Research Paper

A Comparative Study of Value Orientation of Higher Secondary School Students

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ABSTRACT

Aim of Education is to develop the total personality of a person. Virtually all people can identify goals they want to accomplish, things they would like to change and things they would like to achieve. However, most people also realize that putting these plans into action is not quite so simple. Values education can take place at home, as well as in schools, colleges, universities, jails and voluntary youth organisations. There are two main approaches to values education, some see it as inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics while others see it as a type of Socratic dialogue where people are gradually brought to their own realization of what is good behaviour for themselves and their community. In this study and attempts has been made to study the effect of gender and standard of value orientation of higher secondary school level students.120 students from the xi and xii class of Gujarati medium higher secondary schools in Ahmadabad were chosen as a sample. Value orientation scale was administrated and the result were evaluated and analyzed by considering appropriate statistical measure like mean, S.D., and t-value .The analysis reveals that the t –value was significant in case of Standard. So the researcher has rejected the null hypothesis. Value orientations of xii standard students are high than xi standard students and Gender had no effect on value orientation education.

Keywords: *Value Orientation, Higher Secondary School Students*

Aim of Education is to develop the total personality of a person. Virtually all people can identify goals they want to accomplish, things they would like to change and things they would like to achieve. However, most people also realize that putting these plans into action is not quite so simple. Values education can take place at home, as well as in schools, colleges, universities, jails and voluntary youth organisations. There are two main approaches to values education, some see it as inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics while others see it as a type of Socratic dialogue where people are gradually brought to their own realization of what is good behaviour for themselves and their community..Value orientation beliefs involve evaluation of self –worth, self concept is particularly dependent on how a culture of social structure value the attributes which the individuals bases those feeling of self –worth. Value orientation belief represents differing way to thinking about ones self. In this study attempts has been

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made to study the effect of gender and standard on self concept higher secondary level student.

Statement of the problem:
A study of Value orientation of higher secondary school students. In this study attempts has been made to study the effect of gender and standard of higher secondary level students.

Objective of study:
Following were the objectives of the present research-
1.   To study the effect of gender on Value orientation.
2.   To study effect of standard on the Value orientation.

Sample:
In the present study school were selected through random sampling method. Student were selected by random sampling method from Ahmedabad city in Gujarat.120 students from the xi and xii classis of Guajarati medium higher secondary school.

Table no.1 Information of sample Is given in this table.

No.	Gender	Standard		Total
		xi	xii	
1	Boys	30	30	60
2	Girls	30	30	60
	Total	60	60	120

Tool:
This inventory was constructed and standardized by N.S Chauhan and S. Aurora. It consists 48 items and six dimensions. Each dimension contains eight items. Each item is provided with five alternatives. Responses are obtained on the test booklet itself. There is no time limit but generally 20 minutes have been found sufficient for responding all the items. This is widely used inventory for measuring self-concept of the Ss. The author has given the scoring method for scoring the responses given by the Ss. The maximum obtained score is 240 and minimum 48. High score in this inventory indicates a higher self-concept, while a low score shows low self-concept. It is highly reliable inventory. Reliability of the inventory was found by test- retest method 0.91 for the total self-concept measure. The reliability coefficient of various dimensions varies from 0.67 to 0.88.

RESULTS AND DISCUSSION

Table no.2 t *value of Value orientation score of boys and girls students*

Gender	Number	Mean	SD	t -value
Boys	60	318.30	26.961	1.8769
Girls	60	327.50	26.735	N.S.

Observation of the table 2 show that calculate t value was 1.8769, which was not significant at 0.01level.Show null hypothesis "There will be not significant different between mean score of Value orientation of boys and girls" was accepted. Self concept of boys and girls are equals.

Table no.3 *t value of Value orientation score of xi and xii standard students.*

Standard	Number	Mean	SD	t –value	Significant
Xi	60	320.30	24.767	4.223	0.05
xii	60	338.30	21.822		

Observation of the table 3 show that calculates t value was 4.223, which was significant at 0.05 level. Show null hypothesis "There will be not significant different between mean score of Value orientation of student xi and xii standard" was rejected. Self concept of standard xi and xii student are not equals.

CONCLUSION

At the end of experiment following finding emerge out,
1. Value orientation boys and girls are equal
2. Value orientation of xii standard students are higher there xi standard students.

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