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## Value of students studying in senior secondary schools of Allahabad: An exploratory study

Mrs Anupama Singh\* & Prof Marion Mathew C.J\*\*

\*Research scholar, Department of Teacher Education, Allahabad school of Education, SHUATS, Allahabad

\*\*Head and Dean, Allahabad school of Education, SHUATS, Allahabad

### ABSTRACT

*This paper investigated the Value of students studying in senior secondary schools of Allahabad: An exploratory study. Descriptive survey method was used to achieve the objectives of the study. The sample of the study is comprised of 527 students of senior secondary schools of Allahabad. Value Awareness Questionnaire developed by Kalplata Pandey and Geeta Dubey has been used to measure the values 9<sup>th</sup> class students. Findings showed that Results of the study indicates that Female give more preference to Social value than their counterparts, the male. It also indicates that Male and female have similar preference on Patriotic, Cultural, Spiritual, Knowledge, Environmental, Law Abiding and Value of Excellence. Students studying in government give more preference to Law Abiding, Social, Cultural and overall value than their counterparts, the Private. It also indicates that Government and Private have similar preference on Patriotic, Spiritual, Knowledge, Environmental and Value of Excellence. Results of the study indicate that students studying in rural give more preference to Law Abiding than their counterparts do. It also indicates that rural and urban have similar preference on Patriotic, Social, Cultural, Spiritual, Knowledge, Environmental and Value of Excellence.*

**Key Words:** value, secondary school student

### INTRODUCTION:

Values regulate and guide human behaviour and action in our day to daily life. Values are embedded in every word we select and speak, what we wear, ways in which we interact, our perceptions and interpretation of others reactions in what we are say and so on. Values are formed because of interests, choices, needs, desires and preferences. These comprise the nuclei of value formation. Values have a selective or directional quality. When preferences acquire certain definiteness, intensity and stability, these become the criteria for judgment, choices, action and grounds for decision-making in behaviour. Value thus is considered an enduring belief upon which human beings act by preferences. Values involve the processes of thinking, knowing/understanding feelings and action. These involve feelings i.e. strong liking for something, feeling deeply about the things one values and so on. People's actions often give us clues as to what they value. If we try noticing what a person does in spare time when he or she is not being coaxed or threatened to do a particular activity, we may get some ideas about what he/she values.

The concerns for value education are reflected in our key policy documents from time to time. After independence the National Commission of Secondary Education (1952-53) was a

significant landmark in emphasizing character building as the defining goal of education. “The supreme end of the educative process should be the training of the character and personality of students in such a way that they will be able to realize their full potentialities and contribute to the well-being of the community.” The Report of the University Education Commission (1962) noted, “If we exclude spiritual training in our institutions, we would be untrue to our whole historical development.” The Report went on to make a case, not for religious or moral education, but for evolving “a national faith, a national way of life based on the Indian outlook on religion, free from dogmas, rituals and assertions.” The Education Commission of 1964-66 put the spotlight on “education and national development”, from which perspective it identified the “absence of provision for education in social, moral and spiritual values” as a serious defect in the curriculum. The Commission recommended that these values be taught “with the help, wherever possible, of the ethical teachings of great religions.” Agreeing with the Sri Prakasa Committee Report, it recommended “direct moral instruction” for which “one or two periods a week should be set aside in the school timetable.”

The National Policy on Education (1986) expressed concern over “the erosion of essential values and an increasing cynicism in society”. It advocated turning education into a “forceful tool for the cultivation of social and moral values.” Education should “foster universal and eternal values, oriented towards the unity and integration of our people”. The Programme of Action of 1992 tried to integrate the various components of value education into the curriculum at all stages of school education, including the secondary stage. The Government of India’s report on Value Based Education (Chavan’s Committee Report, 1999) submitted in both houses of Parliament, provided impetus to resume work on value orientation of education. The National Curriculum Framework for School Education (2000), echoing the National Policy on Education (1986), lamented the “erosion of the essential, social, moral and spiritual values and an increase in cynicism at all levels.” Against this backdrop, the framework advanced a plea to integrate value education into the curriculum asserting, “Schools can and must strive to resolve and sustain the universal and eternal values oriented towards the unity and integration of the people enabling them to realize the treasure within”. It further stated that the “the entire educational process has to be such that the boys and girls of this country are able to see good, love good and do good and grow into mutually tolerant citizens”. The National Curriculum Framework, 2005 echoed the vision of education where values are inherent in every aspect of schooling. The framework articulates the need to reaffirm our commitment to the concept of equality amidst diversity, mutual interdependence of humans to promote values that foster peace, humaneness and tolerance in a multi cultural society. Enabling children to experience dignity, confidence to learn, development of self-esteem and ethics, need to cultivate children’s creativity, making children sensitive to the environment and the need for fostering democracy as a way of life rather than only as a system of governance as well as the values enshrined in the Constitution assume significance in the framework. It further opines that independence of thought and action, capacity of value based decision making, sensitivity to others’ well being and feelings should form the basis of rationale commitment to values. The NCF, 2005 particularly emphasizes Education for Peace as one of the national and global concerns. As the position paper on Education for Peace prepared by the National Focus Group as part of NCF, 2005 puts it, “Peace is contextually

appropriate and pedagogical gainful point of coherence of values". Peace concretizes the purpose of values and motivates their internalization." Education for Peace has been considered as a strategy to make value education operative. It aims at equipping students with the values and attitudes required for living in harmony with oneself and others as responsible citizens. The shift of focus, over the decades, from religious and moral education to education for peace, via value education, parallels the shifting sense and sensitivities in the larger context of education. The acceptance of education for peace as a necessary ingredient of holistic education in the western context was driven by deepening anxieties about the rise and spread of violence. A similar pattern is obtained in our context as well. It is in such perspective; value education is subsumed in Education for Peace. If the philosophy and principles as articulated in NCF, 2005 and the position paper on Education for Peace are put into practice, value oriented education will indeed occupy the centre stage.

### REVIEW RELATED TO VALUES:

Thus an over view of research studies conducted by Pandya.R.C.(1959), Philip MayPandya.R.C.(1959), Philip May (19Pandya.R.C.(1959), Philip May (1971), De Souza (1973), Lechy (1975), Morril Richard (1980), Prahallada.N.N (1982), Sen.I (1983), Oad.L.K.(1986), Gupta K.M (1988), Virgina Floresca Cowagas (1988), Sharma (1990), Seshadri (1992), Shanthi (1992), Gandhi.K.L (1993), Khanna (1993), Nanda.R.T (1997), Ambashit.N.K & Ajit Singh (2001), Daya Pant.B (2001), Giri.S.V (2001), Lalitha.P.R (2001), Nigal.S.G (2001), Nagaraju (2002), Chetty (2003) on value education and found that the factors like philosophical and practical values, religion, social and personality development, attitude, disciplinary perspectives, harmonious development of children, instrumental and intrinsic values, evolution of humanism, emotional, intellectual, social and spiritual values, value education programme, fundamental values of freedom, truth and justice, value 105 clarifications, assimilation of values, relation between education and human values, character training, traditional perspective of value education relationship between science and values, character building etc are the dominant characteristics influencing value education. Peters.J (1959), Philip May (1971), Mallaradhya (1975, Kapoor (1986), Ali & Karunanidhi (1998), Mahamood Keiser (1974), Indrani.K.S (1981), Rama Rao.K.(1986), Conducted studies on moral education and found that the factors like religion and its instructions, types of values, influence of religiosities, age and gender on values, have thrown light upon moral education. Hurlock Elizabeth (1974), Evans and Terry (1976), Pachuri and Varma (1980), Parikh (1980), Cole W.G (1987), Rangaswamy (2006) carried out investigation on moral judgment and found that factors like family and place of learning, factual claims, intensities of punishment, personality factors, has thrown light upon the nature and problems of moral judgment. The possible strategies to assess the issue of moral judgment by some of the researchers have wider applicability in the present context also. Further the studies attempted to determine whether there is any relationship between moral judgment and the factors like social status, family, place of learning, factual claims, age, intensity of punishment, culture, personality factors and so on.

Studies reviewed provided ample evidence about the values of students. After going through related literature, it is obvious that most of the studies were done in western countries. These studies were conducted on family environment, values, perception of teachers teaching in

primary and secondary schools. Very few studies were conducted on values of children. The present study is quite different from the studies reviewed above in its tools, samples and variables used. In this study values students studying in higher secondary schools were compared on mentioned variable. Thus, it is clear from the above description that the present study is quite different from the other studies and it may probe into the causes of difference among the students studying in secondary schools with respect to values

## STATEMENT OF THE PROBLEM

In the light of above discussions and description, the present problem can be stated as:

**“Value of students studying in senior secondary schools of Allahabad: An exploratory study”**

### Objective:

1. To explore the value of students studying in senior secondary schools of Allahabad
2. To compare the value preference studying in senior secondary schools of Allahabad

### Definition of the Terms used

**Values:** Value has been defined as belief upon which man acts by preference. People lived by certain values. They guide our behavior and put meaning into our existence. People organize their behavior and ambitions around our values. A person is known by the values that he or she keeps. In this study values inherent in the Fundamental Duties are identified in the form of values. These are i) Patriotic Value ii) Social Value iii) Cultural Value iv) Spiritual Value v) Knowledge Value vi) Environmental Value vii) Law Abiding Value viii) Value of Excellence

**Secondary School Students:** The students of 9<sup>th</sup> class including boys and girls studying in senior secondary schools of Allahabad which follow UP board syllabus.

## RESEARCH METHOD

The present study belongs to the category of descriptive field survey type of research and includes composite characteristics of causal comparative survey research.

### Population, Sample and sampling procedure of the Study

A population can be defined as including all people or items with the characteristic one wish to understand. Because there is very rarely enough time or money to gather information from everyone or everything in a population, the goal becomes finding a representative sample (or subset) of that population. The population of the study comprised of all the adolescents studying in class IX in secondary schools of Allahabad. Following table showing sample distribution of the study

Sample Characteristics (527)			
Gender	Male	271	51%
	Female	256	49%
Area	Urban	298	57%
	Rural	229	43%
School Type	Government	244	46%
	Private	283	54%

Observation of the above table indicates that 527 students (244; 46% from government and 283; 54% from private schools) have taken as the sample of the study. The sample was selected by stratified random sampling. The sample consists of 271 (51 %) male and 256 (49%) female .Out of total 527 students', 298 (57%) from Urban schools and 229 (43%) from rural school.

**Tools used:** Value Awareness Questionnaire developed by Kalplata Pandey and Geeta Dubey was used.

### DATA ANALYSIS AND INTERPRETATION:

#### Objective 1 To describe the value and its index of students studying in senior secondary schools of Allahabad

The first objective of the present study was to study the value and its index of students studying in senior secondary schools of Allahabad. The % of various values obtained after the analysis are presented in the table 1.

**Table 1: Showing the values index of students studying in secondary senior secondary schools of Allahabad**

Dimension Index Value	Patriotic	Social	Cultural	Spiritual	Knowledge	Environment	Law Abidi	Value of	Value
Low (0-0.2)	133	97	68	72	57	73	105	48	94
	25%	18%	13%	14%	11%	14%	20%	9%	18%
below Average (0.2-0.4)	174	179	157	182	208	252	186	176	224
	33%	34%	30%	35%	39%	48%	35%	33%	43%
Average (0.4-0.6)	164	176	243	211	212	170	175	213	159
	31%	33%	46%	40%	40%	32%	33%	40%	30%
Above Average (0.6-0.8)	41	57	46	45	45	23	47	78	42
	8%	11%	9%	9%	9%	4%	9%	15%	8%
High (0.8-1.0)	15	18	13	17	5	9	14	12	8
	3%	3%	2%	3%	1%	2%	3%	2%	2%

The first objective of the study was to study the values (Patriotic, Social, Cultural, Spiritual, Knowledge, Environmental, Law Abiding and Value of Excellence) of students studying in senior secondary schools of Allahabad. The numerical data from the sample was analysed and values index of each component was calculated. These values indexes was categorized in to five sub category viz; Low (0-0.2), below Average (0.2-0.4), Average (0.4-0.6), Above Average (0.6-0.8) and High (0.8-1.0).

Above description also indicates that Patriotic values of 89% of students' are showing low or average while only 11% showing that they have above average and high preference on Patriotic values. It also revealed that preferences on Social values of 86% of students' are showing low or average on Social values and only 14% of their parents showing that they have above average and high preference on Social values by their parents and other elders.

It also revealed that preferences on Cultural values of 89% of students' are showing low or average on Cultural value and only 6% of their parents showing that they have above average and high preference on Cultural value by their parents and other elders.

It also revealed that preferences on Spiritual values of 88% of students' are showing low or average on Spiritual value and only 12% of their parents showing that they have above average and high preference on Spiritual value by their parents and other elders.

It also revealed that preferences on Knowledge values of 90% of students' are showing low or average on Knowledge value and only 10% of their parents showing that they have above average and high preference on Knowledge value by their parents and other elders. preferences on Environmental values of 94% of students' are showing low or average on Environmental values and only 6% of their parents showing that they have above average and high. preferences on Law Abiding values of 88% of students' are showing low or average on Law Abiding values and only 12% of their parents showing that they have above average and high. It also indicates that preferences on Value of Excellence values of 83% of students' are showing low or average on Value of Excellence values and only 17% of their parents showing that they have above average and high.

Thus from the above description, we can conclude that there is difference in the preference of value of students by descriptive analysis, to confirm the difference data was further analysis and results are given in the following tables 2 to 4.

**Objective 2 To compare the value of students studying in senior secondary schools of Allahabad.**

**Hypothesis: 2 There will be no significant difference in the value of students studying in senior secondary schools of Allahabad.**

**Table 2: Showing the mean and SD of values of students studying in secondary senior secondary schools of Allahabad**

Value	Male		Female		t- value
	Mean	S.D.	Mean	S.D.	
Patriotic value	13.26	2.72	13.38	2.64	0.52
Law Abiding value	13.35	2.98	13.39	2.86	0.14
Social value	13.43	2.64	14.09	2.57	<b>2.88**</b>
Cultural value	13.46	2.54	13.75	2.79	1.24
Environmental value	13.41	2.45	13.50	2.39	0.45
Spiritual value	12.93	2.33	12.96	2.61	0.16
Knowledge value	12.96	2.77	13.11	3.01	0.58
Value of excellence	13.88	2.64	14.02	2.90	0.60
total or overall	106.68	7.65	108.20	7.82	<b>2.26**</b>

\*Significant at 0.05 level

\*\*Significant at 0.01 level

Observation of the table shows that there exists significant difference between is Male and Female on Social value, overall value as the obtained value of t is **2.88** and 2.26 which are greater than the value required for significance at 0.01 level. The direction of difference is in favour of female studying in secondary senior secondary school. It indicates that Female give more preference to Social value than their counterparts, the male. It also indicates that Male and female have similar preference on Patriotic, Cultural, Spiritual, Knowledge, Environmental, Law Abiding and Value of Excellence. The finding of Dubey (2002) supports this finding. The probable reason of this finding may lie in the fact that female are more logical, rational and practical in comparison to male. They are more responsibilities and interact with social surrounding more freely and perform many outdoor activities now a days comparisons to older days. Therefore, they may be more conscious, regarding social law, ordinance and acts in comparison to male.

**Table 3: Showing the mean and SD of values of students studying in Government and Private senior secondary schools of Allahabad**

Value	Government		Private		t- value
	Mean	S.D.	Mean	S.D.	
Patriotic value	13.45	2.67	13.20	2.69	1.03
Law Abiding value	13.63	3.01	13.15	2.83	<b>1.90*</b>
Social value	13.94	2.61	13.58	2.63	<b>1.67*</b>
Cultural value	13.86	2.65	13.37	2.66	<b>2.08**</b>
Environmental value	13.43	2.41	13.48	2.44	0.22
Spiritual value	12.93	2.55	12.96	2.40	0.15
Knowledge value	13.02	2.94	13.04	2.85	0.07
Value of excellence	14.00	2.75	13.90	2.78	0.43
total or overall	108.26	8.25	106.69	7.25	<b>2.33**</b>

Observation of the table shows that there exists significant difference between is Government and Private on Law Abiding, Social, Cultural and overall value as the obtained value of t is 1.9, 1.67, 2.08 and 2.33 which are greater than the value required for significance at 0.05 level. The direction of difference is in favour of Government studying in secondary senior secondary

school. It indicates that students studying in government give more preference to Law Abiding, Social, Cultural and overall value than their counterparts, the Private. It also indicates that Government and Private have similar preference on Patriotic, Spiritual, Knowledge, Environmental and Value of Excellence. The finding of Dubey (2002) supports this finding. The probable reason of this finding may lie in the fact that students studying in government are more logical, rational and practical in comparison to Private. Therefore, students studying in government senior schools, they may be more conscious, regarding law, ordinance and acts in comparison students studying in private senior schools.

**Table 4: Showing the mean and SD of values of students studying in Rural and Urban senior secondary schools of Allahabad**

Value	Rural		Urban		t- value
	Mean	S.D.	Mean	S.D.	
Patriotic value	13.19	2.65	13.48	2.71	1.20
Law Abiding value	13.59	2.92	13.08	2.90	<b>2.00**</b>
Social value	13.80	2.68	13.69	2.55	0.49
Cultural value	13.60	2.77	13.59	2.53	0.06
Environmental value	13.37	2.46	13.57	2.38	0.97
Spiritual value	12.85	2.39	13.07	2.57	1.03
Knowledge value	13.17	3.03	12.86	2.69	1.24
Value of excellence	14.02	2.64	13.86	2.92	0.68
total or overall	107.59	8.20	107.19	7.16	0.60

\*Significant at 0.05 level

\*\*Significant at 0.01 level

Observation of the table shows that there exists significant difference between is rural and urban on Law Abiding value as the obtained value of t is 2.0 which is greater than the value required for significance at 0.01 level. The direction of difference is in favour of rural studying in secondary senior secondary school. It indicates that students studying in rural give more preference to Law Abiding than their counterparts, the urban. It also indicates that rural and urban have similar preference on Patriotic, Social, Cultural, Spiritual, Knowledge, Environmental and Value of Excellence. The finding of Dubey (2002) supports this finding. The probable reason of this finding may lie in the fact that rural students studying are more Law Abiding, logical, rational and practical in comparison to urban students. Therefore, students studying in rural senior schools, they may be more conscious regarding law, ordinance and acts in comparison students studying in urban senior schools.

#### Findings of the study:

Results of the study indicates that Female give more preference to Social value than their counterparts, the male. It also indicates that Male and female have similar preference on Patriotic, Cultural, Spiritual, Knowledge, Environmental, Law Abiding and Value of Excellence. Students studying in government give more preference to Law Abiding, Social, Cultural and overall value than their counterparts, the Private. It also indicates that Government and Private have similar preference on Patriotic, Spiritual, Knowledge, Environmental and Value of



Excellence. Results of the study indicate that students studying in rural give more preference to Law Abiding than their counterparts do. It also indicates that rural and urban have similar preference on Patriotic, Social, Cultural, Spiritual, Knowledge, Environmental and Value of Excellence.

### **Educational Implications of the study**

On the basis of the main findings of the study following recommendations have been made. One more significant finding of the research is that the most preferred value among adolescent is patriotic value, it's a good sign for a democratic country that their citizen have great affection towards country. One significant finding of the study explores the fact that the perception of punishment is negatively and significantly correlated with knowledge value. To enhance this value among adolescents, punishment should not be given. The psychologists also give evidence of harmful effect of punishment on the development of adolescents. Both teachers and parents should be made aware of the fact that how detrimental is punishment for the development of adolescents. The result of the present study indicates that reward and nurturance in home environment are positively and significantly correlated with knowledge value. Adolescents should be provided with symbolic rewards to strengthen or increase in probability of desired behaviour.

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