



A Study of Impact of Human Values on the academic Interest with the Secondary School Students of Rajasthan

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Abstract

A kid experiences a wide range of conditions from the moment of birth and continues to grow, gaining a wealth of knowledge in the process. A new era can be ushered in the socio-economic life of any nation's society only through quality and valuable education. In the rapidly changing global environment, the importance of human value-based education has increased a lot more than before. Incultation of values in education is necessary for peace, prosperity, and development in the world. India is committed to including humanistic values in the new National Education Policy so that future India can move ahead to fulfill the goals of the concept of a happy, prosperous, and welfare life for mankind and peace, love, and brotherhood in the whole world. We can become flag bearers for the establishment of anyway, value education is very important in the Indian education tradition. Human values are eternal and timeless truths. It is relevant not only in India but in every region of the world. It cannot be denied that we have achieved innumerable material achievements from the present higher education. Still, in The present context, higher education is becoming one-sided and insensitive by neglecting human life values, moral traditions, and ideals. In the absence of values and motivational standards, directionless students are moving towards violent, cruel, and inhuman attitudes. In this research paper, the role of human values in Secondary education has been studied.

Key Words: Human Value, Academic Interest, Family Environment.

1.1 Introduction

The term "education" originates from the root "education," which signifies obtaining knowledge or understanding. The meaning of the word education is to obtain formal information of a human being and scholarship means to acquire special ability in a specific field of knowledge. The word schooling has been used in different languages and in different contexts. 'Education' is the English word for "education". It is a well-known fact that English language is originated from Latin language, Education in Latin language is also called



'Educatum'. The Latin-English meaning of Educatum is to impart education. Some scholars also consider the origin of the word education from the Latin word 'educare' which literally means to make education flourish. The meaning of the word 'educate' in English language in Hindi is to educate formally or to increase the mental level. Education is a continuous process of life-long development through which psychological, physical, personal, social and all-round development of the child takes place.

1.1.1. Humanism

The idea of human value is emphasized in humanism. Humanism began as an attempt to break free from the shackles of feudalism and "theological imperialism" in Italy. The term "humanism" is typically used to describe the prominent intellectual and literary currents, as well as social philosophy, during the 1400s to 1650s.

Humanism is any philosophical stance that prioritizes the worth of people as individuals, their experiences, their rights, and their interests.

1.1.2. Human Values

There is a new and modern thought of education in the ground of education. There has been a tradition of impart education conventionally in our country for centuries. The foundation of our country's civilization and culture is value-based education. Education for social welfare has long been a goal of our educational system. Since ancient times, religious and moral education has been included in our education system. Through education, there is all-round development of the child through which the child can scientifically develop religious, social and moral qualities in him. In the education system, particular concentration is given to what children should do and what they should not do in the concept of religious education and ethical education.

The National Education Policy of 1986, while highlighting the need for value-based education to be incorporated into the curriculum in order to revitalize the general education system, it was stated that there is genuine worry raised regarding the devaluation of the values that are essential for a child's overall development. Additionally, there is a growing belief in human values.

1.1.2.2. Concept of Human Value: The search for value is a common thread in all philosophical, religious, and cultural traditions, dating back to the days of classical chronology.



The focus in these ancient quests was usually on ultimate or absolute values. In the highly intellectual Greek tradition these ultimate values have been recognized as ‘Truth, Goodness and Beauty’.

1.1.2.3. Values Are Our Life Principles: The five human values of Satya, Dharma, Shanti, Prem and Ahimsa (truth, right action, peace, love and non-violence) can be compared to the five life principles of man, viz. Prana, Apana, Vyana, Udana, Nadasamman, which lead his life towards perfection.

1.1.2.4. Indian versus Western Human value:

Table No. 1.1: List of Indian versus Western Human value / Ethics

List of Western Value / Ethics	List of Indian Values / Ethics
1. People are concerned about their right.	1. People love to perform their duties.
2. Individualism.	2. Harmony, Cooperation and Joint family system.
3. Skills are given more importance.	3. Values are given importance.
4. Highest order of need in the hierarchy is self- actualization.	4. Self- realization is the highest need (Moksha or salvation)
5. Western thinking by & large treat organizational loyalty is anti- professional values.	5. Loyalty is an ethical values in the Indian context.
6. Focus n Man.	6. Focus n the Almighty.
7. In the history philosophers and Scientists are tormented and punished as those considered against the values of religious ideas of the time.	7. The wise man were revered and were given special chairs in the court of the Kings.
8. Conservative attitude in accepting new idea and people.	8. Veda says ‘let knowledge come from all corners’
9. Motivation is created by providing incentives.	9. Each employee will think what he can contribute to the success of their organization
10. It is against temporal ideology of capitalism	10. It is based on Transcended
11. Believe in the competitive spirit- survival	



to the fittest.	ideology
12. Seniority is not considered for promotion	11. Compassions given preference.
13. Western mind Analyses.	12. Promotion is purely based on seniority
14. Too much of emphasis is given to hedonism or material attachments.	13. Indian mind believes.
	14. Renunciation- Dispassion is encouraged for practice.

1.1.2.5. Educational / Academic interest:

Concept of interest- Every person's life includes a large amount of interest. Generally speaking, someone's interests provide the best clues to ascertain someone's motivation. Interest is a feeling that gives a person the idea to concentrate in addition to concentrate on something. This is the feeling that propels someone to act in an impulsive manner. According to Myrthong and Lamare (2017), 'interest is a state in which the intellect becomes tolerant and our attention is drawn to the object of our interest'. **According to (Aggarwal, 2014).** 'Encouraging students' interest is essential for academic success. As once interest is aroused in any activity an individual would put all his/her efforts and work hard to attain proficiency' **(Aggarwal, 2014).** When an individual has interest in anything it motivates and inspires him to get hold of it. In Latin, the word 'interest' means 'it concerns' or 'it matters'. So, a thing that arouses interest is a matter that concerns us and affects our activities.

Interests add enjoyment to every one's life. If one is interested in carrying out a required activity, the experiences will be far more enjoyable than if he is forced to carry it out in spite of lack of interest. Interests are closely related to likes and dislikes and are markedly influenced by them **(Rekha&Praveena, 2017).**

Interest is considered paramount for any academic success. Education helps to develop and create interest in the mind of the child. Teachers always face problems in teaching because in today's society the biggest struggle towards students is the lack of interest of the students. Students' performance also remains poor due to lack of interest. **Sharma and Pooja (2015)** stressed that for students to learn more autonomously and effectively, it is necessary to generate in them interest in learning. If students are interested in what they are learning, they will not



only pay closer attention, but also process the information more efficiently.

It helps them employ more effective learning strategies, like engaging in critical thinking, building connections between previous and new knowledge, and paying attention to deep structure rather than surface features (Malsawmi et al., 2019). Consequently, interest is crucial since it provides a powerful incentive to study.

The sense of interest is seen as a person being interested or liking something. Every human being in the world has his own likes or dislikes and these likes or dislikes define his personality. A human being is interested or not interested in something and because of being interested, we differentiate between things and our likes or dislikes are determined by our happiness. Interest is acquired by birth, like the hobbies that someone has since childhood are called interests. Similarly, educational interest also has different dimensions.

Academic interest has mainly three dimensions:-

- ❖ **Knowing-** When a child has a specific desire to teach a subject, then he wants to know that subject in depth and he collects additional information on that subject. This is the origin of educational interest.
- ❖ **To experience-** When a child experiences the knowledge referred to in a subject matter in an active manner, then he can assimilate that knowledge completely.
- ❖ **Desiring-** When a child makes special efforts to know a subject, he experiences a sensitive commitment towards it. This series of experiences takes him from the known to the unknown and inspires him for new research.

1.2 Statement of the Problem:

The caption of the present research has been determined as follows-

“ A Study of Impact of Human Values on the academic Interest with the Secondary School Students of Rajasthan”

1.3 Need and Importance of Research:

It is a universally accepted truth that through education, we can create an all-round nation for the common people by providing a distinguished generation of the best and enlightened citizens.

If the teaching group of the country is not up to standard based on top of the notion of education of human values, then the country cannot move forward on the path of progress. If we want to take the country on the path of progress to gain respect at the global level, then it



is necessary intended for us to sprint the education system of the nation smoothly, normally and smoothly.

❖ Since independence in India, many radical changes have taken place to get better the education system. Many commissions and committees have been formed and many education policies have been approved. But the truth is that at present the childhood of our country is distant away from the light of education due to lack of the human being values.

The education sector currently faces several shortcomings; there has been a decline in interest in education and in learning standards. Given these deficiencies, a complete overhaul of the education system has become essential to ensure that every child in the country enjoys an excellent family environment from birth. This would enable them to benefit from a successful teaching-learning process aligned with their educational interests and grounded in human values, ensuring nothing hinders the nation's progress. Currently, significant efforts are underway to implement the New Education Policy, aiming to preserve and promote the culture and civilization rooted in Indian values within the existing education system.

1.4. Terms used in the Research Problem and their definitions: (Operational definition of key words)

- **Secondary:** In the presented research, the meaning of secondary education is from urban and rural private schools run in Jaipur district. In which education is provided from class 9 to 12.
- **Human Values:** A new commitment to human values is being inculcated, so that in the coming times we can achieve all the dimensions of education by imparting education based on moral, social, cultural and spiritual values to the children and inculcating human values in their personality. Human values can be incorporated in their personality by imparting education.
- **Family Environment:** The foundation of a child's thinking and his mental development is laid in his family, which is called his family environment.
- **Scholastic/Academic interest:** Scholastic interest means that the level of knowledge of our choice can be conceptualized and included.

1.5 Objectives of the Study:

1. To study the effect of human values on the educational interest of the students studying in private secondary schools of Jaipur district of Rajasthan state.



2. To find out the impact of human values on educational interest and learning level of students studying in urban & Rural private secondary schools of Jaipur district of Rajasthan state.

1.6 Hypothesis of the study:

The hypothesis formulated for the present study will be as follows:

1. There is no significant difference between the human values and educational interests of students studying at secondary level.
2. There is no significant difference between the human values and educational interest of the students of rural areas studying at the secondary level
3. There is no significant difference between the human values and educational interest of the students of urban areas studying at the secondary level
4. There is no significant difference between urban and rural students studying at the secondary level in terms of their human values and educational interest
5. There is no significant difference in human values and educational interests of female students of urban and rural areas studying at the secondary level.

1.7 Variables of the Study:

- **Independent Variables of Study:** Human values, , academic interest
- **Dependent Variables of the Study:** Secondary School Students.

1.8 Population of Research in this study:

In the present research study, the researcher has taken to study the effect of human values on the educational interest of the students studying at private secondary school level in **State of Rajasthan**. This is the only thing that will be part of the study's population.

1.9 Method of Present Research Study:

Survey method will be used for the present research study.

1.10 Sample of Research:

For the current study, the researcher used the purposive sample approach to choose 400 students from the Jaipur district of Rajasthan State who are enrolled in various private secondary schools in both urban and rural locations.

1.11 Tools of Research:

Therefore, the researcher decided to use the following instruments for the present



research:

1. A New Test Study of Value Test Developed by Km. Shashi Gilani
2. Education Interest Record Test constructed by Dr.S.P. Kulshrestha.

1.12 Delimitations:

Due to the limitation of time and resources, the following limitations have been ensured for the dissertation presented by the researcher-

- The presented research work will be limited to rural and urban students of private secondary level.
- For the present study, the researcher selected various Hindi medium private secondary schools located in the urban and rural areas of Jaipur district of Rajasthan state.
- Under the presented research work, 20 schools will be selected from the private secondary schools located in district Jaipur (State of Rajasthan). Out of which 285 male and 115 female students will be selected for research study.

1.13 Rational of the Study (Emergence of the Problem):

It has been 80 years since our country gained independence. Rapid development is taking place across every sector of the nation. Qualitative progress is also being made in the field of education, yet the pace of this development is very slow. There is a pressing need for major reforms in the education sector.

Since the attainment of independence in our country, many commissions and committees have been constituted for the improvement in the meadow of education. In every five-year plan, provision of specific funds was also made to run the education scheme smoothly and to supply compulsory primary education to every child of the country, despite all this, the level of education is much below the standard level. Despite running many educational campaigns in the country, all the children in our country have not been talented to get superiority education; the reason for this is the crash of human values and family environment on their educational interest and learning level.

The busy lifestyle of the parents of the children has also affected the academic interests and learning level. Today our society is passing through the era of degradation of Indian traditional human values by adopting the commercial lifestyle of marketism.

Researcher **S. Mohan and N. Gupta (2011), Srivastava V.K. (2020)**, tried to obtain the effect of social intelligence, human values and family environment on academic interest and learning



level of secondary level students. According to the research findings, family environment has an effect on human values and social intelligence.

R. Bhargava (2013), studied the position of educational institutions and family in the development of instructive interest and learning level on various children studying in secondary level schools.

R. S. Sahu (2014), studied the learning interest, self-concept and human values of children studying in self-financed secondary level educational institutions in the background of their educational interest.

In this method, after studying the various studies done by the researcher in the past, it came to the idea that research has not yet been complete on the basis of a variety of objectives on the research topic taken by me. Ideas on this mental vision have inspired research on it.

thoughtfully clicked my mind on this problem and the situation of upheaval generated in the mind has inspired the researcher to conduct a research study on this subject. This study is also for those people who want to understand the human values and learning level and interest in their life they want to re-establish the values in the society. It will encourage, guide and help them every step of the way and at all times give them knowledge to bring protection and awareness towards human values and other values. as a result, following the research investigations mentioned above, the researcher began to consider if the research study she had provided was still relevant in the current environment.

1.14. Quantitative Data Analysis and Interpretation:

Ho.01. Hypothesis: There is no significant difference between the human values and educational interests of students studying at the secondary level.

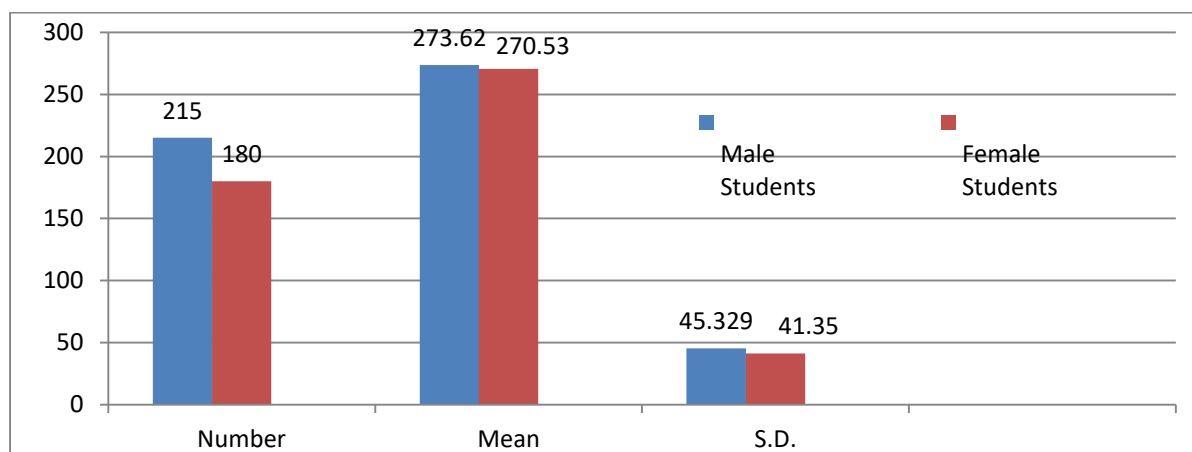
Table No. 1.01.: Table showing statistical analysis of the average scores of adjustment between human values and academic interest of students studying at secondary level in Jaipur district of Rajasthan.

Group - (Urban+Rural) Students	Number	Mean	S.D.	't' Value	Significant/ Not Significant	Result
Male Students	215	273.62	45.329	12.33	Significant	Not-



Female Students	180	270.53	41.357			Accepted
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Graph No 1.01: Graph showing statistical analysis of the average scores of adjustment between human values and academic interest of students studying at secondary level in Jaipur district of Rajasthan.



Analysis and Interpretation: On observing the marks obtained in the human values and educational interest test of the students studying in various private secondary schools in city and country areas presented in both the table and diagram 1.01, it is obvious that the mean of the female student group is 270.53, standard deviation 41.357. The mean of the male student group is 273.62, standard deviation 45.329. The calculated 't' test value of both the groups is found to be 12.33, which is additional than the 't' value of the prescribed table degree of freedom level i.e. 1.96, which is important at 0.05 level, which confirms the important dissimilarity between them. Hence, the hypothesis is that there is no significant difference between the students studying at the secondary level in their human values and educational interests. The stated hypothesis is **rejected**.

Therefore, the analysis of the data reveals so as to there is a considerable mismatch flanked by the educational interests & human values of students in 10th class students education. The study establish so as to secondary school students in private schools aspire to adapt to modern life by assimilating modern Indian ancient knowledge, other than they are inextricably connected to the Indian culture and civilization of their ancestors. Apart from maintaining human values, these students also develop as a person by molding their educational interests according to the needs of their families.



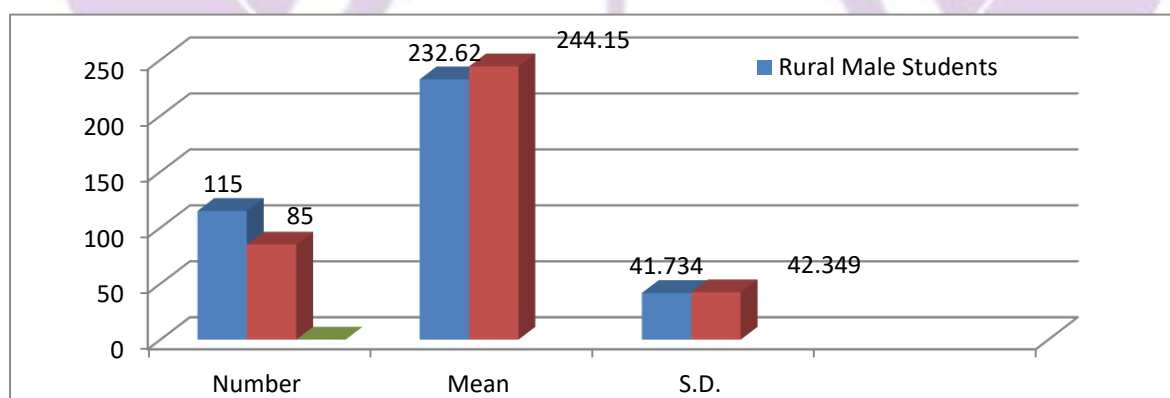
Conclusion : The direction and condition of educational interest are determined by the impact of human being ethics that are intrinsic in it. Because they receive more opportunities for the progress of excellent human values in an easy, simple, and cordial sociality in addition to for the development of practical intelligence, pupils enrolled in secondary private schools in the research area have more attention in their studies. The researcher came to the conclusion that there was a link between meaningfulness and the adjustment of human values and educational interest, which inspired pupils to strive for greatness.

Ho.02. Hypothesis : There is no important dissimilarity between the human values and educational interest of the students of rural areas studying at the secondary level.

Table No. 1.02 : The table shows the mean analysis statistics of the average marks of the level of adjustment between human values and educational interest of the students of rural areas studying at secondary level in Jaipur district of Rajasthan state.

Group – Rural Students	Number	Mean	S.D.	t'Value	Significant/Not Significant	Result
Male Students	115	233.62	41.734	5.92	Significant	Not- Accepted
Female Students	85	244.15	42.349			

Graph No 1.02: The Graph shows the mean analysis statistics of the average marks of the level of adjustment between human values and educational interest of the students of rural areas studying at secondary level in Jaipur district of Rajasthan state.





Analysis and Interpretation: Looking at the scores on family environment and educational interest that students from different private secondary schools in rural regions received, as shown in Table 1.02 and Diagram 1.02, it is evident that the mean for the rural male student group is 233.62, with a S. D. of 41.734. The population of female students in rural areas is 244.15, on average, with a standard deviation of 42.349. There is an important dissimilarity between the two groups, as indicated by the computed 't' test result of 5.92, which is larger than the 't' value of the given table degree of freedom level, 1.96, and significant at the 0.05 level. As a outcome, the hypothesis claims that students presence in minor schools in rustic areas do not be different considerably in their human values or academic interests. We refuse to acknowledge the suggested hypothesis in light of the outcome. So that, we can say that There is a difference between rural students studying at the secondary level in personal secondary schools in rural areas in their adjustment of human values and educational interest.

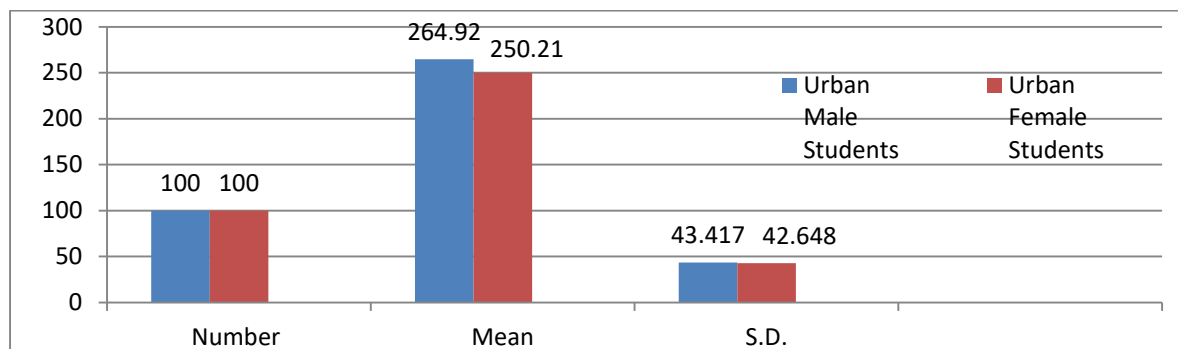
H₀.03. Hypothesis: There is no significant difference between the human values and educational interest of the students of urban areas studying at the secondary level.

Table No. 1.03: Table showing the analysis of average scores of adjustment between human values and educational interest of urban students studying at secondary level in Jaipur district of Rajasthan state.

Group – Urban Students	Number	Mean	S.D.	't' Value	Significant/Not Significant	Result
Male Students	100	264.92	43.417	5.27	Significant	Not- Accepted
Female Students	100	250.21	42.648			



Graph No 1.03: Graph showing the analysis of average scores of adjustment between human values and educational interest of urban students studying at secondary level in Jaipur district of Rajasthan state.



Analysis and Interpretation: On observing the marks obtained through the students studying in various private secondary schools in urban areas in the test on family environment and human values presented in both the table and diagram 1.03, it is obvious that the mean of urban male student group is 264.92 and standard deviation is 43.417. The mean of female student group in city areas is 250.21 and S.D, is 42.648 and the calculated 't' test value of both the groups is 5.27, which is additional than the 't' value of the prescribed table degree of freedom level i.e. 1.96, which is significant at 0.05 level, which confirm the important difference between them. Hence, the hypothesis is that there is no important dissimilarity between the family environment and human values of the students of urban areas studying at secondary level. The stated hypothesis is **rejected**.

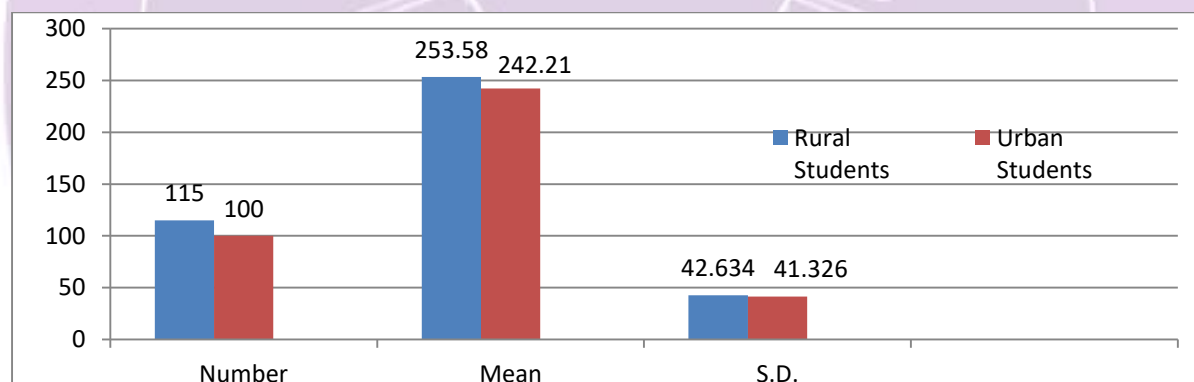
So that, we can say that regarding their educational interests and human values, 10th class school pupils enrolled in private secondary schools in metropolitan regions adjust differently. Due to their natural intelligence, unwavering access to resources, and dedication to practical knowledge, students enrolled in secondary private schools in urban areas perform relatively better academically and further develop their interest in education by actively engaging in extracurricular activities. In contrast, students in rural areas lack facilities, which also has an impact on them.

H₀.04 Hypothesis: There is no significant difference between urban and rural students studying at secondary level in terms of their human values and educational interest.

Table No.1.04: Table showing the mean statistical examination of the average scores of the stage of adjustment between human values and educational interest of the students of town and rustic areas studying at 10th class stage in Jaipur district of Rajasthan state.

Group - Urban + Rural Students	Number	Mean	S.D.	't' Value	Significan t/Not Significan t	Result
Male Students	115	253.58	43.634	10.76	Significan t	Not-Accepted
Female Students	100	242.21	41.326			

Graph No 1.04.: Graph showing the mean statistical analysis of the average scores of the level of adjustment between human values and educational interest of the students of urban and rural areas studying at secondary level in Jaipur district of Rajasthan state.



Examination & Interpretation: On observing the marks obtained on the test of being values and instructive attention of male students studying in various confidential minor schools in city and rural areas presented in both Table and Diagram 1.04, it is obvious that the mean of the rustic male student group is 253.58 and standard deviation is 42.634. The mean of the male student group in urban areas is 242.21 and the standard deviation is 41.36. The 't' test value calculated for both the groups is 10.76, which is additional than the 't' value of the prescribed table degree of freedom level i.e. 1.96, which is important at 0.05 level, thereby confirming the important dissimilarity between them. Hence, the hypothesis that there is no significant difference between municipal and country students studying at the secondary level in terms of



their human values as well as enlightening interests is **not accepted**.

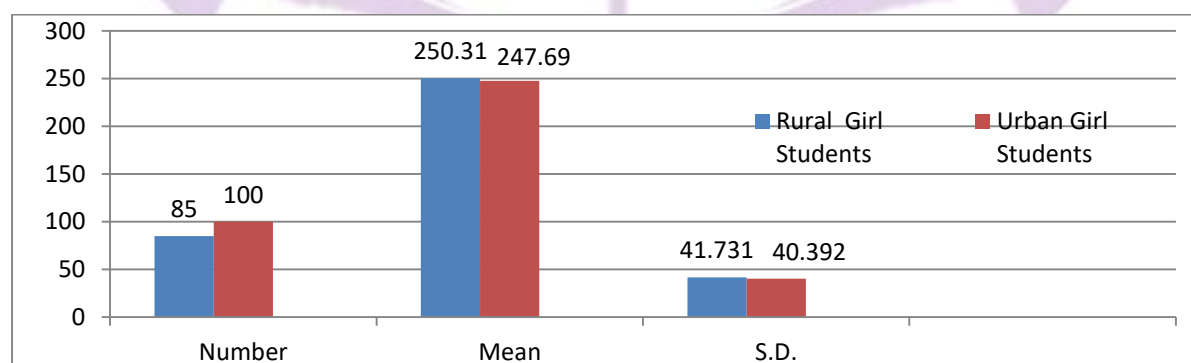
Because, In urban areas, they are committed to the proper development of human values in their children. Their entire focus is on the enlightening expansion of their children. Pupils enrolled in secondary education in urban areas are determined to have intelligence, easy availability of resources and commitment to practical knowledge, due to which they perform comparatively better in their schools. The research findings of psychological research conducted at national and international level show that the growth of human values on the psyche of teenager students has a positive behavioral change on their educational interest and the help provided by parents in their educational activities reflects commendable performance in the expansion of their educational interest.

H_{0.05} Hypothesis: There is no significant difference in human values and educational interest of girl students of urban and rural areas studying at secondary level.

Table No. 1.05: Table showing the statistical analysis of the average scores of adjustment between human values and educational interest of girl students of urban and rural areas studying at secondary level in Jaipur district of Rajasthan state

Group-Girl Students	Number	Mean	S.D.	't' Value	Significant/Not Significant	Result
Urban Students	100	247.69	40.392	5.04	Significant	Not-Accepted
Rural Students	85	250.31	41.73			

Graph No. 1.05: Graph showing the statistical analysis of the average scores of adjustment between human values and educational interest of girl students of urban and rural areas studying at secondary level in Jaipur district of Rajasthan state.





Analysis and Understanding : On observing the marks obtained in the test on human values and educational interest of female students studying in various Private high schools, both in cities and rural regions presented in both table and diagram 1.15, It is evident that the mean of rural female student group is 250.31, standard deviation is 41.731. The mean of female student group in urban areas is 247.69, standard deviation is 40.392. The calculated 't' test value of both the groups is 5.04, which is much higher than the 't' value of the prescribed table degree of freedom level i.e. 1.96, which is important at 0.05 level, which confirms the notable distinction between them. Hence, the stated hypothesis is that there's not really a big difference in human values and educational interest of girl students of municipal and rustic areas studying at secondary level. Hence, the stated hypothesis is **rejected**.

This can be attributed to multiple things. For instance the learning environment, family support, and family setting, have a crash on girls' motivation in learning. Girls who are motivated by these have a natural drive to do well in school. It was noted that urban kids in this instance primarily had access to sub-resources, but in rural locations, students' perception of the outside world, the prevalence of joint families, and their main usage and assessment of technology-mediated communication all have an impact on their educational attainment. However, in an urban setting, the influence of the nuclear family structure on children's development is also present, and utility is a simple, uncomplicated, and unique characteristic that expedites gr

1.15 Research Study's Further Outcomes:

H₀₁: Hypothesis: There is no significant difference between the human values and educational interests of students studying at the secondary level. The stated hypothesis is rejected.

The direction and condition of educational interest are determined by the impact of human values that are intrinsic in it. Because they receive more opportunities for the expansion of excellent human values in an easy, simple, and cordial sociality in addition to for the development of practical intelligence, students studying in secondary private schools in the research area have more interest in their studies.

H₀₂: Hypothesis: There is no significant difference between the human values and educational interests of the students of rural areas studying at the secondary level. Where use to acknowledge the suggested hypothesis in light of the outcome. So that, we can say that there



is a difference between rural students studying at the secondary level in secondary private schools in rural areas in their adjustment of human values and educational interest.

The approach of human values provided to secondary school pupils determines their educational interests. Children in rural communities receive not just the affection, friendliness, and emotional support of their elders, but also ideals like honesty, love, collaboration, respect for instructors, and the idea that schools are like temples.

H₀.03: Hypothesis: There is no significant difference between the human values and educational interest of the students of urban areas studying at the secondary level. The stated hypothesis is rejected.

Because of this, in addition to human values, the effect of the desire to acquire knowledge with the help of available resources, the will to live, and positive changes in it is also clearly reflected in students' educational interests. Students enrolled in secondary education programs in urban regions overseen by private management committees are influenced by modern lifestyles and modify their educational interests to fulfill their desire to provide a happy life for their families.

H₀.04: Hypothesis: There is no significant difference between urban and rural students studying at secondary height in conditions of their human values and educational interest. Hence, the hypothesis that there is no significant difference between municipal and rustic students studying at the secondary level in terms of their human values and educational interests is not accepted because Teenage students' cerebral physical condition benefits from a stress-free residence atmosphere, and their educational focus demonstrates excellent performance. Students' desire for a happy existence influences their family, and the modern way of life has an effect on them. They move forward on the path of development with the assist of the resources and favorable conditions available to them.

H₀.05 :Hypothesis: There is no significant difference in human values and educational interest of girl students of urban and rural areas studying at secondary level. Hence, the stated hypothesis is rejected.

In present times, due to the influence of the modern Western lifestyle, rural families are getting motivated for the educational development of their daughters, and along with improvement in the academic interest of these girls, government intervention for oriented professional development also increases their social development.



1.16 Educational Implications of the here Research:

The progress of any nation and its future depends on the people living there and their level of education. The personality of the child is influenced by his family, environment and their values. As soon as the child is born, the environment around him starts interacting with the child. This environment around the child helps in the expansion of the child's inherent tendencies and nature, physical and mental sensations, spiritual, moral qualities and cultural powers etc.

The investigation work done by every investigator cannot be considered useful and significant unless it presents utility in the construction of society and nation in the field of education, the findings which emerged in the study presented below are their educational utility. It can be explained in points-

- ❖ In terms of students.
- ❖ In terms of teachers.
- ❖ In terms of parents
- ❖ From the tip of view of college administration.
- ❖ From a community participation perspective
- ❖ From the view of Social Organization.
- ❖ Useful in making the best citizens.
- ❖ From The tip of View of Society
- ❖ From the perspective of educational policy makers
- ❖ View of the researcher

1.17 Suggestion for Further Research:

Therefore, growth of human civilization is only possible through the rights education through imparting knowledge on human values. Every level of education is possible because of the expansion and be able to be done on a group of other suggestion as follow:

1. This study has been done on students studying at private secondary school level in Jaipur district of Rajasthan and it can also be done on students and teachers of primary schools, higher secondary schools and university level.
2. In this research groups have been formed among the students. The total sample size taken in this is 400 students. This study can be done on more students and teachers also.



3. This study has been done only on non-government secondary schools. This study can also be done separately on students and teachers of government higher secondary schools.
4. This study has been done on students studying at secondary school level and this study can also be done in primary level schools. Here this study can be done on girls, boys and teachers as well.
5. This study has been done on the students of secondary schools of only one state of Rajasthan in India. This study can also be done separately on the teachers and students of secondary and higher secondary schools of other states.
6. This study can also be done in the geographical perspective of entire Rajasthan and other states.
7. This study was done on students studying at the secondary level of the district Jaipur. In this context, this research can also be done on university and college and university level students and teaching teachers in this district.
8. This study has been done on Hindi medium students and teachers of private secondary schools. Similar study can also be done on English medium schools, colleges and universities.
9. This study has been done on Hindi medium students of rural and urban private secondary schools. Similar studies can be done on English medium schools, colleges, and universities on teachers in the same areas.
10. This study has been done on the students of rural and urban private secondary schools on their Human values and educational interest. Similar studies can be done on various other personality related aspects of students and on various professions.

1.18 Conclusion:

Shifting family dynamics and eroding human values have brought about a profound transformation in both society and the education system. Schools are no longer mere temples of learning; instead, they have evolved into high-tech, amenity-rich institutions resembling luxury hotels. These establishments are not driven by a spirit of social service but by the objective of business expansion. Efforts to spark an interest in education, enhance learning levels, and guide students toward the pursuit of knowledge have ceased; in their place, education has become entirely commercialized. Fostering innovation by focusing on subject



matter, integrating newly acquired knowledge into daily life, and nurturing a student's overall personality has now become nothing more than a distant dream.

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