

Study of the impact of values on educational aspirations and self-concept of secondary level students.

Deepti Rai ¹ Dr. (Mrs.) Pragya Jha ²

¹ Researcher, Ph.D. Scholar, School of Education, MATS University, Raipur, Chhattisgarh.

² Research Guide, Professor, School of Education, MATS University, Raipur, Chhattisgarh.

Summary- The education which takes place in schools, colleges and universities is called formal education. The objectives, curriculum and teaching methods of this education are all fixed. It is planned and its planning is very rigid. In this, learners have to work as per the time table of school, college or university. There is a provision for taking examinations and providing certificates. The biggest feature of this education is that it fulfills the needs of the individual, society and nation. It develops knowledge and skills in a person and makes him eligible for any business or industry. But this education is very expensive. Due to this, more money, time and energy have to be spent. Education is the effort of society to transfer its knowledge from one generation to the generation below it. In this view, education works as an institution, which plays an important role in connecting the individual with the society and maintains the continuity of the culture of the society. The 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 familiar with the history of that particular society.

Keyword :- Values, Educationa, Aspiration, Self-concept, Secondary ,Students.

Introduction:- 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 is focused on skills, professions and development and mental upliftment.

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. The child learns the basic rules, systems, norms and values of the society through

education. The child is able to connect with the society only when he is oriented to the history of that particular society.

Education is the process of developing the inherent potential of the person and his personality. This process socializes him to play the role of an adult in the society and provides the necessary knowledge and skills to the person to become a member of the society and a responsible citizen. The word education is formed by adding the suffix 'a' to the Sanskrit root 'shiksha'. 'Shiksha' means learning and teaching. The word 'shiksha' can be said to mean the act of learning and teaching.

Educational Aspiration:- Educational aspirations are idealistic values that reflect the educational achievement that one hopes and desires to achieve. Educational expectations are concrete values that are determined by the perceived realities that a person faces, usually considering personal abilities and other obstacles.

Self Concept:- Whatever notions or ideas are developed by any person about himself, and his abilities, capabilities, etc., are known as self concept. As the child grows up, he develops an understanding about himself.

Self concept in students includes two aspects-

Personal identity - This identity includes the name of the person, his special abilities and characteristics. It distinguishes every person from others.

Social and cultural identity - This identity shows the relation of a person with different social groups. It includes the religion, residence area, local group etc. of the person.

Value:- Life without value is nothing, life is meaningful only with value. The person who gives importance to values holds an important place in the society. Such a person gives importance to time, he enjoys every moment and makes full use of it. Therefore, in this way, every thing which has importance is called value. Truth, honesty, goodness, etc. are values, on the contrary lies, dishonesty etc. are devaluations. The origin of the word value is believed to be from the Latin word 'stansmata' which measures the price or utility of an item. The word 'sheel' is used at many places for values in Indian religious texts. Modesty works as an ornament everywhere. At some places the word modesty has also been used for

character. In fact, value is a kind of standard. Before adopting any object, action or idea, man decides whether he should adopt it or abandon it. When such a thought comes to a person's mind in a decisive manner then it is called a value.

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

The data obtained from the study will present a background of personality development, creativity and increase in problem solving of the students studying in secondary schools in different areas, on the basis of which educationists and education policy makers will be helped in studying the impact of self-concept, educational aspirations and values in economic and educational terms and to prepare a format so that necessary counseling related to values can be provided to the students in future.

Objective of the study:-

1. To study the impact of the dimensions of moral values of the secondary school students, namely honesty, affection, benevolence, courage, civility, loyalty, discipline and cleanliness on their educational aspirations.
2. To study the impact of the dimensions of moral values of the secondary school students, namely honesty, affection, benevolence, courage, civility, loyalty, discipline and cleanliness on their self-concept.

Hypothesis of the study:-

H₀₁ The self-concept of secondary school students will not be significantly included in the model predicting the dimensions of moral values such as honesty, affection, benevolence, courage, civility, loyalty, discipline and cleanliness.

H₀₂ The educational aspirations of secondary school students will not be significantly included in the model predicting the dimensions of moral values such as honesty, affection, benevolence, courage, civility, loyalty, discipline and cleanliness.

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

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

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

Verification of Hypothesis:-

H₀₁:- The dimensions of moral values, honesty, affection, benevolence, courage, civility, loyalty, discipline and cleanliness will not be significantly included in the model predicting the educational aspirations of secondary school students. The results obtained using the method of 'Jamchupem Tmahatmepvad' are given in Table 1.

Table No. 1

Stepwise regression analysis of the impact of moral values on educational aspirations of high school students

Model	R	R ²	Adjusted R ²	R ² Change	F Change
1 Affection	.433 ^a	.187	.186	.187	137.678
2 Cleanliness	.531 ^b	.282	.280	.095	79.225
3 Discipline	.585 ^c	.343	.339	.060	54.519

4 Civility	.620 ^d	.385	.381	.042	41.064
5 Honesty	.648 ^e	.420	.416	.035	36.332
6 Loyalty	.670 ^f	.448	.443	.028	29.951
7 Benevolence	.682 ^g	.465	.459	.017	18.451
8 Courage	.690 ^h	.476	.469	.011	12.468

^a Predictors : Affection

^b Predictors : Affection, cleanliness

^c Predictors : Affection, cleanliness, discipline

^d Predictors : Affection, cleanliness, discipline, civility

^e Predictors : Affection, cleanliness, discipline, civility, honesty

^f Predictors : Affection, cleanliness, discipline, civility, honesty, loyalty.

^g Predictors : Affection, cleanliness, discipline, civility, honesty, loyalty, benevolence

^h Predictors : Affection, cleanliness, discipline, civility, honesty, loyalty, benevolence, courage

Table No. 1A: ANOVA- Final Model

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	44649.171	08	5581.146	67.11	.01
Residual	49148.903	591	83.162		
Total	93798.073	599			

Table No. 1B: Standardized Coefficients

Variable entered	Unstandardized B	Standardized Beta	t
1 Affection	.795	.165	4.94, p<.01
2 Cleanliness	.854	.180	5.59, p<.01
3 Discipline	.849	.173	5.40, p<.01
4 Civility	.758	.166	5.04, p<.01
5 Honesty	.690	.149	4.67, p<.01
6 Loyalty	.393	.141	4.39, p<.01
7 Benevolence	.632	.129	3.96, p<.01
8 Courage	.540	.115	3.53, p<.01

According to the value of $T^2 = .476$ given in Table 1, moral values have a significant effect of 47.6% on the educational aspiration of students. The regression model for $T^2 = .6711$, 0.01 confirms this.

1. The dimension of moral values affection has the highest effect ($T^2 = 0.187$) on the educational aspiration of secondary school students. This is confirmed by the regression model $T^2 = 0.165$ and $0.05 = 4.94$, 0.1 and according to the analysis, the dimension of moral values affection is creating the maximum variance of 18.7% with the educational aspiration of secondary school students.

2. The dimension of moral value on educational aspiration of secondary school students is increasing the variance of cleanliness by 9.5% which is also confirmed by $T^2 = .095$ and simplification of discipline = .180, simplification of discipline.

3. The dimension of moral value on educational aspiration of secondary school students is increasing the variance of discipline by 6% which is also confirmed by $T^2 = .060$ and simplification of discipline = .173, simplification of discipline.

4. The dimension of moral value 'civilization' on the educational aspiration of secondary school students is increasing the variance by 4.2%, which is also confirmed by $T^2 = .042$ and the statistical mean = .166, i.e. 0.1.

5. The dimension of moral value 'honesty' on the educational aspiration of secondary school students is increasing the variance by 3.5%, which is also confirmed by $T^2 = .035$ and the statistical mean = .149, i.e. 0.1.

6. The dimension of moral value loyalty on the educational aspiration of secondary school students is increasing the variance by 2.8%, which is also confirmed by $T^2 = 0.028$ and the statistical mean = 0.141, 0.1.

7. The dimension of moral value benevolence on the educational aspiration of secondary school students is increasing the variance by 1.7%, which is also confirmed by $T^2 = 0.017$ and the statistical mean = 0.129, 0.1.

8. The dimension of moral value courage is increasing the variance by 1.1% on the educational aspirations of secondary school students, which is also confirmed by the effect of $T_2 = 0.011$ and the coefficient of moral value = 0.115, i.e. 0.01.

According to the result of Table 1, all the dimensions of moral value are included in the model made for predicting the educational aspirations of secondary school students. Hence, the hypothesis number 1 that the dimensions of moral values honesty, affection, benevolence, courage, civility, loyalty, discipline and cleanliness will not be included significantly in the model predicting the educational aspirations of secondary school students is unacceptable.

H₀₂:- The dimensions of moral values such as honesty, affection, benevolence, courage, civility, loyalty, discipline and cleanliness will not be significantly included in the model predicting the self-concept of middle school students. The results obtained using the statistical method are given in Table 2.

Table No. 2

Stepwise regression analysis of the effect of moral values on self-concept of high school students

Model	R	R ²	Adjusted R ²	R ² Change	F Change
Honesty	.255 ^a	.065	.064	.065	41.628
Discipline	.323 ^b	.105	.102	.039	26.289
Loyalty	.360 ^c	.130	.125	.025	17.162
Affection	.371 ^d	.137	.132	.008	5.418

^a Predictors : Honesty

^b Predictors : Honesty, Discipline

^c Predictors : Honesty, Discipline, Loyalty

^d Predictors : Honesty, Discipline, Loyalty, Affection

Excluded variables Urgent, Courage, Civility and Cleanliness

Table No. 2A: ANOVA- Final Model

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	15015.321	04	3753.830	23.70	.01
Residual	94240.673	595	158.388		
Total	109255.993	599			

Table No. 2B: Standardized Coefficients

Variable entered	Unstandardized B	Standardized Beta	t
Honesty	.889	.178	4.468, p<.01
Discipline	.817	.154	3.841, p<.01
Loyalty	.459	.152	3.833, p<.01
Affection	.491	.094	2.328, p<.01

According to the value of $T^2 = .137$ given in Table 2, moral values have a significant impact of 13.7% on self-concept of students. The regression model for $T^2 = 23.70$, $x.01$ confirms this, but the dimensions of moral values like benevolence, courage, civility and cleanliness are not included in this model.

1. The dimension of moral value honesty has the highest impact ($T^2 = .065$) on the self-concept of secondary school students. This is confirmed by the regression model $T^2 = .178$ and $x = 4.46$, $x.01$ and according to the analysis, the dimension of moral values honesty is creating the maximum variance of 18.7% on the self-concept of secondary school students.
2. The dimension of moral value on self concept of secondary school students is increasing the variance of discipline by 3.9% which is also confirmed by $T^2 = 0.039$ and the statistical mean = 0.154, 0.1.
3. The dimension of moral value on self concept of secondary school students is increasing the variance of loyalty by 2.5% which is also confirmed by $T^2 = 0.025$ and the statistical mean = 0.152, 0.1.

4. The dimension of moral value affection on the self-concept of secondary school students is increasing the variance by 0.8%, which is also confirmed by the effect of $T^2 = 0.008$ and the coefficient of inverse = 0.094, coefficient of inverse = 0.01.

According to the result of Table 2, the dimensions of moral value honesty, discipline, loyalty and affection are included in the model made for predicting the educational aspiration of secondary school students, but the dimensions of moral value benevolence, courage, civility and cleanliness are not included in the main model. Hence, the hypothesis number 2 that the dimensions of moral values honesty, love, benevolence, courage, civility, loyalty, discipline and cleanliness will be significantly included in the model predicting the self-concept of secondary school students is accepted.

Conclusion of the Hypothesis:- Higher moral values among students studying in secondary schools are associated with their educational aspirations and more positive self-concept, which proves the importance of moral education in promoting the educational aspirations and self-concept of students in secondary schools.

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.

Reference List:-

- Bhatnagar, S. (1982) Educational Psychology, Lyall Book Depot, Meerut, 9 - 10.
- Kerlinger, F. N. (1983) Foundations of Behavioral Research, New Delhi Surjit Publication.
- Mishra, Loknath (2007) Reflection of Pupil Teachers of Two Year B.Ed. Course Towards Teaching Teachers Education Volume 6 Page No. 05.
- Asthana, Vipin and Srivastava, Vijaya (2009) Educational Research and Statistics, Agra: Aggarwal Publication.
- Sinha Pawan (2015) Indian Modern Education, Motilal Nehru College South Campus Delhi University, October.
- Srivastava Mukesh, Sharma Pushpalata (2021) Philosophical perspectives of education, page no.- 41,52
- Chauhan Rita, Pathak P. D. (2021) Learner and learning process, page no. 76-79
- Yadav Siyaram (2021) Learner Development and Teaching Learning Process, Sharda Pustak Sadan, Allahabad, - Page No. 442-447