CHAPTER 1

* Need and significance of the study
* Statement of the problem
* Definition of key terms
* Variables
* Objectives
* Methodology
* Scope and Limitation of the study
* Organization of the Report

INTRODUCTION

Education held the golden key to human progress. Education plays an important role in bringing out social change also. The role of education as most important factor in the development of nation is universally accepted. Any country, therefore, needs to accord a high priority to its educational development and ensure its equality to right kind of personality she needs.

Eminent educationist, great thinkers and philosophers are of the opinion that supreme and of all education should be character building. It is said that if an individual loses his wealth, he loses nothing, if he loses hi health he loses something, but if he loses his character he loses everything.

Educators today have the responsibility to help and guide students to develop sound value and that demands a value based education system . Value plays an important role in shaping individual behavior in a social context. Different types of values like social, economic, political, aesthetic, theoretic, religious etc. as motivating force in the behavior of an individual.

Values are considered to be organizing factors within personality and especially important to moral and character. In the words of Rescher(1969)valuing is considered with to worth ,subject attaches to a particular object, phenomena or behavior. They have been described as ideas tied to feelings. Anything that satisfies a human need become thereby a values are intangible basis of behavior. Mukerjee(1964) described value as the generalized and dominant interest.

The national policy on Education(1986) stressed to importance of inculcation of values. It observes the young growing concern over erosion of essential values and interesting cynicism in society has brought to focus the need for adjustments in curriculum in order to make education for a peaceful tool for social and moral values.

Inculcation of healthy and desirable set of values conclusive to the welfare of a democratic society.Earliest exposition in this regard(Tagore,1892;Dewey,1896)emphasis

to relevance of value oriented context taught is congenial atmosphere. According to Dewey, had the problem of discovering value of education in human experience and to place it occupied in the larger whole of life.

NEED AND SIGNIFICANCE OF THE STUDY

India is the one and only nation which give importance and moral aspects. Most of the nations turn their faces to India for guidance. The spiritual leaders of India, cultural and linguistic differences, unity and diversity also able to catch the world’s attention. This country in the birth places of number of sages and is well known for its rich spiritual heritage.

Modern age of science and technology has created certain evils. Individualism, mechanism, materialism violence ,frustration, immorality, self-centeredness egoism ,are rum punt everywhere. The modernization and post modernization of the people as become slow-poisoned towards their values.

Our India has undergoing radial social change. But we can’t understand the loss of value that we will get by years of experience. Since the students are the future citizens, the school must give them proper training for value orientation.

The teacher have a very important role to play in cultivating the values in his pupils. They have get enough chance to develop valuable thinking pupil on school.

Dr.Radhakrishnan defined education as the instrument of social, economic and cultural change. It should be properly used for social and national integration for fostering, moral and spiritual values and interesting productively. The importance of education is not only in knowledge and skill, but is to help us to live with others.

To make matters clear the investigator looked into the problems facing India. Economic backwardness poverty, illiteracy, religious problems, destruction mentality of people, revolts, and exploitation is numbered to be the causes of unrest in India. We can see it also in Kosava, Kargil, Srilanka etc.

These examples through light on the fact that people all over the world are dissatisfied. In the light of these days of thought we must pose a question-why there is general unrest? we can boldly say that economic aspect alone cannot be pointed out as the rest cause for the discontent.

Youths seems to be restless and try to express their legitimate discontent in teenage they also against the establishment and institutionalism. They want new orders. But our education system cannot give enough opportunity to reach the goals which in positively aimed.

What is the solution for this annoying state of affairs? so educationist emphasis on value education for this critical stage. Value education can mould the character of the individual. It is not the lack of education that prompts one to do anti-social activities. Misguided and culturally bankrupt follows even among the educated class. It is at this situation the value education come to our help.

STATEMENT OF THE PROBLEM

“VALUE PREFERENCE OF HIGHER SECONDARY SCHOOL STUDENTS”

DEFINITION OF KEY TERMS

The key terms used in the title of the study are defined as follows:-

**a).Values**

The meaning of values is always positive, this is the reason that value is useful as well as goodness which accepted by the men and in turn gives price for it. This goodness is probably found in aspect of generalization. So this generalization of the concrete good e.g., health, religion, efficiency, society, ability, culture etc are the generalization of concrete thing. It is used in the different aspects of the life. In the field of education, curriculum, teaching methods and teachers are associated very newly with values.

Value defined by Edward Spranger

A value is a conception, explicit and implicit distinctive of an individual or characteristic of a group, of the desirable which influence the selection from available modes, means and ends of action,(‘Types of Men),Bursodi(1965) ‘Every human action is the reflection of an individual value, and every human institution, the outgrowth of social value.

For the present study the most popular value measurement instrument which has been used to evaluate managers value is Allport ,Vernon, Lindzey(AVL),Study of Values(SOV) .The AVL system of values consist of six classification: Theoretic, economic, aesthetic, social, political and religion.

1. The theoretical person is primarily interested in the discovery of truth ,in the systematic ordering of knowledge. The individual’s interest are empirical, critical, and rational.

2. The economic person is primarily oriented toward what is useful. The individual is interested in practical affairs of the business world, in the use of economic resources, and is the accumulation of tangible wealth. This person is thoroughly “practical” and the fits well the stereotype of the American business person.

3.The aesthetic person’s chief interest is the artistic aspects of life, although the person need not be a creative artist .From and harmony are valued; the individual views experience in terms of grace, symmetry, or harmony.

4. The essential value for the social person is love of people the altruistic or philanthropic aspect of love. This individual values people as ends, and tends to be kind, sympathetic, unselfish.

5. The political person is characteristically oriented toward power, not necessarily in politics, but in what every area he or she functions .Most leaders have power orientation.

6. The religious person is one whose mental structure is permanently directed to the creation of the highest and absolutely satisfying value experience. The dominant value is unity. The person seeks to relate to the universe in a meaningful way and mystical orientation.

**b) Higher Secondary School students**

The students are studying in plus two classes.

OBJECTIVES

The following are the objectives of the study

(1)To find out the percentage of Higher Secondary School students who give first preference to each category of value viz., Theoretical value, Social value, Political value, Economic value, Aesthetic value, and Religious value.

(2)To find out whether the students differ in their value preferences based on their gender and subject of specialization.

VARIABLES The variables selected for the study are following

Major variable of this study is

a. value preference

Categories of the variables are

a. Gender

b. Subject of specialization

METHODOLOGY The present study was conducted on a representative sample of 600 Higher Secondary School students in Kerala. The samples were selected using stratified sampling technique.

**TOOLS USED FOR THE STUDY**

Student Value Inventory developed by investigator with the support of supervising teacher.

**STATISTICAL TECHNIQUE USED FOR THE STUDY**

1. **Percentage analysis**

Percentage analysis is the method to represent new stream of data as percentage for better understanding of collected data.

SCOPE AND LIMITATION

The main purpose of the study is to find out the association of values and subject of specialization and gender among students of Higher Secondary School in Kerala selected the sample by using stratified sampling technique.

The investigator tried her best to make the study as successful as possible. Certain limitations are following:- 1. The sample for the study is not a state wide sample, but confined in Northern Kerala, Higher Secondary students only.

2. Study was taken into account only six values namely social, economic, political, religious, theoretic and aesthetic.

3. Another limitation is that investigator considering gender and subject of specialization only.

ORGANISATION OF THE REPORT

Chapter 1 of the report contains a brief introduction on the problem. Need and significance of the study, Statement of the problem, Definition of the key terms, Variables, Objectives, Hypothesis, Methodology, Scope and Limitation of the study.

In the chapter 2 Summary of the related studies are contained.

In the chapter 3 Methodology of the study is described in detail consisting the tools used. Selection of sample , data collection procedure, Scoring and Statistical Technique used for analysis

In the chapter 4 , the details of statistical analysis of data, discussion of results are given.

In the chapter 5 ,there presented a summary of the study in retrospect, Major findings, Tenability of hypothesis, Conclusions, Educational implications of the study and Suggestions for further study.

CHAPTER 2

REVIEW OF RELATED LITRATURE

* Theoretical frame work of values
* Studies relating with values

REVIEW OF RELATED LITRATURE

In this chapter the investigator have viewed researches dealing with values, conducted in India as well as foreign countries. These researches helped the present investigator in planning, defining and delimiting her problem. These also been helpful in deciding the procedure of the present study and the interpretation of the finding.

Best and Kahn(1995)says,

Effective research is based upon past knowledge, this helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation. It is valuable guide to defining problem, recognizing its significance, suggesting and promising, and what problem remains to be solved.

Summary of revealed literature helps the investigator to understand the problem and avoids un necessary duplications. Research worker must have new knowledge about his own field of research getting from many sources. This chapter will help to make an awareness about the study which the investigator has selected.The reviewed literature has been classified and presented under the following headings.

1. Theoretical frame work of values.

2. Studies relating with values.

1. THEORETICAL FRAME WORK OF VALUES

The encyclopedia of philosophy (vol.3.pg.229) defined value as “value meant to worth to thing. The worth is the sentence was mainly economic and quasi economic. The extension of the meaning and use of term began in economic or political economy. The German philosophers, especially Rudolf Herman Lotze, Albertecht Ritschl, and Nietzche began to take the notion of vale and value is much broader sense and to give it primarily importance in their thinking.

Philosophic Usage

Value (in the singular) is sometimes used as an abstract noun(a)In narrower sense to corner only that to which such terms as “good”, desirable (b)all kind of rightness, obligation, virtue, beauty, truth and holiness.

In the literature, values are reported as being directly related to such behaviors as planning, decision making and leadership. It has also been reported that value play an important role in influencing ethical and socially responsible behavior ,perception of situation and problems being forced, interpersonal communication and perception of achievement and sources.

Values are part of one’s personality. If one select among choices, depending of whether the alternatives will increase his personal gain or his influence to others, he is demonstrating his values as well as his personality. There for values can be thought of as the guidance system a person uses when faced with choices of alternatives.

Values are usually considered as criterion of selection and decision making and determine the way of interaction of individual with the environment through affecting on behavior, feed backs, requirements, and arbitration.

(Kapel, D.E and Deinoka.L, E, 1991)

Values are regarded as oriented process, based on which, individual responses to the environment with the methods learned at his or her life in previous.

As matter of fact, values are superiority or priority of individual based on favorable concepts make life meaningful (Parashar, Dhar and Dhar.2004)

“Values are dominant of virtually all kind of behavior that could be called social behavior-of social action, moral judgments, attitudes and ideology, evaluations, and justification of self to others, and attempt to influence others. Boiling all these down to more succinct theoretical statement, it can perhaps be stated that values are guide and determinants of social attitudes and ideologies on the one hand and of behavior of other.”(Rokeach 1973:24)

Smith and Schwartz (1997) review many deifications of values and identity major features on which most theorist agree:

(1) Values are beliefs: But they are not objective, cold ideas .Rather, when are activated, they became infused with feelings.

(2) Values refer to desirable goals (e.g. equally) and to the modes of conduct that promote these goals (e.g. fairness, helpfulness)

(3) Values transcend specific actions and situations. Obedience, for example, is relevant at work or in school, in sports, or in business, with family, friends or strangers.

(4) Value serves as standards to guide the selection or evaluation of behavior, people and events.

(5)Values are ordered by importance relative to one another. The ordered set of values forms a system of value priorities. Culture and individuals can be characterized by their system of value priorities.

Allport, Vernon, Lindzey Study of Values (SOV)

The most popular value measurement is Allport, Vernon, Lindzey (AVL) Study of Values. The Allport, Vernon Study of Values (SOV) is one of the earliest, theoretically well grounded questionnaire measuring personal values on the basis of declared behavioral preference. The SOV was first published in 1931 by G.W. Allport and P.E. Vernon and later revised in 1970 by Allport, Vernon and Lindzey. It is a psychological tool designed to measure personal preference of six types of values: theoretical, economic, aesthetic, political, social, and religious. Allport believed that an individual’s philosophy is found upon their values, or basic convictions that he holds about what is and what is not of real importance in life(Hjelle and Zlegler,p.202-06).From this assumptions, he began to work off the findings of Edward Spranger who was a European psychologist , Allport studied his books “Types of Man “,who postulated six ideal types of people corresponding to their most important and general beliefs, way of thinking and preferred patterns of living. Each one is oriented toward a basic value.

1) Theoretical: Truth

2) Economic: Usefulness

3) Aesthetic: Harmony and beauty

4) Social: Love for people

5) Political: Power and leadership

6) Religious: Unity and moral excellence

This idea was developed by G.W.Allport in 1961,who argued that personal philosophy of life related to values are a core feature of personality implying direction of motivation ,future goals, and current choices.

The psychological meanings of the six values orientations are assessed by the SOV as follows: (1) Theoretical: dominant value is discovery of truth with intervals that are empirical, critical, and rational.(2) Economic :dominant value is usefulness with a tendency to be practical seeing un applied knowledge as being wasteful. (3)Aesthetic: dominant value is form and harmony with interests in artistic side of life, and towards individualism and self sufficiency. (4)Social: dominant value is the altruistic and philanthropic love of others with a tendency to be kind, sympathetic and unselfish (5) Political: dominant value is power with a tendency to divine power, influence and renown and with likelihood of becoming a leader of society. (4)Religious: dominant value is unity a tendency to seek a comprehend the cosmos as a while attempting to relate it to themselves, embrace its totality.

For the present study these six values were selected:

SELECTED VALUES

1. Political Value

2. Social Value

3. Economic Value

4. Theoretical Value

5. Religious Value

6. Aesthetic Value

POLITICAL VALUE

These individuals are characterized with powerful conditions. Activity of these individuals is not limited to the political arena merely, rather irrespective of their job and profession; they are after obtaining power and dominance. Competing with others is the most important innovation of their effort at various arena of life.

SOCAIL VALUE

Qualified individuals of this group honor and respect human being because of spirit of their humanity. These individuals are very kind, compassionate and intimate with sense of co-operation and cooperation spirit.

ECONOMIC VALUE

The individuals with economic value spirit play due attention to practical benefits of science and do not seek science due to the technology merely. These individuals are found of aestheticism as long as being at the service of trading.

THEORETICAL VALUE

The individuals ranked at this category are characterized with truth seeking spirit and also with cognitive feedback. These individuals are also characterized with contemplative ideas and seek knowledge, science and cognition as their main objectives.

RELIGIOUS VALUES

The eligible individual of this group are characterized with mystical and philosophical tendency and try to find a heavenly element in each event.

AESTHETIC VALUE

Qualified individuals of this group may not be considered as artist, but they have tendency to the artistic concept .These individuals believe that making a beautiful thing is much more importance than creation of a real thing.

1. REVIEW OF RELATED STUDIES

A brief report of the reviewed studies is presented in this section.

Lee, Valeric, E. and Marks, H.M (1990) conducted study is ‘certain effects of the single sex secondary school experience on attitude ,behavior and values’ .The result that the single sex educational experience , especially during formative adolescent period, appears to enable young women to overcome certain social psychological barriers to their academic and professional advancement.

Worthy, Hoahna (1992) conducted study is ‘Is science persistence a matter of values’ showed that a significant true way interaction involving sex ,persistence and point of view emerged with persists generally monistrate congruence between self and science on perspectives. Female persists were more likely to combine justice and care perspectives then were male.

Baily-Jeff(1994) conducted his study on ‘Do students with disabilities value college education?’ results that disabled students have similar for college education as nondisabled students. Disabled students were taken to improve this value to society through successful college studies.

Ennis, C.D (1994) conducted a study on “Urban Secondary teachers value orientation delineating curricular goals for social responsibility” and found that teacher’s content decision were consistent with the goals of cooperation, term and involvement within the social responsibility value orientation.

Sullins, E.S. (1995) in his study on “Predicting who will major in a science discipline: Expectatory value theory ad part of an ecological model for studying gender difference and value related to biology.

Reddy, N.Y (1980) studied on the “Difference in the values and attitudes of the Indian youth which is different backgrounds as rural and urban”. He found that the rate of acquisition of modern attitudes with the increase in the age was higher in the urban students than the rural students. The boys we found showing preference to political, theoretical, and economic values which the girls to aesthetic, religious and social values.

Gour, (1980) in his study “Values and vocational preference of college students “found difference among students of different castes. He also found Hindu students have significantly higher value in wealth than Muslim and Christian students. There exists sex difference between rural girls and boys in economic values and religious values.

Adhikari (1981) by his study “Attitude towards national defense and social values as resultant of S.E.S and sex” revealed that there is significant difference in social values of urban boys and rural boys, urban girls and rural girls. No sex, locale difference in attitude toward national defense.

Kundu, N (1982) studied “Value pattern of college students and its relation to psycho-social variables” found that a trend toward the preference for theoretical value among the higher grade student population indicating their true academic orientation and interest. No sex difference was found on value pattern.

Goswami, N.S (1983) studied about “Changing social values and found locality influence relationship with values as religious, cultural values. Age group shows difference in religion and social values and educational values.

Vibha Singh, (1992) found that the under graduate male and female students differed significantly in religious, social knowledge and hedonistic values. The male and female students from rural background differed in social value while urban male and female students differed in religious and knowledge values.

Mohanty, M.(1996) has conducted the study on value pattern and locus of control of post graduate female students and their family background. He found that female students emphasis most on the political values whereas they are least aware about aesthetic values. Students of low parental income group , unlike moderate and high income groups are more concerned with social values.

Dhand, H. et al. (1995) made a study on comparative effectiveness of value discussion model with traditional approach of developing value clarification of college students. Value discussion model found to be significant in terms of clarification of students treated through value discussion model. There was significant changes in value judgments of student’s treated through VDM, over all self concept of students treated through VDM, self-acceptance of students treated through VDM, social adjustment through VDM, classroom climate of students treated through VDM, and reaction towards VDM model of students treated through VDM. The VDM was found to be superior to traditional approach when intelligence was taken as a co variable in terms of value clarification, value judgment, self concept, self acceptance, social adjustment, educational adjustment and class room climate.

Chaudhary, M. &Kaur, Praveen.(1993)conducted a study on The importance of family’s role in development or moral values among children”. The study find out that child’s home environment had a positive impact on their moral values.

Agarwal, R.(1985) held a study on feeling of security in morally developed and underdeveloped adolescents as related to their self concept and personality pattern. He found that morally developed and morally underdeveloped adolescents did not posses many different traits. Family was positively related to moral development and moral underdevelopment. Personality was not related to moral development.

Bharghava (1986) analyzed the development of values in concrete and formal operational period and related it to home and educational environment. There was a developmental trend in value development and home environment was contributing positive factor for its acceleration, including teaching methods and co-curricular activities.

Garg’s (1983) study which looked at parental disciplinary practices and their relation to the development of personality needs and moral judgment and problem solving ability” .He found that parental activities and prolonged derivational level had significant influence on value development.

CONCLUSION

To conclude, it is seen that many studies are available in the sphere of values and its relationship with other variables. Among them only few are made on the population of Higher Secondary School students, especially of Kerala. So the researcher was highly motivated to go on with the present study.

CHAPTER 3

METHODOLOGY

* Variables of the study
* Objectives
* Hypothesis
* Tool used for data collection
* Sample selected for the study
* Data collection procedure
* Scoring and consolidation of data
* Statistical technique

METHODOLOGY The success of any research work depends largely upon the suitability of the methods and the tool and techniques the researcher follows to gather adequate data. Methodology is the procedure or technique adopted in a research study. It is of vital importance in any research work.

The present study is an attempt to find out the “Value Preference of Higher Secondary School Students”. The methodology of the study is presented below under the following heads viz.,

A. Variables

B. Objectives

C. Hypothesis

D. Tools used for data collections

E. Sample for the study

F. Data collection procedure

G. Scoring and consolidation of data

H. Statistical technique used

A.VARIABLES

The variables selected for the study are following

Major variable of this study is

a. value preference

Categories of the variables are

a. Gender

b. Subject of specialization

B. OBJECTIVES

The following are the objectives of the study

(1)To find out the percentage of Higher Secondary School students who give first preference to each category of value viz., Theoretical value, Social value, Political value, Economic value, Aesthetic value, and Religious value.

(2)To find out whether the students differ in their value preferences based on their gender and subject of specialization.

C. HYPOTHESIS

1. There will be difference in the value preference among Higher Secondary School students

2. There will be difference in the value preference among Higher Secondary School students based on their gender and subject of specialization.

D.TOOL USED FOR DATA COLLECTION

The investigator used the following tool for the present study

1. Student Value Inventory

**Construction and Standardization of Student Value Inventory**

The procedure of construction and standardization of student value inventory is described under the following headlines.

1. Planning of the tool
2. Preparation of the too

c. Try out of the tool

d. Finalization of the tool

**a. Planning of the tool**

The first step of the construction and standardization of any tool is that planning of that tool. For the present study the investigator prepared Student Value Inventory to find out the value preference of Higher Secondary School students in Kerala. Before developing the tool the investigator went through source of the available standardized tool in different field. This gives an idea about the nature of constructs, nature of statements and procedure in developing Student Value Inventory.

According to Allport and Vernon (1931)classified value into 6 categories, that is Theoretical value, Political value, Social value, Aesthetic value, Economic value and Religious value.

Based on these six categories the investigator decided to develop an inventory. In this inventory six choices are given for each question. All the six choices represent six categories of values viz., theoretical value, political value, social value, aesthetic value, economic value and religious value.

b. **Preparation the tool**

The items were prepared after the proper review of related studies and her consultation with the supervising teacher. While preparing the items special care was taken to avoid ambiguities and un necessary duplication.

It contains 30 items, and focusing on six categories of values viz., Theoretical value, Political value, Social value, Aesthetic value, Economic value and Religious value.

1. **Theoretical value**

This value is characterized by a dominant interest in the discovery of truth and by an empirical, critical, rational and intellectual approach.

1. **Economic value**

This value emphasizes useful and practical values, characterized by dominance in money matters.

1. **Aesthetic value**

This value places the highest value on the form and harmony, shows an interest in enjoyment in fine arts, music etc.

1. **Social Value**

This value is characterized by love and service of people, consisting mainly of altruism and philanthropy.

1. **Political value**

This value is characterized by a dominant personal power, influence and renown.

1. **Religious value**

This value shows faith in God and interest in activities concerned with one’s own religion.

1. **Try out of the tool**

The tryout of the first draft was done inorder to select valid items for the final tool. For this inventory was administrated to 600 Higher Secondary School students.

It was impossible to cover the entire population and obtain a conclusion, which was called for the whole population. So small sample selected from the population. The sample for the try out was selected by stratified random sampling technique.

**d. Finalization of the tool**

The inventory consist of 300 questions and each questions for six options based on the selected values viz., Theoretical value, Political value, Social value, Aesthetic value, Economic value and Religious value.

One example of the items in given below:

What would you prefer to study in your spare time?

a. Business management

b. Fine arts

c. Philosophy

d. Human relation

e. Public speaking

f. More about your religion

**SCORING PROCEDURE**

The respondent is required to arrange all the six alternatives inorder of his preference .That is the first preference to be marked as ‘one’ and last preference as ‘six’. Six scoring preference have been provided for the inventory. ’one’ for each of the values viz., Theoretical value, Political value, Social value, Aesthetic value, Economic value and Religious value. For each scoring key will count all the one’s and multiply the number by six, count all the two’s and multiply by five count all the three’s and multiply the number by four, count all the four’s and multiply the number by three, count all the five’s and multiply by two finally count all the six and multiply the number by 0ne.To get the score of each category of values add the score on all the one’s ,two’s, three’s, four’s, five’s and six’s.

**Validity of the tool**

Validity is that quality of a data gathering instrument or procedure that enables to measure what is supposed to measure. The validity of tool means that the question must not only elicit stable or reliable opinions but they must also provide a kind of information the research wants.

The validity of the present tool –Student Value Inventory established by comparing the scores obtained by using the student value inventory .The criterion related validity coefficient for the correlation for the six values are

**Reliability of the tool**

The most important characteristic of a test is its reliability. Reliability is commonly known as consistency. The investigator used test-retest method to find out the reliability of the tool. The test is given and repeated on a sample of 15 Higher Secondary Schools with the gap of two weeks. The two sets of scores obtained are tabulated and the reliability coefficient of the tool and values inventory found by using the formula.

r=

Where,

r =coefficient of correlation

x=score obtained in the first test

y =score obtained in the second test

N=Total number of students

E. SAMPLE FOR THE STUDY

Selection of sample is an important aspect of any research study. “Sample in a small proportion of population selected for observation and analysis” (Best and Kahn)

Considering this, the investigator decided to have a sample of 600 Higher Secondary School students drawn by stratified random sampling .The strata considered for the present study are the following:

a. Gender

b. Subject of Specialization

a. **Gender**

Gender has great influence in the finding of research. In many studies it has been found that gender difference exist in many of the variable. So the investigator gave due representation to both female and male students in the present study.

b. **Subject of Specialization**

Since the subject of the students is likely to influence their values the investigator gave adequate representation to three streams of studies viz., Humanities, Science, and Commerce.

F. DATA COLLECTION PROCEDURE

**Administration of the tool**

As a first step of administration, the investigator collected the details of the Higher Secondary Schools in Kerala. After fixing and selecting the sample, the investigator visited the heads of selected school and requested for permission to administrate the tool.

The investigator administrated the tool personally in all the institutions. Clear and precise instructions were given to the subjects and doubts were clarified. The investigator gave a short explanation of the aim of the study and mode of responding to the tool and appealed to their willing co-operation and participation. The student were assured that their responses will be kept confidential and used only for research purpose.

First, the Student Value Inventory provided to the students and then response sheet also provided. Method of responding explained.

G. SCORING AND CONSOLIDATION OF DATA

Scoring was done for tool namely Student Value Inventory. The response sheets of the student value inventory were scored as per the scoring key. All the scored answer sheets 600 in number were used for consolidation and tabulation of data.

TABLE -1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Gender | | Subject of Specialization | | |
| male | Female | Science | Humanities | Commerce |
| 300 | 300 | 200 | 200 | 200 |
| Total N =600 | | | | |

CHAPTER 4

ANALYSIS AND INTERPRETATION

* Objectives
* Hypothesis
* Percentage Analysis

ANALYSIS AND INTERPRETATION

The data collected have been analyzed statistically with reference to the objectives of the study. The chapter presents the details of the statistical analysis done and discussions of the result.

OBJECTIVES The following are the objectives of the study

(1)To find out the percentage of Higher Secondary School students who give first preference to each category of value viz., Theoretical value, Social value, Political value, Economic value, Aesthetic value, and Religious value.

(2)To find out whether the students differ in their value preferences based on their gender and subject of specialization.

HYPOTHESIS

1. There will be difference in the value preference among Higher Secondary School students.

2. There will be difference in the value preference among Higher Secondary School students based on their gender and subject of specialization.

4.1 PERCENTAGE ANALYSIS

Percentage analysis is the method to represent raw streams of data as percentage for better understanding of collected data. In the present study the data obtained from Higher Secondary School students were analyzed and percentage of students who give first preference to the six values viz., Theoretical value, Social value, political value, Aesthetic value, Economic value and Theoretic value.

**TABLE 4.1**

**Percentage of Higher Secondary School**

**based on the Value preference**

|  |  |  |
| --- | --- | --- |
| Value preference | N | Percentage |
| Social value | 194 | 32.33 |
| Economic value | 103 | 17.66 |
| Theoretical value | 98 | 16.33 |
| Aesthetic value | 80 | 13.33 |
| Political value | 73 | 12.16 |
| Religious value | 51 | 8.5 |

The table( 4.1) reveals that among 600 Higher Secondary School students 194 of them give first preference to social means 32.33 percentage of students give first preference to social value.103 students give first preference to economic means 17.66 percentage of students give first preference to economic value.98 students give first preference to theoretic means 16.33 percentage of students give first preference to theoretic value.80 students give first preference to aesthetic means 13.3 percentage of students give first preference to aesthetic value.73 students give first preference to political means 12.16 percentage of students give first preference to political value.52 students give first preference to religious value means 8.5 percentage of students give first preference to religious value.

**DISCUSSION**

The result shows that the Higher Secondary School students give their first preference to social, economic, theoretic, political and religious value accordingly. Most of the students give their first preference to social value. And few of them only give their first preference to religious value.

**TABLE(4.2)**

**Percentage of Higher Secondary male students**

**based on the value preference**

|  |  |  |
| --- | --- | --- |
| **Value preference** | **N** | **Percentage** |
| Economic value | 99 | 33 |
| Social value | 72 | 24 |
| Political value | 71 | 23.67 |
| Theoretic value | 57 | 19 |
| Aesthetic value | 1 | 0.3 |
| Religious value | 0 | 0 |

The table(4.2) reveals that among 300 Higher Secondary male students that 99 of them give first preference to economic means 33 percentage of students give first preference to economic value.72 students give first preference to social means 24 percentage of students give first preference to social value.71 students give first preference to political means 23.67 percentage students give first preference to political value.57 students give first preference to theoretic means 19 percentage of students give first preference to theoretic value.

And only one student gave first preference to Aesthetic value; that is 0.33 percentage of student give first preference to aesthetic value. And none of them are gave first preference to religious value.

DISCUSSION

The result shows that most of the male students give their first preference to economic, social, political, theoretical, aesthetic value accordingly. And none of the male student give their first preference to religious value.

TABLE 4.3

Percentage of Higher Secondary female students

based on the value preference

|  |  |  |
| --- | --- | --- |
| Value preference | N | Percentage |
| Social value | 122 | 40.67 |
| Aesthetic value | 79 | 26.3 |
| Religious value | 51 | 17. |
| Theoretic value | 41 | 13.67 |
| Economic value | 4 | 1.3 |
| Political value | 2 | 0.67 |

The table(4.3) shows that among 300 higher secondary female students 122 of them give first preference to social means 40.67 percentage of students give first preference to social value.79 students give first preference to aesthetic means 26.3 percentage of students give first preference to aesthetic value.51 students give first preference to religious means 17 percentage of students give first preference to religious value.41 students give their first preference to theoretic value means 13.67 percentage of students give first preference to theoretic value.4 students give their first preference to economic means 1.3 percentage of students give first preference to economic value. Only 2 students give first preference to political means 0.67 percentage of students give first preference to political value.

DICUSSION

The result shows that female students give their first preference to social, aesthetic, religious, theoretical value accordingly. Very few of them only give their first preference to economic and political value.

**TABLE 4.4**

**Percentage of Humanities students based on the value preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Value preference** | | **Humanities** | | |
| **N** | **Percentage** | |
| Social value | | 94 | 47 | |
| Political value | | 32 | 16 | |
| Aesthetic value | | 29 | 14.5 | |
| Economic value | | 20 | 10 | |
| Religious value | | 20 | 10 | |
| Theoretic value | | 5 | 2.5 | |
|  | N=200 | | |

The table (4.4) reveals that among 200 Humanities students 94 of them give first preference to social means 47 percentage of students give first preference to social valu.32 students give first preference to political means 16 percentage of students give first preference to political value.29 students give their first preference to aesthetic means 14.5 percentage of students give their first preference to aesthetic value.20 students give first preference to economic value means 10 percentage of students give their first preference to economic value.20 students give first preference to religious value means 10 percentage of students give their first preference to religious value. Only 5 students give their first preference to theoretic means 2.5 percentage of students give their first preference to theoretic value.

DISCUSSION

The result shows that Humanities students give their first preference to social, political, aesthetic, economic, religious value accordingly. Very few of them give first preference to theoretic value.

**TABLE 4.5**

**Percentge of Humanities gender difference based on the value preference**

|  |  |  |
| --- | --- | --- |
| Value preference | male | Female |
| Social value | 45% | 49% |
| Political value | 31% | 1% |
| Economic value | 19% | 1% |
| Theoretic value | 4% | 1% |
| Aesthetic value | 1% | 28% |
| Religious value | 0 | 20% |
| Total | 100 | 100 |

The table( 4.5) reveals that among 100 Higher Secondary male students from Humanities 45 percentage of students give their first preference to social value.31 percentage of students give their first preference to political value.19 percentage of students give first preference to economic value.4 percentage of students give first preference to theoretic value. Only 1 percentage of student give first preference to aesthetic value. And none of them give first preference to religious value.

And also from the above table (4.5) shows that among 100 female students from humanities students 49 percentage of students give first preference to social value,28 percentage of students give their first preference to aesthetic value,20 percentage of students give first preference to religious value. And 3 percentage of students give their first preference to economic, politic and theoretic value accordingly.

DISCUSSION

The result shows male students give their first preference to social, political, economic ,a value accordingly. Very few of them only give first preference to theoretic and aesthetic value. And none of them are give first preference to religious value. And female students give first preference to social, aesthetic, religious value accordingly. Very few of them give first preference to economic, political and theoretic value.

**TABLE 4.6**

**Percentage of Science students based on the value preference**

|  |  |  |
| --- | --- | --- |
| **Value preference** | **N** | **Percentage** |
| Theoretic value | 84 | 42 |
| Social value | 39 | 19.5 |
| Economic value | 34 | 17 |
| Aesthetic value | 18 | 9 |
| Religious value | 14 | 7 |
| Political value | 12 | 6 |
| N=200 | | |

The table (4.6)reveals that among 200 Science students 84 students give first preference to theoretic means 42% of students give first preference to theoretic value.39 students give first preference to social means 19.5% of students give first preference to social value.34 students give first preference to economic value means 17%of students give first preference to economic value.18 students give first preference to aesthetic means 9% of students give first preference to aesthetic value.14 students give first preference to religious means7% of students give first preference to religious value.12 students give first preference to political value means 6% of students give first preference to political value.

DISCUSSION

The result shows that Science students give their first preference to theoretic,economic and social values accordingly. Few of them only give their first preference to aesthetic ,politic and religious value.

**TABLE 4.7**

**Percentage of gender difference of science students based on the value preference**

|  |  |  |
| --- | --- | --- |
| Value preference | Male | Female |
| Theoretic value | 47% | 37% |
| Economic value | 31% | 1% |
| Political value | 12% | 0% |
| Social value | 10% | 29% |
| Aesthetic value | 0% | 18% |
| Religious value | 0% | 14% |
| Total | 100 | 100 |

The table (4.7)reveals that among 100 male students from Science 47% of students give first preference to theoretic value.31% of students give first preference to economic value,12% of students five first preference to political value.10 % students give first preference to social value, none of them give first preference to aesthetic and religious value.

And also from the above table(4.7) shows that among 100 female students from science 37 percentage of the students give first preference to theoretic value.29% of students give first preference to socialvalue,18 percentage of students give first preference to aesthetic value,145 of students give first preference to religious value.

And only one student give first preference to economic value, and none of them give first preference to political value.

DISCUSSION

The result shows that male science students give their first preference to theoretic, economic politic and social value. None of them give first preference to religious and aesthetic value. And the female students give their first preference to theoretic, social, aesthetic and religious value. Only one give first preference to economic value and none of them give first preference to political value.

**TABLE 4.8**

**Percentage of Commerce students based on the value preference**

|  |  |  |
| --- | --- | --- |
| Value preference | COMMERCE | |
| N | Percentage |
| Social value | 61 | 30.5 |
| Economic value | 51 | 25.5 |
| Theoretic value | 50 | 25 |
| Aesthetic value | 33 | 16.5 |
| Political value | 29 | 14.5 |
| Religious value | 17 | 8.5 |
| Total | 100 | 100 |

The table(4.8) reveals that among 200 students from Commerce 61 students from commerce give first preference to social means 30.5 percentage give first preference to social value.51 students give first preference to economy means 25 .5percentage give first preference to economic value.50 students give first preference to theoretic means 25 percentage to theoretical value.33 students give first preference to aesthetic means 16.5percentage of students give first preference to aesthetic value.29 students give first preference to political value means 14.5percentage of students give first preference to political value.17 students give first preference to religious means 8.5 percentage of students give first preference to religious value.

DISCUSSION

The result shows that commerce students give their first preference to social, economic, theoretic, aesthetic, and political value accordingly. Few of them are give first preference to religious value.

**TABLE 4.9**

**Percentage of gender difference in Commerce students based on the value preference**

|  |  |  |
| --- | --- | --- |
| Value preference | Commerce | |
| Male | Female |
| Economic value | 49 | 2 |
| Theoretic value | 47 | 3 |
| Political value | 28 | 1 |
| Social value | 17 | 44 |
| Religious value | 0 | 17 |
| Aesthetic value | 0 | 33 |
| Total |  |  |

The table (4.9) reveals that among 100 male students from Commerce 49 percentage of students give first preference to economic value,47 percentage of students give first preference to theoretic value,28 percentage of students give first preference to political value,17 percentage of students give their first preference to social value. And none of them are give first preference to religious and aesthetic value.

And also from the above table(4.9) shows that among 100 female students from 44 percentage of students give first preference to social value,33 percentage of students give first preference to aesthetic value,17 percentage of students give first preference to religious value, 3 percentage of students give first preference to theoretic value ,2 percentage of students give first preference to economic value. And only one percentage of student give first preference to political value.

DISCUSSION

The result shows that male students from Commerce give their first preference to economic, theoretic, political value. Few of them give first preference to social value, and none of them give first preference to religious and aesthetic value.

And also shows that female students give first preference to social, aesthetic and religious value. Very few of them give first preference to theoretic, economic and political value.

CHAPTER 5

SUMMARY CONCLUSION AND SUGGESTIONS

* Restatement of the problem
* Variables
* Objectives
* Hypothesis
* Methodology
* Major findings
* Tenability of Hypothesis
* Educational implication
* Suggestions for further research

SUMMARY COCLUSION AND SUGGESSTION

The chapter provides a retrospective view of the study ,major findings, tenability of hypothesis .educational implications and suggestions for further research.

STUDY IN RETROSPECT

The present study was entitled “**VALUE PREFERENCE OF HIGHER SECONDARY SCHOOL STUDENTS”**

**VARIAB LES**

The variables selected for the study are following

Major variable of this study is

a. value preference

Categories of the variables are

a. Gender

b. Subject of specialization

OBJECTIVES

The following are the objectives of the study

(1)To find out the percentage of Higher Secondary School students who give first preference to each category of value viz., Theoretical value, Social value, Political value, Economic value, Aesthetic value, and Religious value.

(2)To find out whether the students differ in their value preferences based on their gender and subject of specialization.

METHODOLOGY The present study was conducted on a representative sample of 600 Higher Secondary School students in Kerala. The samples were selected using stratified sampling technique.

**TOOLS USED FOR THE STUDY**

Student Value Inventory developed by investigator with the support of supervising teacher.

**STATISTICAL TECHNIQUE USED FOR THE STUDY**

1. **Percentage analysis**

Percentage analysis is the method to represent new stream of data as percentage for better understanding of collected data.

HYPOTHESIS

1. There will be difference in the value preference among Higher Secondary School students

2. There will be difference in the value preference among Higher Secondary School students based on their gender and subject of specialization

MAJOR FINDINGS OF THE STUDY

The major findings of the study can be summarized as follows, the percentage of higher secondary school students who gave first preference to social, economic, theoretic , aesthetic, political and religious values. Among 600 Higher Secondary school students 32.33 percentage of student give first preference to social value. Most of the Higher Secondary male students give first preference to economic, social and political values. At the same time Higher Secondary female students give first preference to social, aesthetic and religious.

* Students from Humanities give first preference to social, political, aesthetic values. Among these female students give first preference to social, aesthetic and religious values .At the same time male students give their first preference to social, political and economic values.
* Students from Science give first preference to theoretic, social, and economic values. Among these female students give first preference to theoretic ,social ,and economic values. At the same time male students give their first preference to theoretic, economic and political values.
* Students from Commerce give first preference to social, economic, theoretic values. Among these female students give first preference to social , aesthetic and religious values. Male students give their first preference to economic, theoretic and political values.

TENABILITY OF HYPOTHESIS

Based on findings the tenability of hypothesis for the study was reviewed:

The first hypothesis states that “There will be difference in the value preference among Higher Secondary School students”. The findings of the study shows that male and female students are differ in their preference of values. Male students give first preference to economic, social and political values. And the female students give first preference to social, aesthetic and religious values. Thus, the first hypothesis is partially sustained.

The second hypothesis states that “There will be difference in the value preference among Higher Secondary School students based on their gender and subject of specialization”. The findings of the study shows that students from Humanities s give first preference to social, political and aesthetic values. The students from Science subject give first preference to theoretic, social and economic values. Ana the students from Commerce give first preference to social, economic and theoretic values. Thus the second hypothesis partially sustained.

EDUCATIONAL IMPLICATIONS

The study helped to locate values among Higher Secondary School students on the basis of their gender and subject of specialization

Values are the part of one’s personality. If one selects among choices ,depending on whether the alternatives will increase his personal gain or his usefulness to others, therefore values can be thought of as the guidance system a person uses when faced with choices of alternatives.

The modern society especially the third world including India is worried about “value crisis”. The very fact that we are wrestling with a multiplicity of problems such as social, economic , political or moral is as indicates that we are at the cross road of history. The erosion of moral, social, economic, cultural, and political values has led to selfishness, violence, destructions, and ultimately crisis of character.

One of the most celebrated thinkers of education ,Mahatma Gandhi considers values as an inseparable component in the full flowering of development of personality. For him every value component is typical way of life that distinguishes one human being from to another. Any human activity, thoughts or ideas ,feelings, sentiments or emotions that could promote self development of the individual in all its dimensions could be said to constitute a value.

School programs for developing values are community prayers in the school, health and cleanliness programmes, citizenship training programme, celebration of national festivals, social service programe, appropriate teaching learning situation, etc are the important activities to be undertaken in the school for developing values.

SUGGESTION FOR FURTHER RESEARCH

1.The study can be conducted among student in university levels of Kerala.

2.The study can be conducted including more values like creative value, experimental values, attitudinal values etc

3.The comparative study can be conduct among students which are studying in religious institution and students which are studying in public institution

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