

# VALUE BASED BEHAVIOUR OF UPPER PRIMARY SCHOOL CHILDREN IN RELATION TO FAMILY, SCHOOL AND SOCIETY

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## Abstract

*Value deterioration in all walks of life is a disturbing phenomenon especially in children. We have no dearth of commission and reports on value education. As the future citizens in India, the development of value based behavior of students are highly essential. When the families shrink from joint family to nuclear family the behavior pattern of the children became more and more self-centered. Values, the abstract concept, changes from subject to subject, individual to individual, context to context, society to society and nation to nation. Whatever is good is considered as valuable. In Indian philosophers and idealistic philosophers are considered Sathyam Shivam and Sundaram (truth, goodness, and beauty) are eternal values. Values change undesirable behavior to desirable behavior. School curriculum in Kerala there is much provision for inculcating values in children. An assessment of value attainment is essential to reorganize school activities.*

The process of inculcation of ethical values and value education continued an integral part of civilized society. In fact they are natural and essential for enculturation. The evolution theory of science is meaningless in the case of human beings if it was not preceded by involution - an internal evolution 'Each involution presupposes an evolution and each evolution an involution'. Kalam (2008) cites "man need to take the onus of his further evolution into his own hands and grow from being a narrow, sense bound entity to a universal being with boundless sympathy, love and spirit of service.

## VALUES

Values, the abstract concept, changes from subject to subject, context to context, society to society and nation to nation. The Oxford Dictionary describes it as 'worth of something when compared with something else. Whatever is good is considered as valuable. In India Sathyam Shivam and Sundaram (truth, goodness, and beauty) are eternal values. Values are mainly intended for the excellence and upliftment of man. Values change undesirable behavior to desirable behavior. Assimilation of values helps the learner in personal and social life. Values control the impulses, incentives, tastes, temperaments and attitudes of an individual. The term value has been used widely in economics, philosophy, social sciences and humanities. It percolates to all form - arts, literature, sculpture and paintings. The terms like literary value, democratic value, life value, education value etc., came into prevalence after them.

## POLICY PERCEPTIVE

After the attainment of Independence the prime necessity was to build a new India according to its cherished goal of a secular, sovereign, republic and a welfare state based on the traditional philosophy and culture. Radhakrishnan commission (1948) considered the inclusion of religious and moral education at the university stage. The committee gave great strength on value education it stated “No amount of factual information would make ordinary man into educated and virtuous men, unless something is awakened in them, an innate ability to live the life of soul”.

According to Lakshmana Swami Mudaliar (1952-1953) commission the religious and moral instruction plays an important role in the growth of character. The Education Commission (1964-1966) or Kothari Commission recommended for the inclusion of social, moral and spiritual values in the School Curriculum. Kothari Commission considered religions as a great motivating force that plays a major part in the formation of character and inculcation of ethical values. The parliamentary committee of 1967 mentioned about education in humanism, international culture, value and character building.

The National Council of Educational Research and Training considered moral erosion a major issue and put forward a ten year programme for the moral rejuvenation. It wanted to lessen the inequality of sex, caste, religion, language, regionalism and race. They wanted to promote values and character buildings through various programmes. Physical Education, Cultural Programmes, Scouts, NCC and some service organization must be promoted for enculturation. Value education was one of the major concerns of the national policy on education (1986). According to the policy a programme of action was chalked out for the physical intellectual and aesthetic development of the personality. Inculcation of scientific temper and democratic, moral and spiritual values were given stress. It recommended for the creation of a awareness of the physical, social, technological, economic and cultural environment.

The ministry of Human Resource Development (MHRD) (2002 – 2003) wanted value education a component of various regular courses. The National Council of Teacher Education (1998) wanted that every teacher should be committed to the learner, to the society, to the profession, and should strive to achieve human values and excellence. The National Curricular Frame Work for social education 2000 under the Chairmanship of Yeshpal stresses that “The school curriculum has to contain components that communicate essential values in their totality. Every teacher has to be in teacher of values. Every activity, unit and interaction must be examined from the view point of value identification, inculcation and reinforcement and then deciding appropriate strategy for a balanced and judicious implementation.

We have no dearth of commission and reports on value education. Even then value deterioration in all walks of life is a disturbing phenomenon especially in children. As the architects of the future India, the development of value based behavior of students are very important. When the families shrink from joint family to nuclear family the behavior pattern of the children became more and more self-centered. Since teaching strategies have been changed from teacher centeredness to child centeredness, teachers were

forcefully restricted to the role of facilitator or guide rather than the shapers of personality and behavior. The corrective measures taken by the teachers were questioned by the authorities in the name of child rights.

Here the investigator tried to study about the value based behavior in relation to school, family and society.

### Objectives of the Study

The present study focused on the following objectives;

1. To study the value based behavior of upper primary school students in relation to family, school and society.
2. To find out the influence of gender and type of institution on the value based behavior of Upper Primary school students

### Hypothesis

- 1 The value based behavior of upper primary school students in relation to family, school and society are varied.
- 2.The value based behavior of primary school children is significantly influenced by the gender and type of institution

### Methodology of the study

The purpose of this study is to find out the level of difference in value oriented behavior of upper primary school students in Kerala. For this investigator collected data regarding the Family, School and Social behavior of students using a questionnaire. The questionnaire consisted forty five questions under three dimantions, Family behavior ,School behavior .Each question has four distractors .Among them one is considered as correct response and the correct answer is given one score and zero for wrong response. The total scores below ten were considered poor behavior, the scores between eleven to thirty five were considered as good behavior and the scores above thirty five were considered as excellent behavior. The sample for the study is constituted with 122 students studying in standard seven of Government and Aided schools.

### Results and Discussion

Investigator analyzed the obtained data by using percentage.and frequency and verifies the hypothesis using Chi-Squire. The results are given in table 1.

**Table. 1:** Number and frequency of the level of family, school, social behavior of theUpper Primary school students in Kerala

		Poor Behavior	Good Behavior	Excellent
Family Behavior	Count	9	49	64
	%	7.40%	40.20%	52.50%
School Behavior	Count	21	64	37

	%	17.20%	52.50%	30.30%
Social Behavior	Count	19	67	36
	%	15.60%	54.90%	29.50%

Above table shows that the obtained scores of the level of the value based behavior in relation to family, school, and social behavior of the primary school students in Kerala. It is clear that 40.20% students have Good Behavior, 52.50% of the students have excellent family behavior and 7.40% have poor behavior. Based on this result it can be concluded that most of the students have excellent behavior. The figure 1 explains this result clearly.

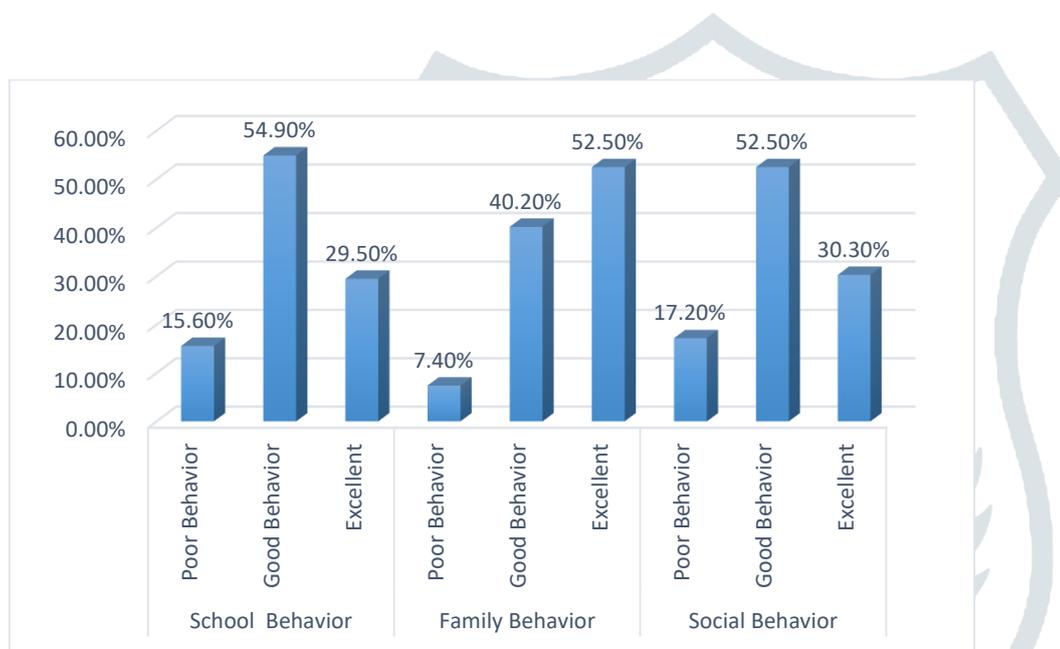


Figure.1 The value based behavior of upper primary school students in relation to family, school and society

**Value based behavior in relation to School and Gender**

The dependency of Gender on school behavior is analyzed based on the data. Results are given in table 2 and figure 2.

**Table 2:** Number and frequency of the level of school behavior of the primary school students in Kerala based on the gender

Gender		Level of School Behavior			Total	P value
		Poor Behavior	Good Behavior	Excellent		
Male	Count	6	29	24	59	

	%	10.2%	49.2%	40.7%	100.0%	.022
Female	Count	13	38	12	63	
	%	20.6%	60.3%	19.0%	0.0%	
Total	Count	19	67	36	122	
	%	15.6%	54.9%	29.5%	100.0%	

$\chi^2 = 7.66; p < 0.05$

The above table shows that the obtained  $\chi^2$  value is 7.66 ;( p<0.05) which is significant at 0.05 level of significance. That means there is significant difference on the Level of School Behavior. The obtained 49.2% male students have Good Behavior and 40.7% have excellent behavior and 60.3% of female have good behavior and 19.0% of the students have excellent behavior. This can be further clarified from figure 2.

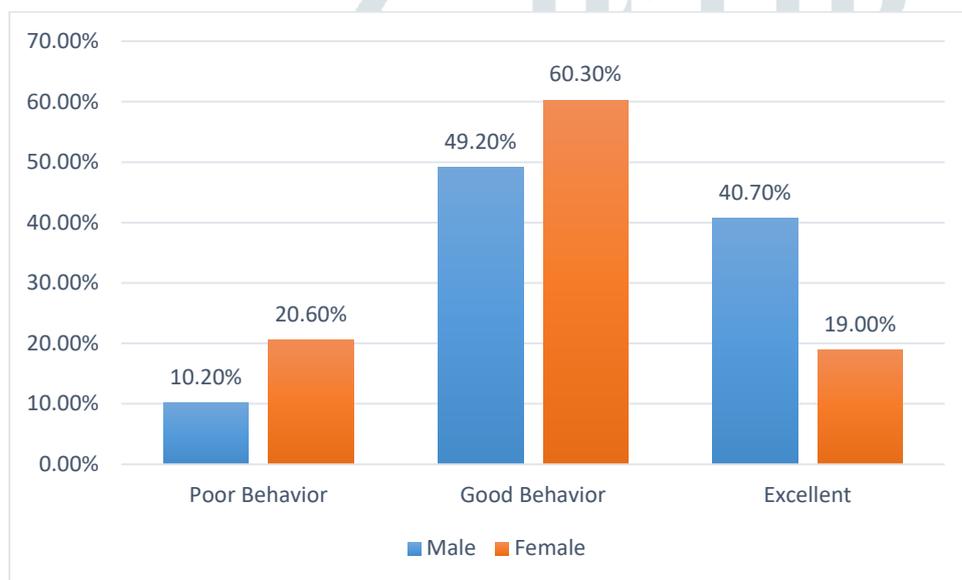


Figure 2: Value based behavior in relation to School and Gender

**Value based behavior in relation to Family and Gender**

The details of analysis conducted find out the dependency of gender on family behavior is given in table 3.

**Table.3:** Number and frequency of the level of Family behavior of the primary school students in Kerala based on the gender

gender	Level of Family Behavior			Total	P value
	Poor Behavior	Good Behavior	Excellent		

Male	Count	3	22	34	59	.442
	%	5.1%	37.3%	57.6%	100.0%	
Female	Count	6	27	30	63	
	%	9.5%	42.9%	47.6%	100.0%	
Total	Count	9	49	64	122	
	%	7.4%	40.2%	52.5%	100.0%	

$$\chi^2 = 1.63; p > 0.05$$

The above table shows that the obtained  $\chi^2$  value is 1.63 ;(  $p > 0.05$ ) which is not significant at 0.05 level . That means there is no significant difference on the **Level of family Behavior**. The obtained 37.30% male students have Good Behavior and 57.6% have excellent behavior and 40.2% of female have good behavior and 52.5% of the students have excellent behavior.

#### Value based Behaviour in relation to society and Gender

Details of analysis in this regard are given in table 4.

**Table 4:** Number and frequency of the level of value based social behavior of the primary school students in Kerala based on the gender

Gender		Level of social Behavior			Total	P value
		Poor Behavior	Good Behavior	Excellent		
Male	Count	10	30	19	59	.908
	%	16.9%	50.8%	32.2%	100.0%	
Female	Count	11	34	18	63	
	%	17.5%	54.0%	28.6%	100.0%	
Total	Count	21	64	37	122	
	%	17.2%	52.5%	30.3%	100.0%	

$$\chi^2 = .193; p > 0.05$$

The above table 4 shows that the obtained  $\chi^2$  value is .193 ;(  $p > 0.05$ ) which is not significant at 0.05 level of significance. That means there is no significant dependency on the Level of Social Behavior. 50.8% Male students have Good value based social Behavior and 32.2% have excellent social behavior and 54.0% of female have good social behavior and 28.6% of the students have excellent in value based social behavior.

#### Value based School behavior and Type of Schools

Details of analyses of dependency on these variables are given in table 8.

**Table 5:** Number and frequency of the level of value based School behavior of the primary school students based on the Type of school

Type of institution		Level of School Behavior			Total	P value
		Poor Behavior	Good Behavior	Excellent		
Govt	Count	4	37	17	58	.118
	%	6.9%	63.8%	29.3%	100.0%	
Aided	Count	15	30	19	64	
	%	23.4%	46.9%	29.7%	100.0%	
Total	Count	19	67	36	122	
	%	15.6%	54.9%	29.5%	100.0%	

$$\chi^2 = 6.33; p < 0.05$$

The above table shows that the obtained  $\chi^2$  value is 6.33 ;(  $p < 0.05$ ) which is significant at 0.05 level of significance. That means there is a significant dependency on the Level of School Behavior. 63.8% Govt. school students have Good value based Behavior and 29.3% have excellent value based family behavior and 46.9% of Aided school students have good value based behavior and 29.7% of the students have excellent value based behavior.

#### Value based Family Behaviour and Type of Schools

Analysis of the data to find out the dependency of type of management of school on family behavior of children was conducted. Results are given in table 9.

**Table 6:** Number and frequency of the level of Family behavior of the primary school students in Kerala based on the Type of school

Type of institution		Level of Family Behavior			Total	P value
		Poor Behavior	Good Behavior	Excellent		
Govt	Count	3	23	32	58	.641
	%	5.2%	39.7%	55.2%	100.0%	
Aided	Count	6	26	32	64	
	%	9.4%	40.6%	50.0%	100.0%	
Total	Count	9	49	64	122	
	%	7.4%	40.2%	52.5%	100.0%	

$$\chi^2 = .891; p > 0.05$$

The above table shows that the obtained  $\chi^2$  value is .891 ;(  $p < 0.05$ ) which is not significant at 0.05 level of significance. That means there is a significant difference on the Level of Family Behavior. 39.7% Govt school students have Good value based family Behavior and 55.2% have excellent school behavior and 40.6% of Aided school students have good value based family behavior and 50.0% of the students have excellent value based family behavior.

### Value based Social Behaviour and Type of Schools

Results of analysis in this regard are given in table 10.

Table 7 shows the number and frequency of the level of value based Social Behavior of the primary school students based on the Type of school

type of institution		level of Social Behavior			Total	P value
		Poor Behavior	Good Behavior	Excellent		
Govt	Count	9	30	19	58	.814
	%	15.5%	51.7%	32.8%	100.0%	
Aided	Count	12	34	18	64	
	%	18.8%	53.1%	28.1%	100.0%	
Total	Count	21	64	37	122	
	%	17.2%	52.5%	30.3%	100.0%	

$\chi^2 = .412; p > 0.05$

The above table shows that the obtained  $\chi^2$  value is 0.412 ;(  $p < 0.05$ ) which is not significant at 0.05 level of significance. That means there is no significant dependency on the Level of value based Social Behaviorsocial Behavior. The obtained 51.7% Govt school students have Good Behavior and 32.8% have excellent value based Social Behaviorsocial behavior where as 53.1% of Aided school students have good behavior and 28.1% of the students have excellentvalue based Social Behavior.

### Limitations of the Study

The variables of the study are the deviated behaviors of the students. These are influenced by several factors. For the present study, it is limited to the Gender and Type of Management of schools only. The types of management of schools are varied in Kerala. State government schools, Central government schools like KVs and Navodaya schools, Aided Schools and Unaided state syllabus schools and unaided CBSE syllabus schools are some of them. All these types may influence the different behaviours of the children and study of them is relevant. However, the present study conducted only among state Government and Govt aided schools.

### **Implication of the Study**

Based on the results of this study, it can be concluded that most of the students have excellent behavior in relation to School, Family and Society. However certain percentage of students are belongs to poor behavior category. So we have to modify our teaching learning activities in such a manner to bring them also to the excellent behavior category. In the case of value based behavior in relation to school we can see significant difference between boys and girls. In order to modify their value based behaviour in relation to school, teachers have to implement deliberate attempts to make the girls students more active and behave in we-feeling manner. Teacher should assure that each and every girl students are getting ample opportunities for active participation in all the school activities similar to boys.

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