ABSTRACT

The objective of the study was to compare students of Saraswati Shishu Mandir schools and aided schools of Lucknow city with regard to cognitive, economic, aesthetic, national, health, social, power, and religious values. A sample of 100 students from 5 Saraswati Shishu Mandir Schools and 5 Aided Schools was selected for the present study. Data were collected using Sadgud Vikaas Maapni developed by Shrivastava and Rai. The data were analyzed using Mean, Standard Deviation and test. The study revealed there was significant difference between students of Saraswati Shishu Mandir schools and aided schools with regard to Economic, Aesthetic, National, Power and Religious values.

Keywords: Value education

INTRODUCTION

'Value' comes from the Latin word 'valere', which means to be of worth, to be strong. The dictionary gives the following meaning as relative worth utility or importance, degree of excellence, something intrinsically valuable. Value literally means something that has price, something precious, dear and worthwhile; hence something one is ready to suffer and sacrifice for; if necessary one is ready to die for it. Values are standards, rules, criteria, attitudes, guidelines, desirable ideas/beliefs and important things, which play a crucial role in shaping the life of individuals. Values give direction and firmness to life. They identify a person, giving him a name, a face and a character. Values means literally something that has a price, something precious, dear, worthwhile and hence something one is ready to suffer and sacrifice for, a reason to live and a reason to die for, if necessary, values give direction and firmness and bring to life the important dimensions of meaning. Hence they bring joy, satisfaction and peace to life.

Values are those standards or codes of conduct, which are conditioned by one's cultural tenants, guided by conscience, according to which one is supposed to conduct himself and shape his life pattern by integrating his beliefs, ideas and attitudes with a view to realize the cherished ideals and aims or life. High values lead to objective, fair and correct decision and action and ensure the welfare of all concerned, while low value do exactly *e opposite. Values are essential for the whole persons, recognizing that the individual is comprised of physical, intellectual, emotional, and spiritual dimensions.

Value is the relation between a person and an environmental situation, which evoke an appreciative response in their individual. The other complimentary function of value is, it should also contribute to the welfare of the larger social unit such as family, the community and the nation of which the individual is member. Value system contains: (a) A set of beliefs about nature of man (b) Rules laying down what ought and what ought not to be done (c) Motives that incline us to choose the right and wrong course.
The most important problem of modern society is the theory of values. Values are more important because every human action is the reflection of individual value and every human institution is an outgrowth of social values. Axiology, a branch of philosophy, deals with the values. Values signify that quality of an individual or thing, which makes that individual or things important, responsible, and useful.

Ethical and moral values are predominant in a given society where the right type of educational system is followed. Value is directly related to what one believes in or thinks. In brief we can also say that values deals with the religion, philosophy, ideology and morality of people. Values are not static; they may be changing according to the changes in the society but always they deal with the welfare of humanity. Values play a very important role in understanding others with love and sympathy and without hatred. Value is what an individual desires, likes or prefers. According to Milton Rockeache, "a value is an enduring belief - a specific mode of conduct or end state of existence that is personally or socially preferable". I conceive that the great part of the miseries of mankind is brought upon them by false estimates they have made of the value of things. -Benjamin Franklin

Mahatma Gandhi stated several times that the following seven deadly sins are committed by an individual. They are wealth without work, pleasure without consciousness; knowledge without consciousness; commerce without morality; science without humanity; religion without sacrifice; and politics without principles; each of these perversions reflects lack of values. People with character, integrity and the right values are not for sale. They know that money will buy amusement, but not happiness; a bed, but not sleep, a clock, but not more time; companions, but not friend; finery, but not beauty; food, but not appetite; a house, but not a home; medicine but not health; and a ring, but not a marriage.

The present day educational system has ignored character training altogether. It lays greater emphasis on developing memorization and reproduction abilities. Development of values and the sense of one's duty towards the nation, community and one's self, and thinking skills do not find any place in the curriculum at any stage of education. As a consequence, there are explicit signs of erosion of values in practically every sphere of our life. Peace and harmony are conspicuously absent in the present day Indian Society. It takes place through encounter, experience, observation, relationship, reflection, doing and finally modifying behavior. The learner develops an attitude, a life decision and character. This influence's the person's behavior imparting a philosophy of life, a vision and a mission, thus developing "A Holistic View of Life". Education is general and value education in particular occupies a prestigious place in the modern context of contemporary society. Education and values are inseparable. They are two sides of the same coin. Value oriented education has come into force to promote a sense of morality, aesthetic and intellectual knowledge among the students. Value education has the capacity to transform a diseased mind to a very young, fresh, innocent, healthy, natural and attentive mind. The transformed mind is capable of higher sensitivity and a high end level of perception. Sri Ramakrishna Pramahamsa also stated that education is the process that tells us how to live life well; how to find happiness; how to make others happy; how to manage all kinds of people and happenings as well; and how to grow and succeed in the right manner.

Today there is deterioration of values in the society. The values have been neglected not only at the social level but at the national level also. In the educational programmes only mental developments have been stressed. In the modern age, the aim of education is all round development of personality. In the present educational system, provision has been made for intellectual education by giving importance to intellectual development. Thus to be successful in life, important human qualities along with intellectual development should be the aim of value education. Value education is the positive effort towards bringing about a synthesis of different values in a human being. It is the teachers' role to foster human values through his teaching in the classroom and follow those values. To the youth of today, the classroom messages are love, safety, security, belonging and warmth. Einstein remarked once that try not to become a man of success but try to become a man of values.
The sense of value is an essential attribute of the human consciousness. It is this sense which prompts and guides the unceasing guest of the common thread of goodness is the good human being, the good society and good life. In the general way the word ‘value’ expresses the qualitative significance we assign to ideas, feelings, activities and experiences. Value are the evaluative standards we use for deciding what is right and what is wrong, what is good and what is bad is desirable and what is undesirable. We experience life in innumerable ways. Our inner self and analysis these experiences, sometimes consciously but more often unconsciously, and attaches different degrees of significance to them. The basis of this evolution process is our system of values. Our value judgments are expressed through statements like, ‘she is a good person’, ‘he is an honest man’, ‘it is a beautiful sunset’, and ‘we should respect elders’, ‘business dealings should be fair’, etc., etc.

The value system we acquire and develop affects our attitudes, preferences, goals and aspirations. It sets the standards and guidelines which governs our behavior, the quality of relationships we build, and the responses we make to life situations. Those who value money, power and status most will direct all their efforts for achieving them, ignoring the social, human and ethical implications of their pursuits. For them human relationships will have only instrumental value, to be nurtured to the extent it helps in their career growth. Even moral and human value will have only secondary, if at all any, role for them. On the other hand those who value morality, justice, kindness, compassion may decline even lucrative career options if it requires compromising these values. If someone values nature and natural beauty he or she will be trekking in Himalayas during holidays rather than shopping in Singapore. Similarly those who value music, art, literature will spend their evenings in these pursuits instead of watching TV or partying. In short, the quality of living space we create for ourselves is determined by our system of values.

Sutherland stresses that schools are to be concerned not simply with progress in thinking about morality but with associating moral judgment with moral behaviors and methods which are proposed to do this demand attention. School function is to teach our young human values like skill of interdependence by working independently, skill of comparison through loving and caring. If classroom sends messages of love, safety, security, belonging, warmth, messages which say this is a place where the individual is respected and trusted, where human being may engage in human activity, in such a classroom, learning and living are united. The pursuit of internal happiness must be one of the chief aims of education and not mere possessing and developing material comforts in this life. The flexible, broad and human curriculum must provide ennobling and elevating experience to students. School must have facilities to inculcate values in students and should create a useful life environment frother progress.

The main dictum of schools is that they should provide a healthy climate for sharing responsibilities and community relationships. The well known fact is “practice is better than precept”. That is why every school should have a firm authority structure whose rules, principles and forms of punishment should be clear and defensible. The students should be encouraged to have proper role taking means for their value development.

Education is a value and school is an instrument to realize it. But what is value today is efficiency with which the school prepares the child to compete for success in a market economy. The value frame provided by home, community, school, peer group, media and society are different and often contradictory. Values propagated by the electronic media and peer group on many occasions are more powerful than values taught in the school or by the parents. Schooling has thus gradually distanced itself from its central purpose of education. Education like other consumer goods is marketed by the profit motive. The genuine objective of education like development of personality, moral character, creative self-expression, democratic citizenship, nurturing of talent have suffered serious neglect in schooling. Therefore the need for reexamining of the objectives of education vis-a-vis schooling practice and transformation of schools and training institutions is strongly felt by many. Only value-oriented education will promote individual and social welfare, love, peace, good will and understanding.
The school atmosphere, the personality and behavior of the teachers and the facilities provided in the campus will have a large say in developing a sense of values. We would like to emphasize that the consciousness of value must permeate the whole curriculum and programme of activities in the campus. It is not only the teachers in-charge of normal instruction who are responsible for building character; every teacher, whatever is the subject, must necessarily accept this responsibility. The school assembly, the curricular and co curricular activities, the celebration of festivals of all religions, work experience, team games, subject clubs, and social service programme—all this can help in including the value of cooperation and mutual regard, honesty, and integrity, discipline and social responsibility. These values have significance in the society today, when young men and women are passing through a crisis of character. Carl Rogers says, "When a teacher creates a classroom climate of realness, unconditional positive regard and empathy, when he trusts the constructive tendency of the individual and the group, he has truly brought up an educational revolution". It is increasingly accepted that the school's primary task is to inculcate moral values, since all human act have an impact upon others. It is the school's function to produce individuals who cannot feel isolated in the midst of mankind. The chief function is to produce socially self actualizing persons.

Education is an ethical practice. The value transferred to students through the school as an institution also includes credentials, competition and a utilitarian approach to learning. All educational institutions agree upon essential competencies, albeit at varying academic levels. Therefore, the quality enhancement program should focus on enhancing essential learning that could bring the entire school together to work toward a common goal, a goal that is consistent to prepare students to succeed in the real world

**Need and Significance of the Study**

Secondary education is important for the development of values among the students. At this stage the students are mature enough to understand what is right and what is wrong. The concepts of values and virtues are strongly formed and adopted by the students from their teachers. The secondary level of education is the scale of measuring the progress of individuals, society and the nation and this development depends upon the value pattern of secondary school students. The present study is useful for current time.

The supreme value of students lies not in the regular performance of their routine duties, but in their power to lead and inspire their fellow students through the influence of their own personality and example in the formation of correct values. As there is no substitute for the impact of mind upon mind and personality upon personality, and example is always better than precept. It is, therefore, necessary to find out what values our students of secondary schools have in the present set-up of society. Since the formation of values among students at the secondary stage is important, the investigator has chosen the present problem for investigation.

**OBJECTIVE OF THE STUDY**

The main objective of the study was to compare students of Saraswati Shishu Mandir schools and aided schools of Lucknow city with regard to cognitive, economic, aesthetic, national, health, social, power, and religious values.

**Hypotheses**

1. There will be no significant difference between the cognitive value of students of Saraswati Shishu Mandir schools and aided schools.
2. There will be no significant difference between the economic value of students of Saraswati Shishu Mandir schools and aided schools.
3. There will be no significant difference between the aesthetic value of students of Saraswati Shishu Mandir schools and aided schools.
4. There will be no significant difference between the national value of students of Saraswati Shishu Mandir schools and aided schools.

5. There will be no significant difference between the health value of students of Saraswati Shishu Mandir schools and aided schools.

6. There will be no significant difference between the Social value of students of Saraswati Shishu Mandir schools and aided schools.

7. There will be no significant difference between the Power value of students of Saraswati Shishu Mandir schools and aided schools.

8. There will be no significant difference between the Power value of students of Saraswati Shishu Mandir schools and aided schools.

**REVIEW OF LITERATURE**

Many researchers have conducted studies in the area of values at different levels of education.

Raghavendra (1984) studied value preferences of the socially disadvantages and the socially non-disadvantaged secondary school pupils Singh (1989), effectiveness of value clarifying strategies in value-orientation of B. Ed. students Pandya (1989) effectiveness of selected method for imparting instruction in moral value and their development among upper primary School children Independent study Udaipur state institute of education research and training. Sibai (1990) Value patterns of children at piagetian concrete and formal stages development Bahadur (1991) examined the development trends in values and attitudes of school and college going adolescent students vis a vis their rural urban and sex variation. Hefound some significant age trends in respect of economic values, the boys and girls differed in political, theoretical, economic, aesthetic, religious and social values Jogickar and Kesarkar, (1992) examined the effectiveness of the value clarification method of developing value clarification ability of students BanuIlKuosin(1992) studied the value of college students in Nagaland in relation to their self-concept Chatterje (1995) mentioned essential components of human values and their evolution through various socio-religious movements in the Indian history according to him concept of dharma has acted as a sustaining principle through the ages Maria et al (1999) reported that work goals or values are seen as expressions of basic values in the work setting. Basic values imply four types of work values-intrinsic, extrinsic, social, and Prestige Aaron (2009) examined the relationship between Individual level values, using Schwartz's basic human values theory, and the work-family conflict (WFC), the family-work conflict (FWC), and coping strategies Maya, Ilknur (2013)studied Self-Values Held by Primary and Secondary Education School Principals..It was found that the three values that the school principals considered the most important were "being healthy", "national security", and "family security" whereas the they considered the least important were "social power", "an exciting life" and "accepting one's share in life". According to the variables of gender, seniority, marital status and having or not having children school principals' self-values differed significantly Tanriseven", Isil, Dilmac, Bulent (2013), studied on Predictive Relationships between Secondary School Students' Human Values, Motivational Beliefs, and Self-Regulated Learning Strategies Results of the study indicated that human values were significant predictor of motivational beliefs and motivational beliefs were significant predictor of self-regulated learning strategies. Also, the results indicated that human values were not significant predictor of self-regulated learning strategies, but had an indirect effect on self-regulated learning via motivational beliefs. These results revealed that the values were important variables that effect on students' learning and motivation.

Keeping in view the research efforts by the investigators in the area of values it seems necessary to conduct more studies to verify the results of the previous studies and also to strengthen this particular area. The present study was planned to achieve this objective.
Method and Procedure
Population
In this present study the population consists of entire students of Saraswati Shishu Mandir and aided schools of Lucknow city.

Sample
A sample of 100 students from 5 Saraswati Shishu Mandir Schools and 5 Aided Schools was selected for the present study.

Tool
Data were collected using SadgudVikaasMaapni developed by. Shrivastava and Rai. The tool consists of 8 values: Cognitive Value, Economic Value, Aesthetical Value, National Value, Health Value, Social Value, Power Value, and Religious Value. There are 30 questions in this Questionnaire based on the above eight values.

Statistical Analysis of Data
The data collected through Sadgud Vikaas Maapni were undergone statistical techniques to obtain the results where Mean, Standard Deviation and test were used. These statistical techniques were found suitable for the present study.

Analysis, Interpretation of Data and Results
The present study is concerned with the comparative study of value of students of Saraswati Shishu Mandir Schools and Aided schools of Lucknow city. The details of comparison of 8 values are presented in the following table.

<table>
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<tr>
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<tbody>
<tr>
<td>Economic</td>
<td>Mean 18.318</td>
<td>19.115</td>
<td>20.18</td>
<td>21.25</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>25.318</td>
<td>26.142</td>
<td>27.843</td>
<td>28.501</td>
</tr>
<tr>
<td>National</td>
<td>32.318</td>
<td>33.110</td>
<td>34.943</td>
<td>35.92</td>
</tr>
<tr>
<td>Health</td>
<td>39.382</td>
<td>40.133</td>
<td>41.16</td>
<td>42.68</td>
</tr>
<tr>
<td>Social</td>
<td>46.376</td>
<td>47.205</td>
<td>48.603</td>
<td>49.721</td>
</tr>
<tr>
<td>Power</td>
<td>53.344</td>
<td>54.123</td>
<td>55.32</td>
<td>56.751</td>
</tr>
<tr>
<td>Religious</td>
<td>60.390</td>
<td>61.143</td>
<td>62.263</td>
<td>63.481</td>
</tr>
</tbody>
</table>

Source: Primary data

The table reveals that there is no significant difference between students of Saraswati Shishu Mandir schools and aided schools with regard to Cognitive, Health and Social values, because the obtained t values are not significant, hence hypotheses No.1, 5 and 6 are accepted. But there is significant
difference between students of Saraswati Shishu Mandir schools and aided schools with regard to Economic, Aesthetic, National, Power and Religious values, because the obtained t values are significant hence, hypotheses No. 2,3,4,7 and 8 are rejected. Since the mean values of aided school students are greater in the case of Economic, Aesthetic, National and Power values, so it is clear that students of aided schools were higher in these values in comparison to the students of Saraswati Shishu Mandir schools. But in the case of Religious value, the mean value of the students of Saraswati Shishu Mandir Schools is greater which indicates that in the case of Religious value, the students of Saraswati Shishu Mandir Schools were higher in as compared to the students of aided schools.

CONCLUSION

The students of aided schools were higher than the students of Saraswati Shishu Mandir schools in Economic, Aesthetic, National and Power values, whereas the students of Saraswati Shishu Mandir schools were higher than the students of aided schools in Religious value. But the students of both types of schools were not different from each other in Cognitive, Health and Social values.

Educational Implication and Suggestions

Many people feel, that there is, at present, a state of total chaos in society as far as values are concerned. However, a number of people do not share deep concern over the so-called deterioration of values. In the past, people were living in a protected and self-contained society. The fall in values in modern times is attributable to overemphasis on wealth, power and consumerism. The older generations have lost their sense of morality. Therefore, the younger generation completely ignores the traditional values or even any ideal value system.

At the time of recruitment of teachers it should be seen whether their personal values are appropriate for new generation.

School administration should arrange co-curricular activities according to personal values of female students. Government should leave no stone unturned to uplift the status of woman.

The study of values is most important for educational administrators. They should create such an environment which may help teachers to fulfill their responsibility in the development of appropriate values among the students in more proper manner.

Teacher is supposed to be the ethical watchdog of the society. He is a role model for his students and also for the society. His secret of teaching values is to inspire and kindle the quest among the students by means of his own example of character and mastery of knowledge. Teachers have a responsibility to show themselves as models to children through their ideas and ideals. A Teacher should bring desirable and constructive changes in students through instruction, example and influence.

Parents should guide their children to become practical heroes but not platform heroes. They should provide such education which inculcates universal and ethical values like compassion, courage, honesty, tolerance and truthfulness that will help in developing balanced individuals and in creating a human society.

REFERENCES


