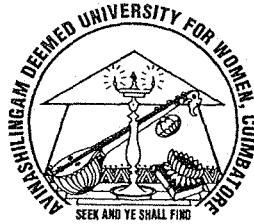


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INFLUENCE OF EDUCATION INTERVENTION OF VALUE EDUCATION AMONG ADOLESCENT GIRLS

***BARADHA, G.**

**** SUMATI RAJKUMARI**

*****ASHAPURNAPHUKAN**

Introduction

The society has well developed, well mannered and a dignified group of members who possess love, co-operation, trust, acceptance, joy, dignity, respect for others, truth, understanding and reverence, which are the key to the survival of human beings. Woods (2009) stated that values are universal principles or ideals that one implicitly accept as guidelines for action. It is a primary determinant of human accomplishment. Accomplishment depends not only on physical energy even more it depends on the intensity of psychological energy, which are able to bring into action. Interest, commitment, determination, passion, drive and enthusiasm are some of the ways in which one characterizes the intensity of the psychological energy. As physical skills direct one's physical energies to produce results, values direct one's psychological energies for accomplishment. Mental facts, information, thoughts, ideas, ideals, opinions, beliefs, attitudes and values are various types of psychological forms. Ragavendra (2009) propounded that there are positive and negative values; positive values

are those that lead toward freedom, peace, joy and fulfilment. They are warm, shining and uplifting – hence directed 'upward'. Negative values are those that lead toward bondage, conflict, sorrow and frustration. They are cold, dark and detaching.

Karim (2009) opined that values express the good and bad, the do's and don't's of human behaviour and put things and behaviours on the approval – disapproval continuum. A value is a belief, a mission or a philosophy that is meaningful. Whether an individual is consciously aware of the values or not, every individual has a core set of personal values, such as the belief in hard work and punctuality, to be more psychological, such as self-reliance, concern for others and harmony of purpose. A nation is not judged on the basis of material prosperity but, more often it is judged on the values possessed by the people, their patterns of behavior and the norms they follow. It is essential to check the development of undesirable, antisocial, antidemocratic values in the adolescents. If values are good, life will be peaceful and useful. If values are undesirable life will be burdensome and unwanted.

* Professor in Human Development, Avinashilingam Deemed University for Women, Coimbatore - 641043

** Ph.D. scholar

*** Post graduate student

Gill and Jaswal (2007) pointed out that development of values is a function of interaction between many factors, broadly as personal factors and environmental factors. Personal factors point out that development of values may vary due to age, sex and intelligence. Whereas environmental factors indicate socio-economic status, parent child relationship, education level of parents, quality of home environment and school environment play a significant role in the development of values in children.

National Policy on Education stated that in a culturally plural society, education should foster universal and eternal values oriented towards the utility and integration of people. Value education has profound positive content based on our heritage, children should learn certain values at the very initial stage of learning process. The need for value education is rising in every moment of our existence. The effective anti-dote to value crises is value based education on kinds of values such as religious, moral, personal, hedonistic, aesthetic, economic, social, democratic and power. Students are the future caretakers of this country. Hence they should be prepared to take over the reigns of the country which requires to be good citizen first. One should train themselves to build a value based – society, values which the forefathers cherished and fought for values that are enshrined in the Indian constitution. No democratic country can survive for long without a value based society. Keeping these aspects in mind the investigator had undertaken a study, "Influence of Education

Intervention on Value Education Among Adolescent Girls". The objectives of the study were :To

- explore the value patterns of the selected adolescent girls before the value education,
- analyze the influence of variables on the level of values possessed by the selected adolescent girls
- impart value education to the selected adolescent girls and
- assess the impact of educational intervention on the values among the selected adolescent girls .

Methodology

Selection of the sample

Two hundred adolescent girls aged 14 to 16 years studying 8th and 9th at Sri Avinashilingam Higher Secondary school, Coimbatore were selected for the study for the purpose of conducting value education using purposive sampling method.

Selection of the tool

In order to collect the values of the selected adolescent girls, a standardized questionnaire (PVQ) named personal value questionnaire formulated by Sherry and Verma in 1994 was used. The dimensions of the personal value questionnaire are given here.

Religious value—Comprehension of God's presence by devotion, fear of punishment by God and belief that God is omnipotent

Table 1. Paired 't' test scores of values of the selected adolescent girls before and after value education

Values	N:200	Mean	SD	Paired difference		't' value
				Mean	SD	
Religious	BVE	40.92	8.28			35.991**
	AVE	63.84	5.49	22.925	9.008	
Social	BVE	34.449	9.71			26.895**
	AVE	56.23	7.11	21.785	11.455	
Democratic	BVE	36.22	9.98			32.58**
	AVE	59.91	4.13	23.690	10.281	
Aesthetic	BVE	44.96	10.94			26.841**
	AVE	69.17	6.82	24.205	12.753	
Economic	BVE	52.97	8.14			25.930**
	AVE	71.17	5.96	18.205	9.929	
Knowledge	BVE	40.79	10.45			29.836**
	AVE	64.38	4.92	23.590	11.182	
Hedonistic	BVE	56.31	9.22			22.323**
	AVE	74.51	6.23	18.200	11.530	
Power	BVE	62.43	10.65			17.994**
	AVE	76.15	5.16	13.715	10.779	
Family prestige	BVE	46.33	7.82			29.672**
	AVE	64.71	3.42	18.380	8.760	
Health	BVE	44.45	10.23			24.070**
	AVE	64.40	6.28	19.950	11.722	

BVE – Before value education; AVE – After value education; ** P(<0.01)

The contents of the value education comprised of universal human values such as peace, truth, love, right conduct, non-violence, democratic, economic, religious, spirituality, social, leadership, moral, discipline, hedonistic, power, family prestige, health, knowledge and aesthetic with its' significance. It is heartening to find that there was a distinctive mean difference for the scores of all values. Thus this finding reveals that the value education imparted enabled the girls to discover themselves and benefit out of it. The 't' values for all the human values

listed in the above table reveal that there was a remarkable difference between the scores obtained before and after value education by selected girls indicating that value education helped the girls to imbibe values in a significant way, which is proved statistically at one percent level of significance. The pre and post analysis of ratings showed the efficacy of the value education making it successful and served the purpose. Similar result was found in Vohras (2006) research in which through value inculcation adolescents acquired all the values for which

Social value—Considering welfare of the friend, prioritizing the development of the community, helping needy persons

Democratic value—The job where all are equally treated, treating all castes equally, ensuring equal rights to all

Aesthetic value—Cleanliness of the place, consider the fine arts that create aesthetic ideas

Economic value—Job which has an opportunity to earn lot of money, education that enables the masses for earning livelihood

Knowledge value—Scholars of discovery, knowledge as basic principles of work and administrative principles

Hedonistic value— The desire to gain pleasure and devoid pain, fulfilling personal desire

Power value—The ability to do something authoritatively

Family prestige—Discontinue the work, when there is fear of affecting family prestige; prefer good health for a happy life

Health value—It is necessary for development and utilizes the abilities perfectly

Selection of the teaching materials

The contents of value education were prepared in the manual form, power point,

charts and posters. Different values and their significance were imparted for one hour for 15 days and after 30 days, the values of the girls were evaluated again with the same personal value questionnaire (PVQ).

Scoring

Interpretation of the derived scores

T Score	Stem Score	Interpretation
65 and above	9 and 10	Very high
55 to 64	7 and 8	High
46 to 54	5 and 6	Average
35 to 45	3 and 4	Low
34 and below	2 and 1	Very low

The most preferred value are to be scored as 2 and least preferred value scored as 0 and one intermediate preference.

The collected data was analyzed in percentiles and paired 't' test was done to find out the level of impact of value education.

Results and discussion

A. Paired 't' test scores of values of the selected adolescent girls before and after value education

Table 1 exhibits the mean, standard deviation, paired difference 't' value and level of significance for the total scores of the values mentioned by the selected girls before and after value education for all values.

The scores were significantly different before and after value education. Moral values were passively correlated with religious, social, democratic parental attitudes and knowledge values but negatively correlated with economic, hedonistic, power and health values.

B. Comparison of values of the selected girls-parents' educationwise before and after value education

Levels of values of the selected girls-mothers' education wise before and after value education is given in Table 2.

- As the education of both the parents is higher, the level of value possession of the selected girls is also higher
- All the human values spread out at high and very high level after the value education, indicating that in addition to parental education, value inculcation also has a great role to help the girls to acquire values

Girls of mothers who had upto primary education did not have very high level of religious, social, democratic and knowledge values. But the percentages of girls are spread out at all level. Whereas the mothers who had college education the value levels of girls are in upper level. All the girls of college educated mothers, after value education showed the very high level values of religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power, family prestige and health. On the other hand the percentile distribution of the girls in the other categories of mothers' education, spread over all levels of values even after value education.

Thus this finding reflects that in addition to value education imparted to girls, the mothers' educational level also has great influence on the attainment of values by the girls. Highly educated parents have high aspiration for their children and more concerned about academic development and values of their children.

C. Selected girls' values – parents' occupation wise before and after value education

- It was found out from the study that occupation of father and mother has no relationship in moulding and correcting human values of the girls.
- Girls of the mothers who involved in business had values in upper trend of very high level.
- Occupation of the father also did not have a role, but the value inculcation is essential.

D. Area wise comparison of values of the selected girls before and after value education

- Prior to value education for religious, social and democratic values, the levels were low and very low for highest percentage of the girls of both rural and urban area.
- Considerable percentage of the urban girls' value level for aesthetic, economic, knowledge, family prestige and health values were low/very low.

E. Family size and selected girls' values before and after value education

- Large families pave way for good social relationship and value the social activities. But this research projects a different scenario that irrespective of the family size, the

Table 2. Level of values of the selected girls - mothers' educationwise before and after value education
N = 200

Values	Value level	Uptoprimary (N=22)		Middle school (N=76)		High school (N=76)		Higher Secondary (N=23)		College (N=3)	
		Before %	After %	Before %	After %	Before %	After %	Before %	After %	Before %	After %
Religious	Very high	-	5	0.5	9	-	10.5	-	18.5	-	1.5
	High	1	6	4	29	2.5	27.5	-	3	0.5	-
	Average	1.5	-	5	-	2	-	3.5	-	0.5	-
	Low	5.5	-	22.5	-	19.5	-	7	-	0.5	-
	Very low	3.5	-	6	-	14	-	1	-	-	-
Social	Very high	-	2.5	-	2	-	2.5	-	1.5	-	1.5
	High	0.5	3.5	1	24.5	1	22	-	0.5	-	-
	Average	1	1.5	1.5	10	2	10	4.5	6	1	-
	Low	1.5	3.5	14.5	1.5	7.5	3.5	7	3.5	0.5	-
	Very low	8	-	21	-	27.5	-	-	-	-	-
Democratic	Very high	-	2	0.5	6	-	7.5	-	2.5	-	-
	High	1	9	1	32	0.5	30.5	1	9	1	1.5
	Average	2	-	4	-	3.5	-	2	-	-	-
	Low	4	-	12.5	-	9.5	-	3	-	0.5	-
	Very low	3.5	-	20	-	24.5	-	5.5	-	-	-
Aesthetic	Very high	0.5	8	1.5	31	2	26	2.5	10	1	1.5
	High	1.5	3	2.5	7	2	12	3	1.5	0.5	-
	Average	2.5	-	18	-	12.5	-	2.5	-	-	-
	Low	1.5	-	16	-	15	-	-	-	-	-
	Very low	5.5	-	-	-	6.5	-	3.5	-	-	-
Economic	Very high	1	8.5	2.5	32.5	4	35.5	0.5	9.5	0.5	1.5
	High	2	2.5	12.5	5.5	7.5	2.5	6	2	1	-
	Average	7	-	15	-	16	-	3	-	-	-
	Low	0.5	-	9	-	10.5	-	2	-	-	-
	Very low	0.5	-	-	-	-	-	-	-	-	-
Knowledge	Very high	-	7.5	1	10	1	12.5	0.5	6.5	1	1.5
	High	1.5	3	3.5	28	2	25.5	5.5	5	0.5	-
	Average	1	0.5	1	-	0.5	-	-	-	-	-
	Low	4.5	-	26.5	-	25.5	-	3.5	-	-	-
	Very low	4	-	6	-	9	-	2	-	-	-
Hedonistic	Very high	2	10	6	37	9	37	2.5	10.5	1.5	1.5
	High	5.5	1	12	1	12	1	7	1	-	-
	Average	3	-	12.5	-	17	-	1	-	-	-
	Low	0.5	-	7.5	-	-	-	-	-	-	-
	Very low	-	-	-	-	-	-	-	-	-	-
Power	Very high	2.5	10	10	37	9.5	36	7	9.5	1.5	1.5
	High	8	0.5	15	1	21	2	4.5	2	-	-
	Average	0.5	0.5	6.5	-	7.5	-	-	-	-	-
	Low	-	-	6.5	-	-	-	-	-	-	-
	Very low	-	-	-	-	-	-	-	-	-	-
Family prestige	Very high	0.5	7.5	0.5	15	1	18	-	6	-	-
	High	2	3.5	4	23	3.5	20	2.5	5.5	-	1.5
	Average	3.5	-	10	-	10.5	-	9	-	1.5	-
	Low	1	-	23	-	21.5	-	-	-	-	-
	Very low	4	-	0.5	-	1.5	-	-	-	-	-
Health	Very high	0.5	7.5	1	17.5	1	10	-	7	-	1.5
	High	2	3	4	20.1	6	28	3.5	4.5	-	-
	Average	4	0.5	7.5	-	13	-	2.5	-	1.5	-
	Low	1.5	-	14.5	-	9.5	-	5.5	-	-	-
	Very low	3	-	11	-	8.5	-	-	-	-	-

value level for all values are spread at all levels

- Except the social value of the girls, all the values increased to high and very high level after the value education in both large and small families

F. Comparison of values of the selected girls class wise before and after value education

- The highest percentage of the upper level of values were prevalent among the XI standards girls before value education than their counterparts, i.e. VIII standard girls which is shown in Table 3.
- The value education given could inculcate values of both 8th and 11th standard girls at the upper level i.e. very high and high level. This result indicates the necessity of enabling the adolescent girls to have value orientation / moral guidance at schools and colleges.

It is natural that as the girls are at higher classes, their value levels are better, which is true in this investigation. This finding is in accordance with Jagadish and Singh's (2003) study on 'an emerging value pattern among female students to examine the effect of educational level on value pattern'. The results revealed that intermediate and postgraduate female students significantly differ with regard to economic, political and religious values. In the present study none of the girls of VIII standard had very high level of values of social, democratic and family prestige and

XI standard, girls for social value. But in general the percentages were high for upper level of values among XIth standard girls before value education itself.

The value education given could enhance values of these girls of both the classes to upper level i.e. very high and high level. This result indicates the necessity of enabling the adolescents to have value orientation / moral guidance at school also. Thus the findings reveal that the higher the class the girls study, higher the value level.

G. Religion wise selected girls' values before and after value education

The study ascertains that there is no impact of religion on value possession but the value education had a distinctive impact.

H. Values of the selected girls income wise before and after education

It is also observed that there is no relationship between income and the value possession of the selected girls.

Conclusion

This study revealed that educational level of both the parents and the girls at higher class influenced the value level of the girls. Occupation of the fathers and mothers as well as areawise and family size comparison did not show any role in value inculcation among the selected girls; and to a surprise religion also did not play any role in value inculcation of the girls in this research. But there is a distinctive difference in the value level of the girls prior to and after

Table 3. Comparison of selected girls' values classwise before and after value education

N = 200

Values	Level of values	VIII Standard(N=100)		XI Standard (N=100)	
		Before %	After %	Before %	After %
Religious	Very high	—	15	0.5	19.5
	High	5.5	35	2.5	30.5
	Average	5	—	7.5	—
	Low	29.5	—	25	—
Social	Very low	10	—	14.5	—
	Very high	—	3	—	7
	High	1.5	28.5	1	22
	Average	6	12.5	4	15
Democratic	Low	14	6	17	6
	Very low	28.5	—	28	—
	Very high	—	7.5	0.5	10.5
	High	2	42.5	3	39.5
Aesthetic	Average	7	—	4.5	—
	Low	20	—	9.5	—
	Very low	21	—	32.5	—
	Very high	2.5	35	5	41.5
Economic	High	6	15	3.5	8.5
	Average	12.5	—	23	—
	Low	21.5	—	11	—
	Very low	7.5	—	7.5	—
Knowledge	Very high	3.5	42	5	45.5
	High	15.5	8	13.5	4.5
	Average	15	—	26	—
	Low	16	—	5	—
Hedonistic	Very low	—	—	0.5	—
	Very high	1	22.5	2.5	15.5
	High	7.5	27	5.5	34.5
	Average	1.5	0.5	1	—
Power	Low	29.5	—	30.5	—
	Very low	10.5	—	10.5	—
	Very high	5.5	48	16.5	47.5
	High	21	2	15.5	2.5
Family prestige	Average	17.5	—	15	—
	Low	6	—	3	—
	Very low	—	—	—	—
	Very high	26	46	4.5	48
Health	High	13.5	3.5	35	2
	Average	5.5	0.5	9	—
	Low	5	—	1.5	—
	Very low	—	—	—	—
Family prestige	Very high	—	29	2	17.5
	High	9	21	3	32.5
	Average	15.5	—	19	—
	Low	23.5	—	22	—
Health	Very low	2	—	4	—
	Very high	1.5	13.5	1	30
	High	11	36	4.5	40
	Average	11	1	35	17.5
Health	Low	10	—	42	21
	Very low	16.5	—	12	6

the value education, revealing the value education imparted enabled the girls to imbibe values thus score higher. Thus the value education enabled a person to synchronize all essence desirable to march towards truth, goodness and beauty.

Recommendations

- Value education to be included in school curriculum
- Orientation programmes and activities are to be taken up at schools to enhance the values of the students and teachers
- Parents have to give time to guide children in the right direction
- Holiday camps to be organized for children by the schools
- Parents and teachers should be a role model and help the new generation to inculcate human values.

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