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STUDY THE IMPACT OF DISPLAYING CURRICULAR EVALUATION RESULTS FOR DEVELOPING VALUES IN PRIMARY SCHOOL LEARNERS

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Abstract

The purpose of the study is to encourage the primary school children for their involvement in the value based activities. The researcher adopts a new technique in the sense that making them aware of the evaluation result will lead to healthy competition and enhance their level of performance. For this he adopted the Pre-test Post-test control group design in which the experimental group was only given treatment and the control group followed the conventional method. Tools like observation cum interview schedule, portfolio box, and display board were used for the conduct of the study. The study reveals that the technique (display of other curricular evaluation result) proved effective.

Keywords: Display Board, Portfolio Box, Observation cum Interview schedule, Other Curricular area.

Introduction:

The socio-economic scenario reflects a grim picture at present from primary stage to university. Value crisis is felt by each and one and it is the crux of the problem. Despite no efforts are made neither from the school front nor from the parents to inculcate value in the children. Indian myth and scripture contain innumerable stories with high moral but nobody pays any heed to that. At least senior members in the family should teach moral based stories by inspiring the younger ones to read the biographies of great men. It is mentioned in the NCF 2005 that Education aims at establishing peace. Besides reflecting value laden information students should be encouraged to make the best use of time sitting in the library. There is a saying that value is not taught it is caught.

Education is the change of behavior and attitude in a socially desirable way. The total education system is likely to reflect the values, which satisfy the desire, wants, cravings and urges of the society. The values developed on the ideas and experiences of individual and on the influence of the social environment can be categorized as happiness, beauty, truth, neatness and cleanliness, honesty, leadership, punctuality, co-operation, self-dependence, goodness, morality, patriotism, courage, commitment to duty etc. All of these are considered essential for the formation of a better individual with integrated personality that contributes for a healthy society. On the contrary, in the absence of these values, the society will be misguided. Darth of values in school curriculum has proved itself futile in producing good citizens. This has resulted in raising certain problems like riots, law and order situation, thefts, murders, scams etc. Needless to say today every

individual has become self-centered in his attitude. Putting all these into consideration, it can be concluded that the importance of values in educational curriculum never be ignored and inculcation of desirable values in children will render yeoman's service in his future life. This will be easier if a child learns it from his peer group with whom he spends most of the time in the way of sharing. This will lead him towards holistic development. In course of the investigator's visit to primary schools for monitoring he observed that the students were marked in disciplined during performing other curricular activities. There was also lack of co-operation among their class mates. So the investigator thought that there is a need of inculcating desirable values in them. In view of the above he decided to take up a study on value education.

Review of related literature:

Bajpai, Amita (1991) conducted An experimental study of an educational intervention curriculum for value development and its facilitative effect upon the development of moral judgment in order to investigate whether development of moral judgment in children can be enhanced through an intervention program. The study revealed that children who participated in their programme acquired the abilities to judge an act of right or wrong, taking into consideration not only the material consequences but also the intention behind the act.

Das, R.C. (1991) conducted an study of the methods adopted by selected secondary school in India for development of moral and ethical values and measurement of the value judgment of students of Class-IX of these schools. One of the objectives of the study was to obtain information from secondary schools about programmes and activities aimed at moral development and to select schools having a good programme. Another objective was to construct a list for measuring the moral judgment of secondary schools students. The study revealed that there was significant positive correlation between intelligence and moral judgment scores. A significant positive correlation found between socio-economic status and moral judgment scores.

Dubey, Ramjee, (1992) The study titled. A critical study of the concept and implementation of value education in India at school level since 1947 to 1986. Some of the objectives taken were i) to ascertain the status of value education in Indian education, ii) to highlight the educational implication of value education. Major findings of the study reflected that values such as national integration, brotherhood, secularism, punctuality, have been emphasized. Folk song and legends which highlight several socially accepted values were missing from the curriculum. The value crisis was due to lack of ideal leadership, neglect of affective domain in education and corrupt practices in society. Mishra (2000) stressed that better knowledge and understanding of concept constitute a cutting edge to winners. Ancient sages and gurus have been pointed out as rightly saying that knowledge leads to enlightenment. It is information and knowledge revolution that shall shape the destiny of mankind in the 21st century.

Statement of the problem:

"Developing values in primary school learners through display of other curricular evaluation results"

Objectives:

To develop some selected values in class-VI students through display of other curricular evaluation result as means of providing feedback to students.

To compare the experimental and control group on the basis of the means of the post-test scores.

Operational definition"

Primary learners:-

Here primary learners Mean students of class-VI only

Display of other curricular evaluation result:

It means the scores (marks) obtained from the evaluation of other curricular traits of the students has been displayed on a board in the class room so that every students of the class can see and think of improving their standard.

Hypothesis:

The experimental group will differ significantly from the control group in respect of the means of the post-test scores.

The strategy will exert positive impact on the experimental group.

Delimitation of the study

The study has been delimited to the class-VI only.

The study has been delimited to the following six values only.

1. Neatness and cleanliness
2. Regularities and punctuality
3. Co-operation
4. Leadership
5. Self confidence
6. Honesty
7. The study has been delimited to urban area in Bijnor district.

Description of tools**1. Observation cum interview schedule.**

An observation cum interview schedule had been prepared to collect data regarding the value standard of the students. The investigator had taken six values for observation. They were neatness and cleanliness, regularity and punctuality, co-operation, leadership, self confidence and honesty. For neatness and cleanliness, he had identified twelve traits for measurement. Like this way for measurement, he had identified six traits for regularity and punctuality, nine traits for co-operation, seven traits for leadership, seven traits for self confidence and nine traits for honesty. The total traits were fifty and total points were fifty. The student got one point for each trait acquired by him.

2. Portfolio Box

It was a closed box with a small aperture on it. Through this aperture one can insert a small piece of paper into the box. Some sheets of paper and a pencil were kept near this box. The box was kept in one of the corner of the class-VI. The class teacher and other two teachers of the school were requested to observe the activities of all the students of class-VI and write down the name of the students and the incidents observed on a piece of paper and insert it in the box. After 15 days the box was opened and the papers were sorted out and evaluated by these three teachers. A final score was given to a student after obtaining data through interview and observation.

3. Display Board

The display board was prepared by two full size drawing sheets and they were pasted on a hard board and hung on the wall.

Methodology:**a. Sample**

Class-VI students of DAV Inter college Bijnor, GIC Bijnor and GGIC Bijnor of Bijnor district were selected randomly as the sample of the study.

b. Collection of data

Data had been collected from the sources mentioned below through Observation, Interview and using Portfolio Box.

I. Parents

II. Peer group

III. Observation of teachers

C. Design of the study

Pre-test and Post-test control group design was followed in the experiment.

Table-I

The table-I shows the design of the study

Experimental Group	Pre-test	Intervention for three months. (Display of other curricular Evaluation result twice in a month)	Post-test (Final display was considered as)
Control Group	Pre-test	No Post-test Intervention (No display only recording Of the scores)	

The experiment was conducted in the following three phase.

First Phase:-

After the selection of sample schools they were divided into two groups as experimental group and control group respectively. A one day training programme was conducted for orientation of the teachers of the sample schools regarding objectives and method of study along with data collection procedure.

Second Phase:-

After the orientation required data regarding different traits of the children were collected and scored. First set of scores were treated as Pre-test scores. On the basis of the Pre-test scores the matching was done by pairs so that each person in the experimental group had a match in the control group. Only 15 pairs were matched and the scores of the rest students were ignored. After the matching only the experimental group was given treatment (it means display of other curricular evaluation result). The display activity was done twice in a month and it was extended to three months. The control group was not given any treatment. At the end of these three months the final scores sheet was prepared in both the groups. These scores were called Post-test scores.

Third Phase:-

In this phase the means of the Post-test scores of the experimental and control groups were compared by applying statistical technique.

Analysis and interpretation:

After the data were tabulated the investigator used 't' test for analysis and interpretation. He used the formula for significance of difference between two correlated means.

Table-II

Table-II shows the result of the statistical analysis.

Group	Pre-test		Post-test			
	N	M	SD	N	M	SD
Control Group	15	33.8	7.63	15	35.07	6.35
Experimental Group	15	33.8	7.63	15	40.47	2.87
't' Value	3.94					

N-Number of students, M-Mean score, SD- Standard Deviation

Level of significance:-

't' Value for $df N-1=15-1=14$

At.05 level=2.14

At.01 level=2.98

Both the control and experimental groups had a mean of 33.8 and a standard deviation of 7.63 at the time of matching. But after the experiment was over the control group had a mean of 35.07 and the experimental group had a mean of 40.47 in the Post-test. So in both the group value standard had been uplifted. The experimental group had a higher mean than the control group. From the table-II, we came to know that the Post-test mean score of experimental group differed significantly from the Post-test mean score of the control group. For significance the 't' value required at .01 level is 2.98, but the investigator got 't' value of 3.94 which is greater than the required 't' value for significance. Therefore, we can confidently say that display of other curricular evaluation result is capable of enhancing the value standard of the students. So the hypothesis taken by the investigator is accepted and null hypothesis is rejected.

From the graphical representation of the Post-test scores of the control and experimental groups, it is revealed that out of 15 pairs of students (matched between control group and experimental group) in 14 pairs the students of experimental group have done better in the Post-test than the control group. Only in one pair the students of control group and experimental group have secured same score (i.e. 44) in the Post- test. The students of experimental group those who have obtained a very low score in Pre-test are more benefited by the technique (display of other curricular evaluation result) than the high score achievers.

FINDINGS OF THE STUDY

- I. It was found that in experimental group, the students those who had obtained a very low score in the Pre-test of other curricular test were more benefited by the technique of display of result than the high score achievers.
- II. Display of other curricular result has a capacity to create an interest in the students to enhance their value standard.
- III. It worked as feedback.

IV. At the time of display of result, it was found that students were discussing among themselves about the result and comparing their score with others.

V. The teachers involved in the data collection showed their positive attitude towards the technique of display of other curricular evaluation result.

Implication and conclusions:

From the above findings this can be concluded that all the teachers, students and parents are benefited from the exercise.

Teachers:-

- The teachers can know what constitute a value.
- She/he can be able to identify the indicators of value.
- She/he can know the technique of assessing performance in other curricular areas. She/he can adopt this strategy in other class and can encourage other schools to adopt this technique.

Students:-

The students can be acquainted with the good manners and good habits, which are expected from them while discussing about the result of evaluation of other curricular areas. They are required to develop more and more good habits to get good scores in the other curricular evaluation.

Parents:-

The parents can know the value standard of their children and what their children should do and should not do.

They will also encourage their children to develop good habits and good manners. In this way holistic development of the students can be possible.

Suggestions:

The following suggestions are recommended for the future improvement of the study:

- Other values may be taken for study and their effect may be evaluated.
- A comparative study on the inculcation of values through this strategy in urban and rural schools of Bijnor district may be conducted.
- Other schools should replicate this research study in their schools and see their effect and if it is effective then it should be implemented in all schools.
- Training should be given to the teachers on methods and techniques for assessment of performance of students in other curricular areas.

* More activities should be organized in the schools for better and frequent observation of the said traits.

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