

Effectiveness of value education: The promotion of nationalism & internationalism among higher secondary students in district Yamuna Nagar

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Abstract

Past and present system of education projects diametrically opposite facts and figures. In the past, the entire system of education was based on good virtues and values. Today it is fall on vices and evil practices. In the past, character building and nation building education were the prime objective of curriculum. Curriculum is context centered at present. Mastery of the subject matter and self-learning were objectives of past education. Self-realization was the ultimate aim of education in the olden days. Earning for power and getting money by any means seems to be the ultimate aim of today's education. Education in the past was training of individuals to face any kind of challenge in one's life. People were independent, in thinking and in taking decisions. But today our education is so ineffective in developing courage and confidence individuals. Today since everyone has forgotten the significance of values, there is a dire need for value education for everyone.

In this present paper an attempt has been made to discuss the Effectiveness of value education in the promotion of nationalism & internationalism among higher secondary students in district Yamuna Nagar.

Keywords: education, values, nationalism, internationalism

Introduction

Despite our best intentions, realizations and planning in the last 60 years in education we have moved from co-operation to competition as a model for living. The school is advertently or inadvertently preparing children for surviving in a culture of ruthless competition through any means, fair or foul, honest or dishonest. Violence and hospitality have part of day-to-day living. Peace, harmony, contentment and sharing are little used words or values. Dignity of labour, hard work, punctuality and honesty are almost nonexistent.

In fact, it appears that as a nation, we are facing a short of crisis situation, which regards to human values in every walk of life. As a result, the concept of family institution is weakening and there is lack of concern for each other's well-being, emotions and feelings of self-confidence and will power of an individual are being adversely affected by the feeling of mistrust and lust for wealth. Now-a-days, the impact of western culture on the heads and hearts of Indian people, particularly the younger generation, is so forceful that they feel least concerned about our long cherished cultural heritage for which we have been globally known since centuries. Due to the economic liberalization, globalization and information technology revolution, the world is in fact changing into a 'Global Village'. Some people wrongly equate the Indian concept of 'Vasudhaiva Kutumbakam' with that 'Global Village'. Such person perhaps needs to be told that our concept of 'Vasudhaiva Kutumbakam' is human and family centred, whereas 'Global Village' is market centred. The former is for the welfare of humankind in its totality whereas the latter is for exploitation of all kinds of resources including the human resource. But at the same time, if we begin to hate other countries and other nationals, our patriotism or our nationalism becomes very narrow; we become the victims of chauvinism.

Review of Literature

In 1988, a study was conducted by Sheela entitled, "*Change in teaching behaviour as a function of inculcation of values predicting teacher's effectiveness*". The study attempted to know the change in teaching behaviour as a function of inculcation of values predicting teachers' effectiveness and findings indicated that value inculcation through value conformation treatment lead a significant qualitative improvement in the teaching behaviour of the student-teachers.

An experimental study was conducted by Singh in 1989 entitled "*Effectiveness of value clarifying strategies in value orientation of B.Ed students*" and found that, a significant relationship between intelligence and value orientation gain for co-operation, dedication to training profession, perseverance, scientific outlook and rationalization of various section of VoBT at the pretreatment stage and also socioeconomic status also correlated significantly with all the five values on Test-P of VOBT at the pre-treatment stage but none was found significantly related at the post-test-stage.

Reddi conducted a study of moral judgment in relation to intelligence, personality and other variables in 1989. The objectives were to study the influence of intelligence, personality and socio-economic on the moral judgement of the subjects. The main finding of the study was that there is no significant difference between the moral judgements of students. Classified on the basis of their (a) intelligence or (b) SES. The correlation between moral judgement and personality scores was low.

Shah conducted an investigation into the values of higher Secondary schools of Saurashtra in 1992. The findings of the study that there was a significant relation among variables namely sex, area, stream of study and standard with aesthetic and religious values. There was a significant relationship

among the variables sex, area and standard with the economic value.

Joglekar and Kesarkar conducted an experimental study on the effectiveness of the value-clarification method of developing value clarification ability of students. In this experiment the main focus was to try out curricular programmes for inculcating values in students and primary student’s teachers to make them effective agents of developing values in young students. The results indicate that among the school students no significant difference was seen between the control group and experimental group regarding nationality, cooperation and preservice. Regarding scientific outlook a significant difference was seen between the control group and the experimental group.

Padhan conducted a study in 1994 on moral values of school students in relation to different personal values and found that, there was a significant positive correlation between moral judgement and religious values of the subjects and also a significant positive correlation was found between moral judgement and social values of the students. There was no significant correlation between moral judgement and aesthetic value.

Taj and Rekha conducted an experimental study on “National Integration through value oriented activities”. The study used the randomized control group design and was found that, there was a significant difference in the level of performance of the experimental and control group students of standard VII in the post test and also there was a significant difference in the level of performance of performance of the experimental and control group boys and girls in the post test.

Das conducted a research on the scope of value education in different subjects of secondary school curriculum in Orissa. The main finding of the study was that, some values like service to other, common good, cooperation helpfulness, discipline, universal in the prioritization of values. There has been no direct indication of values in the textbook.

Srivastava conducted a study on “ Culture and Human Values : Continuity and Change in the Indian Society” and found that, the characteristics such as disobedience laziness, quarrels, omeness, greed and fear were deemed highly undesirable and the rural parents counted greated number of desirable or undesirable characteristics showing their greater involvement with children's behaviour.

Sharma conducted a study on Nationalism, Dogmatism and Authenticity in Secondary Students and found that, there is

no significant difference between nationalism, dogmatism and authenticity of arts and science students and there is no significant difference of nationalism between Government and private secondary school students.

Objectives of the study

The objectives of present study were

1. To diagnose a value education programme in promoting nationalism among higher secondary students.
2. To study effectiveness of the value education programme in promoting nationalism among Higher Secondary Students.
3. To diagnose a value education programme in promoting internationalism among higher secondary students.
4. To study effectiveness of the value education programme in promoting internationalism among Higher Secondary Students.

Hypothesis of the study

In order to realize the objectives of the study the following hypotheses are formulated

1. **Hypothesis (H1):** The value education programme will promote nationalism among higher secondary students.
2. **Hypothesis (H1):** The value education programme will promote internationalism among higher secondary students.
3. **Hypothesis (H1):** There will exist significant difference between post-test scores of experimental and control group in promoting nationalism.
4. **Hypothesis (H1):** There will exist significant difference between post-test scores of experimental and control group in promoting internationalism.

Design & data interpretation of the study

Experimental design is the blueprint of the procedure that enables researcher to test hypothesis by reading valid conclusion about relationship between independent and dependent variables. Selection of a particular design is based upon the purpose of the experiment, the type of variables to be manipulated and the conditions or limiting factors under which it is conducted. For the present experimental study the investigator choose present and posttest control group design. In this type of design the dependent variable nationalism and Internationalism were measured before and after the introduction of the treatment i.e Value Education Package (VEP).

Table 1: Treatment effect = (Y-X) – (Z-W) = dE – dC

Group	Pre-Test	Post-Test
Control Group	Level of Variable without Treatment (W)	Level of dependent variable without treatment (Z)
Experimental Group	Level of Variable before Treatment (X)	Level of dependent variable introduced after treatment (Y)

Population and Sample Size

The high school students studying in various schools of Yamuna Nagar District of Haryana constituted the population for the present study. For the sake of the administrative convenience, Yamuna Nagar district has been divided into 4 educational blocks. Out of these, one block Jagadhri was randomly selected by using lottery method for the purview of this work. Keeping in mind the objective and nature of the study, one school was selected randomly. Only Hindi

medium students were selected for the study. In the present study class XI students were included in the sample due to the board examination of class XII.

Keeping in mind all the above criteria the investigator has randomly selected the Government Senior Secondary School, Yamuna Nagar for the present study. There were four sections in class XI. The investigator has divided all the sections into two groups randomly (2 sections in each group).

One was named as experimental group and another was control group randomly.

In this way for selection of the subjects SES scale was employed upon all the students of class XI, as 150 students were present in the class on that day. The scale was employed to equalize the groups and to avoid the effect of extraneous variables on the performance of the students. The items of the SES scale were related to caste/class, occupation, family, education, income, housing, relational network and material possession. After collecting data, the investigator calculated the obtained scores of SES scale. On the basis of that score only average SES level of students were selected for the study.

As per the requirement of the study the investigator listed those scores in locality wise i.e. rural and urban. Then the investigator selected 40 students randomly for experimental group (20 each from rural and urban areas). In the same manner 40 students were selected randomly for control group (20 each from rural and urban areas). Thus as a whole 80 students were included as sample in the present study randomly.

The distributions of students in each of the group are as follows:-

Table 2: Distribution of Students according to Group & Area

Group	No. of Students (Rural)	No. of Students (Urban)	
Control Group	20	20	40
Experimental Group	20	20	40
Total	40	40	80

Table 3: Dimensions of Nationalism & Internationalism

S. No.	Dimensions of Nationalism	Dimensions of Internationalism
1.	Matribhumi Bhakti	Vishwa bandhutwa ki Bhawna
2.	Sanskriti Nishta	Ahimsa
3.	Samajik Chetna	Vaigyanik Drishtikon
4.	Samajik Samarsata	Sarvapantha Sambhav
5.	Rashtriyata ki Abhivruti	Ekatmata bhav

Table 4: Comparison of the Groups on the Basis of Gain Scores for Nationalism

Group	Number	Mean	S.D.	't'	Df	Level of Significance
Control Group	40	1.75	1.34	5.58	38	Not significant at .01 level
Experimental Group	40	6.25	7.48			

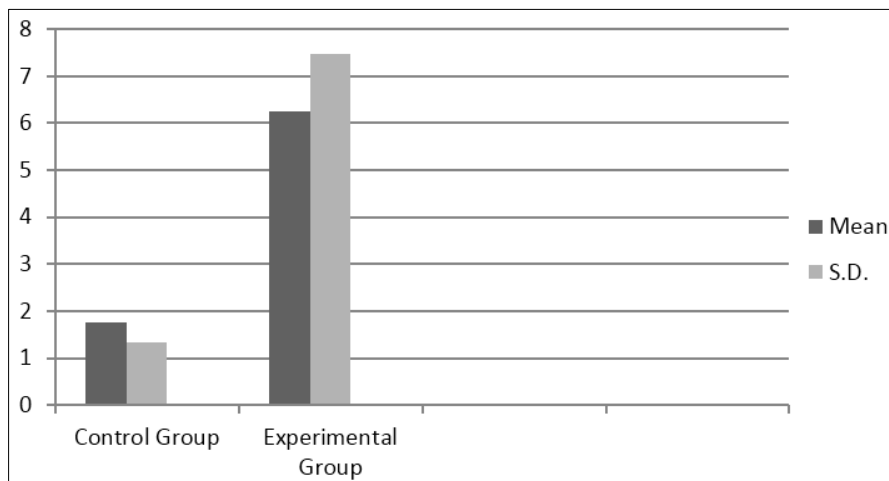


Fig 1: Comparison of the Groups on the Basis of Gain Scores for Nationalism

The table & figure 1 show that the mean gain score of control group and experimental groups are 1.75 and 6.25 regarding nationalism with the S.D. 1.34 and 7.48. The 't' value is 5.58 is significant at 0.01 level of significance (df = 38). This shows that there is significant differences between the mean gain score of control and experimental group with regards to nationalism. As the mean gain score 6.25 of experimental group is higher than the score 1.75 of control group. It is concluded that the value education programme has positive effect on promoting nationalism.

Table 5: Comparison of the Groups on the Basis of Gain Scores for Internationalism.

Group	Number	Mean	S.D.	't'	Df	Level of Significance
Control Group	40	1.95	7.18	7.65	38	Not significant at .01 level
Experimental Group	40	21.75	9.74			

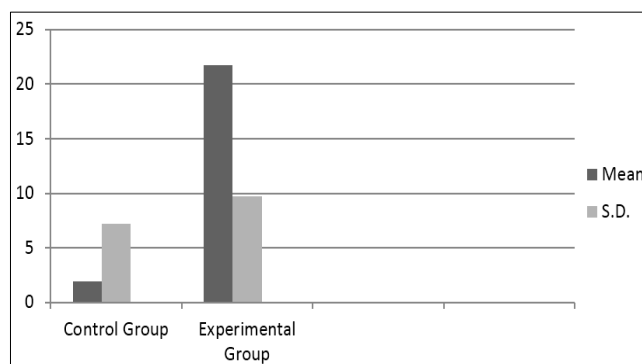


Fig 2: Comparison of the Groups on the Basis of Gain Scores for Internationalism.

The Table 5 & figure 2 shows that the mean difference in the gain scores between the control group and experimental group regarding Internationalism are 1.95 and 21.75 with the S.D. of the difference is 7.18 and 9.74 respectively. The 't'

value is found to be 7.65 which is significant at 0.01 level of significance (df=38). This shows that there is no significant difference between the mean gain scores of experimental and control group with regards to Internationalism. As the mean gain score (21.75) of experimental group is higher than the mean gain score (1.95) of the control group, it is concluded that the value education has positive effect in promoting Internationalism.

Findings, implications & suggestions

In the light of the interpretation of the results, the present investigation as already discussed in the previous chapter, the following main findings are given below

Findings of Nationalism and its Dimensions

1. There is significant difference between the mean differences of the gain scores for experimental and control group with regard to Nationalism. It concludes that the Value Education Package has positive effect in promoting Nationalism.
2. There is significant difference between the mean differences of the gain scores for experimental and control group with regard to Matribhumi Bhakti. It concludes that the Value Education Package has positive effect in promoting Matribhumi Bhakti.
3. There is significant difference between the mean differences of the gain scores for experimental and control group with regard to It concludes that the Value Education Package has positive effect in promoting There is significant difference between the mean differences of the gain scores for experimental and control group with regard to Sanskriti Nishtha. It concludes that the Value Education Package has positive effect in promoting Sanskriti Nishtha.
4. There is significant difference between the mean differences of the gain scores for experimental and control group with regard to Samajik Chetna. It concludes that the Value Education Package has positive effect in promoting Samajik Chetna.
5. There is significant difference between the mean differences of the gain scores for experimental and control group with regard to Samajik Samarsata. It concludes that the Value Education Package has positive effect in promoting Samajik Samarasta.
6. There is significant difference between the mean differences of the gain scores for experimental and control group with regard to Rashtriyata ki Abhivriti. It concludes that the Value Education Package has positive effect in promoting Rashtriyata ki Abhivriti.

Findings of Internationalism and its Dimensions

1. There is significant difference between the mean differences of the gain scores for experimental and control group students with regard to Internationalism. It concludes that the Value Education Package has positive effect in promoting Internationalism.
2. There is significant difference between the mean differences of the gain scores for experimental and control group student with regard to Vishwa bandhutwa ki bhavana. It concludes that the Value Education Package has positive effect in promoting Vishwa bandhutwa ki bhavana.

3. There is significant difference between the mean differences of the gain scores for experimental and control group students with regard to Ahimsa. It concludes that the Value Education Package has positive effect in promoting Ahimsa
4. There is significant difference between the mean differences of the gain scores for experimental and control group students with regard to Vaigyanik Drishtikon. It concludes that the Value Education Package has positive effect in promoting Vaigyanik Drishtikon
5. There is significant difference between the mean differences of the gain scores for experimental and control group students with regard to Sarvapantha Sambhav. It concludes that the Value Education Package has positive effect in promoting Sarvapantha Sambhav.
6. There is significant difference between the mean differences of the gain scores for experimental and control group students with regard to Ekamata Bhav. It concludes that the Value Education Package has positive effect in promoting Ekamata Bhav.

Educational Implications

Looking at the current situation from different angle, the goals of peace, secularism, social justice and democracy to which humankind has declared its ideological commitment have come under severe strain. Forces of social and national integration have become active, putting our democratic social order of its severest test. The population increase had seriously affected the quality of life of the masses and has caused social tensions and unrest. Crime violence and indifference to human suffering have spread to all walks of life. Prejudices and complexes transmitted through the social environment and the accident of birth are hindering the promotion of equality. Our physical environment rivers, mountains, forests, plant and animal life is getting increasingly polluted and depleting its resources.

Narrow casteist, communalist, linguistic and regionalist outlooks are dividing the people coming in the way of developing a unifying national and the international outlook. All these problems can be solved and be helpful to be solved by the present study; has the important implication. Unless education help the students to develop not only a personal identity but also social and national identity (which essentially means a set of value perspectives and world views, linked to one cultural tradition) education cannot be said to have fulfilled its essential role.

The first important task to be done is to remove certain misconception about nationalism and internationalism. It is necessary to impress upon the students that development of nationalism and internationalism are not only for high school students but for everyone concerned while teaching learning process which fulfils the aim of present study.

Education without vision is waste; education without value is crime; education without mission is boredom. Education in our life enables us to make comfortable and to look our family well. But so far as the social progress is concerned, value based education is an unavoidable necessity. "A national with atomic power is not a strong nation; but a nation without power strong character is indeed a strong nation. If nation is to be strong, then the character of the people of that nation needs to be elevated.

Values could be integrated properly with different subject areas and educational programmes. Through physical education emphasis on health, strength, agility, grace and beauty can be laid. Through sports, the qualities of courage, energetic action, initiative, steadiness of will, rapid decision and action, the perception of what is to be done in an emergency, sportsmanship, leadership etc. can be developed. Besides, one would also develop right attitudes, friendliness, self-control, accept ace of victory or defeat, supremacy of judge or referee, discipline, obedience, order, team spirit and working for common goal. Likewise, work experience which now constitutes one of the areas of core-curriculum will help in perfecting skills, utilizing materials, tools and processes of works and will promote spirit of 'love of work' and dignity of labour, more so, in a social setting. Responsibility towards society and identification with the community can be aroused and awakened by organising work experience activities in social settings. Students can be encouraged to live in harmony with nature, appreciate art, music and can dream for country and the world that future world shape, of course, with some degree of realism. Examples of national leaders, greatness of art and culture and of science can be motivating forces in the life of students.

In fact, with the help of all educational programmes and subjects of study, values can be included with ease and in a nature setting. This is the great educational implication of the present study.

Suggestions for further research

1. In spite of taking so many values and so many variables a less number of values and variables could be taken which could help to provide in depth and detailed pictures about those values and variables.
2. As the variables are interrelated and the development of one type of value could develop another type of variable without any special efforts like it was found that development of the values related to nationalism could develop the values related to internationalism. While taking this type of studies, where values are interrelated with each other could be taken to see the effect in a more comprehensive way.
3. Nationalism and Internationalism could study separately to see whether they effecting to each other or not.
4. The present study was conducted on high school students only; it can be conducted on other classes.
5. This study was conducted on Hindi medium students only; it can be conducted on the students studying in English medium and other mediums.
6. The present study is conducted only male students were included in the sample. It can be conducted by taking female students in the sample and both male and female can be included in the sample.

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