

# An Analysis of Value Patterns Among Senior Secondary Students

Suhara A (Research Scholar)

Dr. Fathima Jaseena

Assistant professor  
Farook Training College

## Abstract

Values are a powerful force behind the dispositional responses of individuals. It reflects the kind of behavior of a person. The nature of value decides the path of attitudes. The objective of the study was to investigate the personal values of senior secondary students in Malappuram district of Kerala. Schools have an important role to play in solving the ethical problems that currently affect the overall environment student. Data was collected through the use of self-administered questionnaire through a survey, sample was 150 students. The study used the Schwartz Portrait Value Questionnaire. The results indicated that achievement is the most significant value among the sample. The next four relevant values are universalism, security, benevolence and self-direction. In addition, there is a relatively high score for conformity value. The findings suggest that the behavior of the students were concentrated to earn their goals.

**Keywords:** personal values, Achievement, Universalism & Benevolence.

## INTRODUCTION.

The period between childhood and adulthood is called adolescence. This period is very important to their future lives as they face career choices, drug abuse decisions, parent child conflicts, and emotional changes. If these problems are not resolved people will often suffer a mismatch between abilities and desires. In this case young people are likely to deviate from their path indulge in negative activities and so the adolescents need positive values to cope with the conflicts. Values are the guiding concepts of existence that make contribution to all spherical improvement of an individual. Values play a crucial role in integrity formation during adolescence as it is the guiding force of existence that makes contribution to the all-round development of a person. Values are typically inspired with the aid of using the interchange of philosophical ideologies, cultural and spiritual perspectives, social, political and geographical conditions. A completely unique personality will only be developed with the timely assistance of parents and upholding societal values. Industrialization, globalization, presence of multinationals, wide use of technology etc adversely influence the routine of adolescents.

Need and Significance.

A clear expertise of the individual values are needed to acquire higher know-how and wholesome relationships, assist teenagers, make proper selections in life, construct integrity,

concentrate into their personal conscience, inspire them to assist others, be self-sufficient, and deliver them the capacity to determine out the way to be glad in life. Values can be acquired through many sources like:

1. Home
2. School
3. Neighborhood
4. Community
5. Religious organizations

## **THEORETICAL OVERVIEW.**

Albert Bandura(1977), in his social learning theory observed that behavior is perceived from the environment through the process of observational understanding. The stage of development that is marked at the beginning by the onset of puberty and at the end by the attainment of physiological and psychological maturity is called adolescence. Schooling plays a fundamental role at this juncture as the expectation about future life is to be formed during this period. Transition from secondary to the senior secondary phase may be a turning point in the educational aspect of the child. To contribute to successful inculcation of values, the family, the school, and the society at large should facilitate the following:

- Provide favorable home environment
- Extent appropriate course selection
- Ensure competency in their field of subjects
- Help the student to develop appropriate social skills and inter personal communication tactics
- Foster self-management
- Promote the student to develop extracurricular activities
- Stimulate students self- confidence and self esteem
- Implement collaborative programmes to enhance positive emotional climate.

In order to develop an exclusive individual culture , values play a vital role.Rokeach(1973) stated that the personal values have long been taken an essential variable to understand student behavior.Duringg the past few years there has been a growing concern over the deterioration of values among youth and it is repeatedly enhancing. The individuals upgrade the importance of values and they become more dominant and the prevalence of behavior is more attributable to a person with higher status level.(Schwartz&Bardi 1977). As personal value of students varies in accordance with their class backgrounds and it influences the future prospects of the adolescents. The negative experiences acquired from

the family, society and school can increase the likelihood that the students become disinterested and disengage in school activities (Rumberg,1995). Not only do these challenges affect students' academic and social wellbeing during the period of adolescence, but they may have longer term implications for students as they move from adolescence to adulthood (Martinez et al., 2011) recommend that parents and educational stakeholders be more sensitive to setting standards to students so that they feel nurtured and supported during transition period.

The role models of the students are the parents and caregivers which in turn influence the students' values and it varies according to the socio-economic backgrounds (Shahidul et al.,2016).Furthermore (Kelum 2021) reported that religious values , cultural context, teacher and methods of teaching, subject specialization,curriculum,expectations,learning atmosphere etc will play a greater influence for inculcating positive personal values among adolescents. Hence the present study tries to find out the prevalence of values among young generation .Positive personal values leads to the development of competitiveness and competence among adolescents.

### **Objective of the study**

- . The objective of the study is to analyze the personal values of senior secondary students across gender.

### **Hypothesis of the study.**

- The Secondary students are having diverse perspectives with regard to Value preference.

### **Methodology.**

The participants in the study were 122 second year senior students which include boys and equal number of girls were selected using random sampling technique from 5 schools in Malappuram district, the tool used in this study was constructed and standardized by the researcher . It is based on ten dimensions of personal values identified by Schwartz (1992) namely power,achievement,hedonism,stimulation.selfdirection,universalism,benevolence,tradition,conformity and security. Each component include equal no of statements.

### **Analysis:**

Mean and Standard deviation was used to interpret the data from completely responded items.

### **Results and Discussion.**

The total respondents participated in the survey was one hundred and twenty two students out of which sixty six females and fifty six male respondents respectively.

Result is given in Table no -1

Table-1

Students' perception with regard to different Values..

| Serial No. | Type of Value.   | Mean. | Standard deviation. |
|------------|--|-------|---------------------|
| <b>I</b>   | <b>POWER</b>   |       |                     |
| 1          | I wish people acted upon my directions.                                      | 4.60  | 1.424               |
| 2          | At times I don't like others controlling me.                                 | 3.94  | 1.386               |
| 3          | I wish to be the leader always.  | 4.81  | 1.255               |
|            | Mean and Standard deviation  | 4.45  | 0.72                |
| <b>II</b>  | <b>ACHIEVEMENT</b>   |       |                     |
| 4          | I feel pride in my achievements.   | 4.98  | 1.060               |
| 5          | I can face failures courageously.  | 5.48  | 1.427               |
| 6          | I think my teachers play a good role in my success.                          | 5.45  | 1.034               |
|            | Mean and Standard deviation  | 5.30  | 1.001               |
| <b>III</b> | <b>HEDONISM</b>  |       |                     |
| 7          | I feel satisfied while helping my friends.                                   | 4.52  | 1.336               |
| 8          | I prioritize mobile games over my studies.                                   | 4.56  | 1.443               |
| 9          | I get gratification on taking revenge on those who have hurt me.             | 4.98  | 1.045               |
|            | Mean and Standard deviation  | 4.67  | 1.011               |
| <b>IV</b>  | <b>STIMULATION</b>   |       |                     |
| 10         | Friends become my guides at times.   | 4.95  | 1.059               |
| 11         | I admire those who receive recognition.                                      | 4.70  | 1.259               |
| 12         | I don't feel interested in games which required mental work                  | 4.50  | 1.330               |
|            | Mean and Standard deviation  | 4.71  | 0.801               |
| <b>V</b>   | <b>SELF-DIRECTION</b>  |       |                     |
| 13         | I plan and execute my ideas myself.  | 5.11  | 0.902               |
| 14         | I don't like others opining in my decisions.                                 | 5.16  | 0.991               |
| 15         | I can stick to my decisions overcoming obstacles.                            | 4.84  | 1.101               |
|            | Mean and Standard deviation.   | 5.03  | 0.814               |
| <b>VI</b>  | <b>UNIVERSALISM</b>  |       |                     |
| 16         | I worry on misuse of social media platforms.                                 | 5.54  | 0.817               |
| 17         | I love humanity above religious , language, regional and racial differences. | 4.84  | 1.242               |
| 18         | I get disturbed on listening to bad news from other countries.               | 4.88  | 1.224               |
|            | Mean and Standard deviation  | 5.09  | 0.878               |
| <b>VII</b> | <b>BENEVOLENCE</b>   |       |                     |
| 19         | I'm compassionate to all living beings.                                      | 5.30  | 0.888               |



|             |  |      |       |
|-------------|--|------|-------|
| 20          | I co-operate in charity works.                                     | 4.95 | 1.134 |
| 21          | I help my parents in house-hold chores.                            | 4.89 | 1.043 |
|             | Mean and Standard deviation  | 5.04 | 0.867 |
| <b>VIII</b> | <b>TRADITION</b>   |      |       |
| 22          | I don't value others' hard work.                                   | 4.69 | 1.391 |
| 23          | I think social inequalities are injustice.                         | 4.87 | 1.387 |
| 24          | I don't agree with equal wages for same job.                       | 4.34 | 1.481 |
|             | Mean and Standard deviation  | 4.63 | 0.964 |
| <b>IX</b>   | <b>CONFORMITY</b>  |      |       |
| 25          | I don't lose my temper when I get angry.                           | 4.20 | 1.519 |
| 26          | I like to listen than to be heard.                                 | 4.78 | 1.295 |
| 27          | I stay away when my friends indulge in bad/mischievous activities. | 5.36 | 0.937 |
|             | Mean and Standard deviation  | 4.78 | 0.911 |
| <b>X</b>    | <b>SECURITY</b>  |      |       |
| 28          | I open up my problems to my teachers.                              | 5.30 | 1.044 |
| 29          | I don't feel attached to strangers.                                | 4.93 | 1.183 |
| 30          | I sometimes lie in order to escape trouble from others.            | 5.01 | 1.216 |
|             | Mean and Standard deviation .                                      | 5.08 | 1.020 |

The above table shows that result of combined personal values for both male and female respondents. It reveals that achievement value has the highest mean of 5.30. Achievement focuses on being resourceful, victorious and getting ahead in life. The next four major values are universalism with a mean of 5.09, security with a mean of 5.08, benevolence with a mean of 5.04 and self-direction with a mean of 5.03 respectively. The five personal values with the lowest means are power with a mean of 4.45, hedonism with a mean of 4.67, stimulation with a mean of 4.71, tradition with a mean of 4.63 and conformity with a mean of 4.78. So it can be predicted that first preference of next generation is the value of Achievement. Then it was Hedonism, Universalism etc.

## Conclusion.

Personal values of individuals lead them to act ethically or unethically in the quest of their targets. Values are a strong force behind the attitudinal responses of individuals. Achievement values provide prominence to the demonstration of competence in terms of the existing cultural standards in order to obtain social approval. Self-direction puts emphasis on imagination, direction and Self-determination. Care, commitment and forgiveness are the targets of Benevolence, while security focuses on safety. The results indicate that achievement is the most significant value. There is also a relatively high score for universalism value. This suggests that students should behave properly and will avoid doing wrong things. Schwartz(2012) point out that benevolence values emerged from the basic need for well ordered group functioning and the requirement for affiliation. Benevolence values focus on voluntary concern for the welfare of other people. Security is defined by

safety, tranquility and the stability of society and of rapport. The result point out that concern of new generation is not appalling up to some extent, as they wish to achieve good things for a better future. So their surroundings should be apt for the development of their better personality.

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