

A Study of Values among the Students of Ahmedabad District

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Abstract: With modernisation and industrialisation, the era is facing social indiscipline, which is manifested in the form of corruption, bribery, nepotism, etc. The youth of the country, and in developing nation like India's youth plays vital role. Countries advancement, its growth is based on how youth react to the coming situation. It becomes extremely important that the youth have a sound mind and body with which they can work and simultaneously maintain harmony and peace. Values help one to seek the real knowledge and goal of life in a righteous manner. Thus, it is important to ensure that the youth are equipped with core values needed to live as responsible citizen in complex democratic societies. The present study was a Survey, where by 270 students of VIII Standard English medium schools were selected by Multi-Stage sampling. More over only social, personal, moral, cultural, aesthetic, and national values were checked in the research. A self-made opinionnaire was prepared and 't' test was applied for analysis and interpretation of the data. It was found that the gender does not affect the values in the students; again board of the schools, and birth order does not affect the values in the students.

I. INTRODUCTION

A value stands for ideals men live for. Values are part and parcel of the philosophy of a nation and that of its Educational system. They are the guiding principles of the life, which are conducive to all round development. The connotation of the term Value is the quality of anything that renders it desirable or something that is prizes and held in respect deemed worthy or esteemed. Values are ideals and remain in the abstract until they are habitual zed through repeated purposeful actions. "The value means primary to prize, to esteem, to appraise, to estimate, it means the act of cherishing something, holding it and also the act of passing judgement upon the nature and amounts of values as compared with something else."¹

In general important and enduring belief or ideals shared by the members of a culture about what is good or desirable and what is not. Values exert major influence on the behaviour of an individual and serve as broad guidelines in all situations. A man is known by his values. Value is that, what is desirable, those guiding principles of life that are related to man's physical as well as mental health as well as

to social welfare and adjustment which are in tune with man's culture. Values are not merely subjective in the sense that they exist not only for those who uphold them but they are more than matters of ideas and opinions. They are inherited qualities; they are man's own justification. The sense of value at a higher level enters in to man's behaviour as soon as one thinks of the ways in which to use them. Life without basic human values leads to crime and much worse these are more basic acts of inhumanity. Basic Human Values set the value of each and every person's life; these rules teach us how to have values for other people as well as each person's rights. Living with each other is how people live with basic human values. Values are principles, which direct our actions and activities. They are in-build in our society common not only to all communities but also to all religions at all times. These values, if deteriorated will hasten or accelerate the breakdown of family, society and nation as a whole. The youth of the country, and in developing nation like India's youth plays vital role. Countries advancement, its growth is based on how youth react to the coming situation. It becomes extremely important that the youth have a sound mind and body with which they can work and simultaneously maintain harmony and peace. As we are moving ahead our younger generation sees values as of no use. We come across lot many cases where children behave in an inappropriate manner. The burning issue today is that somewhere our Values are deteriorating which are extremely precious. Values help one to seek the real knowledge and goal of life in a righteous manner.

II. REVIEW OF LITERATURE

According to Patel (2004), the male teachers are having significantly higher aesthetical social values than female teachers.

Rizvi(1996) declares that a majority of students held moderate attitudes towards religious education, but the students of the Hindu and Muslim religious group were found to hold different attitudes towards religious education.

Jha (2010), indicates that the urban adolescent were more highly oriented to values, competence, maturity and maintaining harmonious relations, more affectionately disposed to others.

¹ J.C.Aggarwal, *Theory and Principles of Education*, Vikas Publishing House PVT LTD, Delhi, 12th Revised Edition, P.384

Bhatnagar (1994) suggests that ego-identity was positively and significantly related to the perception of the adolescents of their school and home environments.

Bhatnagar (1994) indicates that religious, social and humanistic values were not found to be significantly related with the size of the family.

Thus, it is important to ensure that the youth are equipped with core values needed to live as responsible citizen in complex democratic societies. Following are the definitions of the key words in the study.

Study: "To apply the mind to, to read and examine for the purpose of learning and understanding."²

Values: "Standard of behaviour. Belief of person or social group in which they have an emotional investment either for or against something."³

In the present study, the behaviour and thoughts of students in relation to social, moral, culture, personal, aesthetic and national environment is called Values.

In the present study, the students are the boys and girls of high school, who study in VIII standard, are taken into consideration.

III. OBJECTIVES OF THE STUDY

The Objectives of the study are as follows:

- (1) To Study the values in VIII Standard students of Ahmedabad city in relation to their Sex.
- (2) To Study the values in VIII Standard students of Ahmedabad city in relation to their Birth order
- (3) To Study the values in VIII Standard students of Ahmedabad city in relation to the School Boards.

IV. HYPOTHESES OF THE STUDY

The Hypotheses of the research are as follows:

- Ho₁ There will be no significant difference between the mean scores of values in the VIII Standard boys and girls of Ahmedabad city.
- Ho₂ There will be no significant difference between the mean scores of values in the VIII Standard students of Ahmedabad city bearing 1st and 2nd birth order.
- Ho₃ There will be no significant difference between the mean scores of values in the VIII Standard students studying in GSEB and ICSE (Board) schools of Ahmedabad city.

V. RESEARCH DESIGN

Research Design can be thought as the structure of research. In the present study the population of the study is

the VIII standard school students of Ahmedabad city whereas the sample was selected by Multistage Sampling method was used. Initially among various schools six schools following either GSEB or ICSE boards were selected. From the selected schools only 270 students (boys and girls) of VIII standard, the bearing the 1st and 2nd birth order were considered as the sample for the present study. In all 173 boys and 97 girls were selected, whereby the 1st and 2nd child according to the birth order were considered. There were 173 students falling under 1st child category and 97 students falling under the 2nd child category. There were 183 students of GSEB board and 87 of ICSE board schools. Thus, in all 270 students were selected as sample for the research.

Since the research is entirely based on education thus, it is an educational survey. The tool for the present study is a self-made opinionnaire. The researcher prepared the Opinionnaire. Forty two questions, particularly seven statements for each value to be tested were kept in the opinionnaire. The opinionnaire consisted of 42 statements, each having 5 options like; (a) strongly disagree (b) disagree (c) not sure (d) agree (e) strongly agree. Points from 1 to 5 would be given according to the statements. The maximum score a student could get is 210 point and the minimum is 42 as per their answers.

In the present study, the opinionnaire was given to the students of VIII standard English medium schools following either GSEB or ICSE boards. Later the data was bifurcated keeping in mind the 1st and 2nd birth order of the students. Thus, the data of only 270 students falling under the 1st and the 2nd birth order of the selected schools was considered. Mean and Standard Deviation would be calculated to further calculate the t-Value. Later the t-Value will be obtained to check if hypotheses are rejected or not rejected.

VI. IMPORTANCE OF THE STUDY

According to the International Encyclopaedia of the Social Science, value may be defined as a set of principles whereby conduct is directed and regulated as a guide for individual and a social group. A value is something that has worth or importance to an individual values contain a judgement element in that they carry an individual's ideas as to what is right, good or desirable. The term value system implies a ranking of individual values according to their relative importance. Values help shape human behaviour. The role of modern teacher is changing. The functions of the teacher are those of philosopher, a guide and a friend. Teachers are primarily responsible for building up new generation with iron hands and strong will and deep love for nation and humanity. Teaching is also about inspiring students. A teacher armed with heavy degree, long experience and means of spreading knowledge should also have a vision, capacity to impart meaningful knowledge and inspire students for achieving creative end in life. The research can help one to know and understand the levels values prevailing in students. Thus, the study holds importance in terms of knowing and understanding the values in students according to their sex, birth order as well as the school board. Further it helps in understanding where necessary changes are required according to the modernization in Education system and students views.

² www.ARDictionary.com

³ Ibid.

VII. LIMITATIONS OF THE RESEARCH

- The Study is limited to Ahmedabad City only.
- The Study is limited to the GSEB and ICSE board only.
- The Study is limited to English medium schools only.
- The Study is limited to students having 1st and 2nd birth order.

VIII. ANALYSIS AND INTERPRETATION OF THE DATA

Ho₁ There will be no significant difference between the mean scores of values in the VIII standard boys and girls of Ahmedabad city.

Table 1

Significance of the Values between Boys and Girls of VIII Standard

Groups	Numbers	Mean	S.D.	't' Value	Significance
Boys	173	173.55	13.93	0.37	Not Significant
Girls	97	174.27	15.96		

$t_{cal} = 0.37 < t_{0.05} = 1.96$

From the table 1 it is evident that the $t_{cal} = 0.37$ which is less than $0.05 = 1.96$ which indicates that the difference is not significant at 0.05 level. Thus, the hypothesis that There will be no significant difference between the mean scores of values in the VIII standard boys and girls of Ahmedabad city will not be rejected at 0.05 level, it means that there is no significant difference in the values between the VIII standard boys and girls of Ahmedabad city.

Ho₂ There will be no significant difference between the mean scores of values in the VIII standard students of Ahmedabad city bearing 1st and 2nd birth order.

Table 2

Significance of Values in the VIII Standard Students in Relation to their Birth Order

Groups	Numbers	Mean	S.D.	't' Value	Significance
1 st child	173	173.41	15.00	0.57	Not Significant
2 nd child	97	174.46	14.08		

$t_{cal} = 0.57 < t_{0.05} = 1.96$

From the table 2 it is evident that the $t_{cal} = 0.57$ which is less than $0.05 = 1.96$ which indicates that the difference is not significant at 0.05 level. Thus, the hypothesis that There will be no significant difference between the mean scores of values in the VIII standard students of Ahmedabad city bearing 1st and 2nd birth order will not be rejected at 0.05 level, it means that there is no significant difference in the values between the VIII Standard students bearing 1st and 2nd birth order.

Ho₃ There will be no significant difference between the mean scores of values in the VIII standard students studying in GSEB and ICSE (Board) schools of Ahmedabad city.

Table 3

Significance of the Values between the VIII Standard Students in Relation to the School Boards

Groups	Numbers	Mean	S.D.	't' Value	Significance
GSEB	183	172.74	14.31	1.62	Not Significant
ICSE	87	175.90	15.29		

$t_{cal} = 1.62 < t_{0.05} = 1.96$

From the table 3 it is evident that the $t_{cal} = 1.62$ which is less than $0.05 = 1.96$ which indicates that the difference is

not significant at 0.05 level. Thus, the hypothesis that There will be no significant difference between the mean scores of values in the VIII standard students studying in GSEB and ICSE (Board) schools of Ahmedabad city will not be rejected at 0.05 level, it means that there is no significant difference in the values between the VIII standard students studying in GSEB and ICSE (Board) schools of Ahmedabad city

IX. FINDINGS OF THE STUDY

1. There exist no significant difference between the mean scores of values in the VIII standard boys and girls of Ahmedabad city. It means that the values prevailing in the boys and girls of VIII standard are same.
2. There exist no significant difference between the mean scores of values in the VIII standard students of Ahmedabad city bearing 1st and 2nd birth order. It means that the birth-order (1st and 2nd child) does not affect the values prevailing in VIII standard students.
3. There exist no significant difference between the mean scores of values in the VIII standard students studying in GSEB and ICSE (Board) of Ahmedabad city. It means that the board of schools does not affect the values prevailing in the VIII standard students.

X. SUGGESTIONS OF THE STUDY

Following are the suggestions of the study

- (1) The values prevailing in VIII standard boys and girls are same, therefore similar programmes for boys and girls should be conducted for the development of the values.
- (2) The values prevailing in VIII standard students bearing the 1st and 2nd birth order are same; therefore schools can conduct programmes which include all students. Families also can practice similar preaching in the house for both children.

- (3) The values prevailing in VIII standard students of the GSEB and ICSE boards are same; therefore both boards can have similar value lessons in their curriculum. More over similar programmes combining both board students can also be conducted.

XI. CONCLUSION

The research was of a Survey type, where by Multi-Stage sampling method was been used. 270 students of VIII Standard English medium schools were selected. The school, which were selected, were under Gujarat board and International board, the students, those are considered as samples bear the 1st and 2nd birth order only. More over only social, personal, moral, cultural, aesthetic, and national values were checked in the research. A self-made opinionnaire was prepared and 't' test was applied for analysis and interpretation of the data. It was found that the gender does not affect the values in the students; again board of the schools, and birth order does not affect the values in the students. Thus, common programmes could be arranged to enhance the values in the students.

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