



## A STUDY OF VALUE PATTERNS AMONG SENIOR SECONDARY SCHOOL STUDENTS IN THEIR LOCALITY

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### Abstract

*The purpose of the present study is to investigate the value patterns of senior Secondary School students considering their local environment. Adolescents develop values during a latency period of their life cycle characterized by multitude of value systems and personality development shifts in the individual. The study intended to investigate the differences between rural and urban Senior Secondary School students in the value system configuration involving the theoretical, economic, aesthetic, social, political and religious dimensions, in six value pattern dimensions. This study is based on a sample of 600 children, with 353 children drawn from rural and 247 children drawn from urban, randomly drawn, in some of the schools of Haryana. The instrument employed in this study is Study of Values (SOV) by Ojha and Bhargava. The analysis of data was conducted by means, standard deviation and independent sample t-test. The major findings of the study indicated the existence of rural-urban variation in Theoretical, Economic, Aesthetic and Political values. While Urban Students scored higher on both the Theoretical and Economic values, thus reflecting a greater preference for intellect and practical. The Rural Students, on the other hand, scored higher on Aesthetic and Political values thus having a higher awareness of the Cultural, Aesthetical and Socio-Political values. The analysis of data also indicated no significant rural-urban variation on both the social and religious values. The impact of socio-cultural setting and geography on adolescents' value formation as well as the necessity of contextually appropriate and value-related educational initiatives for the formation of a harmonized value orientation among students is pointed out in the study.*

**Keywords:** Value patterns, adolescents, rural students, urban students, value education, senior secondary students.

### Introduction

The foundation of learning is building a person's personality, character, and patterns of values. Educators understand learning is much more than knowledge acquisition, it is the means to develop the values that influence an individual and a society. "The most important thing to achieve in education... is the formation of character and moral



consciousness..." said Radhakrishnan, 1963. For Durkheim, 1956, education is a means to socialize children in a society. It helps them in assimilating the moral and cultural heritage of the community. Values are the fundamental building blocks of the individual, society, and their behaviour, choices, actions. Value based education becomes more important in a society that is changing fast. It fosters constructive, responsible, and disciplined people who are morally aware, and helps in the betterment of society.

Core values and personality development are part of psychosocial development during adolescence and also emphasize the importance of education at the senior secondary level. The role of education at the senior secondary level is more than just teaching a curriculum; it includes developing a student's personality. This includes the development of beliefs, attitudes, and opinions that shape the future roles of students in society. Allport, Vernon and Lindzey (1960) mention that value orientation in one's self is inclusive of the theoretical, economic, esthetic, social, political, religious, etc. and is very influential in shaping one's thought and action. The values, in their relation to each other, are formed from various sources, including the family, education, friends, and society and culture. Inglehart (1997) and Schwartz (1992) emphasize that value definer are social and cultural contexts. In the context of geography, particularly the rural-urban divide, the social system and social interactions provide and withhold different values, leading to different value formations in individuals.

This indicates the importance of value orientation research regarding rural and urban senior secondary school students in order to shed light on the issue and rationalize value-based educational interventions, aimed at the advancement of core values that are pertinent to adolescents.

### Review of Related Literature

**Roshan and Rai (2011)** designed a study to investigate the relationship between the six human value orientations and the expressed level of altruism among pre-service teachers. The findings revealed statistically significant positive correlation between the social value pattern and value pattern while the political value pattern consistently showed a negative correlation with altruism. **Ntasha (2013)** observed that there was a significant difference in the value patterns of adolescents in rural and urban areas. **Kumar (2015)** also studied the value among the students of Ahmedabad district. found that gender had not effect on the values of the students; moreover, the board of the schools and birth order also did not affect the values of the students. **Kaur (2016)** also conducted a study of values among adolescents. Major findings indicated a positive correlation between Political value and home environment of female rural adolescents. The study also revealed a significant difference in the Social Values of Govt./private schools' rural adolescents in relation to their home environment. There was also a significant difference in the political values of male and female rural adolescents in relation to their home



environment. **Asha Dhingra and Sandeep Kumar (2023)** conducted a study on 120 students (60 urban and 60 rural). They have collected sample from Grugaon, Haryana using Spiritual Attitude Inventory. T-test was computed to compare the mean scores of rural and urban groups and found a statistically significant differences between religious value patterns. Urban students have scores higher in spiritual attitude.

### Objectives

1. To study the theoretical value pattern of rural and urban senior secondary school students.
2. To study the economic value pattern of rural and urban senior secondary school students.
3. To study the aesthetical value pattern of rural and urban senior secondary school students.
4. To study the social value pattern of rural and urban senior secondary school students.
5. To study the political value pattern of rural and urban senior secondary school students.
6. To study the religious value pattern of rural and urban senior secondary school students.

### Hypotheses

1. Rural and urban senior secondary school students do not differ significantly on the measure of theoretical value pattern.
2. Rural and urban senior secondary school students do not differ significantly on the measure of economic value pattern.
3. Rural and urban senior secondary school students do not differ significantly on the measure of aesthetical value pattern.
4. Rural and urban senior secondary school students do not differ significantly on the measure of social value pattern.
5. Rural and urban senior secondary school students do not differ significantly on the measure of political value pattern.
6. Rural and urban senior secondary school students do not differ significantly on the measure of religious value pattern.

### Method

A sample of 600 (353 rural and 247 urban) senior secondary pupils from various schools in haryana was randomly drawn from the population. The sample included all the senior secondary school students who volunteered to participate. The selected subjects belonged to the adolescence stage. To realize the study's main objectives, selected subjects were tested on The Study of Value (SOV).



### Measure

The study of values developed by Dr. R.K. Ojha, and Dr. Mahesh Bhargava was used for data collection. This test was self-administering. It consisted of several questions based on familiar situations. The test had two parts- the first part consisted of 30 items with two alternative answers and the second part consisted of 15 items with four alternative answers. Subjects had to value them numerically. In all there were 45 statements with 120 alternative answers. Roughly 20 alternative answers belonged to each of the six values.

### Result and Discussion

#### Group differences on the measures of Value Patterns between rural and urban groups of senior secondary school students

The data was analyzed to study the differences in various dimensions of value patterns i.e. theoretical, economic, aesthetical, social, political and religious value patterns among subjects falling in rural and urban groups of students. For this, the mean scores of rural group of subjects were compared with the mean scores of urban group of subjects on the above mentioned variables. For this, t-values were computed.

To examine the differences in rural and urban groups of senior secondary school students on the various dimensions of value patterns, the total sample of 600 senior secondary school students was divided in to two comparable groups i.e. rural group (N=353) and urban group (N=247). The means, standard deviation and t- ratio of mean differences have been reported.

**Table 1 Group differences between rural and urban groups of senior secondary school students on the different measures of value patterns.**

Dimensions	Groups of rural students (N=353)		Groups of Urban students (N=247)		t-values	Level of significance
	Mean	S.D.	Mean	S.D.		
Theoretical	39.77	6.39	41.44	5.76	3.27	0.05
Economic	42.19	5.17	45.31	5.53	7.06	0.05
Aesthetical	38.66	5.80	36.96	4.95	3.74	0.05



Social	39.63	5.53	39.00	4.73	1.46	0.05
Political	40.52	6.55	38.17	4.83	4.80	0.05
Religious	39.22	6.50	39.12	5.90	0.10	0.05

The close observation of the above table reveals that the mean scores and standard deviations of rural group of senior secondary school students are 39.77 and 6.39 respectively, whereas the mean scores and standard deviations of urban group of senior secondary school students are 41.44 and 5.76 respectively on theoretical measure of value patterns. It is observed that the calculated t-value is 3.27 which is significant at 0.05 level of significance. Therefore, the obtained result reveals that the two comparable groups of senior secondary school students differ significantly on the theoretical dimension of value patterns. **Thus hypothes-1 has been rejected.**

An inspection of the same table shows that the mean scores and standard deviations of rural group of senior secondary school students are 42.19 and 5.17 respectively, whereas those for the urban group are 45.31 and 5.53 respectively on economic measure of value patterns. It is observed that the calculated t-value is 7.06 which is significant at 0.05 level of significance. Therefore, the obtained results reveal that the two comparable groups of senior secondary school students differ significantly on the economic dimension of value patterns. Urban group of senior secondary school students obtained higher mean scores than their counterpart rural senior secondary school students. **Thus hypothesis-2 has been rejected.** Findings of the study was contradicted by Kaur (2016)

An examination of the given table shows that the mean scores and standard deviation of rural group of senior secondary school students are 38.66 and 5.80 respectively, whereas those for the urban group are 36.96 and 4.95 respectively on aesthetical measure of value patterns. It is observed that the calculated t-value is 3.74 which is significant at 0.05 level of significance. Therefore, the obtained result reveals that the two comparable groups of senior secondary school students differ significantly on the aesthetical dimension of value patterns. Rural group of senior secondary school students obtained higher mean score 4 than their counterpart urban senior secondary school students. **So hypothesis-3 has been rejected.**

The table shows that the mean scores and standard deviations of rural group of senior secondary school students are 39.63 and 5.53 respectively, whereas those for the urban group are 39.00 and 4.73 respectively on social measure of value patterns. It is observed that the calculated t-value is 1.46 which is not significant at 0.05 level of significance.



Therefore, the obtained result reveals that the two comparable groups of senior secondary school students do not differ significantly on the social dimension of value patterns. **Thus hypothesis-4 has been accepted.**

The given table illustrates that mean scores and standard deviations of rural group of senior secondary school students are 40.55 and 6.55 respectively, whereas the mean scores and standard deviations of urban group of senior secondary school students are 38.17 and 4.83 respectively on the measure of value patterns. It is evident that the calculated t-value is 4.80 which is higher than 0.05 level of significance. This shows a highly statistically significant difference between rural and urban students on political measure of value patterns. Rural students demonstrate higher political value. **Hence hypothesis-5 has been rejected.**

A close observation of table shows that the mean scores and standard deviation of rural group of senior secondary school students are 39.22 and 6.50 respectively, whereas those for the urban group are 39.12 and 5.90 respectively on religious measure of value patterns. It is observed that the calculated t-value is 0.10 which is not significant at 0.05 level of significance. Therefore, the obtained results reveal that the two comparable groups of senior secondary school students do not differ significantly on the religious dimension of value patterns. Rural group of senior secondary school students obtained higher mean scores than their counterpart urban senior secondary school students. **Hence hypothesis-6 has been accepted.**

The data analysis focused on urban and rural senior secondary school students. This analysis examined the six dimensions of value patterns i.e. economics, aesthetic, social, political, and religious. The mean scores of the two groups were then compared using independent samples t-tests. The findings showed that students in rural and urban areas differed statistically significantly in terms of the political, aesthetic, economic, and theoretical aspects of value patterns. The Scores of urban students were greater as compared to rural students on theoretical and economic measures of value patterns that shows urban students are highly inclined toward intellectual pursuit and practical considerations. On the other hand, the mean scores of rural students are higher on aesthetic and political dimensions and total value patterns as compared to urban students. In contrast, students from rural areas achieved significantly higher mean scores related to political and aesthetic values. This indicates that individuals from rural areas appreciate, and hold in higher esteem, the values associated with the arts, culture, and political power. The obtained result is contradicted with the study of Aastha Dhingra and Sandeep Kumar (2023) and supported by Mrs. Natasha (2013).

Thus, the outcomes of the study indicate that the value patterns of rural and urban



students are not entirely the same, nor are they entirely different. Rather, the value patterns of the rural and urban pupils are comparable and differ for each individual value.

## **Recommendations**

### **1. Include Value Education in the Curriculum Framework.**

Teaching faculty need to imbibe value education to up bring the moral, social and ethical concerns of senior high school students.

### **2. Educational Institutions should aim at all round development of students.**

Development of students should aim at cognitive as well as social, cultural, moral, and ethical, in addition to their academic development.

### **3. Value Education should comprise Co-Curricular Classroom Teaching.**

Value Education should not be restricted to teaching in classrooms, it should also include social and cultural awareness, advocacy, debates, community services, and other activities.

### **4. Value Education should be part of Teacher Training Curriculum.**

Teacher training institutions need to provide value education so that teachers can guide students toward the adoption of positive values.

### **5. There should be alignment between community values and the values taught at the school.**

The school, the community, and the family should collaboratively develop and strengthen a social community with positive social values for the adolescents.

## **Conclusion**

The research focused on the differences in the values held by rural and urban secondary school pupils across six dimensions: theoretical, economic, aesthetic, social, political and religious. The absence of differences in social and religious values, contrasts in theoretical, economic, aesthetic and political values as well as urban respondents being more inclined towards theoretical and economic values while rural respondents were more inclined towards aesthetic and political values were significant findings. The study articulated the rural and urban socio-cultural contexts and geography influences on adolescents' value orientation and advocated for more value-integrated and socio-



culturally relevant education.

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