

A VALUE PATTERN OF 11TH GRADE STUDENTS IN RELATION TO THEIR GENDER AND TYPE OF SCHOOL

Sonia*

ABSTRACT

The present study has been done to see the value patterns of XI class students of Rewari district. Descriptive Survey method has been used in the present study. The data from a sample of two hundred students has been collected by applying the Personal Value Questionnaire (PVQ) by Sherry and Varma. The result reveals that the students have a set pattern of values. Almost in all the groups of the students knowledge and social values have secured the highest ranks whereas the economic, hedonistic and health values are at the lower ranks. In some of the values areas the groups differ significantly.

INTRODUCTION

Education in a nice blend of knowledge and values which equip the students to face the challenges of life boldly and live in the society harmoniously. Values are indispensable for everyone in the world. They are subjective, laden with feelings, objective, rational, cognitive and regulative in nature. Values reflect one's personal attitude and judgments, decisions and choices, behavior and relationships, dreams and vision. They influence our thoughts, feelings and actions. They guide us to do the right things. Thus, values give meaning and strength to a person's character by occupying a central place in his life, the term value may be defined as which satisfies human mind or human desire. In the words of John Dewey, "The values means primarily to prize, to esteem, to appraise and to estimate. It means the act of achieving something, holding it and also the act of passing judgment upon the nature and amounts of values as compared with something else." Values are also concepts. They also constitute the basis of action and so they could be tested in terms of behavior. Personal values are great motivating force in life. All human activities are guided and directed by them. Value is the concept of the desirable ends, goals or modes of action, which make something, which is held as belief, which is held in high esteem and which serves to motivate

one's behavior. Transformation of values in the contemporary Indian society has also been made by the escalating psychological needs due to enormous development in science, technology and communication in India during the past few decades. Since, psychology is a science of behavior, study of values is of paramount importance. A good number of researchers examine generation gap in personal values (Melby 1968, Hogan, 1973). A comparative study of value system of high and low achiever boys (Beer Sing and Arti Singhal 2003) concluded that high achiever and low achiever boys differ significantly with respect of theoretical, economical, social and religious values and they don't differ significantly with respect to aesthetic and political values. Jayaswal (1982) viewed that inculcation of values like social, oral, spiritual can transform a child to human adult, the significant of values departure in the nature and kind of the values of the old and young generation, a value conflict mark the fundamental social disharmony and disintegration of the contemporary Indian society, People especially the young, are confused about their values and value system. They are facing value conflicts and dilemmas. The present study has been designed to investigate different values.

Goel (2002) studied the relationship between different values and educational

*Research Scholar, Singhania University, Pachari Bari, Jhunjhunu (Rajasthan)

achievement and to study the order of preference of values that for a modern youth, social value is more important. Other values and religious value have no place in his value pattern. The second place goes to political, third to theoretical and then subsequently to economic, aesthetic and religious values. The tool used for the study was R. K. Ojha's values test.

P. K. Sahoo(2005) presents a whole program on how values can be inculcated. The paper outlines the need for value education in classrooms and also proposes an outline of the course content for teacher education. The study concluded that value education is needed to build constructivist environment for inculcating moral and spiritual values and this poses a challenge for value education.

Shobha Rao (2006) presented an overview on moral education. She compared education in ancient India and in progressive India. She says in ancient India education was a nice blend of knowledge and values but today standard of living gave way to virtuous living, selfishness, greed and competition are guiding the society.

OBJECTIVES OF THE STUDY

The objectives of the study are:-

1. To study the value pattern of the Eleventh class students.
2. To compare the values of male and female students.
3. To compare the values of the students studying in co-educational and non co-educational schools.

HYPOTHESES

The following hypotheses have been formed for the smooth conduct of the study.

1. The XI grade students have a definite pattern of their values.
2. Male and female XI class students do not differ significantly in their values patterns.
3. The XI class students studying in co-educational and non co-educational schools do not differ significantly in their value patterns.

METHOD

Descriptive Survey Method of research was used in this study.

SAMPLE OF THE STUDY

200 XI class students selected by random sampling technique from the four schools of Rewari district have been included in the sample. Among these 100 boys and 100 girls were there. Two schools were co-educational and two were non co-educational- one of girls and other one of boys.

TOOL OF THE STUDY

Personal Value Questionnaire (P.V.Q.) by Sherry and Varma.

STATISTICAL TECHNIQUES USED

Mean, S.D., t-test and graphs.

FINDINGS OF THE STUDY

Table 1 showing the Mean, S.D. and rank orders of Means of 10 values of total group

S.N.	Values	Mean	S.D.	Rank
1	Religious Value	15.05	2.68	3
2	Social Value	16.19	2.63	2
3	Democratic Value	12.80	2.69	5
4	Aesthetic Value	11.38	3.60	7
5	Economic Value	8.38	3.27	9
6	Knowledge Value	16.42	3.4	1
7	Hedonistic Value	7.76	2.6	10
8	Power Value	12.58	3.90	6
9	Family Prestige Value	12.83	3.98	4
10	Health Value	10.52	3.02	8

The above table reveals the mean, S.D. and rank order of the value scores. A study of the table

shows that the highest rank has been achieved by knowledge value. While the lowest scores are those of hedonistic and economic values. Moral preference to knowledge value shows love of knowledge of theoretical principles of any activity and love of discovery of truth.

The next most preferred value is social value, which shows their belief in charity, kindness service of mankind, helping needy. The least preferred values are hedonistic value and economic value which shows less preference to pleasure and present rather than pain and future and also shows that students have less desire of ruling over others and leading others. The hierarchy of values in this group is knowledge, social, religious, family prestige, democratic, power, aesthetic, health, economic and hedonistic.

Table 2 Value pattern of Boys in co-educational schools

S.N.	Values	Mean	S.D.	Rank
1	Religious Value	14.01	2.19	3
2	Social Value	16.20	2.65	2
3	Democratic Value	12.92	2.54	5
4	Aesthetic Value	10.06	4.31	7
5	Economic Value	7.46	3.72	10
6	Knowledge Value	16.48	3.34	1
7	Hedonistic Value	8.40	2.62	9
8	Power Value	8.98	2.82	8
9	Family Prestige Value	13.22	3.33	4
10	Health Value	12.66	3.08	6

The table 2 indicates the preferences given by male students to different values. The most preferred values are knowledge at the first phase and social value at the second phase and least

preferred values are economic value at the second last place and Hedonistic value at the last place. This shows that they consider knowledge of theoretical principle underlying a work essential for success in it and also their love of discovery of truth.

The table shows that male students' second preference in values is given to social value. This shows their belief in charity, kindness efforts to serve God through the service of mankind, sacrificing the personal comforts and gains to relieve the needy and the affected of their misery. The least preferred values are economic value and hedonistic value which shows their weak desire for money and material gains and the desire of ruling over others and leading others is also low. The hierarchy for values is knowledge value, social value, religious value, family prestige, democratic value, health value, aesthetic value, power value, hedonistic value and economic value.

Table 3 Value pattern of Girls in co-educational schools

S.N.	Values	Mean	S.D.	Rank
1	Religious Value	16.00	2.12	3
2	Social Value	16.42	2.55	1
3	Democratic Value	12.06	2.48	6
4	Aesthetic Value	9.20	4.30	7
5	Economic Value	7.60	3.47	10
6	Knowledge Value	16.32	3.23	2
7	Hedonistic Value	9.02	2.55	8
8	Power Value	8.82	2.54	9
9	Family Prestige Value	12.40	3.32	4
10	Health Value	12.22	3.06	5

The table 3 indicates the preferences given by female students to different values. The most

preferred values are social at the first place and knowledge value at the second place and least preferred values are economic value at the second last place and power value at the last place.

The table shows that female students have preferred highly social value. The table shows their belief in charity, kindness efforts to serve God through the service of mankind, sacrificing the personal comforts and gains to relieve the needy and the affected of their misery.

This shows that they consider knowledge of theoretical principles underlying a work essential for success in it and also their love of discovery of truth. The least preferred values are economic value and power value which shows their weak desire for money and material gains and the desire of ruling over others and leading others is also very low. The hierarchy for values is social value, knowledge value, religious value, family prestige, health value, democratic value, aesthetic value, hedonistic value, power value, and economic value.

Table 4 Value pattern of Girls in non co-educational institutions

S.N.	Values	Students	Mean	S.D.	Rank
1	Religious Value	200	15.40	2.86	3
2	Social Value	200	15.70	2.27	2
3	Democratic Value	200	13.62	2.76	4
4	Aesthetic Value	200	9.92	3.51	7
5	Economic Value	200	8.06	2.87	8
6	Knowledge Value	200	15.81	2.96	1
7	Hedonistic Value	200	7.08	2.52	10
8	Power Value	200	11.52	3.54	6
9	Family Prestige Value	200	13.31	3.35	5
10	Health Value	200	7.95	3.27	9

The table 4 indicates the preferences given by female students to different values. The most preferred values are knowledge at the first place and social value at the second place and least preferred values are hedonistic, health and economic values.

Table 5 comparison between values of students of co-educational and non co-educational schools

S.N	Values	Co-educational School (N=100)		Non co-educational School (N=100)		t' Value
		Mean	S.D.	Mean	S.D.	
1	Religious Value	15.01	2.79	15.40	2.86	1.27
2	Social Value	16.31	2.65	15.70	2.27	1.60
3	Democratic Value	12.51	2.54	13.62	2.76	0.85
4	Aesthetic Value	9.61	4.31	9.92	3.51	2.84
5	Economic Value	7.52	3.72	8.06	2.87	0.78
6	Knowledge Value	16.40	3.34	15.81	2.96	3.05
7	Hedonistic Value	8.71	2.62	7.08	2.52	1.20
8	Power Value	8.90	2.82	11.52	3.54	0.94
9	Family Prestige Value	12.81	3.33	13.31	3.35	2.81
10	Health Value	12.44	3.06	7.95	3.27	3.21

Religious Value

The 't' value is 1.27 significant at 0.05 level of significance which shows that there is significant difference between the religious values of co-educational and non co-educational students.

Social Value

The value of 't' is 1.60 which shows significant difference between the students studying in co-educational and non co-educational schools. The students differ in the case of social value.

Democratic Value

The 't' value is 0.85 which shows no significant difference between democratic value of co-educational and non co-educational school students.

Aesthetic Value

The 't' value is 2.84 which is significant at 0.05 level of significance which shows that there exists a significant difference between aesthetic value of co-educational and non co-educational school students.

Knowledge Value

The 't' value is 3.05 which shows significant difference. This shows there exists a significant difference between knowledge value of co-educational and non co-educational school students. The mean of co-educational students is 16.40 and of non co-educational students 15.81, so we can say that co-educational school students are more hungry for knowledge. They are more interested in theoretical principles of any activity and also in discovery of truth. Even in the case of T.V. shows, they prefer watching discovery channel and national geographic channel.

Hedonistic Value

The 't' value is 1.30 which is not significant at 0.05 level of significance. This shows that there is no significant difference between the hedonistic value of co-educational and non co-educational school students.

Power Value

The 't' value is 0.94 which is not significant at any level of significance. This shows that there is no significant difference between the power value of co-educational and non co-educational students.

Economic Value

The economic value has been on tail in regard to all the groups. The 't' value 0.78 is also not significant at any level of significance.

Family Prestige Value

The 't' value is 2.81 which is significant at 0.05 level of significance. This shows that there exists a significant difference between the family prestige value of co-educational and non co-educational school students. As the mean value of non co-educational students is higher than that of co-educational students, it is clear that non co-educational students are more concerned about

the prestige of family than co-educational students. Girls always try to act and behave in a manner which is according to the social norms and status of their family and they also try to avoid inter caste marriages.

Health Value

The 't' value is 3.21 which is significant at 0.05 level of significance. The mean value of girls is lower than that of boys which shows that boys are more health conscious than girls and they consider good physical health as measure of their ability which is essential for the development of their personality.

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