VALUE PERCEPTION AMONG HIGH SCHOOL STUDENTS – A GENDER WISE ANALYSIS

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ABSTRACT   The main objectives of the study were to find out the level of value perception among high school students and difference between male and female high school students in their value perception. The sample consists of 304 high school students randomly from 15 schools in Sankarankoil Taluk, Tirunelveli district of Tamil Nadu. Value Perception Scale was used as tool to collect data. The research reveals that the level of value perception among high school students was moderate and there is significant difference found between male and female high school students in their value perception.

KEYWORDS : Value Perception, high school students

INTRODUCTION
A value is a belief that something is good and desirable. Values may be specific, such as honoring one's parents or owning a home or they may be more general, such as health, love and democracy (Rose, 2014). Value systems can be different from culture to culture. One may value aggressiveness and deplores passivity, another the reverse, and a third gives little attention to this dimension altogether, emphasizing instead the virtue of sobriety over emotionality, which may be quite unimportant in either of the other cultures. Perception refers to the interpretation of sensory data. In other words, sensation involves detecting the presence of a stimulus whereas perception involves understanding what the stimulus means. Perception is the process through which the information from outside environment is selected, received, organised and interpreted to make it meaningful to you. This input of meaningful information results in decisions and actions (Diksha Kashyap, 2015).

SIGNIFICANCE OF THE STUDY
Values have major influence on a person's behaviour and attitude and serve as broad guidelines in all situations. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. Our values are the basis of our judgments about what is desirable, beautiful, proper, correct, important, worthwhile and good as well as what is undesirable, ugly, incorrect, improper and bad. Values are general principles to regulate our day-to-day behaviour. They not only give direction to our behaviour but are also ideals and objectives in themselves. Perception may be defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Perception is determined by both physiological and psychological characteristics of the human being whereas sensation is conceived with only the physiological features. Thus, perception is not just what one sees with the eyes it is a much more complex process by which an individual selectively absorbs or assimilates the stimuli in the environment, cognitively organizes the perceived information in a specific fashion and then interprets the information to make an assessment about what is going on in one's environment. It is essential that values are inherent to all. The development of values in school students surely changes the society in future. On the above basis the investigator wishes to study the value perception of high school students.

OBJECTIVES OF THE STUDY
1. To find out the level of value perception among high school students with regard to Gender.
2. To find out the significant difference, if any, between male and female high school students in their value perception.

METHOD ADOPTED
Survey method was adopted for the present study.

POPULATION AND SAMPLE
The population for the study consists of all the high school students studying in Government, Aided and Private schools of Sankarankoil Taluk, Tirunelveli district of Tamil Nadu.

The sample consists of 304 high school students from 15 schools in Sankarankoil Taluk, Tirunelveli District.

TOOL USED
The tool used for the present study was *Value Perception Scale* developed by Mr. M. Sankar (Investigator) and Dr. T. Ranjith Kumar (Research Supervisor) in 2016. The tool was meant for high school students and it consists of 31 statements.

ANALYSIS OF DATA
The statistics employed in the study were percentage analysis and 't' test. The analyses were presented in the following tables.

Table 1
Level of value perception of high school students with regard to gender

Gender	N	Low		Moderate		High	
		No.	%	No.	%	No.	%
Male	120	27	22.5	83	69.2	10	8.3
Female	184	21	11.4	124	67.4	39	21.2

It is inferred from the above table that, 22.5% of the male high school students have low, 69.2% of them have moderate and 8.3% of them have high level of value perception. It is also inferred that, 11.4% of female high school students have low, 67.4% of them have moderate and 21.2% of them have high level of value perception.

H$_0$1: There is no significant difference between male and female high school students in their value perception.

Table 2
Difference between male and female high school students in their value perception

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	120	90.99	8.105	4.490	Significant
Female	184	95.66	9.312		

At 5% level of significance, for df 302, the table value of 't' is 1.96(Biswal & Dash, 2006)

It is inferred from the above table (2) that there is significant difference between male and female high school students in their value perception.

While comparing the mean scores of male (90.99) and female (95.66) high school students, female students have better value perception than male students.

FINDINGS
1. 22.5% of the male high school students have low, 69.2% of them have moderate and 8.3% of them have high level of value perception.
2. 11.4% of female high school students have low, 67.4% of them

have moderate and 21.2% of them have high level of value perception.

3. There is significant difference between male and female high school students in their value perception. The mean scores show that female students have better value perception than male students.

IMPLICATIONS

Male students should be given proper counseling by a trained counselor to have a better value perception. Teachers should teach their students about the importance of values. Teachers should be a role model to the students in developing their positive value perception among the students. Students should be taught with essential values to be followed throughout their life. Parents should create a better home environment to their children to have a better value perception. The religious practices associated with values may be taught with school subjects. Teachers should encourage their students to participate in co-curricular activities to improve their positive value perception

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