

"A study of the influence of values on the educational aspirations of secondary level students"

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Summary - Education means the process of acquiring knowledge, good conduct, proper conduct, technical education, technical skills, education etc. Education includes knowledge, good conduct and technical skills, teaching and acquiring education etc. Thus it focuses on skills, professions and mental development. Education is an effort by a generation to transfer its knowledge to the next generation. From this point of view, education works as an institution, which plays an important role in connecting a particular person to the society and maintains the continuity of the culture of the society. A child learns the basic rules, systems, norms and values of the society through education. A child is able to connect with the society only when he is oriented to the history of that particular society. Ancient education especially emphasized on mental and spiritual development, according to which only knowledge acquisition and discipline etc. were considered the only objectives of education. Modern education not only emphasizes on the mental and spiritual development of the person but also on physical and social development and education according to the need or market. Overall it can be said that the aim of modern education is the all-round development of a person and the development of social skills in him.

Keywords:- secondary level, educational aspirations, values, student, education.

Introduction:- The function of education is not just to collect information, to mix facts and verify them with each other and to verify things with the help of

inappropriate facts or with the help of fallacious reasoning. Whereas the function of education is to prepare such human beings who are complete and wise in themselves. In our present society, even without being wise, we can get a degree, become mechanically capable, train ourselves according to the demand of the market, but how can we deny the fact that training brings only efficiency, not perfection. Wisdom will not come until the ability to see what is there completely is not developed and education is incomplete without wisdom. Anyway, what is the use of being a scholar who always depends on information and evidence for his understanding or realization. That understanding or realization cannot come from information, it can only come from self-knowledge and self-knowledge can come only when we are aware of our own existence, aware of our entire mental process and only when this happens will there be a positive change in our behavior, only then will our consciousness be free from the shackles of narrow-mindedness. In fact, this will be true education. In the society we are a part of today, people send their children to school only to learn the techniques of earning a living, everyone wants to make their child an expert. With the hope that one day he will earn a lot of money, he will become financially secure. In all this, what happens is that the basic purpose of education is left behind somewhere and a distorted form of commercialism and capitalism takes its place.

Educational Aspirations - Educational aspirations are idealistic values that reflect the educational achievement that one hopes and wishes to achieve. Educational expectations are concrete values determined by the perceived realities that are faced by a person, which usually consider individual abilities and other obstacles. Educational aspiration refers to the educational goals that an individual sets for himself. It is important because it encourages and energizes the individual to achieve them. The purpose of this essay is to explore the influence of the three sets of predictors (background, parental involvement, and students' personal or educational self-schema) proposed by Farmer (1985) on adolescents' educational aspiration. Research shows that students'

educational self-schema is the most important factor explaining more than 50% of the variance. Students who have a positive academic self-schema are more likely to have confidence in their ability to achieve; they value education, and view the process of educational attainment as more positive and rewarding. Factors that characterize educational self-schema are academic achievement, adolescents' perception of school and courses, the importance placed on schoolwork and homework. The first theory to propose that academic aspiration accounts for behavior was offered by Frank.

Values - Here self means intellect and emotion which is understood jointly as 'soul'. It acts as a guide for the person. Since the number of moral values is more than one, hence they can be understood as a value system (value system) in a holistic manner. Such a person gives importance to time, he enjoys every moment to the fullest and also uses it to the fullest. Hence, every thing which has importance is called a value. Truth, honesty, goodness, etc. are values. Values are related to the inner strength of man, the mind. They are established in society in an abstract form. Hence, the nature of the values prevalent in the society is abstract. The values established in any society do not develop in a short time, rather long experiences are required for their formation. As a result of long experiences, various principles, beliefs, ideals, moral, models and practical norms are established in the society. Values are accepted by the society. Values are generally the various norms present in a society which include social ideals, behavioural norms, moral rules, principles etc. These values have been generally accepted and given importance by the individual. Every individual performs practical activities in the society on the basis of values. Values control and guide his behaviour. Thus, values determine behaviour in the society. Individuals are actively involved in various activities such as economic, social, cultural, religious and political etc. This combined participation leads to the development of values. Individuals give more importance to those values which are of their choice and prevalent in the

society, such as ideals, principles, moral rules and behavioural norms. Thus, the selection of values is generally based on the interest of the individual.

Justification and importance of the study- When a system does not match the circumstances and requirements, then it is necessary to change that system for the progress of the society. With this ideology, the need for change in the educational aspirations and self-concept of the students was felt.

1. Developing personality development programmes for students.
2. Developing self-concept of students
3. To develop achievement tests for both experimental and control groups.
4. To formulate various programmes for increasing educational values among students.
5. To fulfil educational aspirations through skill tests after teaching through traditional teaching.

The data obtained from the study will provide a background of personality development, creativity and problem solving of students studying in secondary schools in different areas, on the basis of which it will help educationists and education policy makers to study the impact of economic and educational self-concept, educational aspirations and values and to prepare a model so that necessary counselling regarding values can be provided to students in future.

Objective of the study:-

1. To do a correlational study of the moral values of the students of secondary schools and their educational aspirations.

2. To do a correlational study of the dimensions of moral values of the students of secondary schools, honesty, affection, benevolence, courage, civility, loyalty, discipline and cleanliness and their educational aspirations.

Hypothesis of the study:-

H₀₁- The moral values of the students of secondary schools will not have a significant effect on their educational aspirations.

H₀₂- The dimensions of moral values of the students of secondary schools, honesty, affection, benevolence, courage, civility, loyalty, discipline and cleanliness will not have a significant effect on their educational aspirations.

Area of study:- The area of the presented research study is Raipur district of Chhattisgarh state.

Method of study:- Survey method has been used in the presented research study.

Sample:- For the presented research study, 600 students studying and working in the secondary schools operating in Raipur district have been selected. Different areas have been selected for the students of secondary schools in Raipur district. Various urban and rural areas related to Raipur district are included for work under this district. For the selection of sample in this study, purposive homogeneous sampling method was used.

Verification of Hypothesis:-

According to **H₀₁** moral values of secondary school students will not have a significant effect on their educational aspirations. This hypothesis was verified by calculating the correlation coefficient between the two variables using Pearson's formula. The value of the correlation coefficient is given in Table 1.

Table No. 1

Correlation coefficient between moral values and educational aspirations of secondary school students

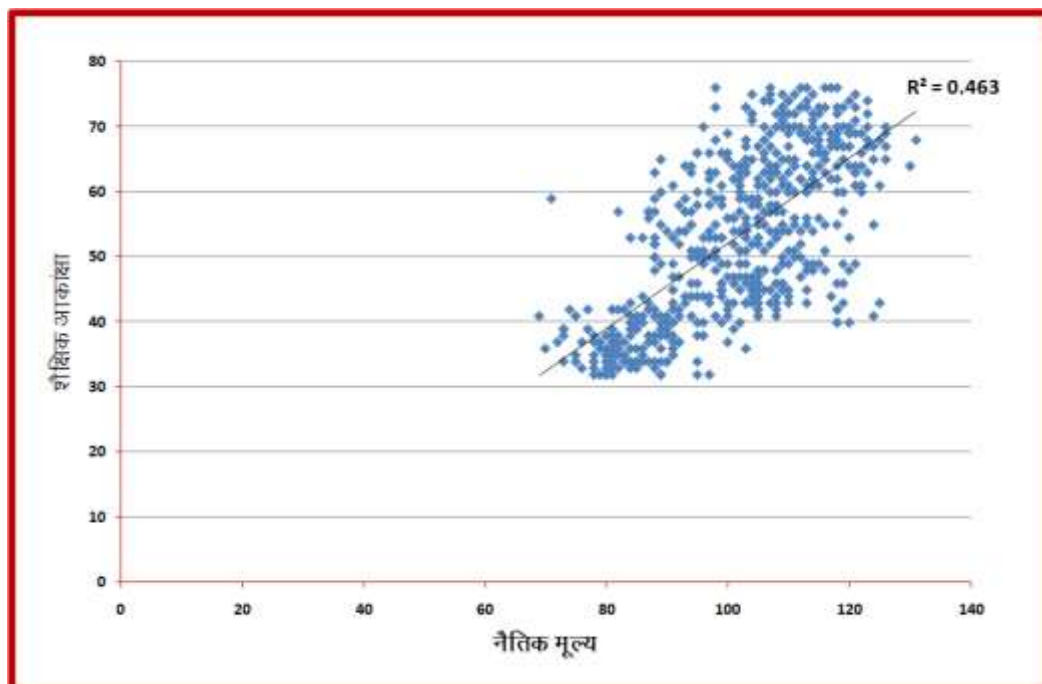
Variable	Number (N)	'r'
Moral Values	600	0.681, $p < .01$
Educational Aspiration	600	

$r(df=598)$ at .05 level 0.07 and 0.10 at .01 level

The value of Pearson correlation coefficient = 0.681 obtained from calculation in Table 1 is proved at 0.01 level of significance which indicates positive correlation between moral values and educational aspirations of secondary school students. It is clear from the correlation coefficient between the two variables that promotion of moral values also increases the educational aspirations of secondary school students. Hence, those students of secondary schools who give more importance to moral values, their educational aspirations are also of higher level.

Diagram No. 1

Diagram between moral values and educational aspirations of secondary school students



In Diagram 1, the value of coefficient of determination (T2) is 0.463, hence moral values are significantly causing 46.3% variability in the educational aspirations of students.

In view of this result, hypothesis 1 that moral values of secondary school students will not have a significant effect on their educational aspirations is rejected.

According to H_{02} , the dimensions of moral values of secondary school students, honesty, affection, benevolence, courage, civility, loyalty, discipline and cleanliness will not have a significant effect on their educational aspirations. This hypothesis was verified by calculating the correlation coefficient using Pearson's formula. The value of the correlation coefficient is given in Table 2.

Table No. 2

Calculation of correlation coefficient between dimensions of moral values and educational aspirations of secondary school students

Dimensions of Ethical Values	Number (N)	Educational Aspiration
Honesty	600	$r = .365, p < .01$
Love	600	$r = .433, p < .01$
Helpfulness	600	$r = .378, p < .01$
Courage	600	$r = .369, p < .01$
Good manners	600	$r = .408, p < .01$
Faithfulness	600	$r = .359, p < .01$
Discipline	600	$r = .392, p < .01$
Cleanliness	600	$r = .406, p < .01$

$r(df=598)$ at .05 level 0.07 and 0.10 at .01 level

The following facts are confirmed by the observation of Table 2 -

- The value of Pearson correlation coefficient $d = 0.365$ obtained from the calculation in Table 2 is proved at the significance level of 0.01 which indicates a positive correlation between honesty and educational aspiration, a dimension of moral values of secondary school students. Honesty in students is a symbol of their duty, sense of responsibility and goal oriented behavior and it also increases their educational aspiration.

- The value of Pearson correlation coefficient $d = 0.433$ obtained from the calculation in Table 2 is proved at the significance level of 0.01 which indicates a positive correlation between affection and educational aspiration, a dimension of moral values of secondary school students. Therefore, those students who often experience positive emotions like respect and sympathy, which increases their motivation and self-esteem, which generates strong commitment towards educational goals in them.

- The Pearson correlation coefficient ($P=0.378$) obtained from Table 2 is significant at 0.01 level of significance, indicating a positive correlation between the moral value dimension of benevolence and educational aspiration of secondary school students. Students who are helpful often understand empathy, cooperation and social responsibility, all of which make their learning environment positive. This positive environment increases their motivation and engagement in educational activities, which also increases their educational aspiration.

- The Pearson correlation coefficient ($P=0.369$) obtained from Table 2 is significant at 0.01 level of significance, indicating a positive correlation between the moral value dimension of courage and educational aspiration of secondary school students. Courageous students grapple with difficult subjects, seek opportunities for advancement and maintain their motivation in all situations, which also helps in increasing their educational aspiration. - The

value of Pearson correlation coefficient $d = 0.408$ obtained from calculation in Table 2 is proved at 0.01 level of significance which shows a positive correlation between the dimension of moral values of civility and educational aspiration of the students of secondary schools. Improvement in conduct enables the students to connect and communicate with their teachers and classmates in a better way which creates a favorable educational environment for them and they are more motivated to move towards their educational goals.

- The value of Pearson correlation coefficient $d = 0.359$ obtained from calculation in Table 2 is proved at 0.01 level of significance which shows a positive correlation between the dimension of moral values of integrity and educational aspiration of the students of secondary schools. The commitment of loyal and dedicated students towards educational activities is more which also shows a sense of determination to fulfill their educational aspirations. - The value of Pearson correlation coefficient $t = 0.392$ obtained from calculation in Table 2 is proved at 0.01 level of significance which indicates a positive correlation between the dimension of moral values discipline and educational aspiration of secondary school students. A disciplined student has better time management, study habits and goal setting skills which are essential qualities for learning. Hence, the ability of students to maintain a structured quality for learning also creates high level of educational aspiration in them.

- The value of Pearson correlation coefficient $t = 0.406$ obtained from calculation in Table 2 is proved at 0.01 level of significance which indicates a positive correlation between the dimension of moral values cleanliness and educational aspiration of secondary school students. The effect of cleanliness on educational aspiration is indirect. Maintaining a clean environment indicates the discipline of the student. A clean environment reduces distractions and potentially enhances behaviours such as study habits and goal setting, and helps students focus on their educational aspirations.

Hypothesis Findings: Higher moral values among secondary school students are associated with higher educational aspirations and a more positive self-concept, suggesting the importance of moral education in promoting secondary school students' educational aspirations and self-concept.

Suggestion –

1. Assessment of the effect of personality of secondary school students on their educational aspirations is possible in the future.
2. Assessment of the effect of teaching effectiveness on the educational aspirations of secondary school students is possible in the future.
3. Assessment of the effect of mental health on the self-concept of secondary school students is possible in the future.
4. Assessment of the effect of medium of instruction on the self-concept of secondary school students is possible in the future.
5. Assessment of the effect of cognitive skills on the educational aspirations and self-concept of secondary school students is possible in the future.
6. Assessment of the effect of cultural environment on the educational aspirations and self-concept of secondary school students is possible in the future.

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