

Study of effectiveness of Treatment (Development of Values Through English Language) on Personal Values

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Abstract

The research on how therapy affects how values are developed through the English language explores the complex connection between moral development and language learning. The goal of the research is to shed light on the significant influence of linguistic education on individual and social values by investigating how exposure to English language resources affects the development of ethical principles and views. This study aims to provide important insights into the transformational power of language in forming people's ethical frameworks by rigorous analysis and empirical investigation, so contributing to a fuller understanding of the relationship between language, culture, and morality.

Imparting moral, ethical, and social ideals, value education is essential in moulding people and societies. Its influence extends to individual growth, encouraging honesty, empathy, and conscientious citizenship. Value education teaches people how to negotiate difficult situations, make wise decisions, and positively impact their communities. Value education in the English language offers a special means of fostering fundamental values and virtues in people from a variety of origins and cultures. When values are incorporated into the English language curriculum, students not only become more fluent speakers but also internalize virtues like cooperation, respect, and tolerance. This methodology supports empathy, global citizenship, and cross-cultural understanding, all of which are important components of the holistic development of persons as morally upright members of society.

Keywords: English Language, Value Development, Personal Values.

Introduction

We are all aware of the importance of education in this cutthroat world; it shapes our personalities and lives in significant ways. In addition to enhancing our personalities, education also develops us intellectually, spiritually, and mentally, making it essential for landing a respectable job and pursuing a career in society. One of a child's childhood dreams could be to become an IAS official, a lawyer, or a doctor. Parents want their kids to grow up to be physicians, attorneys, or government leaders. Only with a strong education will the child be able to accomplish this. We can therefore conclude that education is crucial to our prosperity and that obtaining it requires a lot of hard effort. Any society's growth and development are based on its educational system. It serves as the foundation for the entire structure of human growth. Just like eating is vital for a healthy human body, receiving a solid education is essential for success in life. A quality education is constructive and will be highly beneficial in the long run.

The true purpose of education is to advance students' skill levels, develop their personalities, and promote their physical, social, and mental well-being. A person becomes a decent person because education serves a wide range of purposes. In order to deliver a high standard of education, teachers are crucial. We live our lives and impart whatever we learn from our parents and teachers to the following generation. With the exception of the nation's families, society, and other citizens, the goal and advantages of a good education are not just personal.

We all understand the value of education in our lives in this competitive world; it plays a crucial part in moulding our lives and personalities. Education is critical for obtaining a good position and a career in society; it not only improves our personalities but also advances us psychologically, spiritually, and intellectually. A child's childhood ambitions include becoming a doctor, lawyer, or IAS official. Parents desire to picture their children as doctors, lawyers, or high-ranking officials. This is only achievable if the youngster has a good education. As a result, we may infer that education is extremely essential in our lives and that we must all work hard to obtain it in order to be successful.

Value education should not be viewed as a distinct academic discipline, but rather as an integral part of the educational process. There are numerous ways to comprehend the importance of value education. In the current world, value education is crucial for the reasons listed below:

- It improves decision-making abilities by assisting in making the best decisions under difficult conditions.
- It instills in pupils moral principles like empathy, kindness, and compassion.
- Students' interests and values are fostered, which further supports the development of their skills and piques children's curiosity.
- It also fosters a feeling of patriotism and camaraderie, which aids in pupils' increased acceptance of various religions and cultures.
- Students' life are given a positive direction because they are taught the correct values and ethics.
- It helps students find their actual calling in life, which is to better themselves and give back to society.

Types Of Value Education

Cultural Value

The concepts of good and evil, as well as customs and behavior, are central to cultural values. Cultural values are reflected in language, ethics, social hierarchy, aesthetics, education, law, economics, philosophy, and many other social institutions.

Moral Value

Respecting authority, both one's own and that of others, honouring agreements, averting needless confrontations, abstaining from deceit and dishonesty, motivating others, and rewarding hard effort are examples of ethical ideals.

Personal Values

Whatever a person requires for social contact is part of their own beliefs. Beauty, morality, self-motivation, confidence, self-control, ambition, bravery, vision, imagination, and so forth are examples of personal values.

Spiritual Value

The highest moral worth is spiritual worth. Spiritual virtues include things like purity, control, clarity, discipline, yoga, meditation, and devotion to God. bConcepts of self-discipline are emphasized in spiritual

value education. contentment with self-control, lack of desires, avarice in general, and independence from gravity.

Social Value

Without communication with other people, a person cannot exist in the world. Love, affection, friendship, noble groups, peer groups, impurity, hospitality, courage, service, justice, freedom, patience, forgiveness, coordination, compassion, tolerance, and so forth are social qualities that people seek after.

Universal Value

Universal values define how the human problem is perceived. By means of universal ideas, we find common ground with humanity and the universe. Examples of universal values are life, happiness, brotherhood, love, compassion, service, paradise, truth, and eternity.

How Does Value Education Help In Attaining Life Goals

- Values education is essential to an individual's development. They gain from it in several ways. You can accomplish all of your life's objectives with value education. Here's how:
- It gives pupils insight into how to mold their futures and even the purpose of existence.
- It teaches students how to live their lives in a way that benefits everyone in their immediate vicinity as well as themselves.
- Value education not only helps students live successful lives as responsible citizens and have a clearer understanding of life's perspective, but
- Assists pupils in developing ever-greater maturity and reason.
- It also helps pupils create strong relationships with their peers and family.
- Strengthens the character and personality of the kids.
- Value-based education fosters a positive attitude on life among kids.

Literature Review

1. Cameron, J., & Deakin, A. R. (2005). Values Education In The English Language Classroom: A Theoretical And Practical Guide. *Tesol Quarterly*, 39(1), 115-138.

Objectives:

- Three main goals for values teaching in ELT classes are outlined by the authors:
- To encourage moral and conscientious conduct in students. This entails establishing environmental stewardship, advancing justice and fairness, and cultivating respect for others.
- To improve students' communication and intercultural comprehension. This entails introducing students to a range of viewpoints and cultural contexts, encouraging empathy, and facilitating cross-cultural communication.
- To develop students' ability to think critically and make decisions. This entails motivating students to engage in critical information analysis, make wise decisions, and behave responsibly.

Findings:

Several advantages of incorporating values education within ELT were noted:

- Better academic results: Students who take part in values-based English language teaching programs typically perform better academically, especially when it comes to language proficiency like speaking and writing.

- Improved social and emotional development: Learning values can help students acquire positive social and emotional traits like empathy, tolerance, and respect. These traits can strengthen bonds between students and lessen conflict.
- Enhanced motivation and engagement: By relating language instruction to students' interests

2. The Role Of English Language Learning In Fostering Values Education: A Case Study Of Secondary Schools In Hong Kong'' By Cheung, K. W. (2019). *Asia Pacific Journal of Education*, 39(1), 1-19.

Objective:

The goal of Cheung's (2019) study was to find out how values education (VE) in Hong Kong's secondary schools is promoted by English language learning (ELL). The study looked at how teaching English Language Learners (ELL) might help kids develop good values including empathy, respect, tolerance, global citizenship, and social responsibility.

Findings:

The study discovered that in Hong Kong's secondary schools, ELL can have a major impact on VE. The results imply that:

- ELL can assist students in gaining a deeper comprehension of various cultures and viewpoints, which can foster tolerance and respect.

- ELL can give students the chance to interact with literature and resources that examine significant ideals like social justice and environmental conservation.
- ELL can assist kids in honing their critical thinking abilities, which are necessary for assessing material and coming to morally sound judgments.
- ELL can give students the chance to work together with people from other backgrounds, which can promote empathy and a feeling of global citizenship.

3. Li, D., Baker, C., & Wright, S. E. (2014). The Role Of Personal Values In Predicting Academic Achievement In High School. *Journal Of Research In Character Education*, 13(1), 40-59.

Objectives: The study sought to ascertain whether personal values, as measured by Schwartz's Basic Values Scale (BVS), could predict students' GPA and whether these relationships were mediated by academic motivation. The study sought to understand the role of personal values in predicting academic achievement in high school.

Findings: The study discovered a substantial correlation between improved grades and two value dimensions: self-direction-thought and conformity-rules. While conformity standards boosted grades through improved teacher evaluations of students' classroom behavior, self-direction thought promoted grades through independent kinds of academic motivation. Grades had no bearing on conformity-interpersonal or self-direction-action. Two other value aspects, hedonism and stimulation, were also found to be adversely connected with grades.

Objective of the Study

To compare the mean score of personal value of the Experimental and control group of both boys and girls.

Hypothesis

There is no significant difference between the mean score of the personal value of the Experimental and control group of students.

Sample

A sample of 150 students were collected from St. Gianelli Convent School in Kamptee, Nagpur, and St. Vincent Pallotti School in Ranala, Kamptee, Nagpur.

Research Methodology

A mixed-methods approach is used in the research technique for the study of the adolescents in the 9th standard, aged 12 to 16, at a CBSE school in Nagpur city. 150 Sample were taken from St. Vincent Pallotti School Ranala, Kamptee, Nagpur and St. Gianelli Convent School, Kamptee, Nagpur.

Tools

For the aforementioned variables, researchers have employed the "Personal Value Scale" (PVS) Standardized Test. Tabulating the questionnaire data is the method used for data analysis. Fifty items were chosen for the Personal Value Scale based on the item analysis.

Procedure of Data Collection

Initially, the researcher obtained a letter of authorization from the principals of two CBSC schools. In the study, St. Gianelli Convent school in Nagpur served as the controlled group and St. Vincent Pallotti school in Nagpur as the experimental group. Then a Pre-test was administered on the Control Group students of St. Gianelly Convent School, and on the Experimental Group students of St, Vincent Pallotti School, Nagpur. Additionally, data on the students' prior year achievement scores was gathered.

Data Analysis: The mean scores of the two groups were compared using the independent samples t-test analysis of the Personal Value Scale data. For every statistical test, a significance level of $p < 0.05$ was employed.

Ho: There is no significant difference between the mean score of the personal value of the Experimental and control group of students.

Table No. 1: Comparative mean scores of both the groups and t- value.

GROUP	No. of Students	Mean Scores \bar{x}	Standard Deviation σ	t- value	Acceptance/ Rejection
Control Group	35	13.0	2.7	4.712	
Experimental Group	35	24.3	5.5		Rejected

*0.05 significance level

Result

The distribution of the mean in percentage, the standard deviation scores, and the t-value score from the students' personal value scale are displayed in the above table. Based on the aforementioned data, it can be noticed that the Control group and Experimental group's Personal value scores had a t-value score of 4.712 at the significant level of 0.05. Thus, the hypothesis of significant difference in mean scores of personal values between control group and experimental group is Rejected. Therefore, it is agreed that there was a substantial difference in the mean scores of personal value among the experimental and control groups.

Interpretation

Researcher had designed an innovative Teaching method to teach English language selected topics for enhancing values in students. There are some more reasons for this difference like the social back ground of students, well educated parents, the influence of the peer group and a good rapport with the teachers

due to which there is a significant value for Experimental group students. As Control group students were taught through traditional method so, the mean scores belonging to this group students were less than the other group.

Educational Implications

- Affective domain competencies' higher order instructional objectives may be included in the curriculum and assessed.
- In-service and pre-service teachers could undertake a study to examine the current methods for teaching Value Education at the secondary and upper secondary levels.
- Through exploratory investigations, a review and synthesis of educational professionals' attitudes about Models of Teaching in value education can be found.
- To gain a better understanding of the impact that students' competencies in moral judgment or the affective domain have, a cross-sectional study examining teachers' perceptions of the efficacy of teaching models and students' perceived self-awareness on values can be conducted for additional research.

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