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A Study of Value Education among Secondary School Students in Relation to their Gender, Locale and Type of Family

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ABSTRACT

Values play a significant role in shaping individual's behavior, decisions and interaction with others. In the present context, it is concerning to see some students getting involved in crimes, exhibiting anger and showing aggression at a young age. This behavior could be a result of various factors such as peer pressure, family issues, societal influences or lack of guidance and value education. This research paper investigates the impact of Value education on Secondary school students considering the influence of gender, locality and family type. This study aims to explore how values such as honesty, respect and responsibility are perceived and practiced by students in different demographic contexts. The nature of study is descriptive and secondary school students of Samba district are considered as population of the study. The researcher had taken a sample of 290 Secondary school students of Samba district randomly. The researcher used Value Orientation scale developed by Dr. Gururaja for conducting present study. The findings revealed that there exists a significant difference between mean scores of value education among secondary school students with respect to their gender, locale and type of family.

Keywords: Value education, Gender, Locale, Type of family etc.

Introduction

Values are gradually declining in today's educational system. One major issue is the lack of emphasis on moral and ethical education, which can lead to focus on technical skills and knowledge at the expense of character development. People are becoming educated and earning degrees in many fields but in spite of all, values are somewhere missing. Value based education is desperately needed since humanity is in danger and there is widespread corruption in the world. Therefore, it is very important to incorporate values in our educational system as young people are going down the wrong path because of inconsistent or absent values in their families. The present study examined comparing values among secondary school students in relation to their gender, locale and type of family. Education is the most effective tool for transforming society, the economy, and culture in order to achieve national objectives. It fosters moral, ethical, and spiritual values in persons (Indian Education Commission Report, 1964–66). Values are those beliefs that direct human activity and give existence a purpose. Values serve as the focal point around which people arrange their desires, goals, and way of life. Values have an impact on a person's thoughts, feelings, emotions, and attitude, which in turn has an impact on their actions and conduct.

The term 'value education' refers to the teaching and learning of moral and ethical values within the educational system. It emphasizes the importance of instilling values like respect, empathy, honesty, and responsibility in students to promote their overall development (NEP 2020). Value education aims to transform someone's thinking to make it more resilient, innocent, natural, and perceptive, with higher levels of sensitivity and observation. It helps a person grow in their moral, spiritual, aesthetic, and social ideals. Education should not be seen as a means to an end but rather as an experience in and of itself, allowing students to lead productive lives and develop into responsible adults who contribute positively to society (Surendranath & Gawri, 2021). The aim of value education foster wider capacities, attitudes, and skills that matter not only in school but also in life outside of school so that individuals can better the world for themselves as well as for their family, friends, coworkers, and others.

Significance of the study

Values play an important role in determining how an individual, society and nation is made. An individual's way of treating others, his actions and his ideas are highly influenced by his values. Values help in moulding character and personality of an individual. Value education is desperately needed, and educational institution should do everything in their power to impart it. A child can build a strong character that will serve him and the society of which he is an important member by receiving value education (Singh, 2015). Secondary school students are in that stage of life where disagreement occurs. When such condition arises, there is need to taught what is right and beneficial for them. This can be done by inculcating values in them. Students appear to have no morals and are moving away from our nation's historic ideals. In order to preserve India's moral heritage and advance in the global village, it

is necessity to instill values in students. The goal of the New Education Policy 2020 is to provide value-based education in order to help people reach their full potential, which is necessary for creating a just and equitable society and advancing national development. Developing morally upright individuals with the capacity for reasoned thought and behavior is the aim of the educational system. Education ought to infuse youngsters with the attributes of empathy and compassion, bravery and perseverance, scientific temper and imaginative creativity, as well as strong ethical principles and values. The foundation of the new education policy is vital. It imparts moral principles and human and constitutional values, such as empathy, humanity, cleanliness, a service-oriented mindset, reverence for public property, scientific temper, liberty, accountability, pluralism, equality, and justice, and it recognizes and develops each student's individual potential from an early age. Additionally, the Policy instills in children the values of resilience, teamwork, cooperation, and communication—all of which are important to their overall development. As per the previous research found that there was no significant difference between the aesthetic, economic, religious, social, theoretical and political values of male and female senior secondary school teachers as well as government and private senior secondary school teachers (Kaur, 2018). Value education had taught students basic life lessons like honesty, hard work, respect, cooperation, and forgiveness, which had caused a basic change in their behavior (Shrestha et al., 2019). The result of another study related to moral values and showed that there was a substantial difference in the mean moral value score between male and female pupils. Compared to male pupils, female students have higher moral standards (Basumatary, 2020). The previous research study concluded that there was no discernible difference in the attitudes of male and female teachers about value education but in the same way, there was little difference in the attitudes of rural and urban teachers on value education (Malik et al., 2021). The investigator conducted a study with 240 programs on the Encouragement of social change through value education and discovered that value education has been produced from various approaches and regions and that it has gained importance over time (Bansal, 2022). Another study in West Bengal revealed that there was no significant difference in undergraduate college students' attitudes toward value oriented education between different demographic variables (Ansary, Gorain & Saha 2023). As per the research study, the female students had higher personal values than male students and commitment dimension of personal values was statistically significant (Samanta et al., 2024). From the review of related literature, it has been observed that no. of researchers have investigated the different aspects which affect value education. Majority of the studies found that there is significant difference in value education of boys and girls and females appear to have high values as compared to males whereas studies conducted by Mittal (2016) reported no significant difference in values among male and female students. The value pattern of trained graduate teachers of secondary school in Shimla and revealed that male and female graduate school teachers differed significantly in their social and aesthetic values, secondary female teachers possessed higher aesthetic values as compared to male (Sanjeev, 2012). Another study revealed that a significant differences in the moral values of the children from each kind of family (Bisht et al., 2015). Reviews revealed that there are no. of studies till today had been done in area of educational research but few studies have been done in relation to gender, locale and type of family. Reviews also indicate that there was significant difference in values of single as well as joint families. Because of their unexpected findings and variety of tools and techniques, it is difficult to draw general conclusion. Though different researchers have taken up various studies regarding value education in India and abroad but no fully fledged study could be traced out with respect to students in J&K. So there is need to find the gap and fill the gap by doing the present study within the region of UT of J&K. The studies showed that value education has been examined by many researchers but present study has been planned on Secondary school students. In light of this, a study on Value Education among secondary school students of district Samba in relation to their gender, locale and type of family. There is a need to instill value education among secondary school students to fill the gaps we have observed in the previous studies.

Objectives of the study

The following were the objectives of the present study:

- To study the differences of Value Education among secondary school students with respect to their gender.
- To study the differences of Value Education among secondary school students with respect to their locale.
- To study the differences of Value Education among secondary school students with respect to their type of family.
- To suggest the educational implications on the basis of findings of the research.

Hypotheses of the study

On the basis of these objectives, the following hypotheses were formulated:

- There will be no significant difference in Value Education among secondary school students in relation to their gender.
- There will be no significant difference in Value Education among secondary school students in relation to their locale.
- There will be no significant difference in Value Education among secondary school students in relation to their type of family.

Sample of the study

A descriptive survey research method was employed to explore the research study. From the 10 districts of Jammu division, Samba district was selected randomly for this study. Within Samba, 60 government secondary and higher secondary schools were identified as the population. To ensure representativeness, 20% of the schools (i.e. 12 schools) were randomly selected. Furthermore, within these 12 schools, a sample of 290 students was drawn randomly, constituting 50% of the students from each selected school.

Tool for Data collection

Value orientation Scale standardized by Dr. Gururaja (2019) has been employed to collect the necessary data.

Statistical technique used

Statistical procedures such as mean, standard deviation and t- test were used to examine the data.

Delimitations of the study

- 1) The study was confined to the use of survey as method of research.
- 2) The study was delimited to use of simple random under probability sampling technique.
- 3) The study was confined to students studying in class 9th of secondary as well as higher secondary schools of district Samba only.
- 4) The present study was confined to use mean, standard deviation and t- value.

Analysis and interpretation of data

The gathered data were tabulated and statistical methods were used in the analysis in accordance with the study's research design.

Testing the hypothesis no. 1

The null hypotheses no.1 that there was no significant difference between mean scores of value education of male and female secondary school students of Samba district. This hypothesis was tested by calculating mean, standard deviation and t-test. The mean, standard deviation and t-value are given in table no. 1.

Table No. 1

S.NO	Variable		N	Mean	S.D	t-value	Result
1	Gender	Male	147	188.03	13.64	2.54*	Significant at 0.05 level
		Female	143	191.85	11.91		

For comparative study t-value was used and it was 2.54. Our computed value of t is 2.54 which lie between 1.96 and 2.58 and hence it is significant. Therefore the null hypothesis was rejected.

Testing the hypothesis no. 2

The null hypotheses no. 2 was that there was no significant difference between the mean scores of urban and rural secondary school students of Samba district. This hypothesis was tested by calculating mean, standard deviation and t-value. The mean, standard deviation and t-value are given in the table no. 2.

Table No. 2.

S.NO	Variable		N	Mean	S.D	t-value	Result
1	Locale	Urban	120	187.28	13.56	2.83**	Significant at 0.01 level
		Rural	170	191.6	12.22		

For comparative study t-value was used and it was 2.83. Our computed value of t is 2.83 which was more than 2.58 and hence it is significant. Therefore null hypothesis was rejected.

Testing the hypothesis no. 3

The null hypothesis no. 3 was that there was no significant difference in mean scores of value education of secondary school students living in joint and nuclear families of Samba district. This hypothesis was tested by calculating mean, standard deviation and t-value. The mean, standard deviation and t-value are given in table no. 3.

Table No. 3.

S.NO	Variable		N	Mean	S.D	t-value	Result
1	Type of family	Nuclear	99	187.1	12.61	2.49*	Significant at 0.05 level
		Joint	199	191.06	12.88		

For comparative study t-value was used and it was 2.49. Our computed value is 2.49 which lies between 1.96 and 2.58 which means it is significant. Therefore null hypothesis was rejected.

Interpretations of results

For variable A (Gender): It can be observed from the table that the obtained t- value was found to be 2.54 which lies between 1.96 and 2.58, which means it is significant at 0.05 level. As mean difference favours female secondary school students which means female secondary school students have high values as compared to male secondary school students. Therefore, the hypothesis no. 1 i.e. there is no significant difference in value education among secondary school students with respect to their gender is rejected. Results of the study are in agreement with the results drawn by Rana and Kumari (2019) where doesn't agree with Ali & Ahmed (2018) and Kaur (2018).

For variable B (Locale): It can be observed from the table that the obtained t -value was found to be 2.83 which is greater than 2.58, which means that it is significant at 0.01 level. As mean difference favours rural secondary school students which means rural secondary school students have high values as compared to urban secondary school students. Therefore, hypothesis no. 2 i.e. there is no significant difference in value education among secondary school students with respect to their locale is rejected. Results of the study are in agreement with the results drawn by Mittal (2016) and in contradiction with Malik (2021).

For variable C (Type of family): It can be observed from the table that the obtained t- value was found to be 2.49 which is greater than 2.58 which means it is significant at 0.01 level. As mean difference favours single family students which mean single family students have high values as compared to joint family students. Therefore, the hypothesis no. 3 i.e. there is no significant difference in value education among secondary school students with respect to their type of family is rejected. Results of the study are in contradiction with Bisht, Sharma & Panda (2015).

Educational implications

The researcher has suggested the following educational implications for various stakeholders in the light of present study:

1. Teachers and counselors should collaborate with parents, caregivers and community members to reinforce value education outside the classroom. They involve families in activities, discussion and events that promote shared values and encourage community partnership to support student's moral and ethical development.
2. The educational institutions should organize presentations and seminars related to values.
3. Schools should emphasis co-curricular activities related to value integration such as NukadNatak, social awareness campagins, exhibitions etc.
4. Schools can create a positive and supportive culture that nurtures the development of values such as empathy, respect, responsibility and integrity among students as well as teachers.
5. Curriculum designers ought to place a strong focus on character development and growth of values in students.

Conclusion

Value is currently regarded as broad and prevalent interest in our daily lives. Certain psychologist view value to be matter of value preference. As a result, value may affect how we see and behave. Value thus turns into generic mindset. To conclude, this study found out that female secondary school students have high values as compared to male secondary school students. Results of the study are in agreement with the results drawn by Rana and Kumari (2019) where doesn't agree with Reddy (2015) and Bisht, Sharma & Panda (2015). Rural secondary school students have high values as compared to urban secondary school students. Results of the study are in agreement with the results drawn by Mittal (2016) and in contradiction with Malik (2021). Results found that single-family students have high values as compared to joint-family students. The results of the study are in agreement with the result drawn by Sharma (2015) and Rana & Kumari (2019) whereas in contradiction with Ali & Ahmed (2018) and Kaur (2018).

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