

A review of social values and learning behaviour of student in the district of Satna

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Abstract - The relationship between social values and learning practices among Satna District pupils is examined in this study. It highlights how early education instills fundamental values like responsibility, equality, service, tolerance, peace, and environmental care. The assessment assesses the influence of the home and school contexts and emphasizes important elements of learning behaviors including motivation, engagement, and study habits. Although there is a high correlation between academic achievement and intrinsic motivation, children's attitudes and learning results are greatly influenced by outside variables such school culture, teaching tactics, and family participation. The study emphasizes how crucial it is to combine learning practices and value education for holistic development, allowing students to grow personally and make valuable contributions to society.

Keywords: Responsibility, Satna, Education, Moral, Values, Learning.

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INTRODUCTION

An individual's capacity to live a fulfilling life in harmony with the society's revered ideas and principles depends on the quality of the values instilled in them during their formative years of schooling. The importance of education for "character building," "bringing out the latent potentialities and inherent qualities," and developing a "integrated personality" for the well-being of individuals and society as a whole has been highlighted by numerous educationalists, philosophers, spiritual leaders, and modern thinkers of education. For a youngster, the most formative years are those spent in school, and the optimal amount of time spent there is eight hours each day. Ages 5 to 16 make up the optimal learning environment. While a student is enrolled in school for 10 years, they will spend about twenty thousand hours on campus. Of course, there is plenty of love and affection shared at home, but most days are filled with studying, eating, playing, and sleeping in preparation for the next day of school. Therefore, children learn best in a structured, purpose-driven classroom setting that upholds a set of core values throughout the school day.[1]

A person should become more independent, wiser, more socially adept, more culturally attuned, more morally upright, and more spiritually elevated as a result of their educational journey. A child's ability to physically and psychologically adapt to his or her surroundings and life's shifting circumstances is a key component of quality education. Changing a child's

behaviour is what education is all about. Value Our educational policy texts have always prioritised education since our independence. Educational institutions should strive to shape their students' personalities and character in a way that allows them to reach their maximum potential, according to the National Commission of Secondary Education (1952–1953), more commonly known as the Mudaliar Commission. [2]

Possibilities and have a positive impact on the community's welfare. The emphasis was on "education and national development" by the Kothari Commission (1964–1966). "With the help, wherever possible, of the ethical teachings of great religions," the Commission said, should be the way these principles are taught. Concern over "the erosion of fundamental principles and an increasing cynicism in society" was voiced in the National Policy on Education (1986). It argued that schools should be used as a "physical instrument for the inculcation of social and moral principles." Fostering universal and timeless ideals, directed towards the unification and integration of our people, should be the goal of education. Value education and its many components were to be included into the secondary school curriculum and beyond as part of the 1992 Programme of Action. Consistent with the National Policy on Education (1986), the National Curriculum Framework for School Education (2000) expressed

concern about the "erosion of the essential, social, moral and spiritual values."

THE VALUE OF A HIGH SCHOOL DIPLOMA

Secondary education, now serves an important purpose that juggles the policy quirks of being both an endpoint and a springboard for further study; it is both mandatory and optional, inclusive and inclusively varied, and both general and vocational in nature. It is increasingly acknowledged that secondary education is fundamental to educational systems. If we want to build better futures for ourselves and our countries, we must invest in high-quality secondary education. Learners in secondary school first encounter the distinct functions of the social sciences and the natural sciences. Curriculum that is well-designed can help students develop an appreciation for our nation's past and present, teach them about their rights and responsibilities as citizens, instill in them a work ethic that promotes health and wellness, and instill in them the values that make our society unique and compassionate. [3]

A major link in the educational system's chain is secondary education, which is where both forward and backward links are developed, according to National Policy on Education (1986). The primary school curriculum must be organised in a way that provides a solid foundation for the secondary school curriculum. Secondary education must be organised in a way that prepares students with the necessary information and skills to participate in any economic sector. That is to say, secondary school should serve as a capstone experience for those who do not choose or are able to continue their education beyond that level, while also providing a solid intellectual groundwork for those who demonstrate academic prowess and desire to pursue future studies. In any case, the system need to be advanced enough that students may switch between streams whenever they choose.

In light of the foregoing, it is clear that secondary school principals have a wide range of duties to fulfil in order to guide their students' academic journeys in a way that will prepare them to become contributing members of society. "Secondary education should not only prepare the students for entering a university but should also made them fit for diverse occupations according to the social and economic needs of the country," states 5 years plan. [4]

INDIA'S VALUE-BASED EDUCATION

There were always many moral lessons taught in ancient Indian schools. The Upanishads and sacred texts were the foundation of education up until the 18th century. These texts include extensive discussions on virtue, ethics, and morality. Everything else was based on the value education, which was the central focus.

Changes to the social order occurred later on as a result of colonisation by the British and other cross-border civilizations. Village coexistence was supplanted by urban life. Unwarranted shifts occurred

in school ethos as a result of the unitary family's replacement of the joint family. In addition to these changes, the expanding sway of science and technology together with the resulting industrialization prompted initiatives to fortify the educational system by boosting scientific and technology inputs. Everything worked out well. The supporting evidence includes the green revolution, the white revolution, the country's ability to produce its own steel, and its current role as a leader in the information technology sector. But as schools became more contemporary, secular and focused on economic ideals took front stage. [5]

When it came to protecting students' moral and ethical character, the educational system failed. There was a decline in emotional and social outcomes, not an improvement, as a result of the introduction of subject by topic into the curriculum. Anyone involved in the process of formulating and implementing educational policy was aware of these changes. Efforts to restore education are ongoing so that it can accomplish its mission of preserving society's moral character while also keeping up with technical and economic advancements.

THE IMPORTANCE OF VALUE EDUCATION IN THE CLASSROOM

In 1998, UNESCO convened a summit titled "Value in Education" to push for a reevaluation of school curriculum from a value education perspective. The fact that a global organisation like UNESCO is emphasising the need of instilling "values" in students is indicative of the seriousness of the issues caused by the progressive erosion of civil society and the maintenance of democracy. Formal and informal approaches of teaching kids about values may inspire them to:

- Grow up to care about the world around them and form their own moral compass.
- Analyse past events in order to draw conclusions and identify trends.
- Honour and appreciate one-self while also honouring and valuing widely held principles like fairness, honesty, and truthfulness.
- Be able to rationalise one's choices and actions while exercising socially responsible judgement.

At various points in their academic careers, students should be taught a variety of values. Reasons for this include cultural differences in values and the fact that children's cognitive development varies between age groups. Fifty principles that should be taught to pupils were listed by the Central Board of Secondary Education in 1986. There is an excess of these values. When deciding which values are most important at any given time, it's important to keep a level head and do what's practical. Listed below are some of the most important principles that secondary school students should internalise.[6]

Accountability, equality, service, tolerance, peace, and environmental concern are the six umbrella terms that include all of these ideals.

VALUES IN SOCIETY

Humans are inherently sociable. Isolation is not an option for him. His family is a part of society, and he is a part of that society. Consequently, he has to learn social norms if he wants to fit in. As a social being, man may have to decide what is good and harmful for himself. Because of his sociable personality, he tells people about his triumphs and tragedies. He is acknowledged by society for his accomplishment. Because of this deed, he advances socially.

By "social values," we mean principles that are primarily concerned with the well-being of other people. When we live by our social ideals, we do so in community with other people. Interaction between at least two people is inherent to every system of social values. Nearby, in the town, in society, in the country, and throughout the globe are all involved. As a result of social principles, our planet improves for everyone.[7]

It is impossible to function in this environment without interacting with other people. A few examples of desirable social values include love, responsibility, friendship, hospitality, service, fairness, independence, tolerance, cooperation, understanding, compassion, and the capacity to forgive and forget. In any case, social values are vital to maintaining a safe and healthy workplace. The following social values have been identified and discussed by Dr. Ignacimuthu, S.J. in his book "values For Life"

Whether it's family, culture, religion, school, or gender, it's crucial to research the degree to which secondary school kids acquire values and to determine the main influencing variables for inculcating values. In light of this, the current research endeavours to both determine the level of value development among secondary school pupils and identify the factors that impact this development. [8]

1. Learning Behaviors

Everything that students do, say, and think in relation to their education is part of their learning behaviour. Because it has such a profound impact on kids' academic performance and personal growth, teachers, parents, and lawmakers must have a firm grasp on how secondary school children learn. This research examines the effects of external variables, such as the home and school environment, on secondary school students' learning behaviours, including their motivation, engagement, and study habits.

2. Motivation

Learning behaviour relies on intrinsic motivation. It motivates pupils to pay attention in class, keep going when things become tough, and ultimately succeed

academically. Intrinsic and extrinsic motivation are the two main categories. An interest in the material and a drive for academic and personal development are examples of the kinds of things that students experience when they are intrinsically motivated. Conversely, grades, praise, and the promise of future employment are examples of extrinsic incentives that motivate people. [9]

Student engagement, critical thinking, and academic performance are all positively correlated with students' levels of intrinsic motivation, according to the research. In spite of setbacks, they continue to demonstrate a marked increase in their eagerness to take on tough activities. On the other hand, students who are driven by external factors may have good results initially, but they may struggle to maintain their enthusiasm for studying in the long run. [10]

3. Engagement

An additional essential component of learning behaviour is student involvement. Interest, excitement, and dedication shown by pupils towards their education are what this term alludes to. Students who are engaged in what they are learning are more likely to pay attention in class, make meaningful contributions to group projects, remember what they have learned, and grasp difficult ideas.

The methods of instruction, the content's applicability, and the school climate are all elements that might affect students' level of engagement. Research shows that students are more engaged when teachers use student-centered and interactive methods. These methods include group projects, discussions, and hands-on activities. Furthermore, students are more inclined to maintain their engagement when they can relate what they are learning to their own experiences and aspirations for the future. [11]

4. Study Habits

Without excellent study habits, it is hard to attain academic success academically. An integral component of these routines is the use of active learning tactics such as summarising, questioning, and self-testing, as well as the establishment of consistent study schedules, effective time management, and the formulation of goals. Secondary school students who develop excellent study habits at a young age have a greater chance of achieving academic success and developing a love of learning that will last throughout their whole lives.

One kind of scattered practice that is effective is one in which study sessions are spread out over a period of time rather than being studied all at once. The usage of this strategy is beneficial for improving memory retention over an extended period of time. Make use of active learning tactics such as creating

mind maps, teaching others about the topic, or rephrasing the information into one's own words in order to further increase one's knowledge and retention of the material. [12]

5. Impact of Family Environment

It is important to note that the home environment has a crucial impact in determining the learning behaviour of pupils. Parents who are encouraging, who place a high value on education, and who create an atmosphere at home that is favourable to learning have the ability to favourably affect their children's attitudes towards education. Students' motivation and engagement may be increased by parental participation in school events, monitoring of academic achievement, and encouragement if they are provided with these opportunities.[13]

On the other hand, students' learning behaviour might be hindered when they do not get support from their families or when they have bad attitudes towards school. Additionally, students' ability to focus and their academic performance may be significantly impacted by the presence of stressful home settings, which can be caused by a variety of causes including financial challenges or family disputes.

6. Impact of School Environment

There is a considerable relationship between the learning behaviour of students and the environment of the school, which includes the quality of instruction, the availability of resources, and the general culture of the school. Students are more likely to possess good learning practices when they attend schools that provide an atmosphere that is not just safe but also supportive and exciting. The ability to encourage students and increase their level of involvement may be achieved by instructors that use a variety of instructional tactics, offer feedback in a timely manner, and demonstrate genuine care for the well-being of their students. [14]

A pleasant learning environment is also contributed to by the policies and practices of the school that encourage inclusiveness, respect, and cooperation. Students have the opportunity to improve their social skills, boost their confidence, and explore their interests via extracurricular activities like as athletics, clubs, and arts. These activities may have a good impact on the students' academic conduct.

It is necessary to have an understanding of the learning behaviour of secondary school students in order to cultivate an educational environment that has the potential to promote both academic achievement and personal growth. Students' approaches to learning are significantly influenced by a variety of factors, including their levels of motivation and engagement, their study habits, and the contexts in which they are raised, both at home and at school. It is possible for educators, parents, and policymakers to collaborate in order to create settings that encourage good learning behaviours and assist kids in reaching their full

potential. This may be accomplished by addressing the variables listed above. [15]

CONCLUSION

According to the study, encouraging good learning practices and social values is essential for kids' overall growth. While interactive teaching strategies and parental support are important in influencing motivation and engagement, core values like responsibility, tolerance, and equality must be included into the curriculum. Learning habits are much improved in a supportive school setting that is enhanced by inclusive policies and extracurricular activities. The interaction of education and values guarantees that students acquire a strong moral compass and are ready for both academic and personal success. To create settings that support these values and promote significant contributions to both social and personal development, policymakers, educators, and families must work together.

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