

Impact on Value Pattern on Education: A Socio-Economic Study

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Abstract – In an ever-evolving global landscape, education remains a pivotal instrument for individual empowerment and societal progress. This abstract presents a socio-economic study that examines the profound impact of value patterns on education. It explores the intricate relationships between socio-economic factors, cultural norms, and the values instilled in the educational process, shedding light on the far-reaching implications for both personal development and economic growth. This abstract underscore the multidimensional impact of value patterns on education and its socio-economic ramifications. The study aims to offer valuable insights into how educational values can either foster or hinder economic development, innovation, and social equity. By understanding these intricate relationships, we can work towards more inclusive, economically vibrant, and culturally sensitive educational systems that empower individuals and communities to thrive in an ever-changing world.

I. INTRODUCTION

Education is a strong impetus in accomplishing the points which society sets before itself. In the event that the social pattern of a society is materialistic, at that point normally its education pattern will be molded for the attainment of material values which advance delights of faculties and material solaces. A society without any culture will have no distinct educational association. Subsequently the way of life of a society has a ground-breaking sway on its education pattern. Education and culture are personally and necessarily associated. We are living in an anger in which tremendous innovative changes have gotten boundless change social and social conditions. The present arrangement of education is an ideal impression of our materialistic frame of mind. The peril can be endured just on the off chance that we

focus on development of a liberal individuals, who are basically impervious to teaching and education ought to build up the propensity for reappraisal of our own values, an assignment which is the prime worry of any solid arrangement of education. In the Indian viewpoint, there is not any more huge value than 'Dharma'. Unselfishness, penance and renunciation are significant segments of Indian culture.

In spite of the fact that instructors have made noteworthy commitments by utilizing diverse classroom circumstances to teach values our students' keep on confronting numerous issues. This is an age, when the past is superfluous, the present questionable and the future confounded and dreadful. Traditional values have never been so profoundly dismissed and run so fiercely damaged as they are today. The youthful discover a hole between the teachers,

maintained and lived values. They scan for answers to the three essential inquiries: who am I? What am I doing here? Where am I going? As such they scan for their personality, for a reason in life and for an important human predetermination, individually and generally. Be that as it may, this hunt is troublesome as their vision is obscured, because of the different weights from without and inside themselves and thus the disequilibrium.

II. LITERATURE REVIEW

Gawande E.N. (2014), in his book, 'Value arranged Education (Vision for Better Living)', introduces an up-to-date image of value situated education covering its verifiable, social and established foundation so as to give developed residents high goals of living with a solid moral code. It realizes a nearby connection with the most recent themes in Religious and Moral Education, Population Education, Yoga education and Environmental Education with teacher's dynamic role in its arranging and assessment. It talks about practically every one of the themes associated with the subject in the light of the ongoing researches and concentrates, for example, its authentic foundation, considerations of different commissions on value situated education, the idea of human value, protected values, the value education and educational plan, value education and populace education, value education and environmental education, value education and yoga education, value education and co-curricular exercises, value arranged education and teacher's role, explanation of certain questions about value situated education and so on.

Hulleman, C.S. (2017) led an examination on the 'Role of Utility Value in the Development of Interest and Achievement'. This was to assist students with seeing how the value in their coursework adds to interest and achievement and to test the adequacy of an instructional mediation to advance view of utility value and interest - especially for students with lower fitness convictions - contrasted with a benchmark group. A procedure model of utility value impacts is proposed and tried. The outcomes showed that the intercession adequately expanded view of utility value and interest. What's more, the theoretical pathways of the procedure model were upheld.

Lumpkin A. (2018) led an experimental investigation for teaching values through youth and pre-adult games. The examination discovered a few issues in youth and pre-adult games and proposes substitute approaches to address them, beginning with the development and implementation of a competitor - focused way of thinking. The examination depicts the goals for youth and juvenile games, talk about what the moral values of guardians, mentors and competitors ought to be in wearing settings and finishes up with proposals for upgrading the game encounters of youth and pre-adult competitors.

Bar (2014), conducted study on "A Study on Value of Teacher Trainees with Special Reference to Local". Conducted the study on values of 200 teacher trainees with reference to sex and locality and found that male and female teacher trainees differ significantly in aesthetic and power values where as rural and urban student teachers different in economic and family prestige.

Thomas Dietz and Linda Kalof (2011), conducted study on "Value orientation, Gender and Environment Concern." Soci-Psycological model is developed to examine the proposition than environment represents a new way of thinking. Behavioral intentions are modeled as the sum across value of the strength of value time the strength of believes about the consequents of environmental conditions for value objects. Sample of 349 college students. The result is consistent with other recent findings from contingent valuation surveys. Women have strong beliefs than men about consequences foe self, others, and the biosphere, but there is no gender difference in the strength of value orientations Inquiry into the influence of cultural context variables on vocational behavior remains a primary research need in vocational psychology. Responding to this need, individualism -collectivism (I-C) constructs were examined as an individual differences' cultural context variable relative to: (1) fit and consistency of expressed occupational choice with reported occupational planning attitudes and behaviors; (2) work values; and (3) family background and expectations of 268 college students representing various racial-ethnic groups in the United States.

III. RESEARCH METHODOLOGY

The present research study falls under the classification of Description Survey Design since the motivation behind the present research study was to examine and depict the affiliation or the relationship of ward variable value with three free factors Family arrangement, Gender and Type of Institutes and subordinate autonomous variable SES. In the present research study, Survey kind strategy was utilized since the goals of the present research study were to decide if and to what degree the relationship existed among the needy variable, viz. value, three free factor, viz. kinds of family, gender and sorts of foundations and Subordinate free factor viz. SES (Socio-economic condition).

After development of the tools, the agent visited the chose B.Ed. foundations. Earlier consent was taken from the principal and specialists of the chose B.Ed.

organizations. To guarantee speedy and complete return of value scale and socio-economic status scale, they were given to the chose test of B.Ed. students. Before giving the value scale and socio-economic status scale, appropriate affinity was set up with the subjects. At that point the motivation behind the value scale and socio-economic status scale was disclosed to them. The students were informed that these tests had nothing to do with their achievement in definite assessment.

IV. DATA ANALYSIS

Analysis of data means processing and studying the composed material in request to find inherent realities. The data have contemplated from whatever number points as could reasonably be expected to investigate the new actualities.

Table 4.1 Level of the dimension of value orientation - Theoretical Value- of teacher trainees in colleges of education affiliated to Kerala University

Dimensions	Categories	Low	Average	High
		%	%	%
Sex	Male	15.3	69.4	15.3
	Female	18.5	65.1	16.4
Locality	Urban	19.2	63.2	17.5
	Rural	16.6	68.5	14.9
Marital status	Married	16.5	68.4	15.1
	Unmarried	19.1	63.7	17.2
Locality of the college	Urban	17.9	65.9	16.2
	Rural	17.3	66.1	16.5
Optional subject	Arts	17.5	65.9	16.6
	Science	18.6	65.5	15.9
Residence	House	16.9	65.5	17.5
	Hostel	20.0	66.0	14.0
	Govt.	17.8	67.8	14.4
Parents occupation	Private	20.6	64.0	15.4
Teaching experience	Business	15.3	66.2	18.5
	Others	19.3	67.2	13.5
Type of	Yes	17.7	66.2	16.0
	No	18.1	65.5	16.4
Type of	Govt.	14.9	72.0	13.1

college	Aided	18.8	61.5	19.6
	Unaided	21.2	60.0	18.8
Religion	Hindu	19.2	62.1	18.7
	Christian	15.4	70.1	14.5
	Muslim	20.1	66.7	13.2
Qualification	UG	17.6	66.9	15.5
	PG	17.2	65.0	17.8

The table uncovers the degree of measurement of value direction - theoretical value regarding the foundation factors. Since the level of normal degree of measurement of value direction - theoretical value-

educator trainees is more than 50%. Consequently the degree of measurement of value direction - theoretical value - of instructor trainees as far as foundation factors is normal.

Table 4.2 Level of the dimension of value orientation - Economical Value- of teacher trainees

Dimensions	Categories	Low	Average	High
		%	%	%
Sex	Male	16.5	67.1	16.5
	Female	20.3	60.4	19.2
Locality	Urban	20.5	61.2	18.3
	Rural	19.4	63.4	17.2
Marital status	Married	18.2	64.2	17.7
	Uimiarried	21.4	58.7	20.0
Locality of the college	Urban	19.4	62.9	17.8
	Rural	21.1	57.9	21.1
Optional subject	Arts	18.6	62.2	19.2
	Science	21.6	60.9	17.5
Residence	House	20.6	61.5	17.8
	Hostel	18.9	61.4	19.7
	Govt.	20.2	65.9	13.9
Parents	Private	20.2	61.4	18.4
occupation	Business	19.6	62.3	18.1
	Others	16.8	64.3	18.9
Teaching experience	Yes	22.4	59.5	18.1
	No	20.3	60.9	18.7
Type of college	Govt.	20.0	64.1	15.9
	Aided	14.6	73.5	11.9
	Unaided	22.0	61.2	16.8
Religion	Hindu	18.3	62.7	18.9

	Christian	18.5	62.1	19.4
	Muslim	17.8	63.8	18.4
Qualification	UG	19.5	61.5	19.0
	PG	20.9	60.2	18.9

The table uncovers that the degree of measurement of value orientation - economical value - concerning the background variables, since the level of normal degree of measurement of value orientation -

economical value - teacher trainees is more than 50%. Along these lines the degree of measurement of value orientation - economical value - of teacher trainees regarding background variables is normal.

Table 4.3 Level of the dimension of value orientation - Aesthetic Value- of teacher trainees

Dimensions	Categories	Low	Average	High
		%	%	%
Sex	Male	15.3	63.5	21.2
	Female	18.6	63.1	18.4
Locality	Urban	21.8	55.4	22.8
	Rural	15.3	66.6	18.1
Marital status	Married	15.1	65.6	19.3
	Unmarried	17.4	62.7	20.0
Locality of the college	Urban	17.1	61.9	21.0
	Rural	20.5	58.4	21.1
Optional subject	Arts	20.8	60.1	19.0
	Science	16.4	66.4	17.2
Residence	House	17.7	64.3	18.0
	Hostel	20.9	54.9	24.3
	Govt.	14.4	62.5	23.1
Parents occupation	Private	19.9	64.8	15.4
	Business	15.7	65.8	18.5
Teaching experience	Others	16.8	61.1	22.1
	Yes	18.1	62.0	19.8
Type of college	No	19.0	58.5	22.5
	Govt.	12.7	67.1	20.2
	Aided	21.2	61.2	17.7
Religion	Unaided	23.2	55.2	21.6
	Hindu	21.3	55.4	23.4
	Christian	16.5	65.5	17.9
Qualification	Muslim	16.7	64.9	18.4
	UG	19.0	62.4	18.6

	PG	18.4	59.9	21.8
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The table uncovers that the degree of measurement of value orientation - tasteful value - concerning the background variables, since the level of normal degree of measurement of value orientation - aesthetic value

- teacher trainees is more than 50%.. In this way the degree of measurement of value orientation - tasteful value - of teacher trainees as far as background variables is normal.

Table 4.4 Level of the dimension of value orientation - Social Value- of teacher trainees in colleges of education to Kerala University

Dimensions	Categories	Low	Average	High
		%	%	%
Sex	Male	14.1	63.5	22.4
	Female	17.7	60.7	21.6
Locality	Urbein	18.1	59.9	22.0
	Rural	15.9	62.7	21.3
Marital status	Married	16.5	63.0	20.5
	Unmarried	16.1	75.7	8.2
Locality of the college	Urban	19.0	60.5	20.5
	Rural	14.9	75.5	9.6
Optional subject	Arts	17.9	60.9	21.2
	Science	16.2	61.6	22.3
Residence	House	16.8	73.4	9.8
	Hostel	17.7	64.0	18.3
	Govt.	16.3	68.3	15.4
Parents occupation	Private	15.7	76.0	8.2
Teaching experience	Business	17.4	70.8	11.7
	Others	16.8	61.1	22.1
Teaching experience	Yes	15.6	64.1	20.3
	No	17.6	60.3	22.1
Type of college	Govt.	15.7	66.9	17.3
	Aided	15.0	73.8	11.2
	Unaided	17.2	74.4	8.4
Religion	Hindu	14.9	62.7	22.3
	Christian	18.2	61.8	19.9

	Muslim	16.7	59.8	23.6
Qualification	UG	16.4	63.2	20.4
	PG	18.4	68.6	13.0

The table uncovers that the degree of measurement of value orientation - social value - concerning the background variables, since the level of normal degree of measurement of value orientation - social

value - teacher trainees is more than 50%. In this way the degree of measurement of value orientation - social value - of teacher trainees regarding background variables is normal.

Table 4.5 Level of the dimension of value orientation - political value- of teacher trainees

Dimensions	Categories	Low	Average	High
		%	%	%
Sex	Male	20.0	63.5	16.5
	Female	18.0	63.8	18.1
Locality	Urban	18.1	63.1	18.8
	Rural	18.3	61.2	20.5
Marital status	Married	17.5	61.8	20.8
	Unmarried	18.8	60.9	20.3
Locality of the college	Urban	18.2	63.0	18.7
	Rural	18.1	62.1	19.7
Optional subject	Arts	18.8	59.6	21.6
	Science	17.5	64.8	17.7
Residence	House	18.3	59.1	22.6
	Hostel	18.0	65.4	16.6
	Govt.	15.4	62.5	22.1
Parents	Private	19.5	65.2	15.4
occupation	Business	18.1	61.6	20.3
	Others	16.8	63.5	19.7
Teaching experience	Yes	17.7	63.7	18.6
	No	18.3	58.8	22.8
Type of college	Govt.	13.3	65.5	21.2
	Aided	21.2	63.5	15.4
	Unaided	21.2	60.0	18.8

Religion	Hindu	18.3	62.3	19.4
	Christian	17.7	65.2	17.1
	Muslim	19.0	62.1	19.0
Qualification	UG	19.3	58.2	22.4
	PG	16.1	66.1	17.8

The table uncovers that the degree of measurement of value orientation - political value - concerning the background variables, since the level of normal degree of measurement of value orientation - political value - teacher trainees is more than 50%. In this way the degree of measurement of value orientation - political value - of teacher trainees as far as background variables is normal.

Data analysis and interpretation regarding value pattern of B.Ed. students in relation to family setup (Ho1 to Ho9)

Ho1: There will be no significant distinction between the mean scores of the value size of the B.Ed. students according to joint and family unit, Mean, SD and t-proportion were figured and exhibited beneath in table 4.21.

Table 4.21: Significant difference between the mean scores of the value scale of the B.Ed. students in relation to joint and nuclear family

Family setup	N	M	SD	SED	'c.r'	Note
Joint family B.Ed. students	283	198.92	14.92	1.49	1.97	Significant
Nuclear family B.Ed. students	167	200.81	14.56			

As indicated by table 4.21 the got value of t-ratio between the mean scores of value scale joint and family unit of the B.Ed. students is 1.97. The determined value of t-ratio is higher than the t table value 1.96 at 0.05 levels. Thus, there is a significant distinction between the mean scores of value size of B.Ed. students of joint and family unit. Thus the Ho1 is dismissed.

Mean of value size of B.Ed. students from joint family is 198.92 and family unit is 200.81. It is cleared that B.Ed. students from joint family is lower than the B.Ed. students from family unit. Value contrast is exceptionally obvious from figure 4.1.

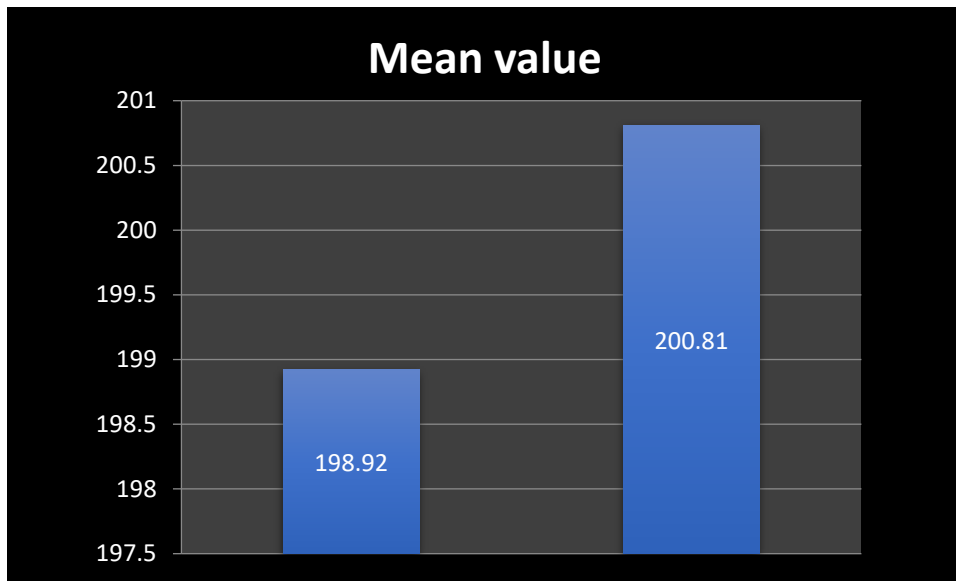


Fig.4.1: mean scores of the value scale of the B.Ed. Students in relation to joint and nuclear family

Ho2: There will be no significant distinction between the mean scores of the theoretical value of the value size of B.Ed. students according to joint and family

unit, Mean, SD and t-ratio were registered and displayed beneath in table 4.22.

Table 4.22 Significant difference between the mean scores of the theoretical value of the value scale of B.Ed. students in relation to joint and nuclear family

Theoretical value	N	M	SD	SED	'c.r'	Note
Joint family B.Ed. students	283	24.87	4.02	0.39	4.39	Significant
Nuclear family B.Ed. students	167	26.60	4.07			

As indicated by table 4.22 the acquired value of t-ratio between the mean scores of value scale joint and family unit of the B.Ed. students is 4.39. The determined theoretical value of t-ratio is higher than the t table value 2.58 at 0.01 level. Henceforth, there is a significant contrast between the mean scores of value size of B.Ed. students of joint and family unit. Subsequently the Ho2 is dismissed.

Mean of value size of B.Ed. students from joint family is 24.87 and family unit is 26.60. It is cleared that B.Ed. students from joint family is lower than the B.Ed. students from family unit theoretical value contrast is exceptionally obvious from chart 4.2.

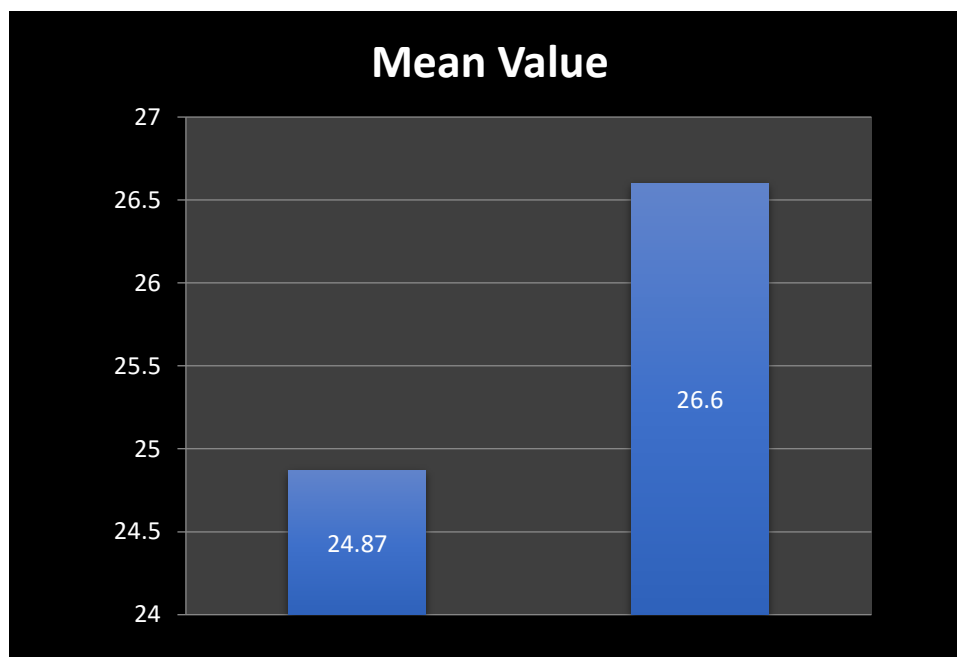


Fig.4.2: Mean scores of the theoretical value of the value scale of B.Ed. Students in relation to joint and nuclear family

V. CONCLUSION

In the present research based on the data analysis we get the translation that there is a distinction in values dependent on sort of family and socio-economic status. In addition, regarding gender we get contrast in theoretical, spiritual and moral values among male and female students. In this manner, values in life are significant for the sound development of the society and our Indian values are reflected in our way of life as it is introduced from the very adolescence, which is additionally reflected in the discoveries of the present research. To check the hypothesis of the present research analysis of the got data and its interpretation is introduced in the present section Moreover the tables are referenced to speak to the data. Hence the present section is describing the checking of the score of value trial of the B.Ed. students. Therefore, this part is heart of the present research.

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