



# DEVELOPMENT OF A VALUE EDUCATION ORIENTED INSTRUCTIONAL PACKAGE IN SOCIAL SCIENCE FOR ENHANCING VALUE AWARENESS AMONG SECONDARY SCHOOL STUDENTS

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## Abstract :

Values are considered important and fundamental dimensions of an individual. Value Education awakens curiosity, development of proper interests, attitudes, values and capacity to think and judge about oneself. Social science education helps the individual to become a responsible, dynamic, resourceful and enterprising citizen with a strong good moral character who uses all this capacities to develop his own self, his society and his nation to the highest extend by contributing his best to nation honours, national glory, national culture and civilization of the nation of which he is an integral part. The present study aims to inculcate value awareness among secondary school students through social science as a subject in school education. Therefore, value education oriented instructional package in Social Science was developed and tested its' effectiveness. The study revealed that the value education oriented instructional package is effective in enhancing value awareness among secondary school students.

**Key Terms:** Development, Values, Awareness, Social science, Secondary School Students

## 1. INTRODUCTION

Education is the essential human virtue. In a broad sense education is life and life is education. We have to provide real and concrete life situation and experience to enable the individual to lead a good and effective life. Values refer to object that human being consider desirable in their thought, feelings and actions. The Guru or teacher is expected to function not only as mentor for acquisition of knowledge but also as a guide to enhance values and transformer of inner being. But during recent times education has become mere acquisition of information in cognitive learning areas with sole purpose of passing examinations and getting degrees. This has to be changed and the value education has to be given the right place in the education system. Teachers should properly orient to create positive environment for children where human values become vibrant (Kumar and Bhatia, 2002) [1]. Their role is to put the child on the right path not by imposing but by observing, guiding and helping approach. Values are principles, fundamental convictions, ideals, standards or life stages that act as a general guide to behaviour or as reference to points in decision making. Values are considered important and fundamental dimensions of an individual. They may also be regarded as good objects for which people orient their thinking, action and feeling. Values are regarded as abstract beliefs that transcend specification situations objectives and issues and they function as standard of behaviour. Recent trend of weakening the threads of human values is really alarming. Youth is directionless now. Such decline can be harmful for society in coming years (Numata,2003).[2]. Value education cannot be circumscribed by textbook material but should be left to the initiative and inspiration of the teachers in finding the learning resources (Bajpai,1991).[3]. Social science education helps the individual to become a

responsible, dynamic, resourceful and enterprising citizen with a strong good moral character who uses all this capacities to develop his own self, his society and his nation to the highest extend by contributing his best to nation honours, national glory, national culture and civilization of the nation of which he is an integral part. It also contributes to the growth and development of the society. It is only through education, moral ideas and spiritual values, the aspiration of the nation and its cultural heritage is transferred from one generation to another for preservation, purification and sublimation to higher and higher achievement. Values are any characteristic deemed important thanks to psychological, social moral and aesthetic considerations (Good,1959).[4].

## 2. NEED AND SIGNIFICANCE OF THE STUDY

Social science is a subject which is related to almost all the school discipline. It fulfils the educational values such as intellectual, moral, social, democratic, aesthetic, etc. So the study of social science occupies a central place in school curriculum. Today, even developing countries have many problems related to religion, race, and sex, most of which results from the lack of value awareness. Now a days, value education is promoting all over the world. Children acquire values from parents, teachers, society and rest from schools and class rooms. Teachers play an important role in promoting value education through social science teaching. National Curriculum Framework(2005) [5] has mentioned the aim of social science education as : to build a commitment to democratic, social, ethical and respect for human dignity and rights. The investigators could not find adequate number of studies which examines value awareness among secondary school students. Hence, the investigators conducted the study to inculcate value awareness through an instructional package among secondary school students.

## 3. STATEMENT OF THE PROBLEM

The present study aims to develop an instructional package which can be used for inculcating value awareness among secondary school students through social science as a subject in school education. Hence the study is entitled as **DEVELOPMENT OF A VALUE EDUCATION ORIENTED INSTRUCTIONAL PACKAGE IN SOCIAL SCIENCE FOR ENHANCING VALUE AWARENESS AMONG SECONDARY SCHOOL STUDENTS.**

## 4. VARIABLES OF THE STUDY

Instruction through value education is taken as independent variable and enhancement of value awareness is taken as dependent variable.

## 5. HYPOTHESES OF THE STUDY

H1. Value education oriented instructional package in Social science is effective in enhancing value awareness among secondary school students

H2. There exist significant difference between the mean scores of value awareness pre-test and value awareness post-test with respect to the total sample

H3. There exist significant difference between the mean scores of value awareness pre-test and value awareness post-test with respect to sub sample gender

## 6 . OBJECTIVES OF THE STUDY

1. To develop a value education oriented instructional package in Social Science for enhancing value awareness among secondary school students
2. To test the effectiveness of value education oriented instructional package in Social Science for enhancing value awareness among secondary school students
3. To compare the mean scores of value awareness pre-test and value awareness post-test with respect to total sample
4. To find out the significant difference between the mean scores of value awareness pre-test and value awareness post-test with respect to the sub sample gender

## 7. METHODOLOGY

A brief description of methodology for the present study is given below:

## 8. DESIGN OF THE STUDY

The present study is a Quasi Experimental study. The investigator selected one –group, Pre-test-Post- test Experimental Design for the study.

## 9. SAMPLE SELECTED FOR THE STUDY

The present study was conducted on a sample of 110 students studying in IXth standard at Kozhikode district, Kerala.

## 10. TOOLS USED FOR THE STUDY

1. Value Awareness Test was prepared and standardized by the investigators for assessing value awareness among secondary school students.

The value education oriented instructional package in social science for enhancing value awareness among secondary school students has developed on nine major topics namely : 1. Election and Democracy 2. Simple majority system 3. Free and fair election 4. Social problem

5. Poverty and Unemployment 6. Crimes in Society 7. Bhakti movement in South India 8. Towards a Bright Future 9. India, the Land of Synthesis

## 11. STATISTICAL TECHNIQUES EMPLOYED FOR THE STUDY

- Preliminary statistical analysis namely, mean, median, mode, standard deviation, skewness, and kurtosis of the selected variables of the pre-test and post-test of the experimental group. The investigators computed the important statistical constants for examining whether the variables are normally distributed or not.
- Test of significance of difference between means.

Table 1  
*Statistical Constants of Experimental Group*

| Samples   | N      | Mean | Median | Mode | Standard Deviation | Skewness | Kurtosis |
|-----------|--------|------|--------|------|--------------------|----------|----------|
| Pre-test  | Total  | 110  | 20.973 | 21   | 30                 | 11.026   | 0.088    |
|           | Male   | 57   | 19.702 | 20   | 30                 | 10.469   | 0.264    |
|           | Female | 53   | 22.340 | 23   | 37                 | 11.537   | -0.114   |
| Post-test | Total  | 110  | 28.027 | 28   | 19                 | 11.555   | 0.015    |
|           | Male   | 57   | 26.509 | 27   | 19                 | 10.930   | 0.171    |
|           | Female | 53   | 29.660 | 30   | 12                 | 12.081   | -0.186   |

The value of skewness show that the distributions for both pre-test and post-test groups is positively skewed except in the case of female students. The distributions of female students were negatively skewed for both groups. The kurtosis of the Total and subsamples based on gender for both pre-test and post-test were less than the normal value 0.263 and distributions were leptokurtic.

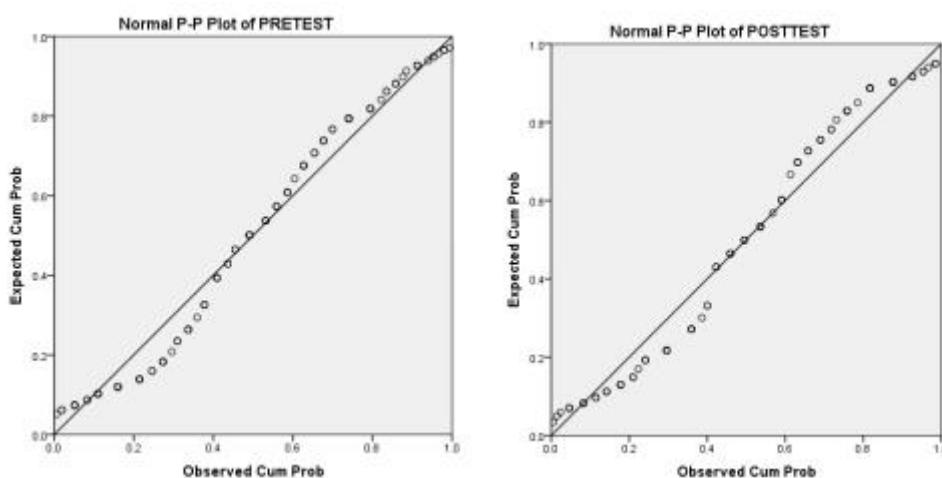


Figure 1. The P-P plot of the pre-test and post-test scores of the variable value awareness (total and subsample wise) of the experimental group

## 12. ANALYSIS AND INERPRETATIONS

The data have been analyzed using the statistical technique mean difference analysis. Test of significance of difference between means was used to compare the relevant variables between the pre-test and post-test of the experimental group.

### Result of the Comparison of the Mean scores of Pre-test and Post-test of Experimental Group on Value Awareness

In order to check the initial status of the students in the experimental group regarding Value Awareness, a pre-test and post-test was conducted. The scores obtained from this test were subjected to test of significance of the difference between means of groups. The results of the test of significance are given below:

Table 2

*Data and Result of Test of Significance of the Difference between the Value Awareness Pre-test and Value Awareness Post-test with Respect to the Total Sample*

| Variables       | Group     | No. of Sample (N) | Mean (M) | Standard Deviation (SD) | t     | Level of Significance |
|-----------------|-----------|-------------------|----------|-------------------------|-------|-----------------------|
| Value Awareness | Pre-test  | 110               | 20.973   | 11.026                  | 4.632 | 0.01                  |
|                 | Post-test | 110               | 28.027   | 11.555                  |       |                       |

It can be seen from the table 2 that the obtained 't' value is found to be significant at 0.01 level. So it can be noted that there is significant difference in the mean scores of the Value Awareness Pre-test and Value Awareness Post-test in the experimental group. It indicates that these two groups are almost different within the experimental group with regard to Value Awareness. From the scores of the Value Awareness Pre-test and Value Awareness Post-test, graphical representation was constructed.



Figure 2. Result of the Comparison of pre-test and post-test group regarding value awareness

From the bar diagrams, it is clear that the performance of experimental group is different in pre-test and post-test. The performance of experimental group has much improved as the result of experimental treatment. There is significant difference between the mean pre-test scores and mean post-test scores of experimental group in value awareness.

### Comparison of the mean scores of value awareness pre-test and value awareness post-test with respect to subsample gender

A pre-test and post-test was conducted on the experimental group for finding out the value awareness of each group based on gender. The scores obtained from this test in both groups were subjected to test of significance at the difference between the means of group. The analysis was done under the following sections.

## Male students

In this section the investigators calculated the mean pre-test and post-test scores of male students in the experimental group and were subjected to test of significance of the difference between the mean of group.

Table 3

*Data and Result of Test of Significance of the Difference between the Value Awareness Pre-test and Value Awareness Post-test with Respect to the Subsample Male Students*

| Variables       | Group    | No. of Sample (N) | Mean (M) | Standard Deviation (SD) | t     | Level of Significance |
|-----------------|----------|-------------------|----------|-------------------------|-------|-----------------------|
| Value Awareness | Pretest  | 57                | 19.702   | 10.469                  | 3.395 | 0.01                  |
|                 | Posttest | 57                | 26.509   | 10.930                  |       |                       |

As per the data given in the table 3, the obtained 't' value is found to be significant at 0.01 level. So it can be assumed that there is significant difference in the mean scores of value awareness of pre-test and post-test scores of experimental group based on male students. This indicates that the two groups differ significantly with regard to value awareness.

From the pre-test and post-test scores of value awareness of male students for experimental group, graphical representation was constructed.

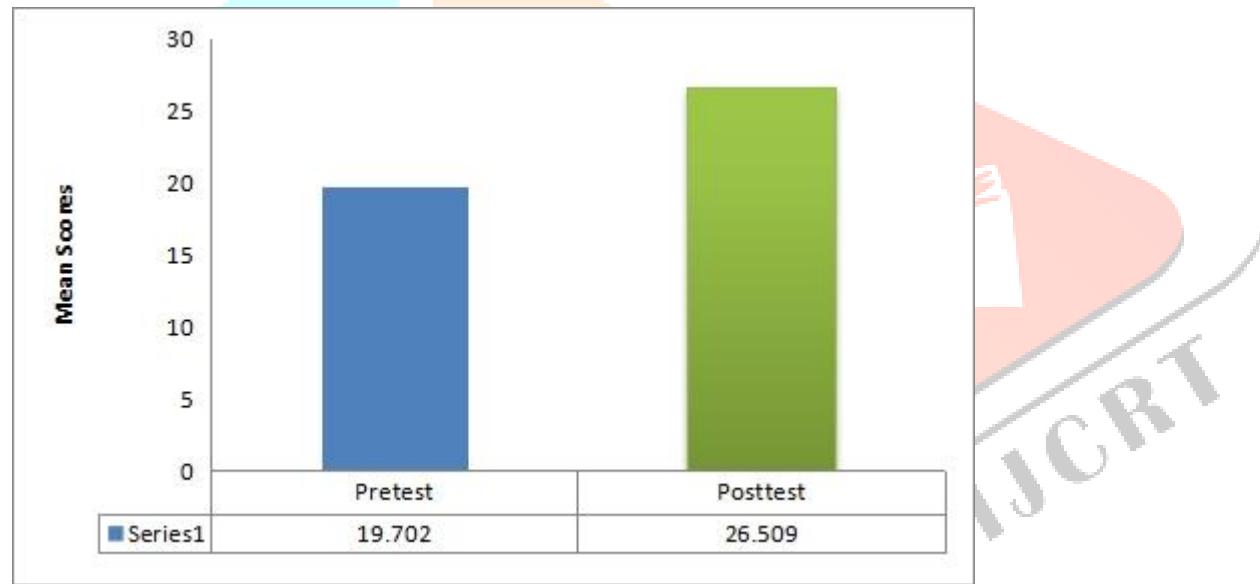


Figure 3. Comparison of pre-test scores and post-test scores in the performance of male student's with regard to value awareness

From the bar diagrams, it is clear that the performance of experimental group is different in pre-test and post-test. The performance of experimental group has much improved as the result of experimental treatment. There is significant difference between the mean pre-test scores and mean post-test scores of male students in experimental group in value awareness.

## Female students

In this section the investigator calculated the mean pre-test and post-test scores of female students in the experimental group and were subjected to test of significance at the difference between the means of group.

Table 4

*Data and Result of Test of Significance of the Difference between the Value Awareness Pre-test and Value Awareness Post-test with respect to the Sub sample Female Students*

| Variables       | Group     | No. of Sample (N) | Mean (M) | Standard Deviation (SD) | t     | Level of Significance |
|-----------------|-----------|-------------------|----------|-------------------------|-------|-----------------------|
| Value Awareness | Pre-test  | 53                | 22.340   | 11.537                  | 3.190 | 0.01                  |
|                 | Post-test | 53                | 29.660   | 12.081                  |       |                       |

As per the data given in the table 4, the obtained 't' value 3.190 is higher the table value (2.58) and it is found to be significant at 0.01 level. So it can be assumed that there is significant difference in the mean scores of value awareness of pre-test and post-test scores of experimental group based on female students. This indicates that both pre-test and post-test scores of experimental group are differs significantly with regard to value awareness of female students.

From the pre-test and post-test scores of value awareness of female students for experimental group, graphical representation was constructed.

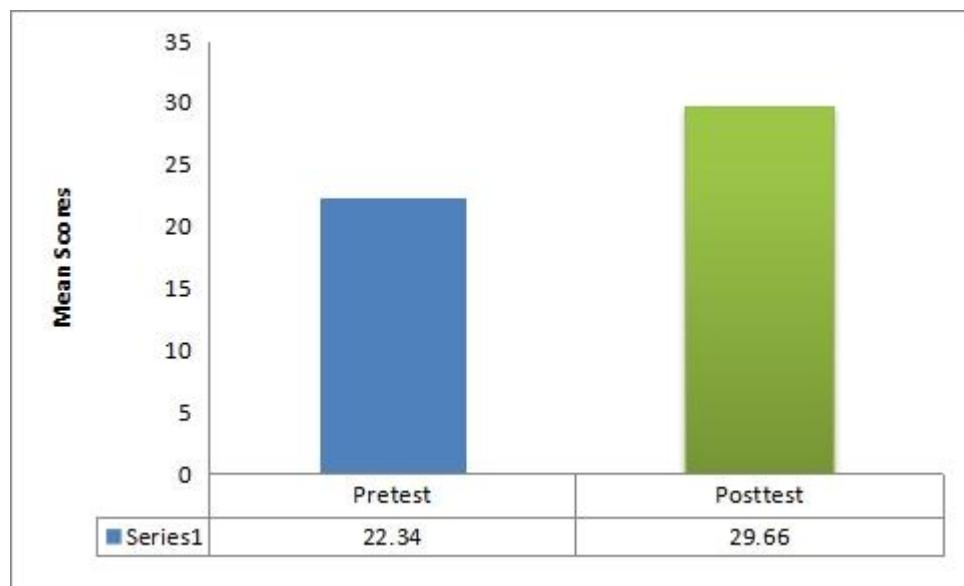


Figure 4. Comparison of pre-test and post-test scores of female students in experimental group with regard to value awareness

From the bar diagrams, it is clear that the performance of experimental group is different in pre-test and post-test. The performance of experimental group has much improved as the result of experimental treatment. There is significant difference between the mean pre-test scores and mean post-test scores of female students in experimental group in value awareness.

From the above results, it is clear that the value awareness of secondary school students have much more enhanced through the developed instructional package.

### 13. MAJOR FINDINGS OF THE STUDY

1. The present study revealed that value education oriented instructional package in social science is effective in enhancing value awareness among secondary school students.
2. The obtained t-value for the test of significance of difference between means for the pre-test scores showed that there exist significant difference in the pre-test scores of experimental group (single group).
3. The study revealed that there exist significant difference in the post –test scores of experimental group (single group).
4. There exist significant difference between the mean scores of value awareness pre-test and value awareness post-test with respect to sub sample gender. The obtained 't' value is found to be significant at 0.01 level. So it can be assumed that there is significant difference in the mean scores of value awareness of pre-test and post-test scores of experimental group based on male and female students. This indicates that the two groups differ significantly with regard to value awareness.

### 14. EDUCATIONAL IMPLICATIONS OF THE STUDY

The result of this experimental study provides a number of implications in the educational field. The outcome of this study is useful to teachers, students, curriculum makers and also policy makers in value education. Indian destiny is shaped in our classrooms. In this context the whole activities of the child in the school are important. Instructional package highlights the instructional objectives of cognitive, affective and conative domains. It ensures that the social science text book is helpful for the existence and welfare of the human beings. Is this aspect of the book fulfilled by its transaction? Regarding the role of social science teachers, is their duty limited only to impart the factual knowledge of child? No. The teachers are playing a prominent role to the actual transaction of the text book to fulfill the objectives. Timely training is to be given to teachers for this. Value education is important and it is the right time to practice strategies and methods to make it reach up to the expected level.

The implications of the study are as follows:

1. In view of this study value education oriented instructional package in social science for enhancing value awareness of children as regular responsibility since it is the need and necessity of the hour.
2. Every student has to find out values inherent in their subjects because the content of all subjects are rich in values.
3. Instructional package is very effective to find out time and periods to transact the identified values of their subjects in their classrooms
4. Teachers should be ready to get trained in value inculcation through in-service training pre service training
5. Provide ample opportunities to students for practice of values in schools.
6. The present instructional package provides learning experiences and activities to students for being a discoverer. So, it is necessary to add many value-oriented questions for practicing exercise in textbooks.
7. The curriculum committee should also provide handbooks to teachers to practice value inculcation methods and strategies.

## 15. RECOMMENDATIONS

1. NCERT, IASE, SCERT, DIET'S and CTE should organize training courses to teachers on value education.
2. Since modules are proved as effective for in-service training of teachers it can have due impact on the nature of in-service education in future.
3. Government should take necessary steps to develop instructional package of this kind in all subjects for the benefit of teachers.
4. This type of instructional package are helpful for adult education, extension - education centres, teachers' training institutions, etc.
5. This methodology is help full to organize live programmes in mass media for value inculcation. The study reveals that girls have a higher level of value awareness than the boys.
6. The value awareness programmes should be provided from the primary school level. Since value education is the need of the hour and as there is a lack of this type of instructional package in teacher training of pre-service and in-service programmes, the instructional package developed in this study is hoped to be highly beneficial in the educational field.

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