

Autobiographies Of Renowned Personalities for Inculcating Values Among Secondary School Students

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Abstract

The very purpose and main function of education is the development of an all round and well-balanced personality of the students, and also to develop all dimensions of the human intellect so that our children can make our nation more democratic, cohesive, socially responsible, culturally rich and intellectually competitive nation. But, nowadays, more emphasis is unduly laid on knowledge-based and information-oriented education which takes care of only the intellectual development of the child. Consequently, the other aspect of their personality like physical, emotional, social and spiritual are not properly developed in providing for the growth of attitudes, habits, values, skills and interests among the pupils. It is here that we talk in terms of value-education.

According to C. V. Good - "Value-education is the aggregate of all the process by means of which a person develops abilities, attitudes and other forms of behavior of the positive values in the society in which he lives."

Introduction

"Every autobiography is concerned with two characters, a Don Quixote, the Ego, and a Sancho Panza, the Self." W.H. Auden, *Selected Essays*

An autobiography is a self-written account of the life of a person. The word "autobiography" was first used deprecatingly by William Taylor in 1797 in the English periodical *The Monthly Review*, when he suggested the word as a hybrid, but condemned it as "pedantic". However, its next recorded use was in its present sense, by Robert Southey in 1809. Despite only being named early in the nineteenth century, first-person autobiographical writing originates in antiquity. Roy Pascal differentiates autobiography from the periodic self-reflective mode of journal or diary writing by noting that is a review of a life from a particular moment in time, while the diary, however reflective it may be, moves through a series of moments in time". Autobiography thus takes stock of the autobiographer's life from the moment of composition. While biographers generally rely on a wide variety of documents and viewpoints, autobiography may be based entirely on the writer's memory. The memoir form is closely associated with autobiography but it tends, as Pascal claims, to focus less on the self and more on others during the autobiographer's review of his or her life.

Values are principles that are consistent and universal and are capable of directing our actions and activities. They are inbuilt in our society. Values are virtues in an

individual. Autobiographies help us to imbibe many values in life. Values play a major role in the development of citizenship, ethical behavior. The most important aspect of value education consists in the building and strengthening of positive sentiments for people and ideals (Erwin, 1991). What is more in value education is that schools should provide a healthy climate for sharing responsibilities, community life and relationships that prevailed in the country for generations. Values cannot be forced even if conveyed with good intentions.

NEED AND SIGNIFICANCE OF THE STUDY

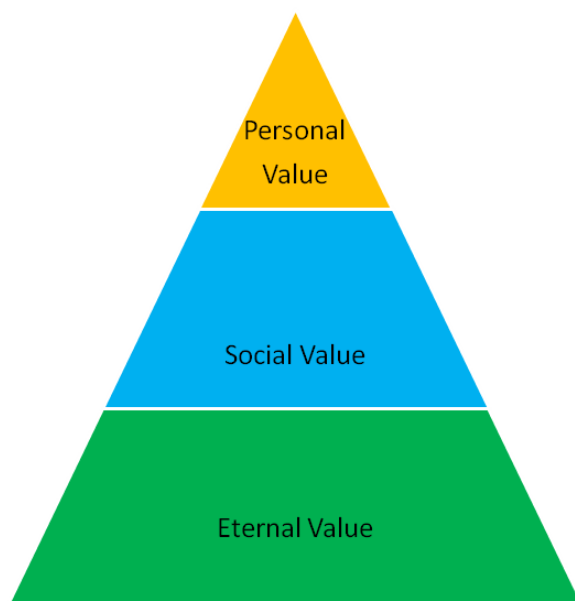
We are living in a time when values are continuously being questioned and seen as relative rather than universal. Education should be a useful tool for cultivating social, moral and scientific values. There is an increasingly urgent need for a revival of values such as respect, responsibility, honesty, and love. The question is how should we go about to inculcate such values such as the above in to people's lives attitude and behavior. In recent years, there has been vast change in value orientation and prioritization resulting to decline in the values. There is an urgent need to inculcate values that are essential for human harmonious existence among children, who are the future of our nation. It is the duty of the teachers to cultivate values to build a healthy generation.

Autobiographies are the store house of life of people who possessed higher values in their life. It also helps the humanity to

develop and inculcate values. In school curriculum the main aim of including autobiographies is to help the students to find out different values and how to develop values and how to become a good citizen who has values. India is badly in need of Value Based Education and Teaching System which inculcates among the young students values that they need to imbibe and embalm within them. Students are at an impressionable age and autobiographies are capable of conveying

and cultivating values among them.

Value based education (VBE) imparts social, moral, integrity, character, spirituality, and so forth. It builds the qualities of humility, strength and honesty in a person. They become better citizens of a country. People with high ethical values will never cheat others. People are taught to co-operate with each other. They make their life happier and work hard to make others happy. Value education image is presented in the figure.



STATEMENT OF THE PROBLEM

For a state like Kerala it is high time to make people conscious about the importance of inculcating values. Our tradition is to inculcate good values and shows it in all of our actions. But contemporary society had changed a lot. Children are not aware about values and their importance in life. It is the duty of the teachers to help their students to inculcate values with the help of good models. Autobiographies of renowned personalities will help us to inculcate values among students. The most important way to inculcate values and positive attitude is with the help of value based stories. The present study aimed to find out the effectiveness of autobiographies of renowned personalities for inculcating values among students. The studies related to the topic are very scanty. There for the investigator carried out an experimental study that enabled to find out “the effectiveness of autobiographies for inculcating values among secondary school students”.

The problem for the present investigation is stated as “**Autobiographies of Renowned Personalities for Inculcating Values among secondary school students**”.

DEFINITIONS OF KEY TERMS

Autobiography: “An Autobiography is a narrative of a person’s life written by himself”. James. M. Cox (1976).

Value: Values are the principles that guide man’s desires and feelings resulting in the choice of appropriate actions. (Ruhela 1986). Rokeach (1973) defines Value as an entering belief, a specific mode of conduct or end state of existence.

Secondary school students: Secondary school students refers to those classes recognized by Government of Kerala for giving instructions to student at standards VIII, IX, and X (SCERT, 2014). For the present study, standard IX, from Kerala state syllabus was selected to represent this level.

OBJECTIVES OF THE STUDY

The objectives of the study were

1. To prepare a Situational Judgment Test on values.
2. To measure the effectiveness of autobiographies of

renowned personalities for inculcating values among secondary school students

School, Chennithala, Alappuzha District. A Situational Judgement Test on Values was used to gather relevant data. The data collected was analysed and interpreted using Arithmetic Mean, Standard deviation and Skewness.

METHODOLOGY IN BRIEF

The Experimental method with the pre-test post-test single group design was used to test the effectiveness of autobiographies of renowned personalities in inculcating values among secondary school students. The study was conducted on a sample of 40 students of Class IX of Mahatma Higher Secondary

ANALYSIS AND DISCUSSION

The details regarding mean, median, mode and skewness of the Pre- test scores on values are given in Table 1.

Table 1

Measures of Central Tendency, Standard Deviation and Skewness of Pre test scores on values

N	Mean	Median	Mode	SD	Skewness
40	34.5	33.8	35.38	12.23	

From Table 1, it can be seen that the Mean value of the Pre test scores on values of the students was 34.5 and that of median value was 33.8, which indicate the low performance of the group. The mode of the scores was 35.38, which was found to be the most frequently occurring score in the distribution. Further, the Table showed a standard deviation of 12.23. The scores showed a skewness of 0.35. Therefore, we can conclude that the students who score higher marks are comparatively lower than

those who score low marks in the group. The curve was leptokurtic. Therefore, the pretest scores of the situational judgment test on values of the group was considered as not normally distributed. On values of the group was considered as not normally distributed. The details of measures of central tendency, standard deviation and skewness of post test scores on situational judgment test on values of the of the group are given in Table 2.

Table 2

Measures of Central Tendency, Standard Deviation and Skewness of Post -Test Scores on values

N	Mean	Median	Mode	SD	Skewness
40	46.5	46	45	9.886	0.15

Source: Primary Data

From Table 2, it can be seen that the Mean value of the Post-test scores on values of the group was 46.5 and that of median value was 46. It indicates the high performance of the group. The mode of the scores was found to be 45 which were the most frequently occurring scores. The standard deviation was 9.886. The scores showed a skewness of 0.15 and therefore, we can conclude that the students who score high marks are

comparatively lower than those who score low marks in the group. The curve is leptokurtic.

DISCUSSION OF RESULTS

Effectiveness of Autobiographies for inculcating values among secondary school students, after the experimental treatment, the Pre and Post- test scores on values were compared using Critical Ratio (t test)

Table 3

Test of significance of difference between the Means Scores of values in the Pre test and Post test of students

Situational judgment test	Mean	SD	N	t-value	Level of significance

Pre test	34.5	12.23	40	46.13	P<0.01
Post test	46.5	9.886	40		

Source: Primary Data

Table 3 shows the t value of the test of significance of difference between the means of Pre test and Post test scores of the group. The t value is 46.13. The value is significant at 0.01 levels. Hence we can infer that autobiographies help to inculcate values among secondary school students.

IMPLICATIONS OF THE STUDY

The educational implications of the study based on the findings are as follows.

- The findings of the study proved that autobiographies of renowned personalities are an effective way to inculcate values among secondary school students. It is found that students enjoy learning through the stories. So teachers should incorporate moral stories from autobiographies in the teaching learning process.
- The findings of the study proved that value based education is more effective than normal classroom teaching. Since students enjoy learning through the situational stories teachers should incorporate stories from autobiographies in their teaching learning process:

CONCLUSIONS OF THE STUDY

Values are principles that are consistent and universal and are capable of directing our actions and activities. They are inbuilt in our society. Values are virtues in an individual. Autobiographies help us to imbibe many values in life. Values play a major role in the development of citizenship, ethical behavior. The most important aspect of value education consists in the building and strengthening of positive sentiments for people and ideals (Erwin, 1991). What is more in value education is that schools should provide a healthy climate for sharing responsibilities, community life and relationships that prevailed in the country for generations. Values cannot be forced even if conveyed with good intentions. The findings of the study throw light on the fact that autobiographies are the effective way for enhancing value and among students.

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