

A Study on Values among Secondary School Students

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ABSTRACT: Man should fill his heart with compassion, always speak the truth and dedicate his body for the welfare of society. The thoughts, words and deeds of man should always be sacred. The heart unpolluted by desire and anger the tongue not tainted by untruth, and the body unblemished by the acts of violence-these are the true human values. It is because of the lack of these human values that the country is facing hardships today. India has been the treasure house of spirituality since ancient times, but, today, it has lost both sathya (truth) and dharma (righteousness) and is enmeshed in unrighteous falsehood and injustice. It is therefore incumbent upon students to dedicate themselves to the task of resorting the pristine glory of Bharat. Just as the parents are worried and sad if their children lag behind in studies, so also mother India feels aggrieved on seeing her children lacking moral and ethical values.

I. INTRODUCTION:

Man should fill his heart with compassion, always speak the truth and dedicate his body for the welfare of society. The thoughts, words and deeds of man should always be sacred. It is therefore incumbent upon students to dedicate themselves to the task of resorting the pristine glory of Bharat. Just as the parents are worried and sad if their children lag behind in studies, so also mother India feels aggrieved on seeing her children lacking moral and ethical values.

Take to righteous actions from an early age:

Modern students are not able to refine their lives. So, the parents and the teachers should play an active role in shaping the lives of the students. The teachers and parents are responsible for the good and bad in students. But, unfortunately, they have not understood their role in shaping the lives of the students.

Spiritual education is for life:

Worldly education, which relates to the head, is ephemeral. Worldly, Education makes man

great, whereas the spiritual education makes man good. Spiritual education relates to the heart, which is the origin of sacred qualities like compassion, truth, forbearance and love.

There are crore's and crore's of people who have become great by amassing wealth, but what is their contribution to the welfare of society? Absolutely nil. Therefore, strive to be good, not great.

Man should become a composer, not a computer:

Worldly educations confess only aśtha (wealth) and swartha (selfishness). Such education is responsible for the downfall of man. Worldly education is information oriented, while spiritual education is transformation oriented. The information-oriented makes man a computer, where as the transformation-oriented education makes man a composer. Man should become a composer, not a computer.

Values are our life principles:

Man should never lose any of the fine values. Leaving the values amounts to committing suicide. But man today is no better than animals. The spirit of sacrifice that is found even in animals is not visible in man today. The cow partakes of grass and yields milks. But man partakes of sacred milk and indulges in wicked deeds.

Meaning of value:

According to geologists though values are judgments, they are emotional and not intellectual judgments. They should not therefore be dealt with, as modern psychology tends to do if they are phenomena cutting only of intellectual consideration.

Values can be defined as “temptation, from fitting objectives, principles that guide people's lives and have varying significance”.

Educational need for inculcation of values:

The Kothari commission has rightly observed the expanding knowledge and the growing power which it place at the supposal of modern society must therefore be confined with

strengthening and depending the sense of social responsibility and a keener appreciation of moral and spiritual values.

Education system of secondary schools:

There has been a marked change in the role of the school once a period with the role of parents, and society changing constantly and continuously. The school has been asked to take up more responsibilities. School education therefore, is essentially a responsibility of the state, governments which only two reservations. 1 the role assigned to the federal governments on the one hand and 2. The responsibilities may be delegated to local authorities.

Schools under different management in A.P

In Andhra Pradesh, as in many other states, there are different management management schools namely.

1. State government
2. Local bodies
3. Autonomous bodies
4. Private managements
 - a. Aided i.e. those receiving grant in aid.
 - b. Un-aided.
5. Central government and autonomous organizations of government of India, Each plays an important role in its own jurisdiction of education administration.
6. Residential schools run by residential schools society.

Medium of education in Andhra Pradesh

Telugu is main instructional medium used in the majority of Andhra Pradesh schools and gradually, English language is also being introduced in some schools.

Value Education:

In the present day society, there is much suspicion, distrust, lack of sympathy and hostility between man and man. In case if this state of affairs is allowed to continue, the real meaning of life would be lost. It is therefore, essential to tackle the problem at its base.

Education is the best case for any problem that arises in the society, whether it has to do with personal, domestic, or international relations etc. the role of education is not to impart knowledge of certain subjects only to make the students wiser more useful Citizens.

Classifications of values

Values are classified in a number of ways. However, here are some important types of classification.

1. Moral Values
2. Human Values
3. Ethical Values
4. Physical values
5. Aesthetic values
6. Religious values
7. Citizenship values
8. Environmental values

II. REVIEW OF RELATED LITERATURE:

It is felt that a brief review of the related previous research is found essential before the actual problem is dealt with in detail. A brief review of some of the important researches which have bearing on the present investigation has been made in the following paragraphs these studies are related to present investigation.

Significance of the present study:

As planned, this gradually weaned out intellectuals a way from our spiritual, cultural, social and political tradition.. Thus the educated once in that system was man who had not only knowledge but also character, knowledge. Had become a part of their life, influencing their thoughts, emotions and actions.

III. OBJECTIVES OF THE PRESENT STUDY:

The primary purpose of the present piece of investigation is to make a study on values among secondary school students.

The following are the specific objectives of present piece of research.

1. To study whether there is any difference in the moral values, human values, ethical values, physical values, Aesthetic values, religious values, citizenship values, environmental values of secondary school students with regard to their gender.
2. To study whether there is any difference in the moral values, human values, ethical values, physical values, Aesthetic values, religious values, citizenship values, environmental values of secondary school students with regard to different managements of the institution.
3. To study whether there is any difference between VIII and IX class students among moral values, human values, ethical values, physical values, Aesthetic values, religious values, citizenship values, environmental values.
4. To study whether there is any difference between VIII and IX class students among moral values, human values, ethical values, physical

values, Aesthetic values, religious values, citizenship values, environmental values of secondary school students with regard to their medium of instruction.

5. To study whether there is any difference between viii and ix class students among moral values, human values, ethical values, physical values, and Aesthetic values, religious values, and citizenship values, environmental values of secondary school students with regard to urban, rural and tribal nativity.
6. To study the awareness of moral values, human values, ethical values, physical values, and Aesthetic values, religious values, and citizenship values, environmental values among secondary school students.

Hypotheses:

In the words of good and Halt.” A hypothesis is propositions which can be but to a test determine its validity. It may prove to be correct as in correct.”

In the present study the researcher formulated the following hypothesis:

- There will be no significant different among students with regard to their sex secondary school
- There will be no significant different among the students of secondary schools in the moral values with regards to their sex.
- There will be no significant different among the students of secondary schools in the ethical values with regards to their sex.
- There will be no significant different among the students of secondary schools in the physical values with regards to their sex.
- There will be no significant different among the students of secondary schools in the Aesthetic values with regards to their sex.
- There will be no significant different among the students of secondary schools in the religious values with regards to their sex.
- There will be no significant different among the students of secondary schools in the citizenship values with regards to their sex.
- There will be no significant different among the students of secondary schools in the environmental values with regards to their sex.
- There will be no significant different towards moral values among secondary school with regard to their nativity.
- There will be no significant different towards human value among secondary school with regard to their nativity.

- There will be no significant different towards ethical value among secondary school with regard to their nativity.
- There will be no significant different towards physical value among secondary school with regard to their nativity.
- There will be no significant different towards Aesthetic value among secondary school with regard to their nativity.
- There will be no significant different towards religious value among secondary school with regard to their nativity.
- There will be no significant different towards citizenship value among secondary school with regard to their nativity.
- There will be no significant different towards environment value among secondary school with regard to their nativity.
- There will be no significant difference between the opinions of secondary school students in moral values with regard to different management.
- There will be no significant difference between the opinions of secondary school students in human values with regard to different management.
- There will be no significant difference between the opinions of secondary school students in ethical values with regard to different management.
- There will be no significant difference between the opinions of secondary school students in physical values with regard to different management.
- There will be no significant difference between the opinions of secondary school students in Aesthetic values with regard to different management.
- There will be no significant difference between the opinions of secondary school students in religious values with regard to different management.
- There will be no significant difference between the opinions of secondary school students in citizenship values with regard to different management.
- There will be no significant difference between the opinions of secondary school students in environmental values with regard to different management.
- There will be no significant difference between the moral values among viii and ix class students.

- There will be no significant difference between the human values among viii and ix class students.
- There will be no significant difference between the ethical values among viii and ix class students.
- There will be no significant difference between the physical values among viii and ix class students.
- There will be no significant difference between the Aesthete values among viii and ix class students.
- There will be no significant difference between the religions values among viii and ix class students.
- There will be no significant difference between the citizenship values among viii and ix class students.
- There will be no significant difference between the environmental values among viii and ix class students.
- There will be no significant difference between the attitude of English and telugu medium secondary school students towards moral values.
- There will be no significant difference between the attitude of English and telugu medium secondary school students towards human values.
- There will be no significant difference between the attitude of English and telugu medium secondary school students towards ethical values.
- There will be no significant difference between the attitude of English and telugu medium secondary school students towards physical values.
- There will be no significant difference between the attitude of English and telugu medium secondary school students towards Aesthetic values.
- There will be no significant difference between the attitude of English and telugu medium secondary school students towards religious values.
- There will be no significant difference between the attitude of English and telugu medium secondary school students towards citizenship values.
- There will be no significant difference between the attitude of English and telugu medium secondary school students towards environmental values.

Standardization:

The degree of efficiency of any measuring device depends upon two in dispensable factors.

They are

- a. Reliability
- b. Validity

Item validity:

All the responses made by the subjects are put to the chi-square test to find out the significance of the item.

The difference between the observed and expected frequencies are squared and divided by expected number in each case and the sum of the equation χ^2 (Chi-Square). The equation for the chi-square is give below.

Data Analysis:

Data analysis is the heart of any social science research. In words of Marz, “ here facts objective data never determine anything. The collected information is given numerical scoring and scores are tabulated. The central Tendency measurements, “MEAN”, “MEDIAN”, “MODE”, “Quartile Deviation”, “Standard Deviation”, “KURTOSIS”, etc., and “t” test and “F” test are also obtained. On the basis of the individuals the researchers tabulated the items of the tool according to their scoring order and presented finding and conclusions. Finally the researcher presented suggestions for improvement of the various values among secondary school students.

IV. RESULTS AND DISCUSSION:

- The three measures of Central tendency (viz) Mean , Median and Mode fall at 165.84, 174.5 and 191.82 respectively. In normal distribution all these three measures of Central tendency fall at the same point. As these measures falls at different points, it can be concluded that the present distribution is very slightly different from that of a normal distribution.
- The obtained mean value 165.84 is more than the $\frac{1}{2}$ value of the total value, it can be concluded that the subjects have expressed favorable opinions on all the items of the questionnaire. And the values of the measures of variability ie, Quratile Deviation and Standard Deviation fall at 12.92 and 17.6 respectively. The range of the distribution of scores is $(194 - 92) = 102$. These value show that the group taken up for the present investigation is not a heterogeneous group.
- The Median value is 169.5 is greater than the Mean value ie , 165.84. It shows that the

Median falls towards the right of the mean. It shows that the distribution is slightly skewed.

- The obtained value of Skewness is - 0.62. This shows that the curve is negatively skewed, from this we can be concluded that the scores are massed at the high end of the scale and are gradually spread towards the High end of the scale. This confirms the fact that the subjects expressed favorable opinion on all the items of questionnaire.
- The obtained value of Kurtosis falls at 0.284. This value is greater than 0.263 (this value represents normal probability curve for Kurtosis.). So the distribution is Leptokurtic. This further confirms the fact that the subjects expressed nearly favorable opinions on all the items of the questionnaire.
- The obtained critical ratio value for the Boys and Girls Students is 0.08 is less than the table value 1.96 at 0.01 level. Hence there is no significance between the Boys and Girl students among their opinions regarding to the various values among secondary school students. Hence, null hypothesis is accepted.
- The obtained critical ratio value for the English and Telugu Medium Students is 0.58 is less than the table value 1.96 at 0.01 level. Hence, there is no significance between the English and Telugu Medium students among their opinions regarding to the various values. Hence, null hypothesis is accepted.
- The Computed F - ratio value is 14.27 is greater than the table value of 4.78 at 0.01 level from this data, it can be concluded that the obtained mean values in the case of the subjects belongs to the Rural, Tribal, and Urban students opinions are significantly different. Hence we conclude that all students didn't expressed same opinions on all the items. So as Null Hypothesis is rejected.
- The Computed F - ratio value is 13.91 is greater than the table value of 4.78 at 0.01 level from this data, it can be concluded that the obtained mean values in the case of the subjects belongs to the ten Mandals the teachers opinions are not significantly different. Hence we conclude that Government, Local body and Private school children expressed different opinions on all the items. Hence, Null Hypothesis is rejected.

V. CONCLUSIONS

The following are the conclusions for the present investigation.

- Students with value behave well.
- Students are materialists.
- Moral Education develops self control.
- Students sincerely Complete the assigned work.
- Students help parents at home.
- Students participate actively in the celebration of National festivals.
- Students use their knowledge of hygiene to escape diseases.
- Students education requires freedom of thought and expressions.
- Students follow order liness in assembly.
- Students follow rules and regulations in group games and sports.
- Students respect teachers.
- Students wash the hands before and after eating.
- Students like wear uniform.
- Students both daily twice.
- Students show interested home works.
- Students get up early in the morning.
- Students decorate articles beautifully.
- Students prefers clean cloths to wear.
- Students feel happy in viewing objects.
- Students are interested in visiting places.
- Students treat everyone equality.
- Students give respect other religions.
- Students feel proud to be the citizen of their country.
- Students enjoy the rights provided to them.
- Students respect National Anthem.
- Students do pledge in the assembly.
- Students live with National Spirit.
- Students develop the garden in the school.
- Students gain the knowledge of solar energy.
- Students like healthy environment.

VI. SUGGESTIONS:

- The government should include value education in the curriculum.
- The Teachers should act as model to the students.
- All the students should practice the Ten formulas of former president of India sri. Abdul Kalam.
- All the Secondary Schools should conduct seminars and Quiz programmes at school level on values.

- Media should take primary step to improve the various values for better society.

VII. LIMITATIONS OF THE STUDY:

The present piece of investigation is limited only to the study of eight values viz; moral values, human values, ethical values, physical values, Aesthetic values, religious values, citizenships values, and environmental values. The present piece of investigation is limited to viii and ix class students only. The sample is also limited to two hundred and four students only. The geographical area of the investigation is also limited to urban schools and tribal schools of Narasaraopeta Mandal, Sattenapalli Mandal, Macherla Mandal, Veldurthy Mandal and Durgi Mandal of Guntur district. Hence, it is as such the present piece of research is open for a further study on a wider sample covering more number of districts and more number of secondary schools.

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