



Value Preference Of Higher Secondary School Students With Respect To Their Gender, Subject Stream And Academic Achievement.

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ARTICLE INFO ABSTRACT

Values mean the set of principles that controls personal and social behavior or activities of a person in his or her social life. A society with values can establish itself at the national and international level. In the present study seven types of values are emphasized. These are social, moral, environmental, scientific, democratic, aesthetic and spiritual values. The study is undertaken to compare the value preference of higher secondary school students with respect to gender and subject stream and also to study the relationship between value preference and academic achievement. This was a descriptive survey type research. Total 260 higher secondary school students were selected as sample from seven schools of Purba Medinipur district, W.B. To measure the value preference of higher secondary school students researcher constructed and standardized a value preference scale which has reliability as 0.823. Mean, SD, column chart, t-ratio, F-ratio and Pearson correlation coefficient were calculated for analyzing the data. Findings revealed that the value preference of higher secondary school students is moderate. Values among the female higher secondary school students are higher than the male students and no significant difference was found between arts and science students. Further it was concluded that there is no significance correlation between value preference and academic achievement of higher secondary school students.

Key Word: value preference, Academic achievement, higher secondary school students, Gender, subject stream, Pearson correlation, t-ratio, F-ratio)

INTRODUCTION

Values are the sets of social norms, customs and basic beliefs of people which can be considered as the standard of human ethics and thoughts. It helps people to consider good and bad, write and wrong. According to Zaleznik and David "Values are the ideas in the mind of men compared to norms in that they specify how people should behave. Values also attach degree of goodness to activities and relationships". By the values the thought of a nation, behavior, devotion to work, honesty, love, sympathy, kindness, respect, patients, democracy, sense of justice etc become enlightened. A society with values can be established by itself at the national and international level. Therefore it is very important to develop values among everyone in the society. In the present study seven types of values are emphasized. These are social, moral, environmental, scientific, democratic, aesthetic and spiritual values. Each of the above value is closely related to each other and it is essential to inculcate the values among the students. Value preference may be different among the higher secondary school students with respect to their gender and subject stream. Again society also sometimes expects more from the high achiever students regarding value preference. So how they give importance to the values, it's a matter of discussion

Yazici.S(2020),Sakia.T(2016),Mahesh Kumar.R (2015),Yhosu.D(2012) studied on value preference or value perception of different types of students and they concluded that there was no significant difference in value preference in respect to gender. Ramesh.T (2015) also found no significant difference between male and female school students in their human values. Begum.N (2021) studied on moral values and found that moral values of male undergraduate students were higher than that of male students. But Pratap.S (2019) investigated that female secondary school students have more perception about social values than that of male students. Again Kanchana.S (2015) found significant difference in value pattern of B.Ed students in

terms of gender. Mahesh Kumar.R (2015) revealed that there was no significant difference among adolescent students of fishing community in their social, moral, aesthetic and cultural values. Yhosu.D (2012) studied on value pattern and academic achievement of Naga post graduate students and found no significant difference in value preference among arts, science and commerce students. Begum.N(2021) and Nimmi.W(2016) concluded that academic achievement was positively correlated with moral values. Mahesh.R(2015) showed that there was significant relationship between value perception and academic achievement of fishing community adolescents. Chaturbedi.P (2013) found that social value was positively related and environmental value was negatively related with academic achievement for high and low deprived adolescents. But Sakia.T(2016) and Yhosu.D(2012) concurred that there was no correlation between value preference and academic achievement of the students.

The review of literature reveals that value preference with respect to subject stream of HS students has not been explored so much. Again contradictory results have been observed in assessing the relationship between value preference and academic achievement. Hence, the present study is undertaken to reveal the exact form of value preference with respect to gender subject stream and academic achievement of higher secondary school students in Purba Medinipur Districts.

Objectives of the study:

1. To study the value preference of higher secondary school students.
2. To compare the value preference of higher secondary school students with respect to their gender and stream of subject.
3. To study the relationship between value preference and academic achievement of higher secondary school students.

Hypotheses:

1. There is no significant difference between mean score of different types of value among higher secondary school students.
2. There is no significant difference in value preference between male and female higher secondary school students.
3. There is no significant difference in value preference between Arts and Science higher secondary school students.
4. There is no significant relationship between value preference and academic achievement of higher secondary school students.

METHODOLOGY

Research design: The descriptive survey method was employed in the present study.

Population of the study: Population of the study comprises of all higher secondary school students of all government/aided/sponsored schools in Purba Medinipur district. Two subgroups were included such as male-female and arts-science stream students.

Sample of the study: Simple random sampling technique was used to select the sample from the population. Total 260 students were selected from seven higher secondary schools.

Tool used for data collection: In order to study the value preference of higher secondary school students researcher prepared and standardized a value preference scale. The questionnaire consists of fifty six (56) statements related to seven types of values like social, moral, environmental, scientific, democratic, aesthetic and spiritual values. Each statement was likert type question of 5 point scale with five alternatives namely Always (A), Frequently (F), Sometimes(S), Rare(R) and Never (N). There was 41 positive statements and 15 negative statements. To measure the value preference of the higher secondary school students the responses were evaluated with rating 5,4,3,2,1 for positive statements and 1,2,3,4,5 for negative statements starting with Always to Never. The reliability coefficient was measured as 0.823 by using split half method technique and Cronbach's Alpha coefficient was computed as 0.865. For measuring academic achievement of students 10th grade board result was used.

Variable of the study: Dependent variables-Value preference, Academic achievement
Independent variables- Gender, Steam of subject.

Data collection: Seven government schools were selected as the sample school for the study by using simple random sampling technique.

Researcher visited the school and with due permission of the head of the institution the questionnaire was administered to higher secondary school students to collect the data.

After giving general instruction the students were asked to select the correct option which was appropriate to them. There was no time limit but the students were asked to complete all the answers. Students were assured that answers would be kept confidential.

After the completion of the test the response sheets were collected carefully.

Statistical techniques: Descriptive as well as inferential statistics were used to analyze the data. The data were analyzed through Excel and SPSS software.

Mean, SD, bar charts were used to describe the status of different variable. One way ANOVA calculation, t-test was made to study the difference/s of mean. Coefficient of correlation between value preference and academic achievement was calculated by Karl Pearson's product moment method.

RESULTS AND DISCUSSION

Table-1: Percentage of respondents falling on each level of value preference (N=260)

Level	No of respondents	percentage
Very High	38	14%
High	62	24%
Average	62	24%
Low	47	18%
very Low	51	20%

Figure-(a): Graphical Representation of Levels of value preference among higher secondary school Students

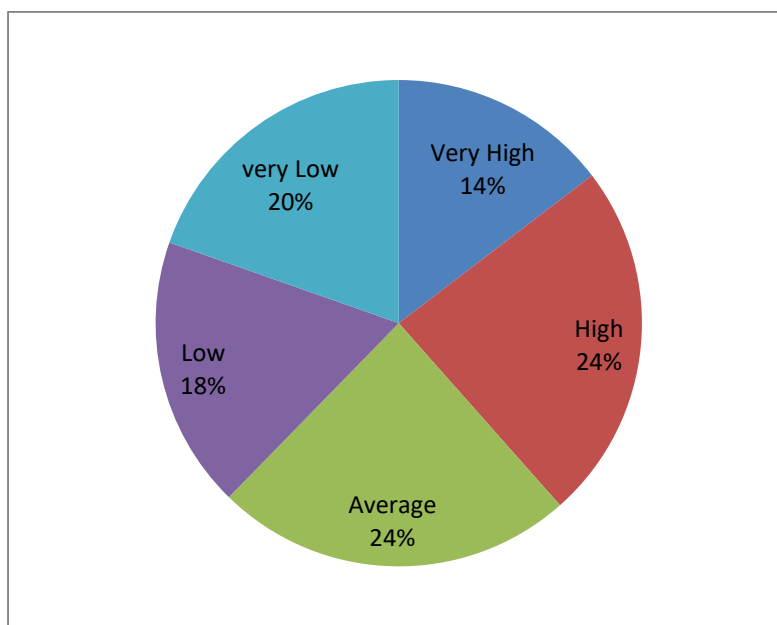


Table – 1 and figure-(a) shows the level of value preference among higher secondary school students.

It is inferred that 14% of respondents have very high value preference, 24% of respondents having high and 24 % of respondents possesses average value preference, whereas value preferences are low in 18% and very low in 20 % of the respondents.

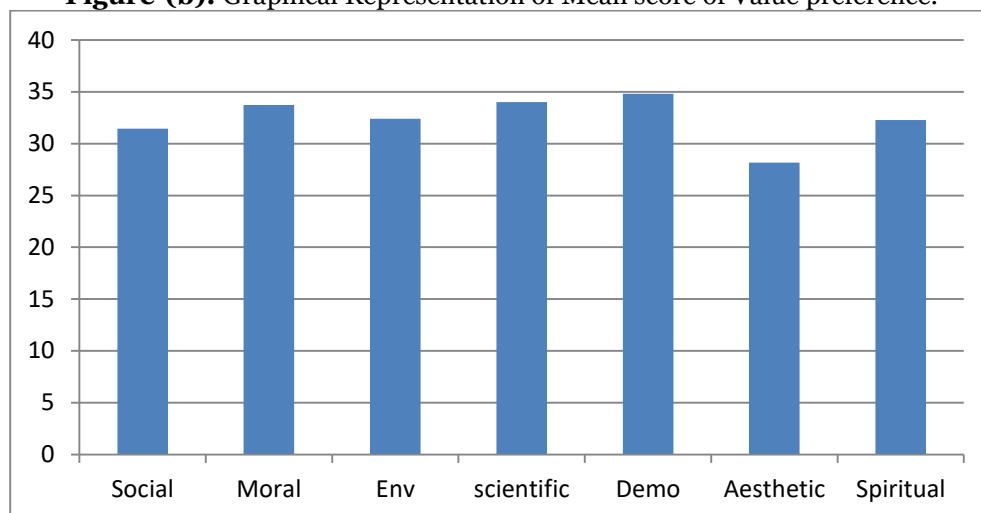
Table-2: Mean Score of value preference for total respondents (N=260)

Social	Moral	Environ	Scientific	Democratic	Aesthetic	Spiritual
31.44	33.73	32.42	34.01	34.81	28.15	32.27

Table-3: ANOVA Test

Source of Variation	SS	df	MS	F	P-value	F-crit
Between Groups	7577.115	6	1262.853	75.123	0.0000	2.103
Within Groups	30477.06	1813	16.81029			
Total	38054.17	1819				

Figure-(b): Graphical Representation of Mean score of Value preference.

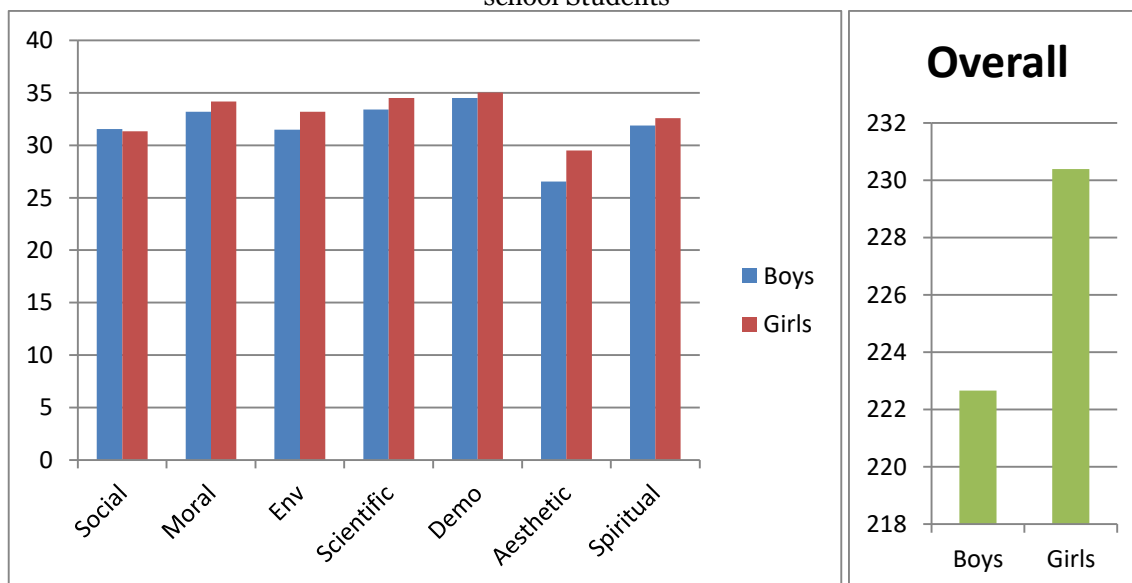


The mean score of each of seven values has been shown in table-2 and represented by the column chart in figure-(b).The value which is observed more among the students is the democratic value and least is the aesthetic value. One way ANOVA test was done for seven types of values. The computed F-value is greater than the critical value as shown in the table-3. Hence, it indicates that there is significant difference in mean score of different types of value among higher secondary school students.

Table-4: Mean comparison of male and female HS school students on value preference.

Values	Boys (N=120)	Girls (N=140)	t-value	p-value	Remarks
Social	31.55	31.34	0.42	0.6716	NS
Moral	33.21	34.18	1.85	0.0649	NS
Environmental	31.49	33.21	3.39	0.0008	S (0.01)
Scientific	33.42	34.51	2.30	0.0218	S (0.05)
Democratic	34.53	35.05	1.17	0.2435	NS
Aesthetic	26.56	29.52	5.33	0.0000	S (0.01)
Spiritual	31.89	32.59	1.32	0.1865	NS
Overall	222.66	230.4	3.35	0.0009	S (0.01)

Figure-(c): Graphical Representation of Difference in values between Male and Female higher secondary school Students



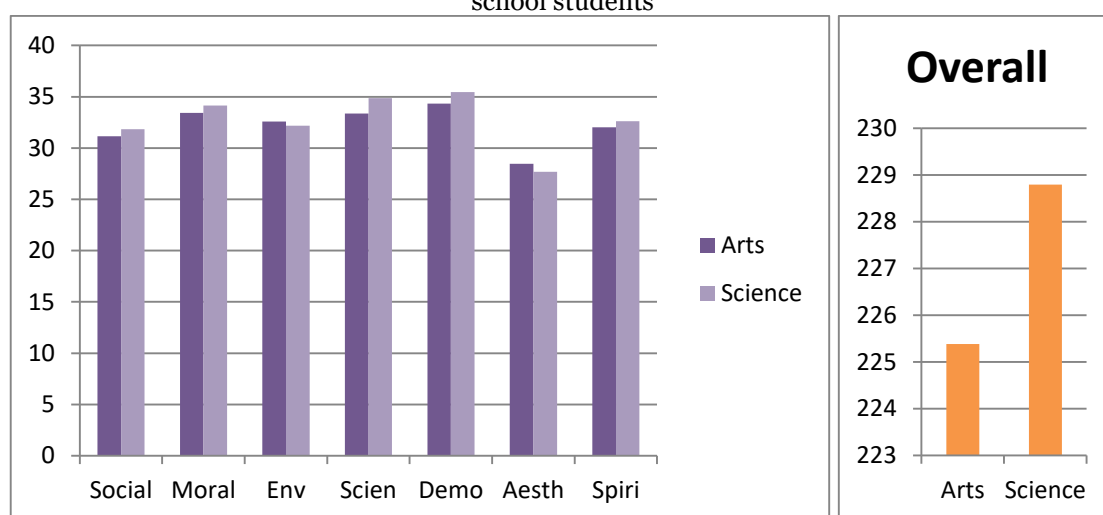
From the table-4, it is observed that the mean score of overall value preference of higher secondary school boys is 222.66 and that for girls it is 230.4.The t-value is 3.35 which is significant at 0.01 levels. It indicates that the null hypothesis is rejected. Thus there is significant difference in value preference between higher secondary school boys and girls in Purba Medinipur district. Further from the table it is concluded that values possessed in the girls are more than boys. In case of social, moral, democratic and spiritual values, no

significant difference has been found between boys and girls. Again it is observed that but girl students have more environmental, scientific and aesthetic values than boys. Comparison between boys and girls with respect to different type of values as well as overall value preference is shown with the help of column chart in figure-(c).

Table -5: Mean comparison of arts and science HS school students on value preference.

Values	Arts (N=150)	Science (N=110)	t-value	p-value	Remarks
Social	31.15	31.84	1.40	0.1611	NS
Moral	33.43	34.14	1.35	0.1760	NS
Environmental	32.59	32.17	0.81	0.4196	NS
Scientific	33.38	34.85	3.13	0.0019	S
Democratic	34.33	35.46	2.56	0.0110	S
Aesthetic	28.48	27.7	1.33	0.1825	NS
Spiritual	32.01	32.62	1.13	0.2590	NS
Overall	225.38	228.79	1.43	0.1520	NS

Figure-(d): Graphical Representation of Difference in values between Arts and Science higher secondary school students



From the table -5, it is found that mean score of overall value preference among higher secondary arts students is 225.38 where, that for science students it is 228.79 and t-ratio i.e. 1.43 is less than the critical value at 0.05 level of significance. Hence, null hypothesis is accepted. So there is no significant difference in value preference between arts and science higher secondary school students. In case of scientific value mean score of arts and science students 33.38 and 34.85 respectively, which is significantly different at 0.01 levels of significance. Thus it can be concluded that science students have more scientific values than that of arts students. Again significant difference has been found in democratic values among the arts and science students. And here also science students have more democratic values than that of arts students. Comparison between arts and science students with respect to different type of values as well as overall value preference is shown with the help of column chart in figure-(d).

Table- 6: Pearson correlation coefficient between academic achievement and different type of values.

Group	N	Social	Moral	Envir.	Scien	Demo.	Aesthe	Spiritual	Overall
Boys	120	-0.0188	-0.0422	-0.0956	0.2446	0.2184	-0.1661	0.0113	0.0176
Girls	140	0.1426	0.1430	0.0508	0.2588	0.1595	0.0281	0.1029	0.1879
Arts	150	0.0194	-0.0361	-0.0260	0.1681	0.0457	-0.1158	-0.0697	-0.0109
Science	110	-0.0082	-0.0596	-0.1006	0.0172	0.1536	-0.0866	0.1056	-0.0099
Total	260	0.0657	0.0251	-0.0741	0.2111	0.1657	-0.1318	0.0411	0.0531

From the table-6, it is found that there is no significant relationship between overall value preference of higher secondary school students and their academic achievement.

But only scientific and democratic values are positively related with academic achievement whereas aesthetic values have a negative relationship with academic achievement. Again in case of male higher secondary school students academic achievement possesses a positive relationship with scientific and democratic values.

It is also found that overall value preference of female higher secondary school students is significantly related with academic achievement. The coefficient correlation is 0.1879 which is significant at 0.05 levels.

CONCLUSION

Findings and results revealed that the value preference of higher secondary school students of Purba Medinipur District is moderate.

Again, it is concluded that students give more importance to democratic values and less important to aesthetic values.

Furthermore, values among the female higher secondary school students are higher than the male students in Purba Medinipur District.

Again, it is concluded that arts students and science students have no difference regarding overall value preference. But Science students have more scientific values than arts students and also the trend is same in case of democratic values. It may be because, content of syllabus of science stream improve the knowledge of students about science.

Furthermore, it is said from the findings that there is no significant correlation between value preference and academic achievement. But scientific values and democratic values have positive influence on academic achievement and academic achievement is negatively related with aesthetic value.

SUGGESTION AND RECOMMENDATIONS:

Value oriented education should be introduced in the school and social, environmental, aesthetic, spiritual values should be developed.

It is necessary for educationist, policy maker and others to think about why male students give less importance to the values and it may be the matter of further research.

West Bengal Council of Higher Secondary Education should develop such syllabus in higher secondary level that will inculcate all kind of values among the students.

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