Chapter - 1

Introduction to Statement of Problem

1.1 Introduction
1.2 Statement of the Problem
1.3 Terminology
1.4 Objectives of the research
1.5 Hypothesis
1.6 Variables included in the study
1.7 Limitations of the study
1.8 Planning of the next chapters
1.9 Conclusion
1.1 Introduction

In the modern age due to the impact of science and Technology, human society has started the unimaginable developmental journey. As a result of it, the human life has become more prosperous and comfortable. But due to the blind run towards Materialism, the human mind has become wavering towards the values. Secondly, if we say, it has been seen that due to extremity of materialistic change, the sprinkling of culture which was there due to life values has been declining in the thought, behavior and transaction of human being. Due to the development of science and Technology, the human being is being affected by the internal worry of one type to day. For the individual, who has started in search of endless and undefeated happiness, the meaningful and idealistic life is being destroyed in the present time.

According to Patel & others\(^1\) (2003)

“Teaching is a value oriented enterprise”

To provide acquaintance and understanding of values to the individual through education. The aim of education in the present time has become secondary today’s education has become mostly informative, which gives too much importance to the bookish knowledge rather than practical or culture. Hence the sentiment of value purification in the students through today’s education is seen being less materialized. This fact is the grave indication towards the education system.

Value education is such a field that can be hopeful with reference to the removal of discordant condition of the student and society. National Education Policy (1986) has put emphasis on value education in its eighth section of the document as an effort to make the individual, society and nation value oriented by accepting the present problems of society, nation and world. As a result of it, from primary Education to higher education at various stages it was proposed to link value education with subject teaching. Keeping in mind that thing, the curricula were developed and various activities were suggested.

India has obtained a boon of democracy. For the protection and development of democracy, Education os some democratic values has
become essential. Education is a tool of changing the social, economic and national values. One can’t forget the importance of education as a significant factor that shapes the responsible citizens of India, specially during the time period after getting the independence by us, various commissions have talked about the value development. e.g. Kothari Commission of 1964-66, Secondary Education Commission and even in the Report of Dr. Radha Krishnan. We should keep in our view the goal that our education may be mutual with our National values. The content of the curriculum should be such that awareness and respect towards national values may be developed among the students. The decided curriculum should be taken in the referential sense and it should be prepared on that basis.

Indian constitution shows the desire to make our country Sovereign, secular, democratic nation. Determination to do all round development with social political and economic development for every citizen, to achieve the freedom of faith, devotion and expression and every citizen may get equal opportunity, has been presented in the preface of the constitution. Moreover, wish to increase brotherhood among the citizens along with the achievement of entirety, unity and self-respect of the individual.

Hence, in the present research, how much and what type of knowledge of national values is there among the students on the basis of the secondary school curriculum has been studied.

1.2 Statement of the Problem

Before undertaking any research work, it is necessary to be well worded the problem for the research for the present research the following is the statement of the problem.

“If study of National values of the students of secondary schools of Gujarat in the context of some variables.”

In connection to the topic, the data was obtained with the help of National value Inventory from the students of std. 8, 9 and 10 of secondary schools of Gujarat state during the academic year 2011-12 for the solution of the problem. The researcher had used various statistical techniques for data analysis and interpretation of the data collected.
1.3 Terminology

Topic of the research is the most important organ. Each word is used in it with some specific meaning. So it is necessary to define the words used.

**Gujarat**

As suggested in “Gujarat Report in the Map”, Gujarat is one of the states situated in the west India, which come into existence as a separate state on 1st May 1960. It was one part of the past Bilingual Bombay state. It is between 20.1° and 24.7° north Latitude and 68.4° and 74.4° east longitude on the western coast of India. Its total area is 1,95,984 sq. km. From area point of view it is seventh and from population point of view it is ninth among the states of India.

**Secondary School**

Gujarati medium school imparting education from std. 8 to 10 and registered by Gujarat Secondary Education Board.

**Value**

According to the opinion of Bhatia in the Book “Value Education” of H.O. Joshi² (1998)

“Belief or concepts with which and for which the human being like to live”

According to Frankel J. R.³ (1977)

“A value is an idea, a concept about what some one thinks is important in life. When a person values some things he/she dreams it worthwhile, worth doing or worth trying to obtain”

Value is such an element or quality, in which the element like, love, kindness, satisfaction, joy, pleasure, honesty simplicity etc. are included. The element touching the various aspects of life such as religion, social bindings, economic prosperity, politics, cultural life etc. and maintaining balance among them, means value.
According to Kantikumar Joshi⁴ (1975)

“The simple meaning of values is ‘meaning’ given to the thing by the human being. Here the thing is not important, but the meaning given to it is important. And the given of meaning is human being. So it is impossible to think about value without the reference of humanbeing.”

As mentioned in the documentation of July (1994) 10, of Seventh Five year plan⁵ (1985-90)

“Value orientation in education should constitute a special thrust in the seventh plan, teacher education in particular being rcoriented for this purpose”

National Value :

“Something well worth to National that is National value”

– Oxford Dictionary

Democracy, Socialism and Secularism are the fundamental National values.

Such values that are essential for the progress of Nation. Values that can create the National Unity and the feeling of brotherhood are called National values.

1.4 Objectives of the Research

Each and every research work is undertaken keeping in view some objective. Present research was also undertaken keeping in view some important objectives.

Here, the researcher kept the following objectives keeping in view his/her limited aids, energy and time :

(1) To construct and standardize National value scale to assess the National values of the students of secondary schools.

(2) To assess that which national values are possessed by the students.

(3) To study the National values of the students of secondary schools in context to sex.
(4) To study the National values of the students of secondary schools in context to area.

(5) To study the National values of the students of secondary schools in context to educational Achievement.

(6) To study the National values of the students of secondary schools in context to IQ level.

(7) To study the National values of the students of the secondary schools in context to standard.

1.5 Hypothesis

After deciding about the topic and objectives of the study, the researcher prepares temporary solutions in context to his/her problem. They are called Hypotheses. Hypothesis is a statement about the solution of the problem, with which the direction for proceeding further in the specific direction is obtained by the researcher. In the present research, the researcher had framed the following hypotheses suitable to ones own study:

Ho$_1$ There will not be significant difference between the mean National value scores of the total boys and girls of std. 8.

Ho$_2$ There will not be significant difference between the mean National value scores of the total boys and girls of std. 9.

Ho$_3$ There will not be significant difference between the mean National value scores of the total boys and girls of std. 10.

Ho$_4$ There will not be significant difference between the mean National value scores of the total boys and girls.

Ho$_5$ There will not be significant difference between the mean National value scores of the students of Rural area and Urban area of std. 8.

Ho$_6$ There will not be significant difference between the mean National value scores of the students of Rural area and Urban area of std. 9.

Ho$_7$ There will not be significant difference between the mean National value scores of the students of Rural area and Urban area of std. 10.

Ho$_8$ There will not be significant difference between the mean National value scores of total students of Rural area and Urban area.
H09 There will not be significant difference between the mean National value scores of the students having High IQ and those having Low IQ of std. 8.

H010 There will not be significant difference between the mean National value scores of the students having High IQ and those having Low IQ of std. 9.

H011 There will not be significant difference between the mean National value scores of the students having High IQ and those having Low IQ of std. 10.

H012 There will not be significant difference between the mean National value scores of the total students having High IQ and those having Low IQ.

H013 There will not be significant difference between the mean National value scores of the students having High Educational Achievement and those having low educational Achievement of std. 8.

H014 There will not be significant difference between the mean National value scores of the students having High Educational Achievement and those having low educational Achievement of std. 9.

H015 There will not be significant difference between the mean National value scores of the students having High Educational Achievement and those having low educational Achievement of std. 10.

H016 There will not be significant difference between the mean National value scores of total students having High Educational Achievement.

H017 There will not be significant difference between the mean National value scores of boys of std. 8 those of std. 9.

H018 There will not be significant difference between the mean National value scores of girls of std. 8 those of std. 9.

H019 There will not be significant difference between the mean National value scores of students of std. 8 those of std. 9.

H020 There will not be significant difference between the mean National value scores of boys of std. 8 those of std. 10.
Ho$_{21}$ There will not be significant difference between the mean National value scores of girls of std. 8 those of std. 10.

Ho$_{22}$ There will not be significant difference between the mean National value scores of students of std. 8 those of std. 10.

Ho$_{23}$ There will not be significant difference between the mean National value scores of boys of std. 9 and those of std. 10.

Ho$_{24}$ There will not be significant difference between the mean National value scores of girls of std. 9 those of std. 10.

Ho$_{25}$ There will not be significant difference between the mean National value scores of students of std. 9 those of std. 10.

Ho$_{26}$ There will not be significant difference between the mean National value scores of total boys of std. 8 of Rural and Urban area.

Ho$_{27}$ There will not be significant difference between the mean National value scores of total boys of std. 9 of Rural and Urban area.

Ho$_{28}$ There will not be significant difference between the mean National value scores of total boys of std. 10 of Rural and Urban area.

Ho$_{29}$ There will not be significant difference between the mean National value scores of the boys of Rural and Urban area.

Ho$_{30}$ There will not be significant difference between the mean National value scores of the girls of Rural area and Urban area of std. 8.

Ho$_{31}$ There will not be significant difference between the mean National value scores of the girls of Rural area and Urban area of std. 9.

Ho$_{32}$ There will not be significant difference between the mean National value scores of the girls of Rural area and Urban area of std. 10.

Ho$_{33}$ There will not be significant difference between the mean National value scores of the girls of Rural area and those of Urban area.

1.6 Variables included in the study

In any research some variables are studied, clarification about the methodical study is very important. The following variables were covered in the present research.
Independent Variable:

The investigator selects to know that by making change in a variable what is the effect of it on the others variable. Such variable is an independent variable.

In the present study, sex, area, std, I.Q., and Educational achievement etc. were the independent variables.

![Diagram of variables]

1.7 Limitations of the study

Any research cannot be complete. The limitations of the present study were as follows:

1. Present study was limited to the Gujarati medium secondary schools of Gujarat.
2. Present study was limited to the variables sex, area, std, IQ and Educational achievement.
3. Other variables were not included in the present study.

1.8 Planning of the next chapters

Any research undertaken without planning is complicated and hazardous. The researcher should plan in advance for the research work. In the present research planning of the next chapters is as follows:
In chapter two, theoretical review of the Reference material has been done and abstracts of related researches are given.

In chapter three, planning and procedure of research design of the study has been presented.

In chapter four, construction, assessment and the final form of National value scale has been presented.

In chapter five, Research designs, population selection of sample, the tools and marking of the value scale and the method of analysis are mentioned.

In chapter six, Data analysis and Interpretation are presented.

In chapter seven, Summary, Findings, Educational Implications and Recommendations are given.

1.9 Conclusion

In the present research, the need of the research, statement of problem Terminology, objectives, Hypotheses and variable of the study are explained.
References


