

Higher Secondary School Personal Value Pattern: A Study

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Introduction:

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 want to make overall development of the students and if we want to make him a good citizen 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.

Need of Research:

One of the thought came in Researchers mind in that along with the overall development of the personality of the child it has also become necessary that a Character, Well mannered, Ideal Citizens should be developed through education. For this reason the subject of Value Education is being practiced in the state of Maharashtra through the curriculum. The value can be imbibed in the student through daily activities.

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. These values will not be developed in the students only by giving on speeches or by giving information regarding these Moral Values but it can be developed thorough various curricular or co-curricular activities performed by the teachers by taking the co-operation of the students. It can also be developed through formal or in-group discussion.

Such type of students those who have Value imbibed in them are the need of today's Society and the Nation, because the development of whole the Nation depends upon the citizen. The Nation in which the citizens have Moral Values in them can develop rapidly.

So it is necessary to see that whether these Values are present in the students of the high school level and if they are not present then it is necessary to see the obstacles in developing these values in the students and for this purpose Researcher decided to take up this Research in students of high school level.

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. Religious Value
2. Social Value
3. Democratic Value
4. Aesthetic Value
5. Economic Value
6. Knowledge Value
7. hedonistic Value
8. Power Value
9. Family Prestige Value
10. Health Value

Objectives of the study :

1. To study the value pattern of male and female students.
2. To study the value pattern of student from rural and urban area.
3. To the value pattern of male and female students.
4. To compare the value pattern of students from rural and urban area.

Research Hypothesis :

1. The value pattern of students changes due to the locality and Gender.
2. The other sub hypotheses based on this principal hypothesis are mentioned in data analysis stage.

Methodology and Data Analysis :

Researcher has applied survey of the male & female from rural and urban area. The sampling is as following.

Student Data		Total
Rural	Urban	

Male	10	10	20
Female	10	10	20
Total	20	20	40

Tools of Data Collection:

The standardized test developed by Dr. Sherry & Prof. Verma (Personal Value iQuestionnaire) is employed for the study.

Data Analysis:

The above mentioned hypothesis are tested by applying "t" two tailed "t" testing as following.

Research Hypothesis:

Value pattern of rural and urban students is significant.

Null Hypothesis: 1:

H1 : There is no significant difference between value pattern of rural and urban students.

Table : 1 :

Size of Sample	Mean	S.D.	df	Calculated 't' values	Theoretical 't' value
N ₁ =20	M ₁ =57	δ ₁ = 5.3		3.053	1.96 (0.05 level)
N ₂ =20	M ₂ =61	δ ₂ =4.8			2.32 (0.01 level)

Calculated "t" value > theoretical "t" value.

Null hypothesis rejected :

Research hypothesis : 2 : Value pattern of male and female students is different.

Null hypothesis: There is no significant difference between male and female student value pattern.

Table: 2:

Size of Sample	Mean	S.D.	df	Calculated 't' values	Theoretical 't' value
N ₁ = 20	M ₁ =55	δ ₁ = 5.3	3, 3		1.96 (0.05 level)
N ₂ =20	M ₂ = 29	δ ₂ = 4.8			2.32 (0.01 level)

Calculated "t" value > theoretical "t" value

Null hypothesis is rejected.

Research Hypothesis :3 : The value pattern of male and female students from rural area is different.

Null Hypothesis : There is no significant difference between value pattern of male and female students from rural area.

Size of Sample	Mean	S.D.	df	Calculated 't' values	Theoretical 't' value
N ₁ = 20	M ₁ = 56	δ ₁ = 5.8	2.85		1.96 (0.05 level)
N ₂ = 20	M ₂ = 61	δ ₂ = 4.2			2.32 (0.01 level)

Calculated "t" value > theoretical "t" value

Null hypothesis is rejected.

Research Hypothesis : 4 : The value pattern of male and female students from urban area is different.

Null Hypothesis : There is no significant difference between value pattern of male and female students from urban area.

Table: 4:

Size of Sample	Mean	S.D.	df	Calculated 't' values	Theoretical 't' value
N ₁ = 20	M ₁ = 57	δ ₁ = 4.5	×38	2.85	1.96 (0.05 level)
N ₂ = 20	M ₂ =60	δ ₂ = 3.9			2.32 (0.01 level)

Calculated "t" value > theoretical "t" value

Null hypothesis is rejected.

Research Hypothesis : 5 : The value pattern of male and female students from urban area is different.

Null Hypothesis: There is no significant difference between value pattern of male and female students from urban area.

Table: 5:

Size of Sample	Mean	S.D.	df	Calculated 't' values	Theoretical 't' value
N ₁ = 20	M ₁ = 57	δ ₁ =4.9	×38	3.15	1.96 (0.05 level)
N ₂ = 20	M ₂ = 61	δ ₂ = 5.4			2.32 (0.01 level)

Calculated "t" value > theoretical "t" value

Null hypothesis is rejected.

Research Hypothesis : 6:

The value pattern of male and female students from urban area is different.

Null Hypothesis :

There is no significant difference between value pattern of male and female students from urban area.

Table: 6:

Size of Sample	Mean	S.D.	df	Calculated 't' values	Theoretical 't' value
N ₁ = 20	M ₁ = 57	δ ₁ = 5.2	×38	3.13	1.96 (0.05 level)
N ₂ = 20	M ₂ = 60	δ ₂ = 4.6			2.32 (0.01 level)

Calculated "t" value > theoretical "t" value

Null hypothesis is rejected.

Conclusion :

1. Value pattern of students changes due to locality. **2.** Value pattern of students changes due to Gender. **3.** Value pattern of rural and urban students is significantly different. **4.** The value pattern of male and female is significantly different. **5.** The value pattern of male and female belonging rural area is significantly different. **6.** The value pattern of male and female belonging to urban area is significantly different. **7.** The value pattern of male and female belonging urban & rural area is significantly different. **8.** The value pattern of male from belonging urban & rural area is significantly different.

Recommendation:

1. Keep some guidance programme urban & rural students & also parents. **2.** Every school must have a counselor who is going to check the value pattern like Social, Personal & National at every year of the student. **3.** Do more Social & Personal work which is related to Personal & Social at value. **4.** While appointing the teacher check the overall record of that personality means he & she must have some ideal values & try to imbibe in his or her student promptly. **5.** Do ideal personality guidance in front of both rural & urban students and parents. **6.** There must be one two meetings of parents with administration of school. **7.** Elaborate separate value book for every year for all student. **8.** Also evaluate every student through some test of Value, Personality Development Test or Programme & Co-Curricular Activities. **9.** Every year school or college must kept award for the ideal student means best student award. **10.** Make the compulsion to the teacher in teaching learning process that they must have to focus values while teaching the lesson. **11.** 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.