



VALUES OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER AND BACKGROUND

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ABSTRACT

In the present study, an attempt is made to study the influence of Background and Gender on values of secondary school students. For this purpose sample of 200 students (urban and rural) of eight government schools (Four from urban background and four from rural background) of District Rohtak was selected. The subjects were administered the measures of Personal Value Questionnaire by Sherry&Verma. 't' test was applied to study the significance of difference between means. Findings of this study revealed that urban male students have highest aesthetic, democratic, economic, hedonistic and power value whereas rural males have highest religious and family prestige value. Urban female students have highest social, democratic, economic health, power value whereas; rural female students have highest aesthetic and family prestige values.

KEYWORDS : Free and Open Source Software, Library technology, Software for Libraries, selection criteria, Information Technology

INTRODUCTION

The graphical presentations of values, a rainbow in the form of a heart, illustrate that, "the human values are the priceless treasure deposited from time immemorial in the bottom of my heart." They are nothing else than the colourful projection of our inner light.

- Antonio Craxi (Human Values: A Voyage from I to We)

One can call a human being as long as he/she values, as soon as they are gone, the very reason for his being called 'HUMAN' vanishes and he is lowered to the level of animal. Therefore, every individual should guard his/her values consciously. Values are attributes that spring from the sublimity of spirit from the sublimity of soul. They are sentiments like love that involves mind, feeling and will which are strong, deep and enduring. They are like truth, reflections of reality that are not obstructed by any kind of prejudice. They are like beauty, perfections in themselves in every sense of the term. They are like justice, the moral constituents of a state that confer on everyone what is due to him/her. Values in short, shape the personality of an individual. They enhance the finer side of his/her potential. They help him/her live harmoniously and graciously with his/her fellow-beings. They act as the conscience of community which when kindled with torch of learning would make him/her realize the responsibility she owes to the society. They are linked to the behaviour that exposes the inner life of a nation. Values are concepts that conserve life, that comfort life, that promote life and protect life. They foster peace, order, dignity, beauty, grace and delight. Values in one word are the divine side of man or woman.

1. The term value in the present study means a pattern of preferences or generalized attitudes with real independent existence indicating the desirability of behavior in terms of social, aesthetical and psychological needs. In other words, values are things that they want, desire to be or feel as obligatory, worship or enjoy. In order to bind a society in unity a value system is evolved and all social systems are value born and value sustained. It can thus be summed up that value can have three dimensions.
2. The thing or the object which a man has liked, preferred, enjoyed, that values in itself (Individual value).
3. The measure on which one makes selection is also called value. If it is social, then the values may be called social values.
4. The objective, which a man holds before him for his achievements, is also termed as value.

The various sections of our Indian society are ailing with narrow communalism, religious fundamentalism, violence & superstitious and pessimistic tendencies. It is also true that those diseases are not only in, India, but they are prevailing elsewhere as well in some form or the other, no matter even some people happen to deny the existence of the same in their particular groups. In view of the above

social evils, it is suggested that the interaction of the individual with education must lead to the formation of values.

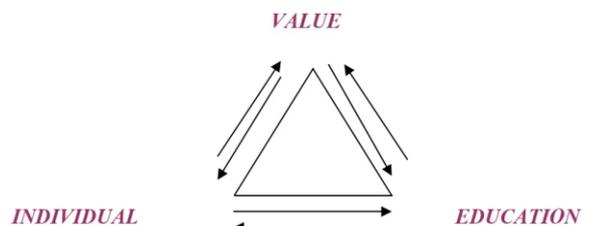


Fig.-1: Interaction between Individual Education and Values as a Sacred Triangle.

Value education needs to be an integral component of the whole gamut of curricular and co-curricular activities. While teaching a lesson, teachers may be required to identify the values embedded in the lesson and place emphasis on them. The programme of value education requires collaborative effort of the school, family and local community. In addition to the knowledge component, attitudinal aspects are also to be interwoven with the process of teaching-learning to empower students to make appropriate value judgment and to act accordingly when such a situation arises. Didacticism, however, has no place in this context. Proper attention is to be paid to value exploration, value clarification, selection and nurturance. Teacher educators must have a planned, purposive and conscious approach for inculcation of values among teachers.

With this background, the present investigation was conducted to study values of secondary school students in relation to their gender and background

OBJECTIVES OF THE STUDY

The following objectives were set forth in the present study:

- To compare the values of Urban Male students and Rural Male students.
- To compare the values of Urban Female students and Rural Female students.

HYPOTHESES

- There is no significance of difference in the values of Urban Male students and Rural Male students.
- There is no significance of difference in the values of Urban Female students and Rural Female students.

SAMPLE

200 students (100 male and 100 female) selected randomly from eight schools i.e. four urban Govt. Senior Secondary School and four rural Govt. Senior Secondary School of Rohtak District (Haryana)

constitute the sample of the present study. The age range of the students was 15+.

The layout of the sample of the group is:

Sample (200)

| Area | Male | Female | Total |
|-------|------|--------|-------|
| Rural | 50 | 50 | 100 |
| Urban | 50 | 50 | 100 |
| Total | 100 | 100 | 200 |

TOOLS USED

- **Personal value Questionnaire:** P.V.Q. by Sherry and Verma to obtain value scores. This test is according to Indian situations and is specially designed for Indian population to assess the following 10 values: Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige (F.P) and Health.

PROCEDURE OF STUDY

To collect the data the above-mentioned questionnaire was administered to all students individually. The data obtained was pooled, scored and necessary statistical techniques were used.

RESULTS

- In case of **religious value**, rural male students are found to be more religious than urban male students. They have faith in God and also fear of God. Urban males do not care for rules and codes of conduct, which are in accordance with the religious books.
- Urban males are found to be higher in case of **democratic value**. They have respect for essential elements of democracy. Urban male students want complete freedom in their life.
- On the other hand when we take **aesthetic value** into consideration, urban males are found to be higher. The probable reason for this may be that urban males can find beauty even in smallest things, which normally go unnoticed by rural males. Rural males have to indulge themselves in essential jobs required for their living. So, they do not have much time and money to flourish their aesthetic sense like urban males.
- In case of **economic value**, rural males are found to have lower scores. The attitude of urban males towards higher economy is more favourable. Urban males even having money and materialistic things have more thrust for money but rural males do not go after money. They want only required amount of money.
- In case of power value, urban male students show more interest towards powerful jobs and more conscious about their status in society and also can do everything for this.
- Towards family prestige value, rural males scored high. Rural males generally respect their roles in family, which is a traditional characteristic in rural males of different castes of Indian society.
- Urban male students are found to have more knowledge values than rural male students. This may be due to the reason that the urban male students have a great desire to know.
- Rural male students are found to be less hedonistic than urban male students because they remain preoccupied with earning their livelihood. Their main concerns remain rooti, kapada aur makan. On the other hand, male students have more than sufficient money to enjoy, so they spend their money in merry making.
- In case of social value, urban female students are found to be more social than rural female students. Urban female students normally participate in social service activities and get along well with others.
- In case of democratic value, urban females are found to be higher. They have respect for essential elements of democracy. Urban female students want complete freedom in their life.
- Rural females are found to be higher in case of aesthetic value. The probable reason for this may be that rural females can find beauty even in smallest things, which normally go unnoticed by

urban females.

- When we talk about economic value, rural females are found to have lower scores. The attitude of urban males towards higher economy is more favourable. The attitude of urban female students towards rich persons and industrialists is more favorable. This change may be due to modern ethnological society. Urban females even having money and materialistic things have more thrust for money but rural females do not go after money. They want only required amount of money.
- In case of power value, urban female students show more interest towards powerful jobs and more conscious about their status in society and also can do everything for this. They have desirability of ruling over others but rural females do not have such type of desirability.
- Towards family prestige value, rural females scored high. Rural females generally respect their roles in family, which is a traditional characteristic in rural females of different castes of Indian society.
- Urban female students are found to be more health conscious than rural female students. They want to keep their body in a fit state. They are more concerned about food values and general exercise for a good physique.

CONCLUSION

Findings of this study revealed that urban male students have highest aesthetic, democratic, economic, knowledge, hedonistic value and power value whereas rural males have highest religious and family prestige. Urban female students have highest social, democratic, economic health, power value whereas; rural female students have highest aesthetic and family prestige values. So the parents, teachers, educators and all those who have a concern may be kept in mind that female students from the very beginning should be encouraged to study subjects like fine arts, dance, painting etc. in addition to their regular curriculum. Male students should be encouraged to take part in various games, NCC, physical education in addition to their regular curriculum.

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