

Trends in Value Education Researches in India: A Content Analysis

^aSubhasish Khanda, ^bS. P. Mishra

^aDoctoral Research Scholar, Department of Education, Regional Institute of Education (NCERT), Bhubaneswar, Bhubaneswar, India

^bProfessor of Education, Department of Education, Regional Institute of Education (NCERT), Bhubaneswar, Bhubaneswar, India

Abstract

This research study try to reveal the status of studies on values education, published in Indiabetween 2000-2021. Twenty seven research articles and nine dissertation in total thirty six studies were collected from different databases were reviewed through content analysis technique by use of "Article/Dissertation Classification Form" developed by researcher based on the nine criteria; i.e.,type of study, areas of study, language used, publication year, number of author, methods, data collection instruments, sample sizes and analysis technique. The results found that research articles were maximum in number as compared to dissertations and majority of studies were written and published in English language andwere written by either one author. It was also found that there was an increasing trends in the frequencies of studies from past to recent days. Majority of study employed mixed method of research design and maximum of them had opted mixed method of analysis technique also. The results of the analysis, in fact, convey some suggestion for the researchers and academicians for further work in this area.

Keywords: Value Education, Research, content analysis

Introduction:

The term "value" came from the Latin word 'valeur' and from the French word 'Valere'. Both of these words having same meaning i.e, 'worth' means valuable.Values are the guiding principles that provide meaning to the individual's life for their all-round development. It is the relation among an individual and the environmental condition for the welfare of the family, community and the nation.However, it has been found that values are not fixed every time, it permits growth and can change. Sense of values helps to analyse and understand other's values to arrive at ethical judgments and decision-making (Lakshimi, 2009). Thus the most simple and working concept of value states that any kinds of human activity, their thoughts, ideas, feelings, sentiments, emotions that promote the integrated growth of the personality of the individual.(Reddy &Sudhakara, 2013)

Values are important for bringing desirable changes is an individual. The national policy on education (1986) calls for an emphasis on development of science and technology and the "cultivation of personal, social and moral values". So that "the educational system produces young men and women of character and ability committed to national services".India is the nation with great reputation for its cultural wise, spirituality and uplifted souls. Indian citizens having an innate strength on sense of appreciation about life, which influence the culture of the community of different religions, ethos, and customs. Indian great epics like Ramayana and Mahabharatha and Panchatantra stories taught us about values of courage, personality, honesty, brotherhood, peace and victory of

human spirit over weak flesh. Vedas and Upanishads play an important role as the source of inspiration for value education. Presently many researcher and organizations also felt the importance of value and value education. Earlier NCF 2005, now New Education Policy 2020 also emphasis on value development, value education and inculcation of values. So many research studies like research articles, dissertations and doctoral works were done and written in this area. In the present study researcher also attempted to study the trends of value education research in Indian since 2000.

Research Design:

The present study is a qualitative research work mainly based on meta-analysis. Here, research articles either in the form of journal publications or dissertation, from different sources like ACADEMIA, Research Gate, Google scholar and Soadh Ganga were collected exclusively about moral values and social values were reviewed. The present study was limited to papers on moral and social value education published during 2000 to 2021. Here initially, 78 articles were found in different databases related to the topic. After screening of the title, abstract and full text, those articles met the inclusion criteria were included for further analysis and rest of them were omitted due to their quality issue and unrelated subjects. Finally, descriptive content analysis was carried out on 27 research articles and 9 master dissertations. Therefore the representing sample of the study were 36 research study on the related area. Each of 36 studies were reviewed through the content analysis by using "Article/Dissertation Classification Form" developed by researcher with the reference of "Educational Research Papers Classification Form (ERPCF)" developed by Sözbilir&Kutu (2008) and revised- modified by Ozan&Köse (2014). Research studies were classified based on nine different classifying and categorizing criteria; i.e., type of study, areas of study, language used, publication year, number of author, methods, data collection instruments, sample sizes and analysis technique. Collected data through this process were analyzed by descriptive way. While analyzing data, every articles was examined carefully and was classified accordingly. The recorded data was presented to excel spread sheet and the results were presented in descriptive manner through tables and graphs.

Findings:

In the present study, 27 research article and 9 dissertations on Social and moral value education in Indian between 2000-2021 were analyzed and interpreted with the help of Research paper and Dissertation Classification Form developed by researcher. Analysis and interpretation was conducted based on nine classification points like type of study, areas of study, language used, publication year, number of author, methods, data collection instruments, sample sizes and analysis technique. Distribution of different types of studies on social and moral values during 2000-2021 has been presented in Table 1 given below.

Table 1: Distribution of types of studies

Types of study	f	%
Research article	27	75
Dissertation	9	25
Total	36	100

According to the table 1, there were more research articles on specified area of study. The table represents 27 (75%) of the studies as research articles, whereas 9 (25%)

of them as masters dissertation. The distribution of studies in terms of their areas has been given in Fig 1.

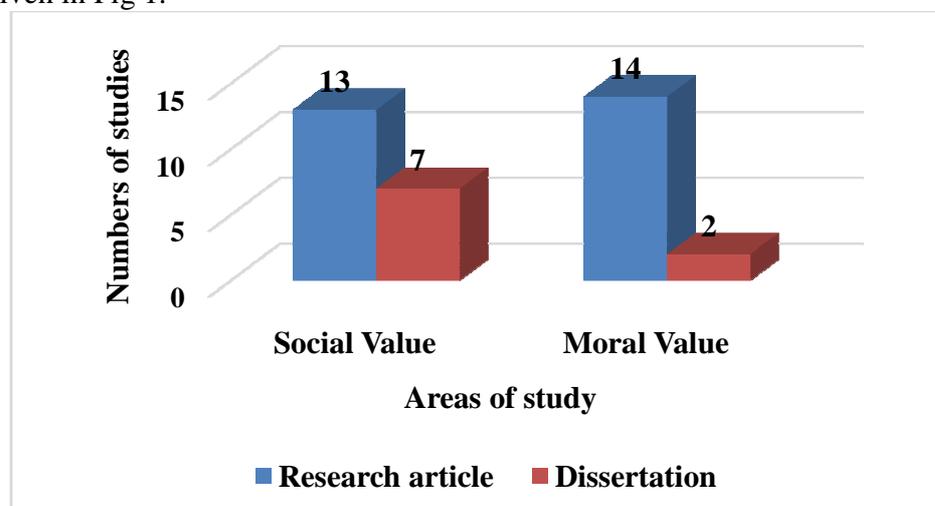


Fig 1: Distribution of areas of studies

Fig 1 shows the distribution of research articles and dissertations in the area of social values and moral values. According to above figure, 20 (55.55%) studies were conducted on social values, where 13 (65%) research articles and 7 (35%) dissertations. It also found that 16 (44.44%) were on moral values, where 14 (87.50%) research articles and 2 (12.5%) dissertations. Figure 1 also explained that out of total research articles 13 (48.14%) were from social values and 14 (51.85%) were from moral values. whereas, 7 (77.77%) dissertations were from social values and 2 (22.22%) were from moral values. Results on the language used in studies has been presented in Table 2.

Table 2: Language wise distribution of studies

Types of study	English		Hindi	
	f	%	f	%
Research article	26	96.296	1	3.703
Dissertation	6	66.666	3	33.333
Total	32	88.88	4	11.11

Table 2 shows, remarkably larger number of studies were written in English. It was found that 26 (96.29%) research articles were written in English, whereas, rest 1 (3.70%) was written in Hindi. In case of dissertation, it was found that 6 (66.66%) were written in English and rest of 3 (33.33%) were written in Hindi. Table 2 found that 32 (88.88%) studies out of 36 were used English as language of writing and only 4 (11.11%) were used Hindi language. Next to it, publication of studies during 2000-2021 has been presented in Fig 2 given below.

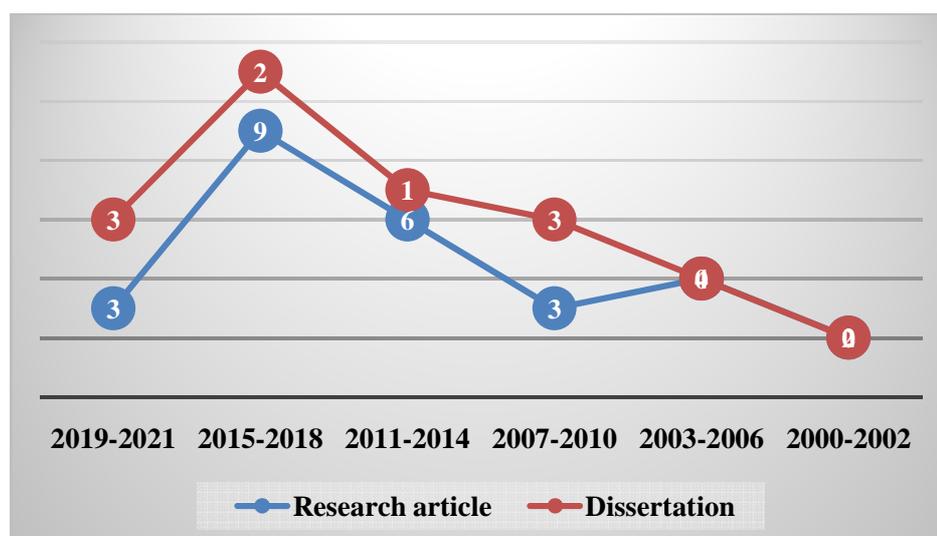


Fig 2: Year wise publication of studies

Figure 2 shows distribution of research articles and master dissertation during 2000 to 2021. In this figure it was found that during 2015-2018 maximum number (9) of research articles were published. It was followed by 6 numbers during 2011-2014. Whereas, in case of dissertation, it was found that maximum 3 dissertations were published during 2007-2010 and 2019-2021 period respectively. The distribution of studies according to of number of author has been given in table 3.

Table 3: Distribution of studies according to number of author

Author/s	Research article		Dissertation	
	f	%	f	%
1 Author	17	62.96296296	9	100
2 Authors	7	25.92592593	0	0
3 Author	2	7.407407407	0	0
4 or more Authors	1	3.703703704	0	0
Total	27	100	9	100

Table 3 shows distribution of studies in terms of number of authors. It was found that majority of studies were written by single author. Total 26 (72.22%) studies were written by single author. This table reveals that 17 (62.96%) research articles were written by single author. On the other had cent percent 9 dissertations were written by single author. Method used for studies has been presented in table 4.

Table 4: Method used in different studies

Method used	Research article		Dissertation	
	f	%	f	%
Qualitative	10	37.03703704	1	11.11111111
Quantitative	9	33.33333333	3	33.33333333
Mixed	8	29.62962963	5	55.55555556
Total	27	100	9	100

Table 4, explained that 10 (37.03%) research articles were used qualitative method. whereas, 9 (33.33%) articles employed quantitative method and rest 8 (29.62%)

had used mixed method for carry out the study. In the other hand, it was found that, 5 (55.55%) dissertation were carried out through mixed methods and 3 (33.33%) through quantitative and only one was conducted by using of qualitative research method. Use of data collection instruments has been presented in Fig3.

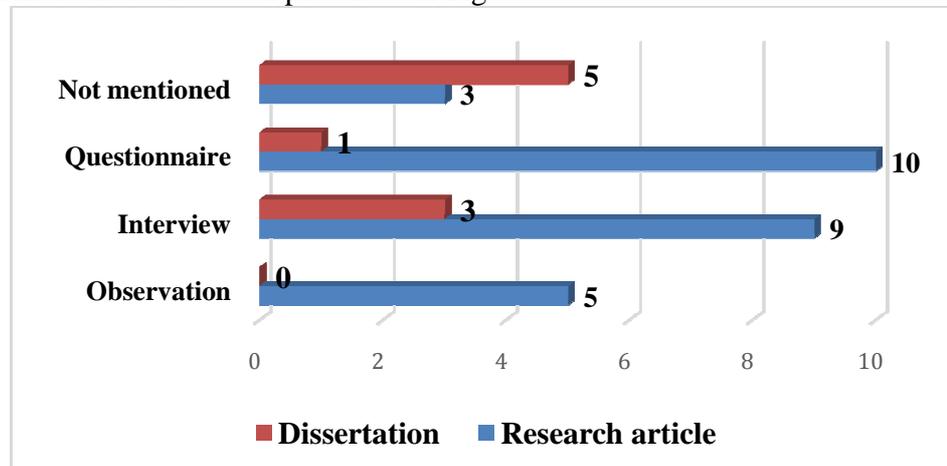


Fig 3: Use of data collection instruments

Figure 3 has shown about use of different data collection techniques in research articles and dissertations. From the above figure, it was found that maximum used instrument was interview schedule. It was found that 9 research articles were used interview schedule and 3 dissertations had used interview as instrument of data collection. Questionnaire was the second most used instrument. It was found that 10 research articles had applied questionnaire. Interestingly it was also found that 8 studies were there where researchers were not mentioned about the method they applied. Figure also stated that observation as an instrument was used only in five research articles. It was not used in any dissertation. Samples sizes on different studies has been presented in table 5.

Table 5: Samples sizes on different studies

Sample sizes	Research article	%	Dissertation	%
01 to 20	2	7.407	0	0
21 to 40	6	22.222	3	33.333
41 to 60	10	37.037	5	55.555
61 to 80	4	14.814	1	11.111
81 to 100	3	11.111	0	0
Not mentioned	2	7.407	0	0
Total	27	100	9	100

Table 5, has shown samples sizes employed on different studies conducted during the time period. From this table, it was found that 10 (37.03%) research articles out of 27 were used samples ranging from 41-60. Next to it, 6 (22.22%) articles had sample size in between 21-40. Apart from these 2 (7.40%) research articles had not mentioned about the number of participants or sample size. On the other hand, 41-60 numbers of participants were used as sample in 5 (55.55%) dissertations. 3 (33.33%) dissertations had sample size 21-40. The distribution of studies according to techniques of analysis has been given in Fig 6.

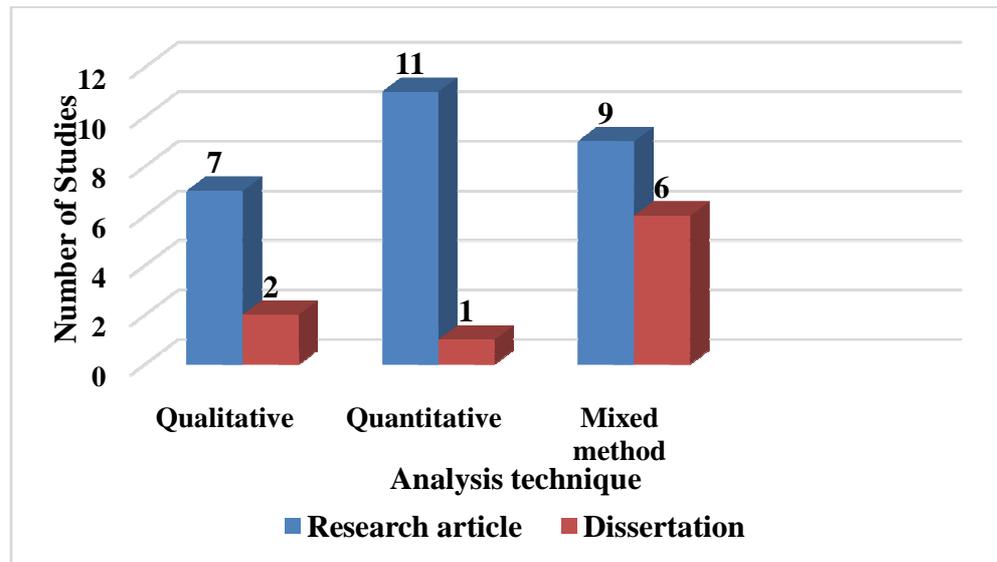


Fig 6: Distribution of studies according to analysis techniques

Figure 6 shown distribution of studies according to analysis technique. Above figure shows that 11 (40.74%) research articles had used quantitative method, mixed method analysis technique was used by 9 (33.33%) and rest 7 (25.92%) had used qualitative analysis technique. On the other hand, 6 (66.66%) dissertations were analyzed through mixed method of analysis technique. Whereas, 2 (22.22%) dissertations had used qualitative techniques and only one (11.11%) dissertation was analyzed through quantitatively.

Results and Discussion:

When the research articles and dissertations in the field of social and moral value education between 2000-2021 were analyzed based on nine classification points (type of study, areas of study, language used, publication year, number of author, methods, data collection instruments, sample sizes and analysis technique) to find out research trends through content analysis by use of “Article/Dissertation Classification Form” developed by researcher. The scope of the present study is limited to selected 27 research articles and 9 dissertations gathered by the researcher during his doctoral work.

Result of the content analysis show that the majority of studies were composed of research articles (75%). It has been found that the number of research articles were higher in number than number of master dissertations, it may be due to the more time taking process of dissertation work. This result having similarity with Elbir and Bağcı's (2013) meta-analysis, where master thesis were more numerous than doctoral dissertations.

When the studies written in the field of value education (social and moral) were examined in terms of their language used, it was found that almost all (88.88%) of them were written in English language and only (11.11%) of them were written in Hindi. The reason behind this situation may be due to preference on English language as medium of instructions in majority of university in higher education. Similar result was found by Yaman, (2018) in Turkey. Where majority of university preferred local Turkish language rather than English as it was used by very less universities.

When the year wise distribution of the studies were examined, it was found that the distribution curve had not shown a regular increase or decrease. However, it was observed that the number of research articles during 2007-2010 period was three only but

in 2011-2014 it increased by twice as compared to the previous duration. Increasing trends was continue during 2015-18 period also. Thus it can be said that with time researchers had conducted many studies in the area of value as they felt value and value education needs research studies to develop values among citizens. During 2000-2006 there was not any dissertation on specified areas, but after that dissertations also show its increasing trends. The distribution was not as like research articles rather it show a zigzag fashion due to its time consuming process. Similar increasing trend was found in the study conducted by Akçay and Tunagür (2017) where they found that the number of theses/dissertations written especially after 2013 increased.

The distribution in terms of types of studies on social values and moral values shows that both the cases social research articles were higher in number as compared to dissertations. As per year wise distributions of studies it was found that maximum number of research articles were published during 2015-2018. The study found a zigzag graph in year wise distribution of studies. Whatever, graphical presentation shows increase in number of studies in recent years may be in term of research articles and dissertations. This finding having similarity with Türküresin (2021) and Gündoğdu, et al. (2017) underlying the increase in the number of studies focusing on the values education over the last decades.

Regarding the research methods; 14 (38.88%) studies were conducted through mixed method, 33% of them through quantitative approach and rest 11 (30.55%) employed qualitative method. The frequency of studies shows that mixed method approach was higher in use than qualitative and quantitative approaches. Finding was contradictory with most of the studies in the field of value education (Gündoğdu, et al., 2017, Türküresin, 2021).

When the data collection instruments used in different types of research studies were examined, it indicated that most favored instrument was interview schedule 12 (33.33%). Researchers also preferred questionnaire 11 (30.55%) as second most used instrument. Apart from above two 5 (13.88%) studies were used observation as instrument for data collection. Whereas, interestingly 8 (22.22%) studies reviewed by researcher had not mentioned about the instruments they used for data collection.

Regarding the sample sizes, researchers preferred to use sample sizes between 0-20, 21-40, 41-60, 61-80 and 81-100. It was found that majority of researchers had preferred to use moderate number of sample size instead of using too small or too large sample sizes. Here, the distribution of sample size employed by the researchers were as follows- 15 (41.66%) studies had used sample size 41-60 and 9 (25%) used sample size 21-40. These results were in compliance with Günay and Aydın's (2015) content analysis study on multicultural education in Turkey. Similar results were represented with Selçuket. al. (2014) about the sample sizes.

Content analysis illustrated that most frequently used data analysis method was mixed method analysis approach, followed by quantitative and qualitative approaches. It was found that 15 (41.66%) studies were used mixed method. Whereas, quantitative analysis technique was used by 12 (33.33%) studies and the rest 9 (25%) studies employed qualitative method of analysis. Here, Quantitative studies mostly used frequency, percentage, mean and standard deviation values in both research articles and dissertations. On the other hand, qualitative data analysis approach used content analysis and frequency analysis.

Suggestions:

According to the results obtained through review of researcher articles and dissertations on social and moral values, following suggestions has been drawn -

- Research articles and dissertations conducted in the field of social and moral value education, emphasis on conducting more in-depth and multi-faceted research in the specified areas.
- Use of English language will allow for wider accessibility of the research studies in the international field and also helps to find out new topics in this area.
- It was found that studies conducted through mixed-method were maximum in number as compared to qualitative method. So for quality concern, emphasis should be given to increase studies conducted through qualitative method.
- There should be a great involvement of social institutions and support by society for social value development and to achieve desired quality in value education.
- For effective moral development, it has been recommended for involvement of family, school and the environment as value development agency.

Conclusion:

Value education plays an important role in the present context. Now day's values are degrading among Indian youth due to their involvement in different unethical activities and machine life style. To overcome this situation emphasis should be given on value education programme for development of good human values among citizens. To full fill this objective the present increasing trends of research and studies on value education need to be continue in future also.

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