

“A STUDY ON VALUE PERCEPTION OF HIGHER SECONDARY SCHOOL STUDENTS”

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ABSTRACT

Values play the supreme role in the making of the individual, society as well as a nation. The future of any nation depends on its children. Values play an important role in shaping the character and personality of the children. The present study attempts to study the values of higher secondary school students. The main purpose of the study is to compare the values of government higher secondary school boys and girls students. In this study normative survey method was employed. The total number of 100 higher secondary school students from the government higher secondary schools of Thanjavur district in Tamil nadu. Mean, S.D., ‘t’ test were used for the statistical analysis. The findings revealed that all the secondary school students had average level of values. They preferred social values most while religious value was least preferred by the students. Higher Secondary school boys had higher aesthetic, theoretical, economic and hedonistic values while secondary school girls had higher religious, social, and political value.

KEY WORDS: Value Perception, higher secondary school students,

NEED OF THE STUDY:

This Research is necessary for the reason that good habits should be imbibed in the student's right from the beginning of this School Life. In the process of Education 'Values' has great importance. The basic aim of education is to develop Moral, Social, National, Personal values in the students. If we wants to made overall development of the students and if we want to make him a good citizens of tomorrow it is necessary to develop the Basic values in him because "Value Education is foundation of all Education". So making all round development of the students is first and forever aim of education. Every people in the society think that every student in the society should be aware of education and should be away citizens. So such a education is termed as Value Education. The responsibility of the teachers to develop the values in the students. *Without any values in life we are in the clutches of darkness.* The true education must humanize a student. Values and curriculum should be integrated for the inculcation and development of values. Values cannot be taught through words and books. Values are inculcated in the students through the daily life of teachers, parents, neighbours, friends and society. so, we must be conscious at every moment of life.

INTRODUCTION:

Values are a set of principles or standards of behavior (**Dhinakaran, V. and Sivakumar, R., 2014**). Signifying the role of values **Kaur, J. and Kaur, H. (2013)** stated that values are those principles which guide human behavior and put meaning to his existence. Values form the central pole around which people organize their desire and ambitions and fashion their idioms of life. In the words of **Surinder (2012)**, “**value is an intrinsic truth. It is an essential norm and governs the moral universe of man**”. Values affect the feelings, emotions, thoughts, and attitude and in this way influence the decisions and behavior of the individual. Values play an important role in the motivation of a person’s behavior (**Indira, K., 2009**). According to **Davidov, Schmidt and Schwartz (2008)** values are defined “**as deeply rooted, abstract motivations that guide, justify or explain attitudes, norms, opinions and actions**”.

SELECTION OF VALUE :

The varieties of human values are innumerable. It is, therefore, a fond hope to survey the entire spectrum of values. The value pattern is given below.

1. Aesthetic Value
2. Theoretical value
3. Religious Value
4. Political value
5. Social Value
6. Economic Value
7. Hedonistic Value.

MATERIALS AND METHODS:

STATEMENT OF THE PROBLEM:

The present study is stated as “**A STUDY ON VALUE PERCEPTION OF HIGHER SECONDARY SCHOOL STUDENTS**”.

OBJECTIVES OF THE STUDY:

1. To study the values of higher secondary school students.
2. To compare the values of higher secondary school students in relation to their gender
3. To study the level of values of higher secondary school students.

4. To promote the full development of child's integrated personality in all the aspects.
5. To inculcate good manners and responsibilities to the higher secondary school students.

HYPOTHESES:

1. There is no significant difference between in the value perception level of higher secondary school boys and girls.
2. There is no significant difference between in the Aesthetic Value of government school boys and girls.
3. There is no significant difference between in the Theoretical Value of government school boys and girls.
4. There is no significant difference between in the Religious Value of government school boys and girls.
5. There is no significant difference between in the Political Value of government school boys and girls.
6. There is no significant difference between in the Social Value of government school boys and girls.
7. There is no significant difference between in the Economic Value of government school boys and girls.
8. There is no significant difference between in the Hedonistic Value of government school boys and girls.

METHOD OF THE STUDY:

The normative survey method has been followed to find out the value perception of higher secondary school students. The purposive sampling technique has been followed for the present study.

TOOLS:

A new test for study of values designed and standardized by Km. Shashi Gilani was used for the purpose of data collection. This questionnaire includes six dimensions viz. 1. Aesthetic Value 2. Theoretical value 3. Religious Value 4. Political value 5. Social Value 6. Economic Value 7. Hedonistic Value. Each dimension has 10 questions, which are to be answered "Agree", "Neutral" and "Disagree". For each "Agree" responses 3 scores is to be given, for each "Neutral" responses 2 scores is to be given and , for each "Disagree" responses 1 scores is to be given.

SAMPLE OF THE STUDY:

The sample includes 100 higher secondary students (50 male and 50 female) studying in government schools at Thanjavur District in Tamilnadu .

STATISTICAL ANALYSIS:

The data collected from the sample has been subjected to Descriptive and Differential analysis.

DATA ANALYSIS AND INTERPRETATION:

Table 1. Showing the Mean, S.D and T- test of higher secondary school boys and girls for overall value perception :

Variable	Sex	N	Mean	S.D	t- value
Value perception level	Boys	50	185.5	10.02	0.52
	Girls	50	184.14	10.88	

Table No.1 shows the mean scores, standard deviation, and T-test value between higher secondary school boys and girls students in overall value perception level. Since, the T-test value is 0.52, which is less than the critical t-value i.e. 0.1. Hence the hypothesis is accepted. The result reveals that there is no significant difference present between boys and girls students in their overall value perception level. This can also be observed by the Mean values of both the groups (i.e. boys=185.5, girls=184.14). The overall value perception of boys and girls are more or less same.

Table 2. Showing the Mean, S.D and T- test value of higher secondary school boys and girls in Aesthetic Value pattern:

Variable	Sex	N	Mean	S.D	t- value
Aesthetic Value	Boys	50	27.88	2.15	0.962
	Girls	50	27.86	2.02	

Table no.2 shows the mean scores, standard deviation, and T-test value between higher secondary school boys and girls students in dimension of Aesthetic Value pattern . Since, the T-test value is 0.962, which is less than the critical t-value i.e. 0.1. Hence the hypothesis is accepted. The result reveals that there is no significant difference between boys and girls students in their level of aesthetic value. This can also be observed by the Mean values of both the groups (i.e. boys=27.88, girls=27.86).

Table 3. Showing the Mean, S.D and T- test value of higher secondary school boys and girls in Theoretical Value pattern :

Variable	Sex	N	Mean	S.D	t- value
Theoretical Value	Boys	50	27.1	1.89	0.49
	Girls	50	26.8	2.40	

Table no.3 shows the mean scores, standard deviation, and T-test value between higher secondary school boys and girls students in dimension of Theoretical Value pattern . Since, the T-test value is 0.49, which is less than the critical t-value i.e. 0.1. Hence the hypothesis is accepted. The result reveals that there is no significant difference between higher secondary school boys and girls students in their level of Theoretical Value too. This can also be observed by the Mean values of both the groups (i.e. Boys=27.1, Girls= 26.8).

Table 4. Showing the Mean, S.D and T- test value of higher secondary school boys and girls in Religious Value pattern:

Variable	Sex	N	Mean	S.D	t- value
Religious Value	Boys	50	23.9	2.76	0.11
	Girls	50	24.78	2.67	

Table no.4 shows the mean scores, standard deviation, and T-test value between higher secondary school boys and girls students in dimension of Religious Value pattern. The T-test value is 0.11in, which is less than the critical t-value range i.e. 0.01. Hence the hypothesis is accepted. The result reveals that there is a no significant difference between higher secondary school boys and girls students in Religious Value pattern. This can also be observed by the Mean values of both the groups (i.e. Boys = 23.9, Girls =24.78).

Table 5. Showing the Mean, S.D and T- test value of higher secondary school boys and girls in Political value pattern :

Variable	Sex	N	Mean	S.D	t- value
Political value	Boys	50	24.18	2.76	0.28
	Girls	50	24.78	2.74	

Table no.5 shows the mean scores, standard deviation, and T-test value between boys and girls students in dimension of Political value pattern. The T-test value is 0.28, which is less than the critical t-value range i.e. 0.1. Hence the hypothesis is accepted. The result reveals that there is no significant difference between boys and girls students in the level of Political value pattern . This can also be observed by the Mean values of both the groups (i.e. boys=24.18, girls=24.78).

Table 6. Showing the Mean, S.D and T- test value of higher secondary school boys and girls in Social Value pattern:

Variable	Sex	N	Mean	S.D	t- value
Social Value	Boys	50	28.5	1.40	0.35
	Girls	50	29.12	1.49	

Table no.6 shows the mean scores, standard deviation, and T-test value between boys and girls students in dimension of Social Value pattern . Since, the T-test value is 0.35, which is less than the critical t-value i.e. 0.1. Hence the hypothesis is accepted. The result reveals that there is no significant difference present between boys and girls students in their level of social value. This can also be observed by the Mean values of both the groups (i.e. boys=28.5, girls=29.12).

Table7. Showing the Mean, S.D and T- test value of higher secondary school boys and girls in Economic Value pattern:

Variable	Sex	N	Mean	S.D	t- value
Economic Value	Boys	50	27.52	2.11	5.48
	Girls	50	25.56	2.52	

Table no.5 shows the mean scores, standard deviation, and T-test value between boys and girls students in dimension of Economic Value pattern. The T-test value is 5.48, which is less than the critical t-value range i.e. 0.1. Hence the hypothesis is rejected. There is a significant difference between in the dimension of Economic value pattern. This can also be observed by the Mean values of both the groups (i.e. boys=27.52, girls=25.56).

Table8. Showing the Mean, S.D and T- test value of higher secondary school boys and girls in Hedonistic Value pattern:

Variable	Sex	N	Mean	S.D	t- value
Hedonistic Value	Boys	50	26.42	2.16	0.01
	Girls	50	25.24	2.32	

Table no.5 shows the mean scores, standard deviation, and T-test value between boys and girls students in dimension of Hedonistic value pattern. The T-test value is 0.01, which is less than the critical t-value range i.e. 0.1. Hence the hypothesis is accepted. The result reveals that there is no significant difference between boys and girls students. This can also be observed by the Mean values of both the groups (i.e. boys=26.42, girls=25.24).

RESULTS:

1. There is no significant difference present between boys and girls students in their overall value perception level.
2. There is no significant difference between in the aesthetic value level of higher secondary school boys and girls.
3. There is no significant difference between in the theoretical value level of higher secondary school boys and girls.
4. There is no significant difference between in the Religious value level of higher secondary school boys and girls.
5. There is no significant difference between in the Political value level of higher secondary school boys and girls.
6. There is no significant difference between in the social value level of higher secondary school boys and girls.
7. There is a significant difference between in the Economic value level of higher secondary school boys and girls.
8. There is no significant difference between in the Hedonistic value level of higher secondary school boys and girls.

RECOMMENDATION:

1. Every school must have a counselor who is going to check the value pattern like Social,
2. Personal & National at every year of the student.
3. There must be one two meetings of parents with administration of school.
4. Do more Social & Personal work which is related to Personal & Social at value.
5. Elaborate separate value book for every year for all student.
6. Also evaluate every student through some test of Value, Personality Development Test or Programme & Co-Curricular Activities.
7. Every year school must kept award for the ideal student means best student award.
8. Make the compulsion to the teacher in teaching learning process that they must have to focus values while teaching the lesson.
9. Career guidance must be compulsory keep in the school or colleges so that the students will get the opportunity to work in the field that which he or she would like.
10. The value can be imbibed in the student through daily activities.
11. Do ideal personality guidance in front of both rural & urban students and parents.

CONCLUSION:

In the process of Education 'Values' has great importance. The basic aim of education is to develop Moral, Social, National, Personal values in the students. Values are determining qualities of life. Need to prioritize Values Education in the curriculum. Integrating Value Education into school activities. If we wants to made overall development of the students and if we want to make him a good citizens of tomorrow it is necessary to develop the Basic values in him because "Value Education is foundation of all Education" So making all round development of the students is first and forever aim of education. Every people in the society think that every student in the society should be aware of education and should be away citizens. So such a education is termed as Value Education. This study has effectively demonstrated the positive impacts of value perception as a major tool in enhancing students' acquisition of moral values. It would go a long way in curbing immorality among students and by extension encourage students with a zeal for self improvement and achievement of excellence.

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A Study Of The Inculcation Of Moral Values Using Prose Literature-In- DOI: 10.9790/0837-2111071520 www.iosrjournals.org
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