

Role of Education in Institution Promotion of Value Education, Personality and Career Development of Adolescents

Dr. T. Adilakshmi¹, Dr. J. Suneetha²

¹UGC (PDF) Department of Home Science SV University, Tirupathi

² UGC (PDF) Department of Sociology SV University, Tirupathi

Abstract: *Today's adolescents are more careers conscious than ever. They are demanding more in terms of personal growth and development. Organizations that fail to allow employees to meet their individual needs will be losing valued employees. This paper will examine the role and importance of Career Development Programs in developing and retaining adolescents. A Career Development Program seeks to match to needs of the adolescents with those of the organization with the major components being counseling and training. Counseling provides employees with the opportunity to define career goals and to rebat plans within the context of organizational realities. Training allows the employee to develop and acquire knowledge, skills and abilities required to enhance his/her current job and prepares them for future job opportunities. As we approach the 21st Century, it is essential that organizations place a high value on career development. This will allow adolescents to fulfill their career needs, and organizations will benefit by retaining a greater number of their competent and qualified adolescents.*

Keywords: Value Education, Personality and Career development

1. Introduction

Educational research of recent times has uncovered some flaws in earlier thinking about the limited role that teachers and schools could play in effecting change in student achievement. Earlier research seemed to condemn teaching and schooling to a marginal role compared to the overwhelming role played by the home and student background. Researchers like Talcott Parsons suggested that families were "... factories which produce human personality" (Parsons & Bales, 1955:16), to the point that little else counted. In similar fashion, Christopher Jencks concluded that "... the character of a school's output depends largely on a single input, namely the characteristics of the entering children" (1972: 256). Perhaps one of the most powerful forces in confirming this belief was the famous Plowden Report (Central Advisory Council 1967) in the United Kingdom that demonstrated how difficult it was for any child coming from a disadvantaged home to succeed in school. Anyone who has taught in school would resonate with these findings. They tell us little that we do not know or have not experienced. The questions that Parsons, Jencks and Plowden failed to ask, however, include: "Does it have to be this way?" "Could there be teaching regimes that do genuinely make a difference?" "Is there some way in which pedagogy can even things up?"

Without these questions being even attempted, what we were left with was a de facto pessimism about the capacity of the social agency of teaching and schooling. While often couched in the sentiments of compassion and social justice, the effect was that generations of teachers came to believe that there was little use in trying to „make a silk purse out of a sow's ear"; and that, in effect, the role of schooling was limited to enhancing the chances of those who already had plenty while minimizing the damage to those who had few chances. Furthermore, if schools could have such limited

impact even on the easily measurable learning. At the next level, that of communicative knowing, one could similarly choose to converse and dialogue with those who simply affirm one's own beliefs or at least

Don't challenge them overly. Again, one could assemble a respectable sample of evidence from conversations and interviews that simply endorse what the selective facts and figures seemed to demonstrate and that, perhaps not coincidentally, conform with one's original beliefs anyway. In other words, even respectable and apparently objective research can be skewed to simply confirm the belief that was there in the first place. In the classroom, very good looking pedagogy, including in Values Education, can function in the same way. It would be possible to have a quite rigorous looking, purportedly evidence-based Values Education that did nothing more than confirm the beliefs and values of the dominant class and keep the majority of staff and students well within their comfort zone.

2. Career & Personality Development

I believe that Personality Development and Career Development are inextricably interlinked. A person empowered by TRP skills would definitely radiate confidence as he starts to believe that with such skills he should be able to convert his core knowledge, faculties and energy into high grade performance. TRP Skills constitute a major component of Personality Development Programs. Good Personality and TRP Skills go together - our program for Personality Development Training is founded on this principle. Personality Development is a holistic pursuit. For instance, to be a good speaker it is not just enough for you to conquer "stage fright", you will still need the choice of words, the construct of a sentence, pronunciation, speaking style and possibly voice modulation. These can be achieved if you have the Application Tools and the dedication to

Volume 5 Issue 8, August 2016

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

practice and acquire such skills. On similar lines, to be a Prolific Performer, you need an arsenal of skills wherein one will complement the other in unison. The TRP skills have full relevance to development of both - one's Personality and Career. In fact, development of one would essentially lead to development of the other in a virtuous circular relationship.

Corporate Training Programs need to factor in this dimension to ensure that the Participants understand that their Career and Personality Development through TRP skills is a gradual, effective and certain transition which they should religiously pursue. The practice of TRP skills is continuous, bringing about a life style change in each Participant as he develops his personality and progressively advances his career.

3. Strategies for teaching values

Choosing between values:

This strategy may be used to select either freely or from a list of alternatives. Students choose value statements appropriate to themselves. The values listed should reflect different approaches or opinions. Example: Justice

Discussion cards:

Discussion cards enable a controlled discussion. It is most appropriate for small-group discussion, in which each card defines a particular aspect of an issue. It would be followed by whole-class discussion of each group's findings. In lower age groups it may be advisable to have adults or older students leading each group. Example: God's love

Modelling:

The teacher and other influential figures consistently behave in ways which reflect a positive commitment to the values of a particular religious persuasion.

This strategy may encourage students to adopt the behavior and, perhaps, value stance demonstrated by the teacher and other influential figures. Example: Teacher values all people the teacher refers to adults and children from different backgrounds as people of value and worth in the sight of God. The teacher treats students from different backgrounds equally valuing their individuality.

Moral dilemmas:

Students are presented with a problem which, would be resolved differently by people with different values. They are asked to identify values in the problem situation and/or to consider their own likely responses. Students should be assured that no judgment will be made on them personally, whatever their views. The dilemma should be presented and explained and clarified, student opinions and chosen actions stated and then discussed. Actions could then be chosen and opinions changed, based upon the discussions. Example: Responsible decision making/ personal beliefs

PMI:

This stands for plus, minus and Interesting statements about the idea under discussion. It involves listing the positive, negative and interesting aspects of an idea or situation. It encourages students to articulate values positions and is

generally done as a group or class oral activity. PMI statements were developed by Edward de Bono. Example: Government what are the pluses, minuses and points of interest if religious groups took over all welfare services.

Positive reinforcement:

The teacher reacts positively to students' behaviors which demonstrate the adoption of a specific value. Behaviors, which demonstrate rejection of these values, are not ignored. For example, every student who shows consideration for someone else in the class should be verbally rewarded. "Thank you, I appreciated the way you helped Jessica with her work."

Role playing:

A dramatized discussion, in which students are assigned roles in a situation, allowing them to explore values held by themselves and others, as well as the way these values influence decisions and actions. Example: Jigging Role play a group of friends talking about missing their SRE lesson and going to a games arcade until.

Round-robin:

Students sit in a circle and discuss a set issue, with each person contributing an idea. You may provide some concrete item for the speaker to hold as an indicator of who is allowed to speak. This activity allows students to explain their attitudes and values, and to clarify them by hearing those of others.

Example: Fighting for your country

Simulation:

Simulation provides information about a particular issue and requires the participants to make decisions based on evidence and their beliefs. It should approximate as nearly as possible a real-life situation.

Example: Christmas play

Teacher-directed discussion:

Discussion procedures provide the opportunity to clarify and analyze values positions. In discussions students should talk with each other, listen to each other, and not interrupt. The teacher plays a positive role in encouraging sharing and understanding and modeling good listening. Example: Loving your neighbor.

Values continuum:

Continuum placement involves plotting individual values positions along a line representing varying degrees of commitment to a value. This activity can be done using pencil and paper or physically, a chalkboard or standing on a line in the classroom or playground. Peer pressure can cause a clustering of students at one position when done physically.

Values proud whip:

The teacher asks the students to consider what they have to be proud of in relation to some specific area or issue. The teacher whips around the room calling upon the responses of children, "I'm proud of / that ... Pride is this instance should be related to the idea of feeling really good about or cherishing.

Example: God

Values ‘whip-around’:

A values whip-around is a brief, teacher-led survey of students’ values regarding a particular issue.

Example: Commitment

Methodology:

Methodology consists of obtaining information through empirical observations. Methodology makes a study more scientific and realistic. It is the scientific presentation of the procedures followed in carrying out the study –the objectives of the study, sample frame, instrument used, data collection and analysis of the data. The main objectives of the study.

- There is no significant variation in the study habits of the educational intuition in rural and urban areas.
- There is no significant variation in the scholastics achievement and educational interests of the rural and urban areas.

Locale of the Study

The study was carried out in Chittoor district of Andhra Pradesh. Since, it is difficult to cover the entire state due to paucity of time and funds, two instructions from one Sri Padmavathi Girls (urban) collage, and Ithyphallic Z.P. high school (rural). Chittoor district were selected for the study.

Selection of the Sample

For the present study, adolescent girls in the age group of 13 to 18 years belonging to two intuitions were selected as respondents. A total of 500 students -- out of which 250 girls were from Sri Padmavathi Girls (urban) area collage and 250 from Ithyphallic Z.P. high school (rural).A multi –Stage stratified purposive Random sampling technique was adopted in selection of the two instructions respondents.

Data Collection

The purpose of the study was explained to the respondents and were requested to extend their co-operation to the maximum extent possible. They were assured that information would be treated as highly confidential and individual profile would be kept secret. After establishing good rapport, the investigator started collecting the data from the respondents.

Table 1: General information of the respondents

General information of the respondents		RURAL		URBAN	
		No	%	No	%
Age	13-14	98	39.2	88	35.2
	15-16	85	34	92	36.8
	17-19	67	26.8	70	28
	Total	250	100	250	100
Religion	Hindu	190	76	237	94.8
	Muslim	60	24	13	5.2
	Total	250	100	250	100
Type of family	joint	31	12.4	16	6.4
	nuclear	219	87.6	234	93.6
	Total	250	100	250	100
Type of marriage	Love marriage	33	13.2	180	72
	Traditional marriage	217	86.8	70	28
	Total	250	100	250	100

Age

Rural and urban comprised: A comprise percentage of adolescent in rural and urban areas belonged to age group. A high percent of the rural adolescents (39.2%) belonged to the age group of 13 to14. Of the urban areas belonged to age group (36.8%) were in the age group of 13 to 14.and remaining of the rural adolescent one third of (34%) were in the age group of 15 to 16, and urban areas more than one third of (36.2%) were in the age group of 17 to 19, while remaining of the rural adolescent one – fourth (26.8) were in the age group of 17 to 19. It may also be seen urban adolescents above quarter (28 %) were in the age group 17 to 19.

Age was considered as social factor (ray and kapur, 1975) .it was also considered as a bio- social factor .age was related to intelligence, maturity perception, aspiration, attitudes and values. Information on the age of a population group gives us an idea about the number of respondents in different age groups.

Religion

Rural and urban comprised: A comprise percentage of adolescent in rural and urban areas were religions. A high percent of the urban respondents (94.8%) were in Hindu and rural areas three fourths of the (76%) were in Hindu as followed by rural respondents above one fifth (24%) were Muslims and urban respondents and negligible percentage of the (5.2%) were Muslims.

The academic study of religion and the study of India as a region appear to have developed alongside one another over the last two centuries, and particularly in the realms of anthropology, history of religion, comparative religion, sociology, and the (now largely out of favor) science of religion. Like the caste, religion is also a powerful and influential force with a significant effect on the human behavior (Diana Eck (2002).

Type of family

Rural and urban comprised: A comprise percentage of adolescent in rural and urban areas were from families. A high percent of the urban respondents (93.6%) had joint families. And rural areas Majority (87.6%) had joint families. As followed by rural respondents small proportions (6%) were from nuclear families. rural respondents one – tenth of (12.4%) were from nuclear families.

The family is the first line of defense especially for children and a major factor in their survival, health, education, development, and protection. It is also a major source of nurturance, emotional bonding and socialization, and a link between continuity and change. It has the major potential to provide stability and support when there are problems. Human development can, thus, be enhanced by enriching family life (Desai, 1995a).

Type of Marriage: Rural and urban comprised: A comprise percentage of adolescent in rural and urban areas were from Type of marriage a high percent of the rural respondents Majority (86.8%) were traditional arranged marriage. And urban areas majority nearly three fourths of the (72%) adolescents parents love marriage. As followed by rural

respondents nearly less than one fifth (13.2%) adolescents' parents were love marriage. and remaining of above quarters (28%) adolescents parents were traditional marriages.

Educational interests:

Education and employment opportunities have direct and important indirect impacts on life quality.

Study habits

To keep up to their study time at the school. To do the home assignments given by the teacher and to revise what the adolescents are required is to append a few hours at home.favourable conditions .both physical and intellectual, are the essential needs which induce the adolescents to study at home.

Table 5: Percentage distribution of the Adolescents by study at habits

Study at habits	Rural		Urban		Chi square Test		
	frequency	Percentage	frequency	Percentage	Rural	Urban	Total
Never study	7	2.8	38	15.2	7	38	45
Less than half an hour	20	8	10	4	20	10	30
Two hours a day	82	32.8	116	46.4	82	116	198
Three or more hours a day	141	56.4	86	34.4	141	86	227
Total	250	100	250	100	250	250	500

Chi square value: 43.85326 Significant

A comparative study of the rural and urban responses of the adolescents of parents of different educational level does not reveal many differences in percentages but show a uniform trend. As discussed earlier the rural and urban students generally get an hour or two per day to study at home. A high percentage of the rural respondents (56.4%) spent three hours per day to study at home as also 46% of urban adolescents. The parents who are interested in the educational achievement of their children supervise their studies at home and see that their adolescents dedicate a few hours at home to their studies.

Views on Goals of Education:

To study the goals of education as viewed by adolescents, it is essential to know the cultural perspective of the family in which the person is reared. The parents are the transmitters of culture as to their off springs. They orient the child with the values education. Differences in the views on the goals of the goals of education stem from differences in value orientation. Adolescents' value system in viewing the goals of education is generally determined by his parents' education level.

Table 6: Percentage distribution of the Adolescents by views on goals of education

views on goals of education	Rural		Urban		Chi square Test		
	frequency	Percentage	frequency	Percentage	Rural	Urban	Total
Strongly agree	208	83.2	44	17.6	208	44	252
Agree	42	16.8	206	82.4	42	206	248
Total	250	100	250	100	250	250	500

Chi square value: 215.1818 Significant

Rural and urban comprised: comparative study of the parents of different educational level group. Is the percentage of those who agree that the goal of education is to provide economic security percentage of adolescent in rural and urban areas? A high percent of the rural adolescent Majority (83.2%) is the percentage of those who strongly agree that the goal of education is to provide economic security. They were followed by. Urban respondents majority of the (82.4%) is the percentage of those who strongly agree that education provides is to provide economic security. remaining of the rural adolescents less than one fifth (16.8%) of the adolescent percentage of those have agree that the goal education is to provides economic security, and urban adolescents less than one fifth (17.6 %) of the adolescent parents percentage of those have agree that the goal education is to provides economic security.

Place of choice for profession:

Table 7: Percentage distributions of the Adolescents by place of choice for profession

Place of choice for profession	Rural		Urban	
	frequency	Percentage	frequency	Percentage
Local	145	58	140	56
non local	105	42	110	44
Total	250	100	250	100

Rural and urban comprised: comparative study of the adolescent's were from Place of choice for profession in rural and urban areas. They were followed by. A high percent of the more than two -thirds (58%) of the rural adolescent girls who wanted to work a way from local, and urban respondents above larger proportion (56%) of the adolescent girls who wanted to work a way from local, and remaining of the rural respondents less than half of (42%) of the adolescent girls wanted to work in non- local, and urban respondents the above less than half of (44%) of the adolescent girls wanted to work in non- local.

4. Conclusion

In conclusion, we live in a time when our understanding of the role of the teacher and the power of Values Education

are coalescing. No longer is Values Education on the periphery of a curriculum that enshrines the central roles to be played by the teacher and the school in our society. It is at the very heart of these roles. Unlike the assumptions that seem to underpin so many of our concerns relating to structures, curriculum and resources, Values Education is premised on the power of the teacher to make a difference. While the artifacts of structure, curriculum and resources are not denied, the focus is, appropriate to the insights of the day, on the greatest source of variance that can make a difference, (namely the teacher).” to make a difference by engaging students in the sophisticated and Life-shaping learning of personal moral development.

5. Recommendations

- Government review and regulate school and district financial record-keeping
- More comprehensive training of head teachers and administrators in economical administration
- Regular government inspection of schools
- Encourage parents to complain or fight against schools fees and proactively help parents to know their rights
- Empower and mobilize local watchdog organizations such as parent-teacher organizations and school-management committees
- Improve teacher compensation

References

- [1] Alton-Lee, A. (2003). Quality teaching for diverse students in schooling: Best evidence synthesis. Ministry of Education, New Zealand. Retrieved 1 December, 2005, from http://www.minedu.govt.nz/web/downloadable/dl8646_v1/quality-teaching-for-diverse-students-in-schoo.pdf
- [2] Arthur, J. (2005). The re-emergence of character education in British education policy. *British Journal of Educational Studies*, 53, 239–254.
- [3] Bigelow, B. (2006). Getting to the heart of quality teaching. *Rethinking Schools*, 20, 6–8.
- [4] Bills, L., & Husbands, C. (2005). Values education in the mathematics classroom: subject values, educational values and one teacher’s articulation of her practice. *Cambridge Journal of Education*, 35, 7–18.
- [5] Florida, R. (2002). *The rise of the creative class*. New York: Basic Books.
- [6] Jerry. (1998) “family influences on educational expectations of late adolescents.” *journal of educational research*, Vol.91 (5), pp.260-270.
- [7] Javad H. Kashaniet al., (1999) “family characteristics and behavior problems of suicidal and non-suicidal children and adolescents” volume 52, issue 1, pages 269 -274 (January 1999).
- [8] Jerica (2008) “A Review of familial Correlates of Child and Adolescent Obesity: What has the 21st Century Taught us so Far?”, 2008.
- [9] Jackie et al., (1996) *The relationship of Self –Esteem and Body Satisfaction to Exercise Activity for Male and Female Elementary School, High School and University Students*.