



ORIGINAL RESEARCH PAPER

Education

ATTITUDE OF INDIAN VALUE SYSTEM AMONG SCHOOL STUDENT AT SECONDARY LEVEL

KEY WORDS: Indian Value System, Secondary Students

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ABSTRACT

An attempt has been made to investigate the attitude among high school students at secondary level. A descriptive survey method was employed with a sample of 150 secondary high school students in Sivaganga District. A self constructed questionnaire was employed to collect the data about personal and attitude of Indian value system. The Collected data were analyzed by using appropriate statistical techniques to answer the objectives of the study. The results shows that, the overall level of attitude of Indian value system was low level, the significant difference was not found among the secondary students based on the background variables such as gender, locality, parents' occupation, annual income of parents. These findings highlight the secondary students have low level of attitude towards Indian value system, they must be given awareness towards Indian system through integration with the content of the subjects by exploring various examples, storytelling, play way and moral instructions.

Introduction

The Indian value system is a rich tapestry woven from centuries of cultural, spiritual, and philosophical thought. Deeply rooted in India's ancient civilization, it reflects the collective wisdom of diverse traditions, religions, and philosophies that have coexisted and evolved over thousands of years. More than just a moral code, the Indian value system is a way of life that shapes individual behavior, social relationships, and national identity.

The Indian value system, rooted in concepts like Dharma (duty), Karma (consequences of actions), and Ahimsa (non-violence), is needed for social harmony, ethical conduct, and collective well-being. It promotes altruism, respect for elders and family, and prioritizes community over individualism, providing a moral compass and a sense of interconnectedness in a diverse society.

They help to determine what a person prioritizes, who they want to be, how they live their lives and how they interact with their community. Understanding more about values can help you identify what's most important to you in your future career and help employers to determine whether your values align with theirs

Many timeless principles that have shaped both individuals and communities have been passed down through the decades in the rich Indian culture. While the western world's influence is painting the Indian culture like itself, it is our duty as parents to inculcate these genuine Indian values in our kids in addition to being a tradition. These 6 authentic Indian values are what every parent ought to teach their child.

Importance Of Indian Values

Indian values encompass a rich legacy of traditions, ethics, and principles rooted in ancient wisdom. Central to these values is the concept of "dharma," emphasizing duty, righteousness, and moral order. Respect for elders, hospitality, and family cohesion are deeply ingrained values. Ahimsa, or non-violence, promotes compassion and harmony. The pursuit of knowledge, as exemplified by the reverence for education and scholars, is another hallmark. Spirituality permeates daily life, fostering a connection to a higher purpose. Unity in diversity underscores acceptance and celebration of differences. Through these values, India sustains a cultural heritage that resonates globally, fostering resilience and cohesion.

Review Of Literature

India's ancient wisdom, rooted in the Varnic (class-based) and Trigunic (three qualities) systems, provides a profound

understanding of human nature, personal strengths, and aptitudes. This paper presents a detailed classification manual based on these frameworks, tailored to the Indian value system. By combining Varnas-broad occupational classes-and Trigunas-the three fundamental qualities (Sattva, Rajas, and Tamas)-we offer a unique framework for classifying employees, with a practical questionnaire to assist employers and employees in understanding leadership traits and work compatibility. This structured approach, aligned with India's rich cultural and philosophical heritage, aims to enhance long-term employee-employer relationships, foster personal and professional growth, and improve organizational harmony.

This paper proposes to establish a connection between two variables – Value System and Life Satisfaction – amongst Indian students. Ten value types are measured based on Schwartz's Theory of Basic Values. A value, defined by Milton Rokeach (1973) is 'an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence'. While the dependent variable, as in life satisfaction refers to how comfortable an individual is with regards to the social, economic, religious/spiritual and personal aspects of their lives. The data was collected from 100 college-going students using the random sampling technique. For the purpose, two paper-pencil tests were used. One of the two tools was The Portrait Values Questionnaire (PVQ) by Shalom Schwartz (2001), which is used to measure an individual's value system. It comprises of 40 items and 10 variables, which include conformity, tradition, benevolence, universalism, self-direction, stimulation, hedonism, achievement, power and security. While the second instrument used was Sense of Coherence Scale from the "Satisfaction With Life Scale" (1985) which measures life satisfaction of an individual. It consists of 29 items and one factor, which is life satisfaction itself. Analysis of the collected data was done using Excel and SPSS. To analyze the collected data, a correlation was used. All of the values exhibited a negative correlation with life satisfaction. However, the correlation coefficient of stimulation, achievement, power, and security in comparison to life satisfaction was found to be the lowest.

Objectives Of The Study

- To find out the overall level of attitude of secondary students towards Indian value system.
- To find out whether there any significant difference in the level of attitude towards Indian value system among secondary students based on gender, locality, parents' occupation, annual income of parents

Hypotheses Of The Study

- The level of secondary students' attitude towards Indian knowledge system is moderate.
- There is no significant difference in the level of attitude towards Indian value system among secondary students based on gender, locality, parents' occupation, annual income of parents.

METHODOLOGY

Research Method

The present study employed **normative survey research method**, which is appropriate for assessing attitudes, opinions, and perceptions of individuals on a specific issue. According to Best and Kahn (2016), a survey method is suitable for studies involving large samples, aiming to generalize findings.

Population And Sample Size

The **population** for the study was secondary school students of Sivaganga district, Tamilnadu. A **sample size of 150 students** from different schools was selected by using simple random sampling technique.

Tool Used For Data Collection

The tool used for research was questionnaire which developed by the investigators to measure the attitude of Indian value system among secondary students. It consists of **30 statements with five point rating scale from strongly agree, agree, neutral, disagree, strongly disagree**.

The reliability value of the scale was 0.87 established by using test-retest method. The validity of the tool was constructed through face validity.

Statistical Techniques Used

The data were analyzed using **descriptive statistics** (mean, standard deviation, and percentage) to determine the overall level of attitude. Further, **inferential statistics**, particularly the **t-test**, were employed to examine differences.

Analysis Of Data And Findings

To arrive different levels of attitude based one their score, mean mean $\pm$ two standard deviation technique was employed.

A. Descriptive Analysis of Overall Attitude Level

Table 1

Attitude Level	Score Range	Number of Students (N)	Percent age (%)	Mean Score	Standard Deviation (SD)
High	Above 100	25	16.6%	110.16	5.51
Moderate	60 – 100	60	40%	79.72	7.97
Low	below 60	65	43.3%	49.61	6.43
Total	—	150	100%	—	—

The table 1 shows that the majority of secondary students (43.3%) fall in the category of low in their attitude toward Indian value system, 40% of students fall in the category of moderate and 16.6% of students fall in the high level of attitude in their attitude towards Indian value system. therefore, ot is inferred that the secondary students attitude towards Indian value system is low category.

B. Inferential Analysis Based On Demographical Variables

Table 2

Gender	N	Mean	SD	t-value	5% level of Significance
Male	65	88.12	7.1	1.21	Not Significant
Female	85	89.56	7.3		
Rural	60	87.45	7.3	1.77	Not Significant
Urban	90	85.32	7.1		

Teaching	22	88.53	8.1	1.09	Not Significant
Non teaching	128	86.49	7.9		
below 500000	124	87.23	7.2	0.93	Not Significant
Above 500000	26	88.78	7.8		

Table 2 shows that, the calculated t values 1.21, 1.77, 1.09 are less than the table value (1.96) at 5% level of significance for the variables gender, locality, parents occupation and parents annual income. Therefore, the null hypothesis “There is no significant difference in the level of attitude towards Indian value system among secondary students based on gender, locality, parents' occupation, annual income of parents ” has **accepted** and it is inferred accordingly.

Recommendations Of The Study

Improving the attitude of school children towards the Indian value system is essential for nurturing responsible, ethical, and culturally rooted citizens. Here are some thoughtful suggestions and recommendations that can be practically applied by educators, parents, and policymakers:

Integrate Indian Values into School Curriculum

Promote Cultural and Spiritual Practices

Train Teachers to Model Values

Parental Involvement

Inspire Through Role Models

Community Service and Seva

Interactive and Creative Learning

Use Modern Media Wisely

CONCLUSION

India is a land of ancient wisdom, rich traditions, and deep-rooted cultural values. The Indian value system, shaped by centuries of philosophy, religion, and social practices, serves as the moral and ethical foundation of Indian society

The Indian value system is not just a set of rules or traditions; it is a ****way of life**** that guides individuals toward being morally upright, socially responsible, and spiritually fulfilled. Its emphasis on family, ethics, tolerance, and inner peace makes it highly relevant — not just in India, but across the world. In embracing and preserving these values, we not only honor our heritage but also contribute to a more meaningful and harmonious future for all.

By making Indian values ****practical, relatable, and engaging****, we can help children not just understand them, but truly ****live by them****. This will shape them into ****ethically grounded, socially responsible, and emotionally balanced individuals**** — the true goal of education in any culture.

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