



A STUDY OF VALUE PROFILE AMONG SENIOR SECONDARY SCHOOL STUDENTS

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ABSTRACT :

The present study was an attempt to study the value pattern of adolescents in relation to their academic backgrounds. A sample of 120 was drawn randomly from Govt. Senior Secondary School, Sector-20, Panchkula. Efforts were made to make the sample as fairly representative as possible. Variables like gender, socio-economic status and intelligence level were considered on the basis of which division of the total sample was considered. t-test was computed for data analysis. Result found that there exists significant difference in the value profile of arts and Science group. The study also revealed insignificant differences between arts and commerce group, science and commerce group.

KEYWORDS : Value Pattern, Senior Secondary School Students.

INTRODUCTION

Values and faith constitute an inherent part of individual's existence. They play a very significant role in the makeup of an individual, a community and nation. Well balanced value systems can be a vision for a roadmap for addressing present day's problems. For peaceful co-existence at international, national or local level, individual relies on shared basic values. In today's age of knowledge and information revolution, our education system has been affected in varied ways. It has its own pros and cons. Education can be an instrumental tool to promote and cultivate the good value systems among the students. Education is a dynamic and long term process which can develop the understanding and respect for values. The first and foremost role of a teacher is to inculcate values in students. The most important aim of our education system is to provide an ecosystem that produces wise human beings.

OBJECTIVES

- To study the value profile of adolescents.
- To find out the differences if any in the value profile held by the adolescents studying in three different disciplines viz., Commerce, Science and Arts.

HYPOTHESES

1. There is no significant difference in value profile of arts students and science students.
2. There is no significant difference in value profile of arts students and commerce students.
3. There is no significant difference in value profile of science students and commerce students.

METHODOLOGY

Random sampling technique was followed for the survey. A sample of 120 adolescents (senior secondary level) from three academic backgrounds (40 each) viz., Arts, Science, Commerce from Govt.

Senior Secondary School, Sector-20, Panchkula (Haryana) during 2018-2019 was taken. In terms of gender, socio-economic status and intelligence level a heterogeneous sample was undertaken. A 'Value - Orientation Scale' by Dr. N.S. Chauhan and Saroj Aurora (1997) was used. For statistical analysis, descriptive and inferential statistical tools were used. The data analyzed by computing mean, standard deviation. The differences of mean analyzed by the t-test.

Analysis of Data and Findings

Table 1: Aggregate Mean of Arts Students, Science Students and Commerce Students

Arts Students	57.78
Science Students	61.15
Commerce Students	60.47

From Table-1, the means for Arts, Science and Commerce stream students are M_1 (Arts)=57.78, M_2 (Science) =61.15 and M_3 (Commerce)=60.47 respectively. There is no considerable difference exist in all the three groups namely Arts, Science and Commerce.

Table 2: Comparison of Arts and Science Students in their Value Profile

Significant difference exists between the Arts and Science students on all the six values (viz., Cosmopolitan, Scientific, Venturesome, Democratic, Progressive and Empathetic).

	Arts Students	Science Students	t-value
Mean	57.78	61.15	8.95
S.D.	2.08	1.04	

*Significant at 0.5 level.

Table-2 shows that the two groups (arts and science students) did exhibit significant difference regarding all the six values. As significant difference was observed regarding all the six values, $t=8.95$, therefore the hypothesis-1 is rejected. Hence, there is a significant difference in value profile of both the groups (i.e. Arts and Science). In terms value profile, Science students have scored higher than the Arts students. Generally, Science students have an experimental outlook and objective observation of things than Arts students.

Table 3: Comparison of Arts and Commerce Students in their Value Profile

The two groups (Arts and Commerce students) reveal significant difference in their value profile.

	Arts Students	Commerce Students	t-value
Mean	57.78	60.47	1.35
S.D.	2.08	1.92	

*Insignificant at 0.5 level.

From Table-3, an insignificant difference, $t=1.35$ was observed in value profile. Therefore the hypothesis-2 is accepted. Hence, there is no considerable difference in value profile of Arts and Commerce students with Mean and S.D. for Arts and Commerce students were $M_1=57.78$, S.D. =2.08 and $M_2=60.47$, S.D. =1.92 respectively. The wide scope of Arts and Commerce helps in developing broad mindedness, innovative thinking, creative outlook and making critical judgements.

Table 4: Comparison of Science and Commerce Students in their Value Profile

	Science Students	Commerce Students	t-value
Mean	61.15	60.47	.03
S.D.	1.04	1.92	

*Insignificant at 0.5 level.

Table-4 depicts that there is no considerable difference in value profile of Science and Commerce students with Mean and S.D. for Arts and Commerce students were $M_1=61.15$, $S.D. =1.04$ and $M_2=60.47$, $S.D. =1.92$ respectively. On comparing Science and Commerce group of students in their value profile, an insignificant difference was calculated. The two groups did not exhibit any significant regarding the value profile, as t-value is equal to 0.03. Therefore the hypothesis-3 is accepted.

CONCLUSION

In the overall analysis on comparing the two groups on the values pattern, significant differences were observed between Arts and Science. And in significant differences were observed in the Arts and Commerce group and Science and Commerce group.

In the present study, it is concluded that the students from different academic backgrounds have no direct bearing on their value profile. Our system of education should be evolved in a cohesive way so as to develop an all inclusive value pattern to be inculcated in the character and integrity of the adolescents who are future of the nation.

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