78	28	48	71	23
Positive attitude	47	87	40	51	89	38	55	73	18	56	74	18
Punctual	57	91	34	55	95	40	77	82	5	70	85	15
Self-confidence	25	28	3	34	40	6	41	65	24	52	59	7
Self-motivation	16	27	11	26	32	6	41	59	18	44	56	12

*\*BEP- Before Educational programme    \*AEP- After Educational programme    \*MD – Mean Difference*

Before the educational programme, the personal values among the selected elementary school children studying in private school ranged between (16-68 per cent) for boys and (26-68 per cent) for girls whereas, in a government school, the personal values ranged between (41-77 per cent) and (44-74 per cent) among boys and girls respectively.

The above table depicts that after the educational programme the highest mean difference of personal values among selected elementary school children studying in a private school is good eating habits (50 per cent) among boys and the lowest mean difference is self-confidence (Three per cent). The government schoolboys show a high difference by 28 per cent for the value patience and the lowest mean difference is good eating habits and punctual (Five per cent). Patience is one of the important traits which are hard to develop among children, but this educational programme through meditation and yoga practices helps the children to develop the habit of patience.

Among private school girls, it was found that after the educational programme the mean difference has increased in the aspect of goal setting by (47 per cent) whereas the lowest mean difference is self-confidence and self-motivation (6 per cent). Whereas, for the government school girls the highest mean difference was identified for friendliness (37 per cent) and the lowest mean difference is self-confidence (7 per cent). Both goal setting and friendliness are important values for anyone to grow in their field. Goal setting clears the vision and friendliness supports to reach the vision.

- a. (iv) Personal values imbibed by the selected elementary school children of private and government school studying in VII and VIII standard is shown in Table 11.

**TABLE – 11**

**PERSONAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN VII AND VIII STANDARD**

**N= 93**

PERSONAL VALUES	Private School						Government School					
	(In percentage)						(In percentage)					
	Boys (23)			Girls (38)			Boys (18)			Girls (14)		
	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD
Academically active	55	89	34	58	89	31	67	83	16	71	86	15
Cleanliness	39	83	44	50	84	34	56	72	16	64	93	29
Discipline	57	83	26	45	87	42	50	78	28	79	86	21
Friendly	48	91	43	50	92	42	61	89	28	64	93	29
Goal setting	42	87	45	47	89	42	33	60	27	64	94	30
Good eating habits	43	90	47	47	89	42	44	72	28	71	93	22
Loving others	57	96	39	50	95	45	56	89	33	64	79	15
Patience	48	91	43	47	92	45	39	70	31	50	86	36
Positive attitude	52	87	35	42	92	50	50	72	22	54	86	32
Punctual	43	91	48	45	97	52	78	89	11	71	79	18
Self-confidence	40	91	51	42	97	55	56	61	5	57	79	34
Self-motivation	57	87	30	39	95	56	50	56	6	57	71	14

*\*BEP- Before Educational programme \*AEP- After Educational programme \*MD – Mean Difference*

Before the educational programme the aspects of the personal values of the selected elementary school children studying in private schools ranged between (39-57 per cent) and (39-58 per cent) among boys and girls respectively. Among selected elementary

school children studying in a government school, the personal values ranged between (39-78 per cent) for boys and (50-79 per cent) for girls.

After the educational programme, it was found that among the selected elementary school children studying in private schools the highest mean difference of personal values among boys is self-confidence (51 per cent) and the lowest mean difference is discipline (26 per cent). The difference in the level of self-confidence was attained by inculcating the self-worth in children and giving them the confidence to handle the things that are happening in their life. The government school boys have the highest mean difference for loving others (33 per cent) and the lowest mean difference is self-confidence (Five per cent). The expression of love and affection between one another helps the children to feel safe and loved was projected in the educational and the government school boys scored a considerable difference in loving others.

Among girls, it was found that after the educational programme the mean difference has increased in the aspect of self-motivation by (56 per cent) and the lowest mean difference is academically active (31 per cent) among private school girls. Whereas for the government school girls the highest and lowest mean differences are patience (36 per cent) and self-motivation (14 per cent) respectively. The educational programme insists on the importance of motivating one's self to do activities by the children. Thus the private school girls adopted the concept and shown a considerable difference. Research portrays that children with better patience have strong relationship skills and better progress towards their goals (Alan and Ertac, 2018).

- a. (v) The mean differences for all the personal values imbibed by the selected elementary school children of private and government school studying from I to VIII standard are shown in Table 12 and Plate 8.

**TABLE - 12**

**MEAN DIFFERENTIAL ANALYSIS OF PERSONAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN I TO VIII STANDARD**

PERSONAL VALUES	Private School (In percentage)								Government School (In percentage)							
	Boys				Girls				Boys				Girls			
	I - II	III-IV	V-VI	VII-VIII	I - II	III-IV	V-VI	VII-VIII	I - II	III-IV	V-VI	VII-VIII	I - II	III-IV	V-VI	VII-VIII
	Academically active	38	41	41	34	30	36	36	31	23	24	27	16	34	13	22
Cleanliness	33	36	36	44	26	35	35	34	27	14	23	16	12	28	14	29
Discipline	13	45	45	26	12	42	42	42	18	23	22	28	34	18	19	21
Friendly	16	27	27	43	16	26	26	42	32	34	22	28	27	35	37	29
Goal setting	21	48	48	45	19	47	47	42	23	14	9	27	16	31	15	30
Good eating habits	30	50	50	47	36	42	42	42	28	19	5	28	19	22	15	22
Loving others	25	23	23	39	20	27	27	45	41	28	18	33	18	27	18	15
Patience	20	27	27	43	18	31	31	45	27	29	28	31	16	26	23	36
Positive attitude	39	40	40	35	30	38	38	50	18	19	18	22	9	17	18	32
Punctual	20	34	34	48	21	40	40	52	18	10	5	11	21	18	15	18
Self-confidence	3	3	3	51	4	6	6	55	4	3	24	5	3	9	7	34
Self-motivation	2	11	11	30	6	6	6	56	4	15	18	6	6	4	12	14

The mean difference of the personal values from I to VIII standard analyzed in the above table shows a gradual increase for certain values and some values that face a decline in their importance among the children when they grew older.

The major change that occurred in the values among private school boys was for self-confidence and self-motivation. For the children studying in lower classes, it was very low (3-11 per cent) and for children studying in VII-VIII standard the value of self-confidence and self-motivation was 51 per cent and 30 per cent respectively. The other values that are increased from lower to higher concerning their classes are cleanliness, friendly, patience, and punctual. This clearly shows that when boys grow older they are given much information and knowledge on the importance of values. Likewise, for private school girls it is discipline, friendly, loving others, patience, positive attitude, punctual, self-confidence, and self-motivation that had an increase in their mean difference. Apart from this, good eating habits have not much difference irrespective of the standards and maintained a neutral level of response.

Concerning the government school students, discipline and patience among boys had a considerable improvement and positive attitude, self-confidence and self-motivation among girls are gradually improved. The boys are found to decline in their punctuality when going for higher classes. The other values such as cleanliness, goal setting, patience, being friendly, and good eating habits are maintained in the neutral stage among the government school students.

Brazelton and Cramer, (2018) in his study to analyze the level of self confidence among 6 years and 10 years, opined that the self-confidence level among children will have a shift with respect to the use of defense mechanisms. Hence, when the children grow older, there will be a considerable improvement in their level of self-confidence was found consistent with the present study.



**PLATE 8 : INCULCATION OF PERSONAL VALUES**

## b) Social values

Social values are a set of moral principles defined by society dynamics, institutions, traditions, and cultural beliefs. These values are implicit guidelines that provide orientation to individuals and corporations to conduct themselves properly within a social system.

Social values imbibed by the selected elementary school children of private and government school studying I and II, III and IV, V and VI and VII and VIII standards are presented in Table 13, 14, 15, 16 and 17.

b. (i) Social values imbibed by the selected elementary school children of private and government schools studying in I and II standards are given in Table 13.

**TABLE - 13**

**SOCIAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL  
CHILDREN STUDYING IN I AND II STANDARD**

**N= 132**

SOCIAL VALUES	Private School (In percentage)						Government School (In percentage)					
	Boys (44)			Girls (33)			Boys (22)			Girls (33)		
	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD
	Active participation	57	89	32	55	97	42	41	78	23	36	73
Complimenting others	41	93	52	58	90	32	41	73	27	45	64	12
Decision making capacity	16	21	5	23	29	6	14	18	32	33	38	27
Effective communication	51	73	22	45	71	26	36	64	23	42	70	16
Encouraging and being supportive	43	78	35	36	94	58	41	64	28	52	67	19
Good cooperation	52	82	30	61	82	21	50	86	41	58	79	18
Helping tendency	61	86	25	58	85	27	45	82	27	61	76	16
Polite	60	86	26	55	85	30	41	77	18	55	73	9
Problem solving	20	25	5	13	17	4	14	27	18	12	14	21
Respect others	60	87	27	58	91	33	55	82	18	48	81	33
Sharing material things	49	85	36	61	91	30	50	82	4	64	85	3
Sociability	64	89	25	61	91	30	41	77	4	55	79	6

\*BEP- Before Educational programme

\*AEP- After Educational programme

\*MD – Mean Difference

The table above shows that before the educational programme the aspects of social values of selected elementary school children studying in private school ranged between (16-64 per cent) and (13-61 per cent) among boys and girls respectively whereas in government school, the social values ranged between (14-58 per cent) and (12-64 per cent) among boys and girls respectively.

After comparing the mean difference of all the aspects of social values after the educational programme, it was found that complementing others had a high mean difference by 52 per cent among private school boys and the low mean difference for problem-solving (Five per cent). Complements are expressive speech that expresses a positive evaluation of another person (Kampf, 2019). The private school boys after the educational programme learned this habit of positive reinforcement through practice. Whereas, good co-operation (41 per cent) had the highest mean difference among the government schoolboys and the lowest mean is sociability and sharing material things (Four per cent). The government school boys are more co-operative with others in accomplishing their tasks was the major finding after the educational programme.

Whereas among girls it was found that after the educational programme the mean difference has increased in the aspect of encouraging and being supportive by 58 per cent among private school girls and the lowest mean difference is problem-solving (Four per cent), the girls expect others to support them for their growth, when explained the importance of encouragement and support in the programme to others they started to practice this value and reported with a high mean difference. The government school girls state that they have improved in the aspect of active participation (34 per cent) and were poor in sharing material things (Three per cent). Through the programme the children were given opportunities to explore creativity oriented activities which increased the active participation among the girls.

- b. (ii) Social values imbibed by selected elementary school children of private and government school studying in III and IV standard is presented in Table 14.

**TABLE- 14**

**SOCIAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN III AND IV STANDARD**

**N= 126**

SOCIAL VALUES	Private School						Government School					
	Boys (44)			Girls (38)			Boys (21)			Girls (23)		
	(In percentage)						(In percentage)					
	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD
Active participation	59	91	32	47	89	42	48	81	33	48	70	22
Complimenting others	57	86	29	58	84	26	38	76	38	65	78	13
Decision making capacity	45	75	30	55	72	17	57	88	31	13	25	12
Effective communication	52	86	34	58	89	31	29	32	3	43	75	32
Encouraging and being supportive	50	88	38	53	92	39	43	75	32	39	65	26
Good cooperation	52	91	39	53	75	22	48	76	28	52	74	22
Helping tendency	57	89	32	68	86	18	62	86	24	48	83	35
Polite	59	91	32	58	92	34	57	86	29	39	83	44
Problem solving	48	84	36	52	81	29	52	81	29	35	38	3
Respect others	56	90	34	68	88	20	29	39	10	57	87	30
Sharing material things	50	84	34	55	92	37	52	86	34	48	74	26
Sociability	48	95	47	50	87	37	67	71	4	43	77	34

\*BEP- Before Educational programme

\*AEP- After Educational programme

\*MD – Mean Difference

The above table reveals that before the educational programme the aspects of social values imbibed by the selected elementary school children studying in private school ranged between (45-59 per cent) among boys and (47-68 per cent) among girls whereas in government school the social values ranged between (38-67 per cent) and (13-65 per cent) among boys and girls respectively.

After the educational programme the aspects of social values with the highest mean difference among the private school boys is sociability (47 per cent) which is the base for the ability to engage in meaningful interactions was agreed with the finding of Amorim et. al., (2012) that sociability addressed through the children is a cognitive process that can be

recognized by the relevance of peer groups and the lowest mean difference is complimenting others (29 per cent). The government school boys reported that complimenting others (38 per cent) has a high mean difference and effective communication (Three per cent) has a low mean difference.

Among girls, it was found that after the educational programme, the mean difference has increased in the aspect of active participation by 42 per cent among private school girls and helping tendency by 35 per cent among government school girls. Whereas, the low mean difference was reported for decision-making capacity (17 per cent) and problem-solving (Three per cent) among the girls in private and government schools respectively.

**b. (iii)** Social values imbibed by the selected elementary school children of private and government school studying in V and VI standards is presented in Table 15.

**TABLE- 15**

**SOCIAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN V AND VI STANDARD**

**N= 119**

SOCIAL VALUES	Private School						Government School					
	Boys (41)			Girls (29)			Boys (22)			Girls (27)		
	(In percentage)						(In percentage)					
	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD
Active participation	41	78	37	48	83	35	50	73	23	44	78	34
Complimenting others	54	85	31	45	73	28	52	82	30	52	81	29
Decision making capacity	44	78	34	41	84	43	45	56	11	37	42	5
Effective communication	46	80	34	41	90	49	59	86	27	59	85	26
Encouraging and being supportive	54	88	34	55	75	20	50	77	27	52	78	26
Good cooperation	51	85	34	59	86	27	50	73	23	52	85	33
Helping tendency	55	85	30	55	76	21	45	86	41	41	74	33
Polite	44	85	41	66	90	24	59	77	18	41	78	37
Problem solving	37	70	33	41	84	43	35	45	10	26	30	4
Respect others	46	90	44	45	93	48	50	77	27	44	80	36
Sharing material things	49	83	34	52	80	28	48	82	34	44	74	30
Sociability	53	79	26	51	81	30	55	78	23	48	83	35

\*BEP- Before Educational programme

\*AEP- After Educational programme

\*MD – Mean Difference

Table 15 shows that before and after the educational programme the social values of selected elementary school children studying in private schools range between (37-54 per cent) among boys and (41-66 per cent) among girls and in government school ranged between (35-59 per cent) and (26-59 per cent) among boys and girls respectively.

In relation with all the aspects of social values between the private and government schoolboys, the mean difference was compared and it was found that the high difference is seen in respect others (44 per cent) among private schoolboys, this is considered as an important human value because this works as a motor in good coexistence. Also, it was stated by Corzo, (2017) that attitude of respect gets increased when the students communicate their ideas and the lowest mean difference among private school boys is sociability (26 per cent). Whereas, the highest mean difference among government school boys is helping others (41 per cent) and the lowest mean difference is problem-solving (10 per cent).

The highest mean difference identified among the private school girls is effective communication (49 per cent), the process of communication runs effectively when the communicant well understands the message communicated by the communicator (Beswic et.al, 2019), and the lowest mean difference is encouraging and being supportive (20 per cent) while among the government school girls the highest mean difference is found with the value politeness (37 per cent) and the lowest mean difference is problem-solving (Four per cent). Khawardi, (2017) in his study proved that girls appear to be more polite than boys when they play, which is consistent with the present study finding that girls are more polite than boys.

b. (iv) Table 16 indicates the result of social values for selected elementary school children of private and government schools studying in VII and VIII standard.

**TABLE- 16**

**SOCIAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN VII AND VIII STANDARD**

**N= 93**

SOCIAL VALUES	Private School						Government School					
	Boys (23)			Girls (38)			Boys (18)			Girls (14)		
	(In percentage)						(In percentage)					
	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD
Active participation	52	86	34	55	85	30	56	78	22	50	86	36
Complimenting others	39	83	44	45	89	44	67	82	15	43	78	35
Decision making capacity	56	75	19	50	64	14	56	67	11	36	54	18
Effective communication	43	83	40	58	84	26	50	67	17	57	86	29
Encouraging and being supportive	57	91	34	61	92	31	61	79	18	50	71	21
Good cooperation	48	81	33	39	92	53	67	83	16	50	93	43
Helping tendency	48	83	35	47	84	37	72	78	6	36	86	50
Polite	52	88	36	50	82	32	61	72	11	57	79	22
Problem solving	57	71	14	47	68	21	50	56	6	43	50	7
Respect others	57	91	34	50	95	45	72	94	22	57	90	33
Sharing material things	78	87	9	76	87	11	78	83	5	50	79	29
Sociability	52	76	24	55	75	20	67	72	5	64	79	15

\*BEP- Before Educational programme

\*AEP- After Educational programme

\*MD – Mean Difference

Before the educational programme, the social values of selected elementary school children studying in private school ranged between (39-78 per cent) among boys and (39-76 per cent) among girls whereas in government school the social values ranged between (50-78 per cent) and (36-64 per cent) among boys and girls respectively.

After the educational programme, the highest mean difference among boys studying in a private school is complimenting others (44 per cent) and the lowest mean difference is sharing material things (Nine per cent). With regard to government schoolboys, active participation, and respect for others (22 per cent) holds the highest mean difference, and sharing material things and sociability (Five per cent) holds the lowest mean difference. The results of the present study endorse the findings of Scott et. al., (2017) stated that respect is

one of the most imperative actions that can be promoted in school days and it is the base for human relationships.

Whereas, among girls, it was found that after the educational programme the highest mean difference was found for good cooperation (53 per cent) which is a valued characteristic that is essential for successful completion of the task and the lowest mean difference is sharing material things (11 per cent) among private school girls and among government school girls it is the helping tendency (50 per cent) scored high difference whereas the lowest mean difference is problem-solving (Seven per cent) after the educational programme.

**b. (v)** The mean differences for all the social values imbibed by the selected elementary school children of private and government school studying from I to VIII standard are shown in Table 17 and Plate 9.

**TABLE - 17**

**MEAN DIFFERENTIAL ANALYSIS OF SOCIAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN I TO VIII STANDARD**

SOCIAL VALUES	Private School								Government School							
	(In percentage)								(In percentage)							
	Boys				Girls				Boys				Girls			
	I - II	III-IV	V-VI	VII-VIII	I - II	III-IV	V-VI	VII-VIII	I - II	III-IV	V-VI	VII-VIII	I - II	III-IV	V-VI	VII-VIII
Active participation	32	32	37	34	42	42	35	30	23	33	23	22	34	22	34	36
Complimenting others	52	29	31	44	32	26	28	44	27	38	30	15	12	13	29	35
Decision making capacity	5	30	34	19	6	17	43	14	32	31	11	11	27	12	5	18
Effective communication	22	34	34	40	26	31	49	26	23	3	27	17	16	32	26	29
Encouraging and being supportive	35	38	34	34	58	39	20	31	28	32	27	18	19	26	26	21
Good cooperation	30	39	34	33	21	22	27	53	41	28	23	16	18	22	33	43
Helping tendency	25	32	30	35	27	18	21	37	27	24	41	6	16	35	33	50
Polite	26	32	41	36	30	34	24	32	18	29	18	11	9	44	37	22
Problem solving	5	36	33	14	4	29	43	21	18	29	10	6	21	3	4	7
Respect others	27	34	44	34	33	20	48	45	18	10	27	22	33	30	36	33
Sharing material things	36	34	34	9	30	37	28	11	4	34	34	5	3	26	30	29
Sociability	25	47	26	24	30	37	30	20	4	4	23	5	6	34	35	15

The mean difference of the social values from I to VIII standard analyzed in the above table shows a gradual increase for certain values and some value faces a decline in their importance among the children when they grew older.

The major change that is occurred in the values among private school boys was for Effective communication. Decision-making capacity, helping tendency, and problem-solving are the other values that have a higher mean difference concerning an increase in the class of study. This clearly shows that when boys grew older they are given much information and knowledge on the importance of values. Thus their level of communication and decision making is enhanced concerning age. Good cooperation among private school boys does not have much difference irrespective of the standards. Likewise, for private school girls, it is complimenting others, good cooperation, helping tendency, problem-solving, and respect others had an increase in their mean difference. The active participation among government school girls has decreased in their level of the mean difference.

Concerning the government schoolboys, sharing material things and sociability has an increase in their mean difference. The values such as decision-making capacity, effective communication, good cooperation, helping tendency, and problem-solving have the lowest mean difference with an increase in their class of study. The values such as active participation, complimenting others, effective communication, helping tendency, and sharing material things have a high mean difference due to an increase in their age. Among many functions of communication information sharing, decision making, influence, coordination, motivation, and identification are included in which the communicative interactions serve to create and maintain relationships among people. This being one of the important social values has a direct influence on building relationships and enhancing individual performances (Myers and Sadaghiani, 2010).



**PLATE 9: INCULCATION OF SOCIAL VALUES**

**c) Emotional values**

Emotional values imbibed by the selected elementary school children of private and government school studying in I and II, III and IV, V and VI and VII and VIII Standards are presented in Table 18, 19, 20, 21 and 22.

- c. (i) Table 18 reveals the result of emotional values imbibed by the selected elementary school children of private and government school studying in I and II Standard

**TABLE- 18**

**EMOTIONAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN I AND II STANDARD**

**N= 132**

EMOTIONAL VALUES	Private School						Government School					
	Boys (44)			Girls (33)			Boys (22)			Girls (33)		
	(In percentage)						(In percentage)					
	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD
Avoid a feeling of jealousy	47	78	31	50	73	23	45	73	28	45	70	25
Calmness	55	83	28	53	86	33	50	82	32	58	85	27
Control temper	32	80	48	42	85	43	59	78	19	42	58	16
Expressing emotions in the right manner	45	61	16	53	72	19	41	59	18	52	64	12
Feeling guilty when mistakes committed	40	85	45	51	85	34	55	77	22	55	76	21
Handling self-emotions	11	16	5	24	41	17	9	18	9	33	44	11
Sharing opinion with elders	30	51	21	44	69	25	27	45	18	42	76	34
Showing kindness	43	89	46	48	92	44	59	82	23	58	82	24
Showing sympathy	61	86	25	52	81	29	55	73	18	48	79	31
Understanding other's feelings	33	68	35	36	53	17	40	67	27	45	67	22

\*BEP- Before Educational programme

\*AEP- After Educational programme

\*MD – Mean Difference

The above table reveals that before the educational programme the emotional values of selected elementary school children studying in private school ranged between (11-61 per cent) and (24-53 per cent) among boys and girls respectively whereas in government school the emotional values ranged between (9-59 per cent) and (33-58 per cent) among boys and girls respectively.

After conducting the educational programme, the highest mean difference found among boys studying in a private school is control temper (48 per cent) and the lowest mean difference is handling self-emotions (Five per cent) but among the government school boys the highest mean difference is calmness (32 per cent) and the lowest mean difference is handling self-emotions (Nine per cent). The private school boys reported that they could control temper after the educational programme as much boys had a considerable increase in their level of showing kindness they could control their negative emotions was observed. The government school boys enhanced their calmness through the educational programme supported by the findings of Nadler et.al, (2017) who states that brief mindfulness practice leads to increased calmness in young children.

Among private school girls, the highest mean difference is showing kindness (44 per cent) and the lowest mean difference is handling self-emotions and understanding other's feelings (17 per cent) whereas among government school girls, the highest mean difference is sharing an opinion with elders (34 per cent) and the lowest mean difference is handling self-emotions (11 per cent). Kindness is the value that helps to relate to one's peers (Haslip, et.al, 2019) which means niceness. Thus the private school girls after programme acquired the habit of being nice to others. The government school girls after programme get aware of expressing their opinions to elders and stated they will share their daily activities with their parents and teachers.

**c. (ii)** Emotional values imbibed by the selected elementary school children of private and government schools studying in III and IV standards is displayed in Table 19.

**TABLE - 19**  
**EMOTIONAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL**  
**CHILDREN STUDYING IN III AND IV STANDARD**

N= 126

EMOTIONAL VALUES	Private School						Government School					
	Boys (44)			Girls (38)			Boys (21)			Girls (23)		
	(In percentage)						(In percentage)					
	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD
Avoid a feeling of jealousy	41	84	43	45	77	32	57	76	19	43	70	27
Calmness	52	93	41	57	89	32	67	81	14	65	87	22
Control temper	41	86	45	39	79	40	43	62	19	43	71	28
Expressing emotions in the right manner	57	89	32	55	89	34	52	67	15	57	78	21
Feeling guilty when mistakes committed	34	71	37	42	92	50	57	80	23	52	74	22
Handling self-emotions	43	81	38	49	81	32	33	58	45	35	78	43
Sharing opinion with elders	43	79	36	45	77	32	48	61	13	52	65	13
Showing kindness	48	92	44	42	93	51	62	86	24	61	83	22
Showing sympathy	52	82	30	42	72	30	57	76	19	48	78	30
Understanding other's feelings	65	89	24	67	86	19	52	72	20	39	79	40

\*BEP- Before Educational programme

\*AEP- After Educational programme

\*MD – Mean Difference

The above table displays the result of emotional values conducted for selected elementary school children of private and government schools. Before the educational programme, the emotional values in private schools ranged between (34-65 per cent) and (39-67 per cent) among boys and girls respectively, whereas in a government school, the emotional values ranged between (33-67 per cent) and (35-65 per cent) among boys and girls respectively.

After the educational programme, the highest mean difference among boys studying in a private school is control temper (45 per cent) and the lowest mean difference is understanding other's feelings (24 per cent) but among the government school boys the highest mean difference found among boys is handling self-emotions (45 per cent) and the lowest mean difference is sharing an opinion with elders (13 per cent). A temper tantrum is an emotional outburst, usually associated with children or those in emotional distress that is typically characterized by stubbornness, crying, screaming, defiance anger ranting, resistance

to attempts at pacification and in some cases, hitting. Thus it is essential to reduce temper among the children at the earlier ages. This finding is also insisted by the ways given by Rebial, (2017) who stated that discipline kids effectively include using timeouts, withholding privileges, modelling appropriate behaviour (like self-control), and helping kids understand the connection between actions and consequences.

Among girls, the highest mean difference found is showing kindness (51 per cent) and the lowest mean difference is understanding other's feelings (19 per cent) in private school girls whereas, among the government school girls the highest mean difference is handling self-emotions (43 per cent) and the lowest mean difference is sharing an opinion with elders (13 per cent). The results reveal that the private school girls exhibit that they are compassionate on others by expressing kindness whereas the government school girls opined that they are capable enough to handle their own emotions in a better manner after the educational programme.

Students face countless social interactions with friends and strangers daily. Evidence from social psychology and social neuroscience suggests that to understand what others think and feel it is essential to rely at least partly on our projections of what our thinking and feeling lies in comparable situations (O'Brien, 2012). Thus, the study findings are similar to the present study by giving concern to other's feelings.

**c. (iii)** Emotional values imbibed by the selected elementary school children of private and government school studying in V and VI standards are shown in Table 20.

**TABLE - 20**

**EMOTIONAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN V AND VI STANDARD**

**N= 119**

EMOTIONAL VALUES	Private School						Government School					
	Boys (41)			Girls (29)			Boys (22)			Girls (27)		
	(In percentage)						(In percentage)					
	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD
Avoid a feeling of jealousy	42	88	46	38	86	48	50	73	23	47	77	34
Calmness	44	83	39	34	83	49	45	77	32	48	81	33
Control temper	46	90	44	52	86	34	45	84	39	48	87	39
Expressing emotions in the right manner	41	83	42	45	80	35	50	78	28	52	87	35
Feeling guilty when mistakes committed	39	70	31	45	92	47	64	76	12	56	67	11
Handling self-emotions	34	82	48	52	90	38	41	79	38	37	73	36
Sharing opinion with elders	46	75	29	41	70	29	68	74	6	52	78	26
Showing kindness	39	90	51	41	93	52	55	86	31	59	89	30
Showing sympathy	44	88	44	45	76	31	59	77	18	48	70	22
Understanding other's feelings	39	80	41	52	80	28	45	65	20	44	73	29

*\*BEP- Before Educational programme*

*\*AEP- After Educational programme*

*\*MD – Mean Difference*

Table 20 shows that the emotional values before the educational programme among the selected elementary school children studying in private school ranged between (34–46 per cent) and (34-52 per cent) among girls respectively whereas, in a government school, the emotional values ranged between (41-68 per cent) and (37-59 per cent) among boys and girls respectively before the educational programme.

After the educational programme, the highest mean difference among boys studying in a private school is showing kindness (51 per cent) and the lowest mean difference is sharing an opinion with elders (29 per cent), whereas among the government school boys the highest mean difference found among boys is control temper (39 per cent) and the lowest mean difference is sharing an opinion with elders (6 per cent). Rebinah, (2017) opined that tantrums are one of the most common forms of problematic behaviour in young children, but

tend to decrease in frequency and intensity as the child grows older. For the toddler, tantrums can be considered as normal, even as gauges of developing strength of character.

Among private school girls, the highest mean difference is showing kindness (52 per cent) and the lowest mean difference is understanding other's feelings (28 per cent) whereas among girls in government school the highest mean difference is control temper (39 per cent) and the lowest mean difference is feeling guilty when committed mistakes (11 per cent). Kindness is commonly associated with the development of character and found that the private school boys and government school girls groomed in their level of exhibiting kindness to people. Likewise, the private school girls and government schoolboys are good at controlling temper.

c. (iv) The result of the educational programme on emotional values conducted for selected elementary school children of private and government schools studying in VII and VIII Standard is presented in Table 21.

**TABLE - 21**  
**EMOTIONAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN IN VII AND VIII STANDARD**

N= 93

EMOTIONAL VALUES	Private School						Government School					
	Boys (23)			Girls (38)			Boys (18)			Girls (14)		
	(In percentage)						(In percentage)					
	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD
Avoid a feeling of jealousy	59	87	28	55	89	34	61	87	26	43	79	36
Calmness	52	78	26	37	82	45	50	73	23	49	80	31
Control temper	48	80	32	47	82	35	47	67	20	36	79	43
Expressing emotions in the right manner	48	87	39	34	89	55	42	72	30	54	86	32
Feeling guilty when mistakes committed	61	81	20	63	82	19	69	83	14	57	71	14
Handling self-emotions	43	71	28	50	82	32	56	72	16	50	79	29
Sharing opinion with elders	64	91	27	45	91	46	49	89	40	57	86	29
Showing kindness	43	86	43	42	89	47	58	83	25	44	89	45
Showing sympathy	57	83	26	45	95	50	42	78	36	50	79	29
Understanding other's feelings	57	83	26	42	87	45	43	78	35	46	86	40

\*BEP- Before Educational programme

\*AEP- After Educational programme

\*MD – Mean Difference

Before the educational programme, the aspects of emotional value among selected elementary school children studying in private school ranged between range between (43-64 per cent) and (34-63 per cent) among boys and girls whereas the aspects of emotional values among selected elementary school studying in government school ranged between (42-69 per cent) and (36-57 per cent) among boys and girls respectively before the educational programme.

After the educational programme, the highest mean difference among boys studying in a private school is showing kindness (43 per cent) and the lowest mean difference is feeling guilty when mistakes committed (20 per cent) and among the government school boys the highest mean difference found among boys is sharing an opinion with elders (40 per cent) and the lowest mean difference is feeling guilty when mistakes committed (14 per cent).Kaplan, (2016) portrays that the education programmes on school-based kindness may result to benefit the learning and social-emotional development of youth and helps to improve school climate and school safety outcomes. The kindness education programme was also found to influence on positive outcomes in schools.

Among the private school girls, the highest mean difference is expressing emotions in a right manner (55 per cent) and the lowest mean difference is feeling guilty when committed mistakes (19 per cent) and whereas among government school girls the highest mean difference is showing kindness (45 per cent) and the lowest mean difference is feeling guilty when committed mistakes (14 per cent). The findings are consistent with the findings of Shoshani, (2019) stating that the Children's transcendence, intellectual and interpersonal strengths were positively associated with children's emotional well-being, and children's temperance and interpersonal strengths were negatively associated with socio-emotional difficulties.

**c. (v)** The mean differences for all the emotional values imbibed by the selected elementary school children of private and government school studying from I to VIII standard are shown in Table 22 and Plate 10.

**TABLE - 22**

**MEAN DIFFERENTIAL ANALYSIS OF EMOTIONAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN I TO VIII STANDARD**

EMOTIONAL VALUES	Private School								Government School							
	(In percentage)								(In percentage)							
	Boys				Girls				Boys				Girls			
	I - II	III-IV	V-VI	VII-VIII	I - II	III-IV	V-VI	VII-VIII	I - II	III-IV	V-VI	VII-VIII	I - II	III-IV	V-VI	VII-VIII
Avoid a feeling of jealousy	31	43	46	28	23	32	48	34	28	19	23	26	25	27	34	36
Calmness	28	41	39	26	33	32	49	45	32	14	32	23	27	22	33	31
Control temper	48	45	44	32	43	40	34	35	19	19	39	20	16	28	39	43
Expressing emotions in the right manner	16	32	42	39	19	34	35	55	18	15	28	30	12	21	35	32
Feeling guilty when mistakes committed	45	37	31	20	34	50	47	19	22	23	12	14	21	22	11	14
Handling self-emotions	5	38	48	28	17	32	38	32	9	45	38	16	11	43	36	29
Sharing opinion with elders	21	36	29	27	25	32	29	46	18	13	6	40	34	13	26	29
Showing kindness	46	44	51	43	44	51	52	47	23	24	31	25	24	22	30	45
Showing sympathy	25	30	44	26	29	30	31	50	18	19	18	36	31	30	22	29
Understanding other's feelings	35	24	41	26	17	19	28	45	27	20	20	35	22	40	29	40

The mean difference of the emotional values from I to VIII standard analyzed in the above table shows a gradual increase for certain values and some value face decline in their importance among the children when they grew older.

The major change that occurred in the values among private school boys was for expressing emotions in the right manner. Handling self-emotions also has a significant increase in the mean difference concerning the class of study. Sharing opinions with elders and showing kindness does not have much difference but maintains more or less equal with their values. Likewise, for private school girls it is calmness, expressing emotions in the right manner, handling self-emotions, sharing opinions with elders, showing empathy, and understanding others feeling had an increase in their mean difference whereas, controlling temper among private school girls has decreased in their level of the mean difference.

Concerning the government schoolboys, sharing opinions with elders, showing sympathy, understanding other's feelings, and expressing emotions in the right manner has an increase in their mean difference. The value controlling temper does not have much difference in their means concerning their classes. The girls had a high mean difference for the values such as controlling temper, showing kindness, understanding other's feelings, avoiding the feeling of jealousy, and calmness. Vecchione, et. al., (2016) "showed that values and behaviours had reciprocal longitudinal effects on one another. It was revealed from their study that values were more stable over time than behaviours and the longitudinal effect of values on behaviours tended to be stronger than the longitudinal effect of behaviours on values.



**PLATE 10: INCULCATION OF EMOTIONAL VALUES**

**d) Spiritual values**

The spiritual values are ultimate ethical values. This includes feeling piety, yoga, meditation, self-discipline, purity, control, and devotion to God. The principles of self-restraint are highlighted in Spiritual values. Spiritual values incorporate concepts such as Self-discipline contentment, reduction of wants, freedom from general greed, and austerity.

Spiritual values imbibed by the selected elementary school children of private and government school studying in I and II, III and IV, V and VI and VII and VIII Standards are presented in Table 23, 24, 25, 26 and 27.

**d. (i)** Table 23 depicts the result of the educational programme on spiritual values conducted for selected elementary school children of private and government schools studying in I and II Standard.

**TABLE- 23**

**SPIRITUAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN I AND II STANDARD**

**N= 132**

SPIRITUAL VALUES	Private School						Government School					
	Boys (44)			Girls (33)			Boys (22)			Girls (33)		
	(In percentage)						(In percentage)					
	BE P	AE P	MD	BEP	AE P	MD	BEP	AE P	MD	BEP	AE P	MD
Having faith in God	100	100	0	100	100	0	100	100	0	100	100	0
Helping the needy	86	93	7	82	91	9	50	64	14	58	76	18
Motivating others to pray	40	65	25	58	64	6	41	60	19	48	71	23
Reading religious books	36	69	33	35	61	26	38	63	25	78	79	1
Sincerely praying	87	91	4	85	94	9	87	90	3	82	94	12
Thanking God daily	100	100	0	100	100	0	100	100	0	100	100	0
Visiting religious place	70	83	13	82	91	9	71	86	15	77	84	7

\*BEP- Before Educational programme

\*AEP- After Educational programme

\*MD – Mean Difference

Before the educational programme, the spiritual values imbibed by the selected elementary school children studying in private school ranged between (36-100 per cent) and (35-100 per cent) among boys and girls respectively whereas in government school the spiritual values ranged between (38-100 per cent) and (48-100 per cent) among boys and girls respectively before the educational programme.

After the educational programme conducted for the selected elementary school children studying in private school the highest mean difference of spiritual values among boys is reading religious books (33 per cent) and the lowest mean difference is sincerely praying (Four per cent) and in the case of government schoolboys reading religious books (25 per cent) has the highest mean difference and sincerely praying (Three per cent) has the lowest mean difference. Farrant and Zubrick, (2012) postulates the developmental importance of joint attention and parent-child book reading as well as the argument that the effects of individual (e.g., parent) and environmental (context) characteristics are primarily indirect, mediated through their impact on proximal processes.

Among private school girls, the highest mean difference is reading religious books (26 per cent) and the lowest mean difference is motivating others to pray (Six per cent) whereas for the girls studying in government school the highest mean difference is motivating others to pray (23 per cent) and reading religious books (One per cent) holds the lowest mean difference.

d. (ii) Table 24 reveals the result of the educational programme on spiritual values conducted for selected elementary school children of private and government school studying in III and IV Standard on spiritual values

**TABLE- 24**  
**SPIRITUAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN III AND IV STANDARD**

N= 126

SPIRITUAL VALUES	Private School						Government School					
	Boys (44)			Girls (38)			Boys (21)			Girls (23)		
	(In percentage)						(In percentage)					
	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD
Having faith in God	100	100	0	100	100	0	100	100	0	100	100	0
Helping the needy	78	88	10	84	92	8	57	67	10	57	70	13
Motivating others to pray	71	85	14	87	93	6	43	52	9	48	61	13
Reading religious books	39	53	14	27	55	28	19	34	15	22	42	20
Sincerely praying	89	91	2	85	92	7	81	90	9	83	91	8
Thanking God daily	100	100	0	100	100	0	100	100	0	100	100	0
Visiting religious place	72	85	13	78	90	12	75	85	10	66	80	14

\*BEP- Before Educational programme

\*AEP- After Educational programme

\*MD – Mean Difference

Before the educational programme, the spiritual values imbibed by the selected elementary school children studying in private school ranged between (39-100 per cent) and (27-100 per cent) among boys and girls respectively whereas in government school the spiritual values ranged between (19-100 per cent) and (22-100 per cent) among boys and girls respectively before the educational programme.

After the educational programme conducted for the selected elementary school children studying in private school the highest mean difference of spiritual values among boys is reading religious books and motivating others (14 per cent) and the lowest mean difference is sincerely praying (Two per cent) but for government school boys highest mean difference among boys is reading religious books (15 per cent) and the lowest mean difference is motivating others to pray and sincerely praying (Nine per cent). The humble act of reading a book to a young child has repeatedly been found to have remarkable power (Rodriguez, et. al., 2009).

Among private school girls the highest mean difference is reading religious books (28 per cent) and the lowest mean difference is motivating others to pray (Six per cent) and in government schoolgirls the highest mean difference is reading religious books (20 per cent) and the lowest mean difference is sincerely praying (Eight per cent). Research has indicated that shared book reading can support a range of early language skills including vocabulary, narrative and conversation skills, future reading ability (Farrant and Zubrick, 2012).

**d. (iii)** Table 25 clearly shows the result of an educational programme on spiritual values conducted for selected elementary school children of private and government school studying in V and VI Standard.

**TABLE - 25**

**SPIRITUAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN V AND VI STANDARD**

**N= 119**

SPIRITUAL VALUES	Private School						Government School					
	Boys (41)			Girls (29)			Boys (22)			Girls (27)		
	(In percentage)						(In percentage)					
	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD
Having faith in God	100	100	0	100	100	0	100	100	0	100	100	0
Helping the needy	73	95	22	72	97	25	45	65	20	42	70	28
Motivating others to pray	30	60	30	46	63	17	55	79	24	37	56	19
Reading religious books	45	63	18	40	53	13	32	52	20	33	58	25
Sincerely praying	68	73	5	79	83	4	72	86	14	79	89	10
Thanking God daily	100	100	0	100	100	0	100	100	0	93	100	7
Visiting religious place	52	70	18	61	80	19	50	85	35	66	86	20

\*BEP- Before Educational programme

\*AEP- After Educational programme

\*MD – Mean Difference

Before the educational programme, the spiritual values imbibed by the selected elementary school children studying in private school ranged between (30-100 per cent) and (40-100 per cent) among boys and girls respectively whereas in government school the spiritual values ranged between (32-100 per cent) and (33-100 per cent) among boys and girls respectively before the educational programme.

After the educational programme conducted for the selected elementary school children studying in private school the highest mean difference of spiritual values among boys is motivating others (30 per cent) and the lowest mean difference is sincerely praying (Five per cent) whereas among the boys studying in government school the highest mean difference among boys is visiting religious places (35 per cent) and sincerely praying (14 per cent) is the lowest mean difference.

Among girls in private school, the highest mean difference is helping the needy (25 per cent) and the lowest mean difference is sincerely praying (Four per cent) while in

government school girls the highest mean difference is helping the needy (28 per cent) and thanking God daily (Seven per cent) is the lowest mean difference.

It was evident that there is no difference between before and after the educational programme, in having faith in God and thanking God daily between both the genders of private schools and government school boys shows no difference in thanking God daily whereas, among government school girls, the mean difference of Seven per cent is shown in thanking God daily after the educational programme.

d. (iv) Spiritual values imbibed by the selected elementary school children of private and government school studying in VII and VIII standard is shown in Table 26.

**TABLE- 26**

**SPIRITUAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN VII AND VIII STANDARD**

**N= 93**

SPIRITUAL VALUES	Private School						Government School					
	Boys (23)			Girls (38)			Boys (18)			Girls (14)		
	(In percentage)						(In percentage)					
	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD
Having faith in God	100	100	0	100	100	0	100	100	0	93	100	7
Helping the needy	59	73	14	50	74	24	56	82	26	49	76	27
Motivating others to pray	57	83	26	45	87	42	44	76	32	56	86	30
Reading religious books	48	71	23	50	72	22	59	74	15	59	79	20
Sincerely praying	62	87	25	67	89	22	78	89	11	66	83	17
Thanking God daily	100	100	0	100	100	0	94	94	0	93	100	7
Visiting religious place	67	80	13	60	85	25	74	84	10	63	91	28

\*BEP- Before Educational programme

\*AEP- After Educational programme

\*MD – Mean Difference

Before the educational programme, the spiritual values imbibed by the selected elementary school children studying in private school ranged between (48-100 per cent) and (45-100 per cent) among boys and girls respectively whereas in government school the spiritual values ranged between (44-100 per cent) and (49-100 per cent) among boys and girls respectively before the educational programme.

After the educational programme conducted for the selected elementary school children studying in private school, the highest mean difference of spiritual values among boys is motivating others (26 per cent) and the lowest mean difference is visiting religious places (13 per cent) whereas among government school boys the highest mean difference is motivating others to pray (32 per cent) and the lowest mean difference is visiting religious places (10 per cent).

Among private school girls, the highest mean difference is motivating others to pray (42 per cent) and the lowest mean difference is reading religious books and sincerely praying (22 per cent) while among government school girls, the highest mean difference is motivating others to pray (30 per cent) and the lowest mean difference is thanking God daily and having faith in God (Seven per cent). This finding is in line with theoretical proposals that early helping is not motivated by a consideration of others' needs, but becomes a genuinely need-oriented behaviour in the course of early childhood (Paulus, 2020).

**d. (v)** The mean differences for all the spiritual values imbibed by the selected elementary school children of private and government school studying from I to VIII standard is shown in Table 27 and Plate 11.

**TABLE - 27**

**MEAN DIFFERENTIAL ANALYSIS OF SPIRITUAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN I TO VIII STANDARD**

SPIRITUAL VALUES	Private School								Government School							
	(In percentage)								(In percentage)							
	Boys				Girls				Boys				Girls			
	I - II	III-IV	V-VI	VII-VIII	I - II	III-IV	V-VI	VII-VIII	I - II	III-IV	V-VI	VII-VIII	I - II	III-IV	V-VI	VII-VIII
Having faith in God	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
Helping the needy	7	10	22	14	9	8	25	24	14	10	20	26	18	13	28	27
Motivating others to pray	25	14	30	26	6	6	17	42	19	9	24	32	23	13	19	30
Reading religious books	33	14	18	23	26	28	13	22	25	15	20	15	1	20	25	20
Sincerely praying	4	2	5	25	9	7	4	22	3	9	14	11	12	8	10	17
Thanking God daily	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	7
Visiting religious place	13	13	18	13	9	12	19	25	15	10	35	10	7	14	20	28

The mean difference of the spiritual values from I to VIII standard analyzed in the above table shows a gradual increase for certain values and some value face decline in their importance among the children when they grew older.

The major change that is occurred in the values among private school boys was sincerely praying. Apart from this, no value has increased in its mean difference but the value visiting a religious place does not have much difference in its mean value and had an equal state of mean difference in its value. Likewise, for private school girls motivating others to pray, helping the needy, visiting religious places, and sincerely praying are the values that have the highest mean difference.

Concerning the government schoolboys, motivating others to pray, helping the needy, and sincerely praying are the values that have the highest mean difference but among these boys, the value of reading religious books has a reduction in their mean difference value concerning increase in the class of study. The government school girls had a high mean difference for the values such as motivating others to pray, helping the needy, reading religious books, and visiting religious places. The internalization of spiritual intelligence in children can be fostered when they are in the womb until adulthood through habituation, good modeling, and consistency from their parents (Wahyuningsih, 2018).



**PLATE 11: INCULCATION OF SPIRITUAL VALUES**

**e) Moral values**

Cultural evolution helps to acquire Moral values. An Individual's morals are resulted from society and government. The moral values may change as laws in a due course of time. The earlier system of laws may vanish when a society moves into the modern era. The examples of moral values includes Faith, nonviolence, loyalty, obedience, truthfulness, purity, are.

Moral values imbibed by the selected elementary school children of private and government school studying in I and II, III and IV, V and VI and VII and VIII Standards are presented in Table 28, 29, 30, 31 and 32.

e. (i) Table 28 indicates the result of the educational programme on moral values conducted for selected elementary school children of private and government school studying in I and II Standard

**TABLE- 28**

**MORAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN I AND II STANDARD**

**N= 132**

MORAL VALUES	Private School						Government School					
	Boys (44)			Girls (33)			Boys (22)			Girls (33)		
	(In percentage)						(In percentage)					
	BE P	AE P	MD	BE P	AEP	MD	BE P	AE P	M D	BE P	AE P	M D
Accepting the advice	43	82	39	54	88	34	50	73	23	67	85	18
Avoid hurting others	41	84	43	52	84	32	59	82	23	58	76	18
Being good company to others	55	81	26	61	84	23	58	73	15	67	88	21
Developing good manners	41	84	43	40	87	47	55	77	22	58	79	21
Forgiving others	48	84	36	54	74	20	64	82	18	52	82	30
Generous	68	91	23	64	89	25	64	82	18	67	79	12
Grateful	55	91	36	58	87	29	45	77	32	55	76	21
Having courtesy	68	85	17	58	90	32	64	82	18	64	92	28
Obeying elders	43	84	41	59	88	29	63	85	22	66	84	18
Respect elders	63	93	30	61	94	33	68	91	23	73	88	15
Responsible	55	82	27	58	85	27	45	73	28	45	70	25
Truthfulness	70	81	11	42	84	42	63	87	24	61	85	24

\*BEP- Before Educational programme

\*AEP- After Educational programme

\*MD – Mean Difference

Before the educational programme, the moral values of the selected elementary school children studying in private school ranged between (41-70 per cent) and (40-64 per cent) among boys and girls whereas in government school the moral values ranged between (45-68 per cent) and (45-73 per cent) among boys and girls respectively before the educational programme.

After the educational programme, among the selected elementary school children of a private school, the highest mean difference among boys is to avoid hurting others and developing good manners (43 per cent) and the lowest mean difference is truthfulness (11 per cent) but in government school boys highest mean difference among boys is grateful (32 per cent) and the lowest mean difference is being a good company to others (15 per cent). Good manners are very necessary for progress in life. They help someone to win the favor and confidence of others. They are a sure passport to success in life. Good manners are closely linked to moral values stated by Reshma, (2016).

Among private school girls the highest mean difference is developing good manners (47 per cent) and the lowest mean difference is forgiving others (20 per cent) and among government school girls the highest mean difference is forgiving others (30 per cent) and the lowest mean difference is generous (12 per cent). Forgiveness helps to repair relationships and thus helps maintain cooperation. Forgiveness displays convey key information to others about the forgiver and may, therefore, help to repair relationships and promote cooperation (Oostenbroek and Vaish, 2019).

e. (ii) Moral values imbibed by the selected elementary school children of private and government school studying in III and IV standard is shown in Table 29.

**TABLE- 29**

**MORAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN III AND IV STANDARD**

**N= 126**

MORAL VALUES	Private School						Government School					
	Boys (44)			Girls (38)			Boys (21)			Girls (23)		
	(In percentage)						(In percentage)					
	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD
Accepting the advice	48	83	35	54	82	28	57	81	24	61	78	17
Avoid hurting others	44	80	34	40	79	39	43	72	29	52	83	31
Being good company to others	56	73	17	42	86	44	62	86	24	50	82	32
Developing good manners	46	71	25	42	89	47	52	76	24	57	83	26
Forgiving others	43	79	36	49	79	30	48	76	28	39	74	35
Generous	59	89	30	52	86	34	57	81	24	57	87	30
Grateful	43	83	40	42	82	40	48	81	33	52	78	26
Having courtesy	57	86	29	55	82	27	57	81	24	51	84	33
Obeying elders	69	91	22	67	97	30	61	95	34	64	91	27
Respect elders	58	85	27	61	85	24	62	90	28	65	83	18
Responsible	43	71	28	52	85	33	48	71	23	48	70	22
Truthfulness	55	79	24	59	72	13	57	76	19	57	75	18

\*BEP- Before Educational programme

\*AEP- After Educational programme

\*MD – Mean Difference

Before the educational programme, the moral values of the selected elementary school children studying in private school ranged between (43-69 per cent) and (40-67 per cent) among boys and girls whereas in government school the moral values ranged between (43-62 per cent) and (39-65 per cent) among boys and girls respectively before the educational programme.

After the educational programme, among the selected elementary school children of a private school, the highest mean difference among boys is grateful (40 per cent) and the lowest mean difference is being a bad company to others (17 per cent) whereas in government school boys highest mean difference among boys is obeying elders (34 per cent) and the lowest mean difference is truthfulness (19 per cent). Gratefulness is a positive feeling; when feeling gratitude a person stops focusing on oneself, pays attention to other people, and establishes relationships with others easier (Safronova, 2016).

Among private school girls, the highest mean difference is developing good manners (47 per cent) and the lowest mean difference is truthfulness (13 per cent) and among government school girls the highest mean difference is forgiving others (35 per cent) and accepting the advice (17 per cent) is the lowest mean difference. Oostenbroek and Vaish, 2019 stated that from an early age, forgiveness displays convey key information to others about the forgiver and may, therefore, help to repair relationships and promote cooperation.

e. (iii) Table 30 reveals the result of the educational programme on moral values conducted for selected elementary school children of private and government school studying in V and VI Standard

**TABLE- 30**

**MORAL VALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN V AND VI STANDARD**

**N= 119**

MORAL VALUES	Private School						Government School					
	Boys (41)			Girls (29)			Boys (22)			Girls (27)		
	(In percentage)						(In percentage)					
	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD
Accepting the advice	47	78	31	48	85	37	40	73	33	46	81	35
Avoid hurting others	39	84	45	52	80	28	45	73	28	44	70	26
Being good company to others	42	80	38	45	83	38	55	82	27	53	81	28
Developing good manners	42	73	31	41	76	35	50	73	23	52	73	21
Forgiving others	49	78	29	41	70	29	41	68	27	33	63	30
Generous	44	85	41	52	83	31	50	77	27	52	81	29
Grateful	49	93	44	48	88	40	36	73	37	56	78	22
Having courtesy	49	85	36	55	87	32	45	73	28	57	85	28
Obeying elders	59	95	36	66	95	29	50	92	42	50	93	43
Respect elders	52	89	37	55	91	36	55	86	31	54	85	31
Responsible	46	88	42	66	87	21	45	73	28	52	74	22
Truthfulness	41	78	37	45	82	37	45	76	31	48	78	30

\*BEP- Before Educational programme

\*AEP- After Educational programme

\*MD – Mean Difference

The table above shows that before the educational programme the moral values of selected elementary school children studying in private school ranged between (39-59 per cent) and (41-66 per cent) among boys and girls respectively while in government school the moral values ranged between (36-55 per cent) and (33-57 per cent) among boys and girls respectively before the educational programme.

After the educational programme, among the selected elementary school children private school, the highest mean difference among boys is to avoid hurting others (45 per cent) and the lowest mean difference is forgiving others (29 per cent) and among government school boys the highest mean difference is for obeying elders (42 per cent) and the lowest mean difference is for developing good manners (23 per cent).

Among private school girls, the highest mean difference is grateful (40 per cent) and the lowest mean difference is responsible (21 per cent) while among government school girls the highest mean difference is obeying elders (43 per cent) and developing good manners (21 per cent) has the lowest mean difference. The practices of holding children responsible and the values that guide these practices in the context of supportive relationships are central to both supporting current and drawing out future responsible agency in childhood and, importantly, provide us with a path to regard children as participants in our moral communities (Burroughs, 2020).

**e. (iv)** Moral values imbibed by the selected elementary school children of private and government school studying in VII and VIII standard is presented in Table 31.

**TABLE- 31**

**MORAL VALUES IMBIBED BY SELECETD ELEMENTARY SCHOOL CHILDREN STUDYING IN VII AND VIII STANDARD**

**N= 93**

MORAL VALUES	Private School						Government School					
	Boys (23)			Girls (38)			Boys (18)			Girls (14)		
	(In percentage)						(In percentage)					
	BE P	AE P	MD	BE P	AE P	MD	BE P	AE P	MD	BE P	AE P	MD
Accepting the advice	55	89	34	58	89	31	56	78	22	54	86	32
Avoid hurting others	39	83	44	50	84	34	44	72	28	57	79	22
Being good company to others	57	83	26	45	87	42	61	83	22	57	86	29
Developing good manners	48	81	33	50	82	32	56	78	22	50	81	31
Forgiving others	42	87	45	47	89	42	50	83	33	43	71	28
Generous	43	90	47	47	89	42	56	78	22	57	78	21
Grateful	57	96	39	50	95	45	44	89	45	54	87	33
Having courtesy	48	81	33	47	82	35	50	84	34	59	86	27
Obeying elders	52	91	39	42	92	50	46	88	42	51	90	39
Respect elders	43	91	48	55	90	35	61	89	28	44	93	49
Responsible	43	81	38	42	85	43	56	89	33	54	86	32
Truthfulness	57	87	30	39	95	56	50	67	17	43	71	28

\*BEP- Before Educational programme

\*AEP- After Educational programme

\*MD – Mean Difference

The above table represents that before the educational programme the moral values among the selected elementary school children studying in private school range between (39-57 per cent) and (39-58 per cent) among boys and girls respectively while in government school the moral values ranged between (44-61 per cent) and (43-59 per cent) among boys and girls respectively before the educational programme.

After the educational programme, among the selected elementary school children of a private school, the highest mean difference among boys is respect elders (48 per cent) and the lowest mean difference is being a good company to others (26 per cent) while among government school boys the highest mean difference among boys is grateful (45 per cent) and the lowest mean difference is truthfulness (17 per cent). Gratefulness is a “sacred duty” of human: the motive of benefit is confirmed by it, however, no-one can pay back the accepted benefit, as the merit of being the first to do a benefit cannot be taken away from the giver (Safronova, 2016).

Among private school girls, the highest mean difference is truthfulness (56 per cent) and the lowest mean difference is accepting the advice (31 per cent) and among government school girls the highest mean difference is respect elders (49 per cent) and the lowest mean difference is generous (21 per cent). Muarifah, (2017) stated that moral behaviour is one essential factor in the development and creation of an advanced and fair society. Thus it has to be developed among the children.

- e. (v) The mean differences for all the spiritual values imbibed by the selected elementary school children of private and government school studying from I to VIII standard are shown in Table 32 and Plate 12.

**TABLE - 32**

**MEAN DIFFERENTIAL ANALYSIS OF MORALVALUES IMBIBED BY SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN I TO VIII STANDARD**

MORAL VALUES	Private School								Government School							
	(In percentage)								(In percentage)							
	Boys				Girls				Boys				Girls			
	I - II	III-IV	V-VI	VII-VIII	I - II	III-IV	V-VI	VII-VIII	I - II	III-IV	V-VI	VII-VIII	I - II	III-IV	V-VI	VII-VIII
Accepting the advice	39	35	31	34	34	28	37	31	23	24	33	22	18	17	35	32
Avoid hurting others	43	34	45	44	32	39	28	34	23	29	28	28	18	31	26	22
Being good company to others	26	17	38	26	23	44	38	42	15	24	27	22	21	32	28	29
Developing good manners	43	25	31	33	47	47	35	32	22	24	23	22	21	26	21	31
Forgiving others	36	36	29	45	20	30	29	42	18	28	27	33	30	35	30	28
Generous	23	30	41	47	25	34	31	42	18	24	27	22	12	30	29	21
Grateful	36	40	44	39	29	40	40	45	32	33	37	45	21	26	22	33
Having courtesy	17	29	36	33	32	27	32	35	18	24	28	34	28	33	28	27
Obeying elders	41	22	36	39	29	30	29	50	22	34	42	42	18	27	43	39
Respect elders	30	27	37	48	33	24	36	35	23	28	31	28	15	18	31	49
Responsible	27	28	42	38	27	33	21	43	28	23	28	33	25	22	22	32
Truthfulness	11	24	37	30	42	13	37	56	24	19	31	17	24	18	30	28

The mean difference of the moral values from I to VIII standard analyzed in the above table shows a gradual increase for certain values and some values face a decline in their importance among the children when they grew older.

The major change that occurred in the values among private school boys was for respecting others. Higher the standard of education they pursue, their behaviour of respecting elders has improved. Apart from this, the other values such as forgiving others, generous, having courtesy and truthfulness had an improvement in their mean difference values. Whereas, the value avoid hurting others does not have an increase or decline in its value to show the boys irrespective of age maintains the value in their life. Likewise, for private school girls, it is truthfulness, obeying elders, being a good company to others, forgiving others, generous; gratefulness and responsibility are the values that have a high mean difference. Responsibility can be defined as children's fulfillment of their duties according to their age, gender, and level of development (Gungor and Guzel, 2017). Developing good manners has shown a decline in its mean difference depicting more emphasis has to be given to the girls of higher classes to concentrate much on developing good manners.

Concerning the government schoolboys, being grateful, obeying elders, having courtesy, forgiving others, avoid hurting others, and being a good company to others had an increase in their mean difference. The value of controlling developing good manners does not have much mean the difference in their means concerning their classes. The girls had a high mean difference for the values such as respecting elders, obeying elders, being grateful, responsible, accepting the advice, being a good company to others and generous.

Narvaez, (2019) portrays Morality, including components of moral sensitivity, judgment, motivation, and action, which is initially bottom-up learning from relational immersion in early life. Implicit social procedural knowledge that underlies conscious thought and action is shaped by environments with caregiver relations in which cognitive and emotional capacities develop together.



**PLATE 12: INCULCATION OF MORAL  
VALUES**

### **C. COMPARATIVE ANALYSIS OF PERSONAL, SOCIAL, EMOTIONAL, SPIRITUAL AND MORAL VALUES AMONG SELECTED ELEMENTARY SCHOOL CHILDREN STUDYING IN PRIVATE AND GOVERNMENT SCHOOL.**

The paired-samples t-test can be used to determine whether two means are significantly different from each other or not when the two values for each sample are collected from the same individuals.

In this study paired sample t-test has been applied to examine whether the awareness and knowledge about human values among private and government school children before and after the educational programme are significantly different or not.

Hazra and Gogtay (2016) pointed out that the t-test is used to compare the means of two groups. In this study, the t-test was used to compare the means of before and after educational programme to measure the level of betterment in personal values. The t' value helped the researcher to determine the difference between two sets of scores which is due to the educational programme and not due to chance. For the present study, t-test was conducted for the hypothesis framed in the study.

Under the requirement of the study, before and after the educational programme was conducted among the private and government school children. The pre-test was conducted at the beginning of the study without giving any induction among the children and followed by that, an induction programme was conducted for the children and after that, the post-test was done after the educational programme to measure the usefulness of the educational programme. The statistical procedure of the t-test was used to assess the efficiency of the educational programme given to the children as a part of the intervention.

Descriptive analysis was done before and after, educational programme scores were done before applying a parametric test, and followed by that the t-test was performed to measure the difference between the private and government school children.

The statistical analysis of the human values among selected elementary school children studying in private and government schools after the educational programme are presented in Table 33,34,35, 36, and 37.

(i).Statistical analysis of personal values among selected elementary school children studying in private and government school is presented in Table 33

**Table-33**

**Statistical analysis of Personal Values among selected elementary school children before and after educational programme**

**N=470**

Class	Gender	Private School (290)						t value	Sig.	Government School (180)						t value	Sig.
		BEP			AEP					BEP			AEP				
		Mean	N	SD	Mean	N	SD			Mean	N	SD	Mean	N	SD		
I and II	Boys	6.02	44	0.792	8.61	44	0.993	15.837	.000	6.24	21	.889	8.81	21	.873	14.536	.000
	Girls	6.15	33	0.906	8.67	33	0.692	14.394	.000	6.44	34	.927	9.32	34	1.036	14.982	.000
III and IV	Boys	6.59	44	0.923	9.02	44	0.849	23.196	.000	6.14	21	.910	8.81	21	.814	15.355	.000
	Girls	6.26	38	0.644	8.68	38	0.739	27.05	.000	6.48	23	.665	9.26	23	.964	14.027	.000
V and VI	Boys	6.61	41	0.833	9.05	41	1.024	16.915	.000	6.59	22	.854	9.09	22	.868	12.169	.000
	Girls	6.45	29	0.87	9.21	29	0.675	17.028	.000	6.67	27	.877	9.30	27	.912	21.713	.000
VII and VIII	Boys	6.45	22	0.8	8.91	22	0.75	14.383	.000	6.17	18	.857	9.00	18	1.029	12.202	.000
	Girls	6.70	37	0.74	9.16	37	0.898	23.032	.000	6.79	14	.802	9.21	14	.893	10.670	.000

BEP- Before Educational Programme

AEP- After Educational Programme

**Hypothesis 1:** There is no difference between private and government elementary school children on their personal values regarding age group and gender.

The highest mean value found among the private school children in the pre-test was found among VII and VIII standard female children with 6.70 and the standard deviation was .740. The highest mean of the post-test was found among V and VI standard private school female children with a mean as 9.21 and the standard deviation was .675. The highest mean value found among the government school children in the pre-test was found among VII and VIII standard female children with 6.79 and the standard deviation was .802. The highest mean of the post-test was found among I and II standard government school female children with a mean as 9.32 and the standard deviation was 1.036.

The t-value found from the analysis of the mean scores of the before and after educational programme among the private school children is 15.837 for I and II standard males and 14.394 for females. For III and IV standard children the t value is 27.050 for females and 23.196 for males. The t value was 17.028 among V and VI standard female children whereas among the males it is 16.915. The VII and VIII standard private school female children had a “t” value of 23.032 and for males, it is 14.383. It was also revealed that the “p” value or value of significance is 0.000 ( $p < 0.05$ ) for both males and females studying from I to VIII standard in private school.

The analysis of the mean scores of the before and after educational programme portrays the t-value among the government school children is 14.982 for I and II standard females and 14.536 for males. For III and IV standard children the t value is 15.355 and 14.027 for males and females respectively. The t value was 21.713 among V and VI standard female children whereas among the males it is 12.169. The VII and VIII standard government school male children had “t” value of 12.202 and for females, it is 10.670. It was also found that the “p” value or significance value is 0.000 ( $p < 0.05$ ) for both males and females studying from I to VIII standard in a government school.

The hypothetical results between different age groups of the children, gender, and the school they study towards personal values also reveal that there exists a significant difference between the means of private school and government school children concerning their age group and gender. It was found that irrespective of the different age groups the children show significant growth in acquiring personal values after the educational programme. The value

of  $p < 0.05$  depicts a significant difference for students studying in class I to VIII in their level of acquiring knowledge on personal values.

The analysis projects that there exists a significant difference between the mean scores of before and after educational programme at a 5 per cent level of significance rejecting the first null hypothesis: **There is no difference between private and government elementary school children on their personal values regarding age group and gender.**

(ii).Statistical analysis of social values among selected elementary school children studying in private and government school is presented in Table 34.

**Table - 34**

**Statistical Analysis of Social Values among selected elementary school children before and after educational programme**

Class	Gender	Private School						t value	Sig.	Government School						t value	Sig.
		Before			After					Before			After				
		Mean	N	SD	Mean	N	SD			Mean	N	SD	Mean	N	SD		
I and II	Boys	5.68	44	.909	6.27	44	.544	3.764	.001	6.33	21	0.73	8.81	21	0.928	13.947	.000
	Girls	5.70	33	.951	6.30	33	.467	3.603	.001	6.5	34	0.862	9.24	34	0.89	13.717	.000
III and IV	Boys	6.50	44	.665	8.75	44	.811	30.569	.000	6.19	21	0.75	8.38	21	0.74	11.5	.000
	Girls	6.50	38	.688	8.87	38	.811	19.453	.000	6.22	23	0.795	8.87	23	0.968	14.378	.000
V and VI	Boys	6.29	41	.750	9.00	41	.949	23.120	.000	6.36	22	0.902	9.14	22	0.941	14.101	.000
	Girls	6.45	29	.827	8.79	29	.726	17.516	.000	6.48	27	0.7	8.52	27	1.784	5.788	.000
VII and VIII	Boys	6.27	22	.827	8.91	22	.750	12.969	.000	6.28	18	0.826	8.78	18	0.808	11.485	.000
	Girls	6.54	37	.989	9.24	37	.983	15.270	.000	6.64	14	1.008	9.43	14	1.158	14.905	.000

BEP- Before Educational Programme

AEP- After Educational Programme

**Hypothesis 2:** There is no difference between private and government elementary school children on their social values regarding age group and gender.

The highest mean value found among the private school children in the pre-test was found among VII and VIII standard female children with 6.54 and the standard deviation was .989. The highest mean of the post-test was found among VII and VIII standard private school female children with a mean as 9.24 and the standard deviation was .983. The highest mean value found among the government school children in the pre-test was found among VII and VIII standard female children with 6.64 and the standard deviation was 1.008. The highest mean of the post-test was found among VII and VIII standard government school female children with a mean as 9.43 and the standard deviation was 1.158.

The t-value obtained from the analysis of the mean scores of the before and after educational programme among the private school children is 3.764 for I and II standard males and 3.603 for females. For III and IV standard children the t value is 30.569 for males and 19.453 for females. The t value was 23.120 among V and VI standard male children whereas among the females it is 17.516. The VII and VIII standard private school male children had “t” value of 12.969 and for females, it is 15.270. The details also reveal that the “p” value or value of significance is 0.000 ( $p < 0.05$ ) for both males and females studying from I to VIII standard in private school.

The t-value obtained from the analysis of the mean scores of the before and after educational programme among the government school children is 13.947 for I and II standard males and 13.717 for females. For III and IV standard children the t value is 11.500 and 14.378 for males and females respectively. The t value was 14.101 among V and VI standard male children whereas among the females it is 5.788. The VII and VIII standard government school male children had “t” value of 11.485 and for females, it is 14.905. The details also reveal that the “p” value or value of significance is 0.000 ( $p < 0.05$ ) for both males and females studying from I to VIII standard in a government school.

The hypothetical results between the different age groups of the children, gender, and the school they study towards social values also reveal that there is a significant difference exists between the mean values of the private school and government school children concerning their age group and gender. It was found that irrespective of the different age groups the children show significant growth in acquiring social values after the educational

programme. The value of  $p < 0.05$  depicts a significant difference for students studying in class I to VIII in their level of acquiring knowledge on social values.

The analysis shows that there was a significant difference between the mean scores of the before and after the educational programme at a 5 per cent level of significance rejecting the second null hypothesis: **There is no difference between private and government elementary school children on their social values regarding age group and gender.**

(iii).Statistical analysis of emotional values among selected elementary school children studying in private and government school is presented in Table 35.

**Table 35**

**Statistical Analysis of Emotional Values among selected elementary school children before and after educational programme**

Class	Gender	Private School (290)						t value	Sig.	Government School (180)						t value	Sig.
		Before			After					Before			After				
		Mean	N	SD	Mean	N	SD			Mean	N	SD	Mean	N	SD		
I and II	Boys	6.00	44	.889	6.02	44	.263	.163	.872	5.38	21	0.669	7.33	21	0.73	7.436	.000
	Girls	5.70	33	.728	6.39	33	.496	4.726	.000	5.38	34	0.697	7.26	34	0.963	9.344	.000
III and IV	Boys	5.48	44	.664	7.66	44	.608	24.884	.000	5.14	21	0.854	7.95	21	0.805	11.461	.000
	Girls	5.50	38	.647	7.63	38	.714	17.721	.000	5.26	23	0.689	7.74	23	1.054	11.442	.000
V and VI	Boys	5.39	41	.802	7.88	41	.900	16.735	.000	5.91	22	0.684	8.14	22	0.71	11.327	.000
	Girls	5.59	29	.682	7.79	29	.861	12.157	.000	5.81	27	0.736	8	27	0.734	13.618	.000
VII and VIII	Boys	6.50	22	.598	9.00	22	.617	15.846	.000	5.89	18	0.676	8.22	18	0.878	12.907	.000
	Girls	6.43	37	.835	9.24	37	.925	14.002	.000	6.21	14	0.579	8	14	0.679	9.555	.000

BEP- Before Educational Programme

AEP- After Educational Programme

**Hypothesis 3:** There is no difference between private and government elementary school children on their emotional values regarding age group and gender.

The highest mean value found among the private school children in the pre-test was found among VII and VIII standard male children with 6.50 and the standard deviation was .598. The highest mean of the post-test was found among VII and VIII standard government school female children with a mean as 9.24 and the standard deviation was .925. The highest mean value found among the government school children in the pre-test was found among VII and VIII standard female children with 6.21 and the standard deviation was .579. The highest mean of the post-test was found among VII and VIII standard government school male children with a mean as 8.22 and the standard deviation was .878.

The t-value obtained from the analysis of the mean scores of the before and after educational programme among the private school children is .163 for I and II standard males and 4.726 for females. For III and IV standard children the t value is 24.884 for males and 17.721 for females. The t value was 16.735 among V and VI standard male children whereas among the females it is 12.157. The VII and VIII standard private school male children had “t” value of 15.846 and for females, it is 14.002. The details also reveal that the “p” value or value of significance is 0.000 ( $p < 0.05$ ) for both males and females studying from I to VIII standard in private school except for male children studying in I and II standards in private school the t value significant difference is .872 which is ( $p > 0.05$ ) which means there is no significant difference even after conducting an educational programme for them and more emphasis should be given to them to improve their emotional values.

The t-value obtained from the analysis of the mean scores of the before and after educational programme among the government school children is 7.436 for I and II standard males and 9.344 for females. For III and IV standard children the t value is 11.461 and 11.442 for males and females respectively. The t value was 11.327 among V and VI standard male children whereas among the females it is 13.618. The VII and VIII standard government school male children had “t” value of 12.907 and for females, it is 9.555. The details also reveal that the “p” value or value of significance is 0.000 ( $p < 0.05$ ) for both males and females studying from I to VIII standard in a government school.

The hypothetical results between the different age groups of the children, gender, and the school they study towards emotional values also reveal that there is a significant difference exists between the mean values of the private school children concerning their age group of 7 – 13 years who are studying in III standards to VIII standard but for the government school students there exists a significant difference irrespective of age group and a class of study. It was found that the children show significant growth in acquiring emotional values after the educational programme from the third standard onwards. This portrays that children between 5-6 years do not have much change in their emotional level of acquiring the values. The value of  $p < 0.05$  depicts a significant difference for students studying in class III to VIII in their level of acquiring knowledge on emotional values. The t value .872,  $p > 0.05$  shows there is no significant difference that occurs for both male and female children from a private school who is studying in I and II standard with an age group of 5 – 6 years.

The analysis shows that there was a significant difference between the mean scores of the before and after the educational programme at a 5 per cent level of significance rejecting the third null hypothesis: **There is no difference between private and government elementary school children on their emotional values regarding age group and gender.**

(iv).Statistical analysis of spiritual values among selected elementary school children studying in private and government school is presented in Table 36.

**Table 36**

**Statistical Analysis of Spiritual Values among selected elementary school children before and after educational programme**

Class	Gender	Private School (290)						t value	Sig.	Government School (180)						t value	Sig.
		Before			After					Before			After				
		Mean	N	SD	Mean	N	SD			Mean	N	SD	Mean	N	SD		
I and II	Boys	6.59	44	.658	7.59	44	.542	7.056	.000	4.81	21	1.289	6.76	21	0.768	9.191	.000
	Girls	6.58	33	.708	7.48	33	.508	6.197	.000	5.15	34	1.077	6.88	34	0.686	9.879	.000
III and IV	Boys	6.39	44	.722	7.41	44	.497	7.316	.000	5.62	21	0.59	7.62	21	0.498	11.832	.000
	Girls	6.68	38	.662	7.45	38	.504	6.264	.000	5.74	23	0.619	7.52	23	0.511	11.618	.000
V and VI	Boys	6.29	41	.602	7.83	41	.381	13.208	.000	6.64	22	0.727	7.45	22	0.596	4.231	.000
	Girls	6.79	29	.726	7.76	29	.435	6.680	.000	6.85	27	0.718	7.48	27	0.58	3.9	.001
VII and VIII	Boys	6.50	22	.598	7.50	22	.512	10.747	.000	6.56	18	0.705	7.72	18	0.461	7	.000
	Girls	6.32	37	.669	7.73	37	.450	14.271	.000	6.93	14	0.829	7.64	14	0.497	2.5	.027

BEP- Before Educational Programme

AEP- After Educational Programme

**Hypothesis 4:** There is no difference between private and government elementary school children on their spiritual values regarding age group and gender.

The highest mean value found among the private school children in the pre-test was found among V and VI standard female children with 6.79 and the standard deviation was .726. The highest mean of the post-test was found among V and VI standard private school male children with a mean as 7.83 and the standard deviation was .381. The highest mean value found among the government school children in the pre-test was found among VII and VIII standard female children with 6.93 and the standard deviation was .829. The highest mean of the post-test was found among VII and VIII standard government school female children with a mean as 7.64 and the standard deviation was .497.

The t-value obtained from the analysis of the mean scores of the before and after educational programme among the private school children is 7.056 for I and II standard males and 6.197 for females. For III and IV standard children the t value is 7.316 for males and 6.264 for females. The t value was 13.208 among V and VI standard male children whereas among the females it is 6.680. The VII and VIII standard private school male children had “t” value of 10.747 and for females, it is 14.271. The details also reveal that the “p” value or value of significance is 0.000 ( $p < 0.05$ ) for both males and females studying from I to VIII standard in private school and “p” value for children female children studying in V and VI standards is .001 and for female children studying in VII and VIII standard is .027 which is also ( $p < 0.05$ ).

The t-value obtained from the analysis of the mean scores of the before and after educational programme among the government school children is 9.191 for I and II standard males and 9.879 for females. For III and IV standard children the t value is 11.832 and 11.618 for males and females respectively. The t value was 4.231 among V and VI standard male children whereas among the females it is 3.900. The VII and VIII standard government school male children had “t” value of 7.000 and for females, it is 2.500. The details also reveal that the “p” value or value of significance is 0.000 ( $p < 0.05$ ) for both males and females studying from I to VIII standard in a government school.

The hypothetical results between the different age groups of the children, gender, and the school they study towards spiritual values also reveal that there is a significant difference exists between the mean values of the private school and government school children

concerning their age group and gender. It was found that irrespective of the different age groups the children show significant growth in acquiring spiritual values after the educational programme. The value of  $p < 0.05$  depicts a significant difference for students studying in class I to VIII in their level of acquiring knowledge on spiritual values.

Hence the analysis shows that there was a significant difference between the mean scores of the before and after the educational programme at a 5 per cent level of significance rejecting the fourth null hypothesis: **There is no difference between private and government elementary school children on their spiritual values regarding age group and gender.**

(v).Comparative analysis of moral values among selected elementary school children studying in private and government school is presented in Table 37.

**Table- 37**

**Statistical Analysis of Moral Values among selected elementary school children before and after educational programme**

Class	Gender	Private School (290)						t value	Sig.	Government School (180)						t value	Sig.
		Before			After					Before			After				
		Mean	N	SD	Mean	N	SD			Mean	N	SD	Mean	N	SD		
I and II	Boys	5.86	44	0.765	8.70	44	1.047	17.155	.000	6.57	21	1.028	9.00	21	1.265	12.79	.000
	Girls	6.03	33	0.81	8.52	33	0.906	15.194	.000	6.35	34	0.884	8.62	34	1.181	14.18	.000
III and IV	Boys	6.34	44	0.68	8.8	44	0.795	27.651	.000	6.52	21	0.75	9.14	21	0.793	20.356	.000
	Girls	6.18	38	0.801	8.68	38	0.933	27.643	.000	6.70	23	0.876	9.43	23	0.992	15.199	.000
V and VI	Boys	6.34	41	0.855	8.71	41	0.844	16.078	.000	6.14	22	0.774	9.05	22	0.844	14.813	.000
	Girls	6.34	29	0.67	9.00	29	0.802	13.261	.000	6.30	27	0.775	8.89	27	0.892	19.415	.000
VII and VIII	Boys	7.00	22	0.69	9.32	22	0.568	15.181	.000	6.28	18	0.826	8.56	18	1.097	11.693	.000
	Girls	6.19	37	0.908	8.97	37	0.799	20.623	.000	6.57	14	0.938	9.57	14	1.158	11.683	.000

BEP- Before Educational Programme

AEP- After Educational Programme

**Hypothesis 5:** There is no difference between private and government elementary school children on their moral values regarding age group and gender.

The highest mean value found among the private school children in the pre-test was found among VII and VIII standard male children 7.00 and the standard deviation was .690. The highest mean of the post-test was found among VII and VIII standard private school male children with a mean as 9.32 and the standard deviation was .568. The highest mean value found among the government school children in the pre-test was found among III and IV standard female children with 6.70 and the standard deviation were .876. The highest mean of the post-test was found among VII and VIII standard government school female children with a mean as 9.57 and the standard deviation was 1.158.

The t-value obtained from the analysis of the mean scores of the before and after educational programme among the private school children is 17.155 for I and II standard males and 15.194 for females. For III and IV standard children the t value is 27.651 for males and 27.643 for females. The t value was 16.078 among V and VI standard male children whereas among the females it is 13.261. The VII and VIII standard private school male children had “t” value of 15.181 and for females, it is 20.623. The details also reveal that the “p” value or value of significance is 0.000 ( $p < 0.05$ ) for both males and females studying from I to VIII standard in private school.

The t-value obtained from the analysis of the mean scores of the before and after educational programme among the government school children is 12.790 for I and II standard males and 14.180 for females. For III and IV standard children the t value is 20.356 and 15.199 for males and females respectively. The t value was 14.813 among V and VI standard female children whereas among the males it is 19.415. The VII and VIII standard government school male children had “t” value of 11.693 and for females, it is 11.683. The details also reveal that the “p” value or value of significance is 0.000 ( $p < 0.05$ ) for both males and females studying from I to VIII standard in a government school.

The hypothetical results between the different age groups of the children, gender, and the school they study towards moral values also reveal that there is a significant difference exists between the mean values of the private school and government school children concerning their age group and gender. It was found that irrespective of the different age

groups the children show significant growth in acquiring moral values after the educational programme. The value of  $p < 0.05$  depicts a significant difference for students studying in class I to VIII in their level of acquiring knowledge on moral values.

The analysis shows that there was a significant difference between the mean scores of the before and after the educational programme at a 5 per cent level of significance rejecting the fifth null hypothesis: **There is no difference between private and government elementary school children on their moral values regarding age group and gender.**

#### **D. KNOWLEDGE GAINED BY THE SELECTED ELEMENTARY SCHOOL CHILDREN**

Knowledge has been conventionally defined as beliefs that are true and are justified. Educational programmes and schools are important in our society as they provide formal opportunities to acquire knowledge. Knowledge was operationalized as the amount of information the school children possessed regarding human values before the educational programme. The extent of knowledge gained was assessed using a knowledge check which comprised of questions related to various aspects of human values such as patience, punctuality, anger management, cleanliness, good habits, and peace. The knowledge inventory arrived with the help of group discussion and meeting with the parents, teachers, and subject experts. The inventory has two responses, yes and no. The knowledge of values gained by the selected elementary school children before and after the educational programme is presented in Table 38, Figure 8 and 9.

**TABLE- 38**

**KNOWLEDGE GAINED BY THE SELECTED ELEMENTARY SCHOOL CHILDREN BEFORE AND AFTER THE EDUCATIONAL PROGRAMME**

**N= 470**

S. No	Knowledge Level	Private School (290)						Government School (180)					
		Boys			Girls			Boys			Girls		
		BEP	AEP	M D	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD
		(percentage)			(percentage)			(percentage)			(percentage)		
1	Controlling anger	66	82	16	72	88	16	56	79	23	70	87	17
2	Caring others	68	88	20	72	94	22	69	87	18	68	93	25
3	Cleanliness	61	89	28	88	90	2	56	78	22	67	85	18
4	Control one's emotion	52	79	27	64	80	16	46	71	25	66	81	15
5	Co-operation	73	93	20	80	90	10	70	85	15	81	90	9
6	Good conduct	68	86	18	79	89	10	59	81	22	74	85	11
7	Honesty	76	91	15	83	92	9	78	90	12	78	93	15
8	Interacting and communicating with others	78	87	9	80	93	13	66	87	21	75	87	12
9	Love and affection	76	92	16	87	91	4	71	91	20	78	92	14
10	Obedience	69	86	17	83	94	11	79	89	10	71	89	18
11	Involving in class activities	65	91	26	67	86	19	59	77	18	58	79	21
12	Patience	53	78	25	68	87	19	54	79	25	66	89	23
13	Patriotism	59	91	32	66	86	20	55	87	32	65	87	22
14	Peace	76	92	16	80	92	12	79	89	10	73	88	15
15	Praying	88	97	9	89	95	6	90	93	3	90	95	5
16	Protecting public properties	66	91	25	72	86	14	58	86	28	68	79	11
17	Punctuality	68	90	22	86	94	8	64	90	26	78	91	13
18	Respect others	67	91	24	85	92	7	71	92	21	87	93	6
19	Sharing the emotions	74	84	10	79	92	13	70	84	14	69	83	14
20	Showing sympathy	71	91	20	78	89	11	68	87	19	77	89	12
21	Spirit of working hard	72	91	19	79	89	10	73	89	16	69	78	9
22	Tolerance	61	85	24	71	88	17	69	86	17	70	86	16
23	Trust and faith	65	89	24	72	93	21	63	87	24	78	90	12
24	Understanding other's emotions	61	86	25	67	88	21	55	78	23	77	88	11
25	Unity	74	91	17	64	81	17	76	89	13	69	80	11

*\*BEP- Before Educational programme*

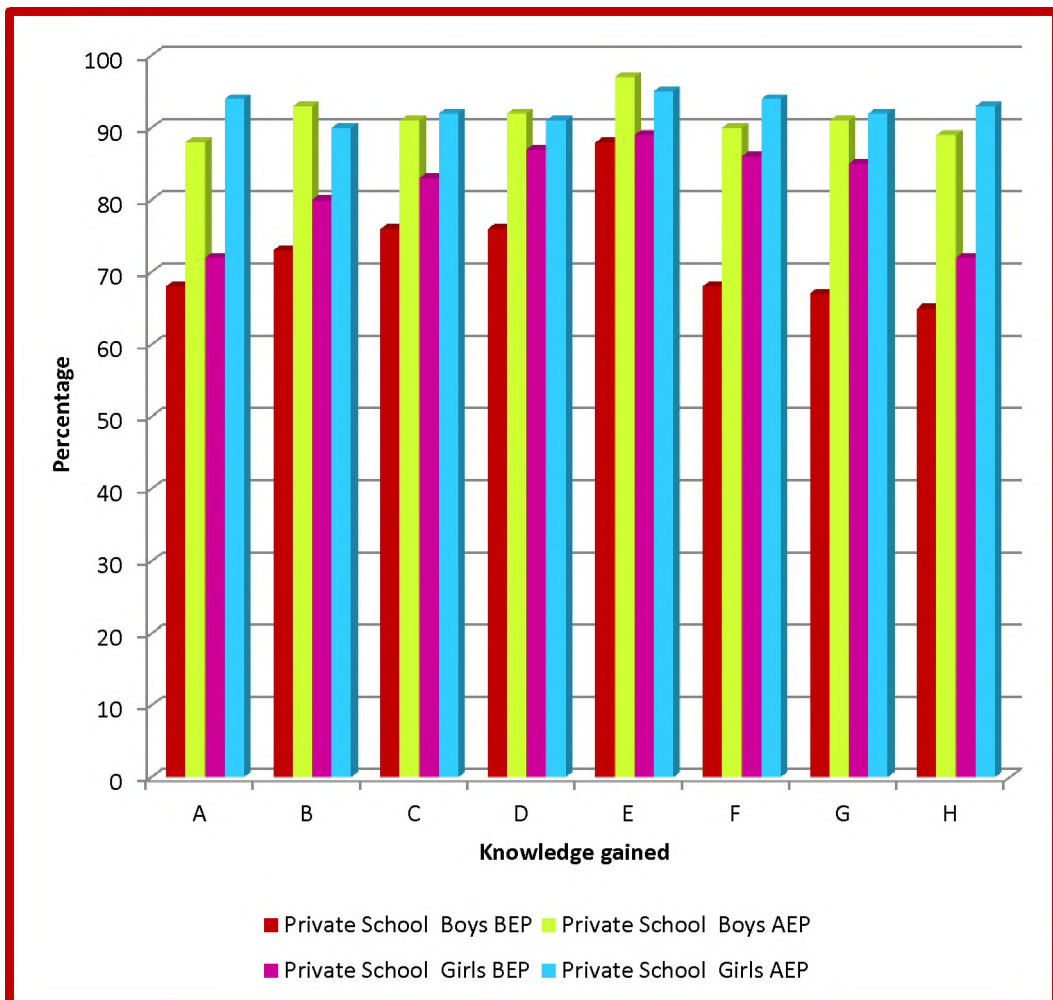
*\*AEP- After Educational programme*

*\*MD – Mean Difference*

The above table reveals that the educational programme was effective in inculcating the human values among selected elementary school children. Before the educational programme, the knowledge of human values among the selected elementary school children studying in private school ranged between (52-88 per cent) and (64-89 per cent) among boys and girls respectively whereas in government school it was ranged between (46-90 per cent) and (58-90 per cent) among boys and girls respectively before the educational programme.

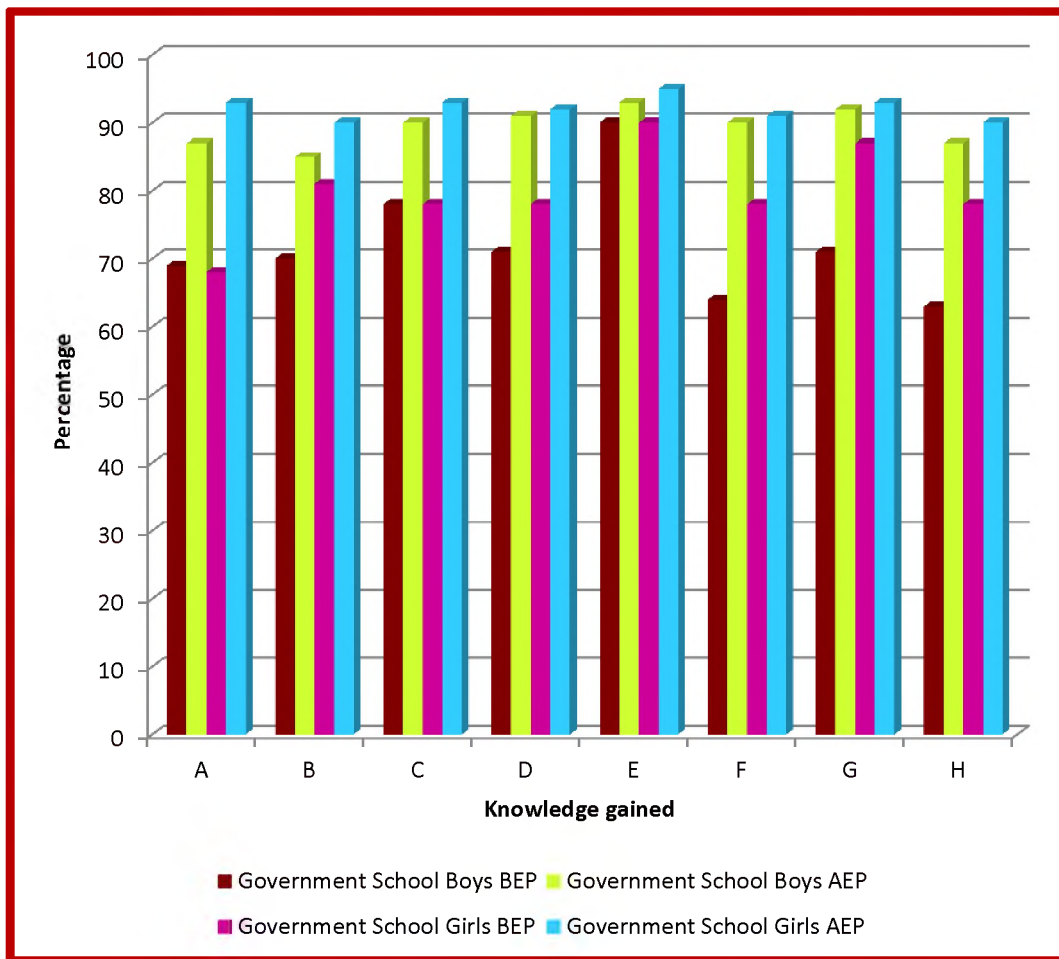
After the educational programme, the highest mean difference of knowledge gained by the boys studying in a private school is patriotism (32 per cent), and the lowest mean difference seen is interacting and communicating with others and praying (Nine per cent) whereas among girls the highest mean difference is caring others (22 per cent) and the lowest mean difference is cleanliness (Two per cent). Though the low mean difference was found among the girls after the programme it was noted that even before the educational programme the percentage of cleanliness scores high.

Among the selected elementary government school children the highest mean difference found among boys after the educational programme was patriotism (32 per cent) and the lowest mean difference is praying (Three per cent) while among girls, the highest mean difference is caring others (25 per cent) and the lowest mean difference is praying (Five per cent). Therefore, the knowledge gained by the selected elementary school children from both government and private schools has shown a considerable improvement in several values after the inculcation of value education.



- |                    |                        |
|--------------------|------------------------|
| A - Caring others  | B - Co-operation       |
| C - Honesty        | D - Love and affection |
| E - Praying        | F - Punctuality        |
| G - Respect others | H - Trust and faith    |

**FIGURE – 8: KNOWLEDGE GAINED BY PRIVATE SCHOOL CHILDREN BEFORE AND AFTER THE EDUCATIONAL PROGRAMME**



A - Caring others

B - Co-operation

C - Honesty

D - Love and affection

E - Praying

F - Punctuality

G - Respect others

H - Trust and faith

**FIGURE – 9: KNOWLEDGE GAINED BY GOVERNMENT SCHOOL CHILDREN BEFORE AND AFTER THE EDUCATIONAL PROGRAMME**

## E. ATTITUDES DEVELOPED BY SELECTED ELEMENTARY SCHOOL CHILDREN

Attitude is one of the psychological construct that inheres in, or characterizes a person. This deals with the mental and emotional aspect of individual. They are complex and it is an acquired state of mind through experiences.

**TABLE- 39**

### ATTITUDES DEVELOPED BY SELECTED ELEMENTARY SCHOOL CHILDREN BEFORE AND AFTER THE EDUCATIONAL PROGRAMME

N=470

S. No	Attitudes	Private School (290)						Government School (180)					
		Boys			Girls			Boys					
		BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD	BEP	AEP	MD
		(percentage)			(percentage)			(percentage)			(percentage)		
1	Active and smart	60	82	22	65	92	27	54	78	24	63	84	21
2	Compromising	59	89	30	64	86	22	66	82	16	70	88	18
3	Friendly	63	83	20	66	92	26	67	79	12	77	91	14
4	Goal setting	73	93	20	73	94	21	47	71	24	59	78	19
5	God fearing	88	96	8	89	98	9	88	94	6	87	92	5
6	Good communication	72	93	21	68	91	23	58	76	18	70	85	15
7	Helping	68	87	19	78	91	13	70	88	18	88	93	5
8	Humble and gentle	61	81	20	64	83	19	79	85	6	78	89	11
9	Kind and simple	63	80	17	74	90	16	74	94	20	88	91	3
10	Love	64	80	16	73	95	22	78	92	14	84	93	9
11	Perfection in work	61	85	24	71	85	14	55	78	23	68	81	13
12	Polite	71	86	15	76	91	15	46	79	33	65	83	18
13	Positive character	69	84	15	73	86	13	61	82	21	66	83	17
14	Respect	66	89	23	75	89	14	72	94	22	79	90	11
15	Self- respect	68	92	24	77	87	10	77	91	14	78	87	9
16	Self-confidence	65	89	24	79	93	14	58	81	23	68	79	11
17	Sense of humor	74	93	19	69	88	19	70	89	19	81	91	10
18	Sharing ideas	65	88	23	69	80	11	55	87	32	78	88	10
19	Shouldering responsibility	68	84	16	75	88	13	68	82	14	81	91	10
20	Sincerity in doing work	64	91	27	72	93	21	69	92	23	77	86	9
21	Sociability	78	86	8	69	85	16	74	86	12	73	90	17
22	Temper under control	59	78	19	70	86	16	53	78	25	76	89	13
23	Truthfulness	64	86	22	67	86	19	60	90	30	75	89	14
24	Understanding	60	82	22	65	92	27	53	79	26	58	79	21
25	Unity	59	89	30	64	86	22	73	91	18	65	84	19

\*BEP- Before Educational programme

\*AEP- After Educational programme

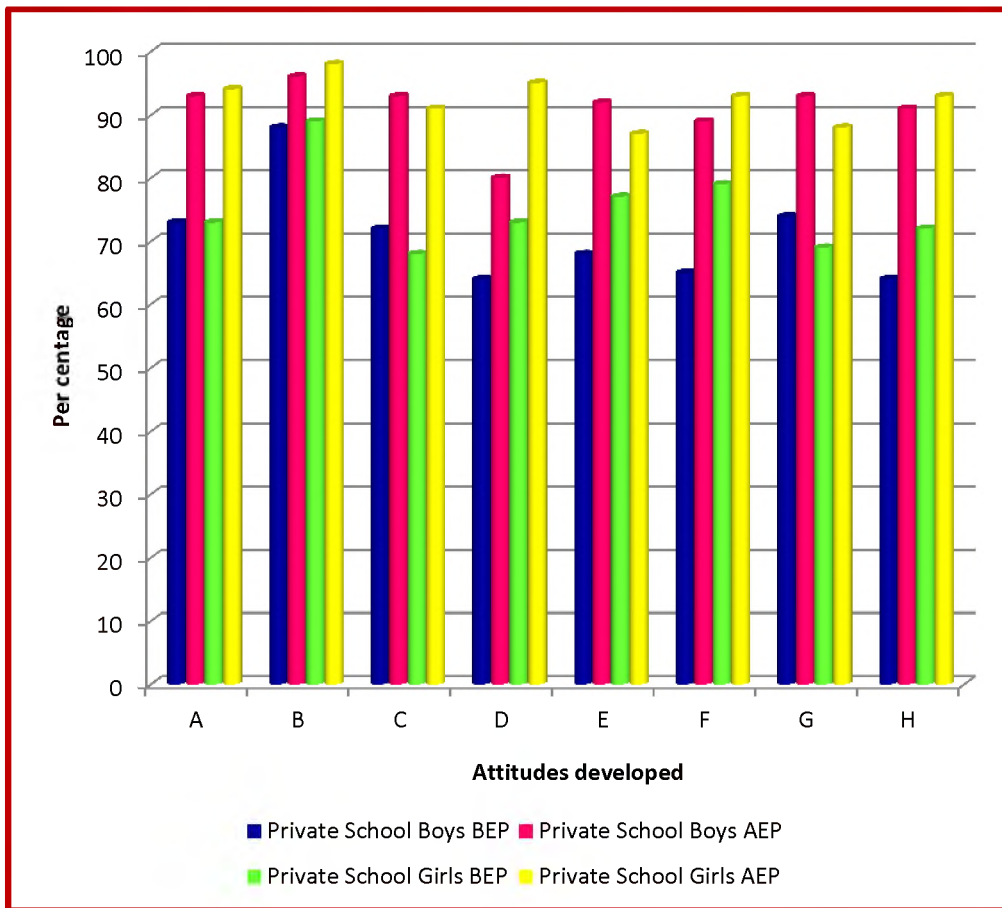
\*MD – Mean Difference

The attitude measurement can be done by observing sample behaviour from an attitude universe. An attitude scale was developed after discussing with the parents of the selected elementary school children and teachers during the meeting. It consists of aspects of human values like aim to achieve a goal, being humble and gentle, and respecting others with two response categories i.e., yes and no. In Table 39, Figure 10 and 11 the result of the attitudes developed by the selected elementary school children before and after the educational programme is displayed.

The above table depicts that the educational programme is effective for helping the selected elementary school children to develop positive attitudes towards human values in all aspects. Before the educational programme, the attitudes developed by the selected elementary school children studying in private school ranged between (59-88 per cent) among boys and (64-89 per cent) among girls whereas in government school the attitudes developed ranged between (46-88 per cent) and (58-88 per cent) among boys and girl respectively.

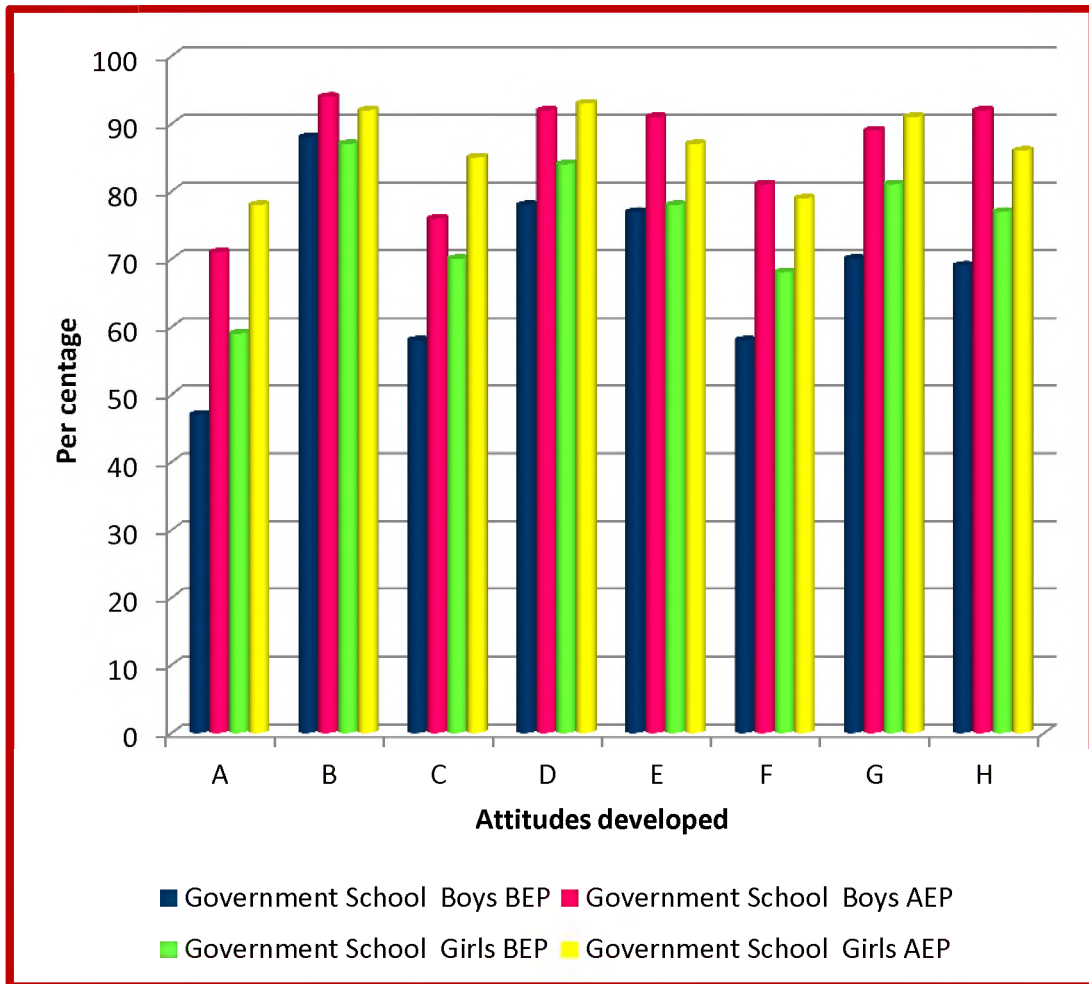
After the educational programme, the highest mean difference of attitudes developed by the selected elementary school children among boys studying in private school was compromising and unity (30 per cent) and the lowest mean difference is fear of God (Nine per cent) whereas among girls the mean difference of attitudes developed towards values is Active and smart as well as understanding (27 per cent) and the lowest mean difference is fear of god (Two per cent) after the educational programme.

While among the selected elementary school children studying in a government school, the highest mean difference of attitudes developed among boys is sharing ideas and polite (33 per cent) and the lowest mean difference is God-fearing and humble and gentle (Six per cent) while among girls the highest mean difference is active and smart and understanding (21 per cent) and the lowest mean difference is kind and simple (Three per cent) after the educational programme.



- A - Goal setting
- B - God fearing
- C - Good communication
- D - Love
- E - Self- respect
- F - Self-confidence
- G - Sense of humor
- H - Sincerity in doing work

**FIGURE –10: ATTITUDES DEVELOPED BY PRIVATE SCHOOL CHILDREN BEFORE AND AFTER THE EDUCATIONAL PROGRAMME**



- A - Goal setting
- B - God fearing
- C - Good communication
- D - Love
- E - Self- respect
- F - Self-confidence
- G - Sense of humor
- H - Sincerity in doing work

**FIGURE - 11: ATTITUDES DEVELOPED BY GOVERNMENT SCHOOL CHILDREN BEFORE AND AFTER THE EDUCATIONAL PROGRAMME**

## **F. PARENTS AND TEACHERS OPINION AND SUGGESTION REGARDING THE HUMAN VALUES EDUCATIONAL PROGRAMME CONDUCTED**

### **F. i. The opinion of parents regarding human values imbibed by their children.**

Parents are the first people to influence on a child and their values. Parents must train the child to be good, to do good, and to see good. They must guide them to become practical heroes instead of platform heroes. The education they give to their children should include universal and ethical values like truthfulness, tolerance, honesty, courage, that help in developing balanced individuals and in creating a human society. In society, it is very obvious that a well-mannered person is always loved, respected, and accepted by everyone everywhere (Singh, 2013).

Parents should set good examples to their children by their actions and manner rather than applying rules and lectures. It is the family, where a child learns all the living values such as loving each other, sharing with others, caring for others, living together, kindness, sincerity, discipline, and so on (Brinda, 2016).

The opinion of the parents regarding human values imbibed by the selected elementary school children are presented in Table 40.

**TABLE- 40****OPINION OF PARENTS REGARDING HUMAN VALUES IMBIBED BY  
SELECTED ELEMENTARY SCHOOL CHILDREN**

N= 760

S. No	Opinion	BEP	AEP	Mean Difference
		(Percentage)		
1	Active participation in school competition	53	76	23
2	Communicating well with others	49	68	19
3	Control anger	42	58	16
4	Co-operation among siblings	44	72	27
5	Doing homework on time	44	75	32
6	Getting along with other peers	55	71	16
7	Giving respect to all elders	64	80	16
8	Helpful in decision taking	42	61	18
9	Helping and caring for others	62	80	18
10	Helping with simple work at home	70	93	24
11	Interest in learning	69	85	16
12	Interest to pray to God	88	92	4
13	Listening to elder's advice	58	66	8
14	Obedying elders	55	86	31
15	Punctuality in every way	47	58	11
16	Seeking help from elders	63	76	13
17	Sharing feelings with parents	49	79	29
18	Sharing feelings with siblings	53	80	27
19	Showing love and affection	69	87	18
20	Telling the truth	51	69	18

It is clear from the above table that the parents enthusiastically expressed after the educational programme that there is improvement among their children in all aspects. The highest mean of difference is noticed in aspects of values such as active participation in the school competition, helping with simple work at home, co-operation among siblings, sharing feelings with siblings, sharing feelings with parents, obeying elders, and doing homework ranged between (23-32 per cent). And the lowest mean difference is interest to pray to God (Four per cent). The parents are undoubtedly happy about the educational programme conducted for their children as they can see positive changes and transformation of the attitudes of their children.



**PLATE 13: INTERACTION WITH PARENTS**

**F. ii. The opinion of teachers regarding human values imbibed by their children.**

The teacher is the benchmark that measures the accomplishments and aspirations of the nation. The worth and potentialities of a nation get evaluated in and through the work of the teacher, the people of the country are the enlarged replica of their teacher. Teachers are the actual nation builders. Students tend to copy the behaviour and mannerism from the teachers. The entire personality of a teacher is a reflection of the minds of the students. The ideal teacher is one who through his thoughts, words, and deeds, gives an expression of an authentic upright life which can serve as a model for the students to copy, follow and emulate (Khaerati, 2016). Table 41 depicts the opinion of teachers regarding human values imbibed by their children.

**TABLE- 41**

**OPINIONS OF TEACHERS REGARDING HUMAN VALUES  
IMBIBED BY THEIR CHILDREN**

**N= 16**

S. No	Opinion	BEP	AEP	Mean Difference
		(Percentage)		
1	Active participation in any activity	48	84	36
2	Being punctual to school	68	91	23
3	Doing homework on time	57	79	22
4	Friendly approach with other children	67	90	23
5	Good co-operation among children	55	87	32
6	Good eating habits	54	79	25
7	Respecting teachers	69	86	17
8	Sharing feelings with the teachers	55	86	31
9	Sharing things among them	51	78	27
10	Taking care of school properties	59	87	28

The teachers happily expressed that children developed a positive attitude through human value educational programmes. There was much difference in aspects like sharing things with other children, taking care of school properties, sharing feelings with teachers, good-cooperation among children, and active participation in any activities in school after the educational programme by (27-36 per cent).

Hence teachers found that educational programmes on human values have great benefits in developing the attitudes of the children and are welcoming such kinds of programmes in the future too.



**PLATE 14: INTERACTION WITH TEACHERS**

**F iii. The suggestion of Parents and Teachers Regarding Imparting Human Values Educational Programme among the Selected Elementary School Children**

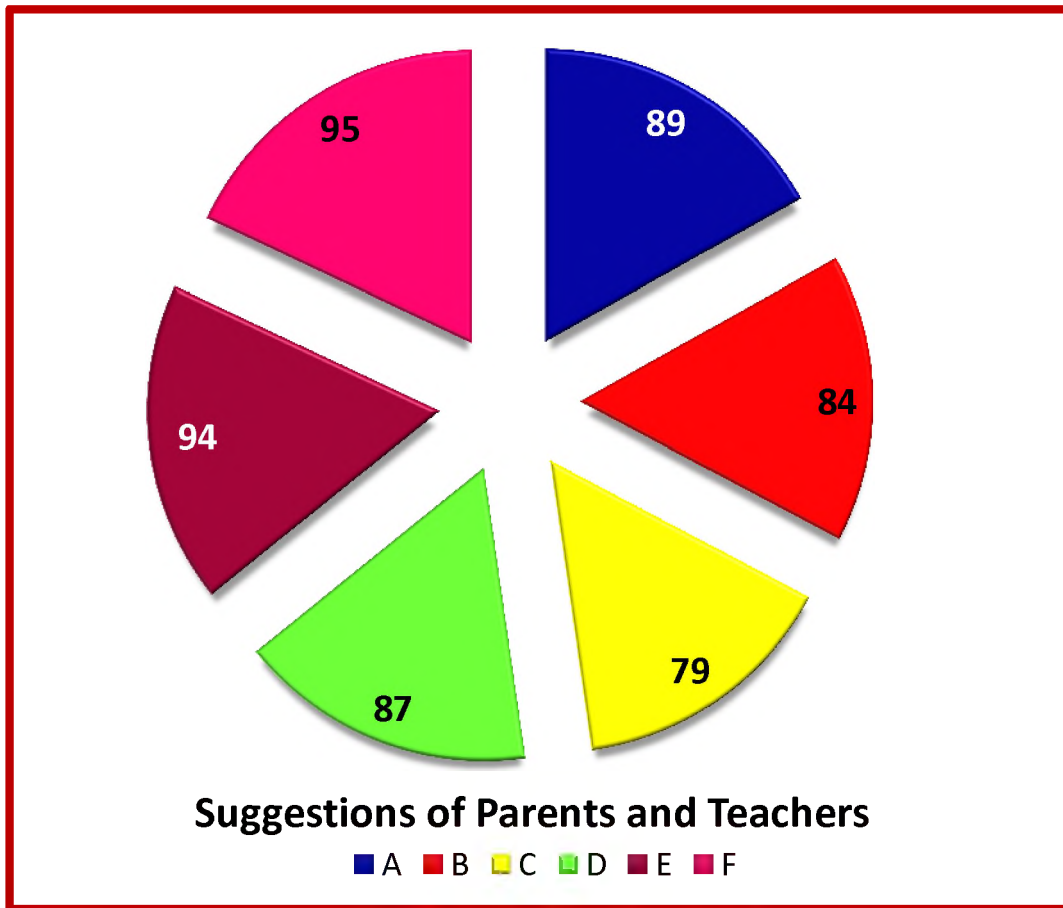
Table 42 represents suggestions of parents and teachers for imparting human values educational programme among the children

**TABLE- 42**

**SUGGESTIONS OF PARENTS AND TEACHERS REGARDING IMPARTING HUMAN VALUES EDUCATIONAL PROGRAMME AMONG THE CHILDREN**

<b>S. No</b>	<b>SUGGESTIONS</b>	<b>PERCENTAGE</b>
1	Conduct human values educational programme daily	89
2	Conduct human values educational programme during every weekend	84
3	Conduct parent's meeting periodically	79
4	Conduct more social service activities to strengthen the values	87
5	Conduct value educational programme in all the schools	94
6	Include human value education as part of curriculum	95

The above table depicts that 95 per cent suggested that human value education should be part of the curriculum. Ninety-four felt that it should be also conducted in every school. Eighty-nine and eighty-seven suggested that human values educational programmes should be conducted daily and to conduct more social service activities. Lakshmi and Paul (2018) opined that the teacher has to play the role of an agent who stimulates, provokes, informs, and sensitizes the students with an orientation towards the value situations in life and also suggested that by involving the students actively in discussions, dialogues and practical activities; a teacher should make them to think and reflect on human actions and events.



- A - Conduct human values educational programme daily
- B - Conduct human values educational programme during every weekend
- C - Conduct parent's meeting periodically
- D - Conduct more social service activities to strengthen the values
- E - Conduct value educational programme in all the schools
- F - Include human value education as part of curriculum

**FIGURE – 12: SUGGESTIONS OF PARENTS AND TEACHERS REGARDING IMPARTING HUMAN VALUES EDUCATIONAL PROGRAMME**