A Study Of Effectiveness Of Value Inculcation Program For The Students Of Grade VII

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Abstract
Expression is usually by repetition, knowledge or values are grown in someone. Motivation is the act of imposing or influencing an idea on someone, so expression is the process of establishing or influencing an idea. Teaching a lot is a form of teaching: teachers repeat information to students, hoping it will sink. In present study, the researcher constructed a value inculcation program for the students of Grade VII. The main objective of researcher was to study the effectiveness of value inculcation program on values possessed by Grade VII student. The researcher selected sample of 60 students out of which 30 students were taken as experimental group and 30 students were taken as controlled group. In this method, experimental group was treated with value inculcation program constructed by the researcher while controlled group was treated with tradition treatment. It was revealed that the Value Inculcation program has a positive effect on value of students.

INTRODUCTION
The value of education is the process by which people impart moral values to one another. The teaching of explicit values is related to the various pedagogies, methods or programs that teachers or educators use to create learning experiences for students when it comes to value questions. The purpose of value education is to teach students global values like moral values, patience, honesty etc. The purpose of value education is to develop the personality of the student. Full development of children's personality in its physical, mental, emotional and spiritual aspects.

Thus, value education is a lifelong process. Values are developed in schools and through daily activities. During school and college education, a value development program can be conducted in conjunction with education issues and curriculum. Values can also be developed with the help of curriculum activities which can be proved by this research.

OBJECTIVES OF THE STUDY
Objectives of present study are as follows.
1. Constructing a value inculcation program for Grade VII students.
2. To study the effectiveness of value inculcation program on Grade VII students.
3. To study the effectiveness of value inculcation program on Grade VII students in the context of group.
4. To study the effectiveness of value inculcation program on Grade VII students in the context of gender.
5. To study the effectiveness of value inculcation program on Grade VII students in the context of achievements.

VARIABLES OF THE STUDY
The researcher defined independent variables and dependent variable as follow.
1. Independent variable
1) Group of Students
- Experimental group
- Controlled group
2) Gender
- Boys
- Girls
3) Achievement
- High

- Low
2. Dependent Variable
Scores of value scale

HYPOTHESES OF THE STUDY
Ho1 There is no significant difference between mean scores obtained in Value Scale before experiment by the students of experimental and controlled groups.

Ho2 There is no significant difference between mean scores obtained in Value Scale before experiment by the boys of experimental and controlled groups.

Ho3 There is no significant difference between mean scores obtained in Value Scale before experiment by the girls of experimental and controlled groups.

Ho4 There is no significant difference between mean scores obtained in Value Scale before experiment by the students having higher achievement of experimental and controlled groups.

Ho5 There is no significant difference between mean scores obtained in Value Scale before experiment by the students having lower achievement of experimental and controlled groups.

RESEARCH METHOD
The researcher used pretest-posttest equivalent group experimental research method. In this method experimental group was treated with value inculcation program after pretest. The controlled group was not given any treatment. Both the groups were given posttest after experimentation.

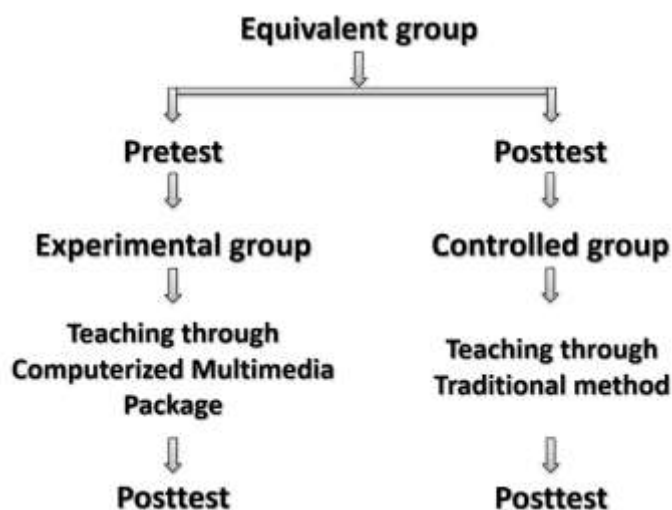Final research design is shown in figure 1.0.

Figure 1.0: **Experimental Research Design**

SAMPLE OF THE STUDY
The researcher selected two different schools to perform this experimentation. From both schools 60 students were selected. In each group 15 boys and 15 girls were selected.

The sample of the study was as follow.

Table 1.0 Sample of the Study

No.	School	Group	Boys	Girls	Total
1	Saijpur Gujarati Shala No. 6	Experimental	15	15	30
2	Saijpur Gujarati Shala No. 5	Controlled	15	15	30
Total			30	30	**60**

RESEARCH TOOL
Two types of tools were used in this research.
1. Value Inculcation Tool
2. Value Scale

STATISTICAL ANALYSIS AND RESULTS
The researcher constructed few hypotheses above. These hypotheses were checked using Mann Whitney Test (U Test). The result of U test are as below.

Ho1 There is no significant difference between mean scores obtained in Value Scale before experiment by the students of experimental and controlled groups.

Table 2.0 Result of t-test between mean scores of students of experimental and controlled groups

Group	n	R	U	0.05	0.01	Significance
Exp	30	1296.5	68.5	338	275	0.01
Cont	30	533.5	831.5			

As mentioned in above table the calculated lower value of U is 68.5. Table U values at 0.05 level is 338 and at 0.01 level is 275. Thus, calculated U value is less than table U value at 0.01. Therefore, hypothesis is rejected and there is a significant difference between sum of ranks of students of experimental and controlled group. Thus, it is said that the Value Inculcation program has a positive effect on value of students.

Ho2 There is no significant difference between mean scores obtained in Value Scale before experiment by the boys of experimental and controlled groups.

Table 3.0 Result of t-test between mean scores of boys of experimental and controlled groups

Boys	n	R	U	0.05	0.01	Significance
Exp	15	337	8	64	51	0.01
Cont	15	128	217			

As mentioned in above table the calculated lower value of U is 8. Table U values at 0.05 level is 64 and at 0.01 level is 51. Thus, calculated U value is less than table U value at 0.01. Therefore, hypothesis is rejected and there is a significant difference between sum of ranks of boys of experimental and controlled group. Thus, it is said that the Value Inculcation program has a positive effect on value of boys.

Ho3 There is no significant difference between mean scores obtained in Value Scale before experiment by the girls of experimental and controlled groups.

Table 4.0 Result of t-test between mean scores of girls of experimental and controlled groups

Girls	n	R	U	0.05	0.01	Significance
Exp	15	329	16	64	51	0.01
Cont	15	136	209			

As mentioned in above table the calculated lower value of U is 16. Table U values at 0.05 level is 64 and at 0.01 level is 51. Thus, calculated U value is less than table U value at 0.01. Therefore, hypothesis is rejected and there is a significant difference between sum of ranks of girls of experimental and controlled group. Thus, it is said that the Value Inculcation program has a positive effect on value of girls.

Ho4 There is no significant difference between mean scores obtained in Value Scale before experiment by the students having higher achievement of experimental and controlled groups.

Table 5.0 Result of *t*-test between mean scores of students having higher achievement of experimental and controlled groups

High	n	R	U	0.05	0.01	Significance
Exp	14	292	9	55	42	0.01
Cont	14	114	187			

As mentioned in above table the calculated lower value of U is 9. Table U values at 0.05 level is 55 and at 0.01 level is 42. Thus, calculated U value is less than table U value at 0.01. Therefore, hypothesis is rejected and there is a significant difference between sum of ranks of students having higher achievement of experimental and controlled group. Thus, it is said that the Value Inculcation program has a positive effect on value of students having higher achievement.

Ho5 There is no significant difference between mean scores obtained in Value Scale before experiment by the students having lower achievement of experimental and controlled groups.

Table 6.0 Result of *t*-test between mean scores of students having lower achievement of experimental and controlled groups

Low	n	R	U	0.05	0.01	Significance
Exp	16	368	24	75	60	0.01
Cont	16	160	232			

As mentioned in above table the calculated lower value of U is 24. Table U values at 0.05 level is 75 and at 0.01 level is 60. Thus, calculated U value is less than table U value at 0.01. Therefore, hypothesis is rejected and there is a significant difference between sum of ranks of students having lower achievement of experimental and controlled group. Thus, it is said that the Value Inculcation program has a positive effect on value of students having lower achievement.

MAJOR FINDINGS
Major findings in present study are as mentioned below.
1. The Value Inculcation program has a positive effect on value of students.
2. The Value Inculcation program has a positive effect on value of boys.
3. The Value Inculcation program has a positive effect on value of girls.
4. The Value Inculcation program has a positive effect on value of students having higher achievement.
5. The Value Inculcation program has a positive effect on value of students having lower achievement.

CONCLUSION
In present study, the researcher constructed a value inculcation program for students of Grade VIII. The main objective of researcher was to study the effectiveness of value inculcation program on value of students. For this, the researcher selected two schools and assigned them as experimental and controlled group respectively. The researcher treated students of experimental group with value inculcation program and students of controlled group were not given any treatment. The results of posttest revealed that the value inculcation program has positive effect on values of students.

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