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## A STUDY ON ANALYSING THE IMPACT OF HUMAN VALUES AMONG ELEMENTARY SCHOOL CHILDREN

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**Abstract:** Values are essential for human to lead a happy and productive life. Values form the core of educational goals and objectives. Building values is an integral factor in the process of internalization of values because an individual can only give what one has within (Reimers and Chung, 2019). Value education is a process of teaching and learning about the ideals that a society considers them to be important. Values are the forces that govern behavior at the core of the personality. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values (NEP, 2020). For this research, 240 children studying in VI, VII and VIII standard of government schools were selected. The research design of the study is Descriptive in nature and census sampling method was adopted. In this study an attempt was made to examine the children about their level of knowledge before and after the educational programme on human values.

**Key words:** Human Values, Knowledge and Elementary School Children.

### I. INTRODUCTION

Human value education is deep rooted in our Indian Philosophy. The Vedas and Upanishads are the major source of inspiration for human value education. Since from ancient times the incorporation of value education was practiced among the children beginning from the Guru Kul period, it was continued after the independence in the Indian educational system by concentrating the value education as an additional subject in the regular curriculum of the children. The main objective of having human value education in educational institution is to instill moral, ethical and values among the children to develop them as a good future citizens (Lakshmi and Paul, 2018).

Values are the forces that govern behavior at the core of the personality. Behavioral dispositions of the individual are governed by value-orientations, attitudinal dispositions, and belief systems with specific reference and relevance to broader social context of the individual. A value orientation is essential for the planning of a good future for mankind. It is a matter of experience that mankind reacts to human behavior sometimes with approval and sometimes with disapproval. The kind of behavior approved by the people is called moral behavior and the kind of behavior disapproved by the people is called immoral behavior. An individual can develop moral behavior only when he understands what is good and what is evil, what is right and what is wrong. This consciousness of right and wrong, good and evil is called moral values. Moral development is an important dimension of education of the child (Mohan and Subashini, 2016).

Values education starts in family, the first social institution, with the birth of the child. However, when it comes to the continuity of societies and social peace, it is possible that values education is addressed in a more formal way and at this point schools have come into play. Implicit or planned values education in schools plays an active role in transferring values from society to society (Mondal, 2017). Value education is a process of teaching and learning about the ideals that a society considers them to be important. Value education can take place in different forms, but the main aim of providing it to children in their educational institutions is to make them understand the importance of good values; use and reflect them in their behaviour and attitudes; and finally contribute to the society through their good responsibility and ethics. The two main ways to give value education includes teaching or spreading a set of values which come from society, religious institutions and cultural practices or ethics and the second way is that the individuals are gradually educated or made to realize the importance of good behaviour for themselves and their society. In school, children are members of a small society that exerts a tremendous influence on their personal and moral development. Teachers serve as role model to children in school; they play a major role in inculcating their ethical behavior. Peers at school diffuse boldness about cheating, lying, stealing, and consideration for others. Though there are rules and regulations, the educational institutions infuse the value education to the children in an informal way. They play a major role in developing ethical behaviour in children (Shahin, 2019).

Value education would bring virtues like happiness, humanity, co-operation, honesty, simplicity, love, unity, and peace. Values can be inculcated among children through recitation of good poems. It was also pointed out that the Autobiographies, biographies and experiences of great and noble persons also provide inspiring values to the children. Apart from this through delightful, entertaining and purposeful stories, great moral and ethical values could be inculcated. By focusing on good literary works and by using different techniques as well as by making the children to get engaged in school programs and role plays make the children to take up a personal commitment which leads to imbibe values in their own life (Maruthavanan, 2020).

## II. RESEARCH METHODOLOGY

The present research was conducted by adopting descriptive research design. The knowledge level of elementary school children towards the human values was examined in the present study in a detailed manner both before and after the educational programme and hence the design is descriptive in nature.

### Objectives of the study:

- To study the personal profile of the elementary school children
- To analyse the knowledge on human values before and after the educational programme
- To identify the difference between the knowledge of values among school children with respect to their age, gender and class.

### Hypothesis:

- There is no significant difference between elementary school children on their human values regarding age, gender and class of study.

### Sampling

The study was conducted among 240 elementary school children studying in VI, VII and VIII standard in six Government middle schools in Coimbatore. The total population of the children in six schools for the classes VI, VII and VIII accounts for a total 240 children and all the children were taken for the study. Thus the researcher adopted Census method of Sampling.

### Tools for data collection

Interview Schedule was used by the researcher to collect the necessary and relevant data for this study. Self-structured Interview schedule was developed to analyse the particulars among the children. The children are individually examined by using this schedule to know their level of knowledge on values. After collecting the data, responses are examined and a scheduled educational programme was conducted for the students for a period of six months and after the educational, the students level of knowledge on human values are analysed and the responses are reported.

## III. RESULTS AND DISCUSSION

### A. Personal Profile

The Descriptive results of the personal profile of the respondents are provided. The general profile such as age, gender, type of family and size of family of the selected elementary school children was explained in the Table 1 is given below:

**Table 1: Personal Profile of the elementary school children**

<b>Personal Profile</b>		<b>Frequency (N = 240)</b>	<b>Percentage</b>
<b>Age</b>	11 years	104	43.3
	12 years	90	27.5
	13 years & Above	46	19.2
<b>Gender</b>	Male	92	38.3
	Female	148	61.7
<b>Type of Family</b>	Joint family	84	35
	Nuclear family	156	65
<b>Size of Family</b>	Small family	60	25
	Medium family	121	50.5
	Large family	59	24.5

The above given table no. 1 shows the personal profile of the respondents. The age group of the children reveals that nearly half of the respondents 43.3 per cent state that they belong to the age of 11 years, 27.5 per cent are of 12 years and 19.2 per cent are at the age group of 13 years and above. Among the total respondents majority 61.7 per cent are females and the remaining 38.3 per cent are males. This shows that in the government elementary schools girls are studying in larger number. Likewise, majority 65 per cent are residing in Nuclear families and the remaining 35 per cent are residing in Joint families.

#### *B. Level of Knowledge among the elementary school children before and after the educational programme on Human Values*

The findings in the table 2 reported the knowledge possessed by the selected elementary school children towards human values before and after providing the educational programme. The level of knowledge are measured and categorized among the school children with respect to their class.

**Table 2: Level of Knowledge among the elementary school children before and after the educational programme on Human Values**

Human Values	Level of Knowledge								
	VI Standard (In Percentage)			VII Standard (In Percentage)			VIII Standard (In Percentage)		
	Before	After	Mean Difference	Before	After	Mean Difference	Before	After	Mean Difference
Co-operation	50	73	23	53	91	38	52	84	32
Freedom	48	77	29	56	89	33	55	67	12
Happiness	59	77	18	77	90	13	45	79	34
Honesty	50	82	32	73	89	16	55	82	27
Humility	36	59	23	22	43	21	39	55	16
Love	45	73	28	50	80	30	35	55	20
Peace	45	86	41	61	86	25	61	79	18
Responsibility	41	68	27	69	89	20	45	61	16
Respect	50	68	18	52	91	39	48	85	37
Simplicity	58	79	21	70	82	12	60	77	17

The above table reveals that before the educational program the aspects of human values imbibed by the elementary school children studying in VI, VII and VIII ranged between (36-59) among VI standard, (22-77) among VII standard and (35-60) among VIII standard children. After the educational programme, the highest mean difference was found among VI standard children is for Peace (41 per cent), for VII standard it is for Respect (39 per cent) and among VIII standard children also Respect (37 per cent) has the highest mean difference. There are also other values that score a considerable increase in the level of knowledge among the children after the educational programme.

### *C. Comparative analysis of Human value education programme among the elementary school children*

Paired-samples t-test was 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. The statistical analysis of the human values among the elementary school children studying in VI, VII and VIII standard with respect to their age and gender before and after the educational program is presented in the Table 3.

**Table 2: Comparative analysis of Human value education programme among the elementary school children**

Class	Gender	Human Value						t value	Sig.
		Before			After				
		Mean	N	SD	Mean	N	SD		
VI Standard	Boys	5.86	38	0.763	8.70	38	1.047	16.755	.001
	Girls	6.03	66	0.815	8.52	66	1.906	15.194	.001
VII Standard	Boys	6.26	30	0.682	8.80	30	0.795	28.651	.000
	Girls	6.18	60	0.800	9.00	60	0.933	28.643	.000
VIII Standard	Boys	6.28	24	0.856	8.71	24	0.844	14.078	.000
	Girls	6.54	22	0.989	8.68	22	0.802	12.261	.000

The highest mean value found among the elementary school children in the pre-test was found among VIII standard female children with 6.54 and the standard deviation was .989. The highest mean of the post-test was found among VII standard female children with a mean as 9.00 and the standard deviation was .933.

The t-value obtained from the analysis of the mean scores of the before and after educational programme among the elementary school children is 16.155 for VI standard boys and 15.194 for girls. For VII standard children the t value is 28.651 for boys and 28.643 for girls. The t value was 14.078 among VIII standard boys whereas among the girls it is 12.261. The details also reveal that the “p” value or value of significance is 0.000 ( $p < 0.05$ ) for both boys and girls studying in VI to VIII standard in their level of acquiring knowledge on human values. Thus the null hypothesis stating that there is no significant difference between elementary school children on their human values regarding age, gender and class of study is rejected.

#### IV SUMMARY AND CONCLUSION

The results reveal that the knowledge of human values among the elementary school children varies with respect to their family, school and the society they live. This can be modified and enhanced by using trainings and practices. Hence, the present research study helps in bringing up a positive transformation in the attitudes, behavior, and character of the children, which can play a vital role for the betterment of the society. It will surely help in molding the future citizen dosed with the good qualities and let to live in the democratic setup and live up to our national expectations in exercising equality, fraternity, and justice.

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