

VALUE PRIORITIZATION AMONG HIGHER SECONDARY STUDENTS

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ABSTRACT

Values are considered as an important and integral part of Indian culture and stakeholders all over the country are concerned with the degradation of values. The investigator firmly believes that it's not the degradation of values but there is change in the priorities of the young generations. The present paper aims at studying the value Prioritization of the pupil teachers from Delhi region in relation to their Education level and socio- Economic status. 166 pupil teachers were selected using convenience and snowball sampling technique from the Delhi. The Short Schwartz's Value Survey (2005) was administered on them to know their value Prioritization. The results revealed that no significant difference exists in the value prioritization of urban and non-urban students. Further, the value prioritization of students of working and non-working mothers did not differ significantly.

Keywords: Value Prioritization

INTRODUCTION

"Values are the principles and fundamental convictions which act as general guides to behaviour, the standards by which particular actions are judged as good or desirable " (Halstead & Taylor, 2000)

Our values are the things that we believe are important in the way we live and work.

Family is the first and probably the foremost training ground of attitudes and normal values of human being. It is there that the individuals learns his first lessons about what groups to disapprove, what to consider right or wrong and what to regard as virtue (Ahamed, 2012).

It is the values that regulate and guide our behaviour and actions in day to day life. Values are not only embedded in our actions and words, but also on our perceptions and interpretation of others reactions in what we are say and do. These are formed on the basis of our interests, choices, needs, desires and preferences. It is believed that our values change according to our direction of life and convenience. When preferences acquire certain definiteness, intensity and stability, these become the criteria for judgement, choices, action and grounds for decision-making in behaviour. Value, thus, is considered to be an enduring belief upon which human beings act by preferences.

When we talk of Education, we define it as all round development of the child. But, in the present day world, due to fierce competition, it is exclusively focused on cognitive domain whereas affective domain is totally neglected. Students are nurtured in a spirit of excessive competition and are trained right from the beginning to relate to aggressive competition and facts detached from contexts. The individualistic idea of excellence is promoted at the cost of emotional and relational skills.

Whenever there is a discussion about values, our general conception about values has been mainly expressed in terms of development of values and virtues like honesty, self-control, respect, responsibility, loyalty for personality/character development of the individual without situating them in the prevailing social, cultural realities and conditions.

Values determine our priorities and the measures to tell if life is turning out the way we want it to. When the things that we do and the way we behave match our values, life is usually good – we are satisfied and content. But when these don't align with our personal values, we feel that something somewhere is going wrong. This can be a real source of unhappiness. So it is very important for us to make conscious effort to identify the values that are important for us.

Whenever, we talk of values, the first and foremost meaning that comes to our mind is the- Moral values. But, values are something

OPERATIONAL DEFINITIONS

The definitions of various terms that are used in the tool are given below:

1. POWER means the social power, authority and wealth.

2. ACHIEVEMENT means success, capability, ambition, influence on people and events.
3. HEDONISM means gratification of desires, enjoyment in life and self-indulgence.
4. STIMULATION means daring, a varied and challenging life and an exciting life.
5. SELF-DIRECTION means creativity, freedom, curiosity, independence and choosing one's own goals.
6. UNIVERSALISM means broad-mindedness, beauty of nature and arts, social justice, a world at peace, equality, wisdom, unity with nature and environmental protection.
7. BENEVOLENCE means helpfulness, honesty, forgiveness, loyalty and responsibility.
8. TRADITION means respect for tradition, humbleness, accepting one's portion in life, devotion and modesty.
9. CONFORMITY means obedience, honouring parents and elders, self-discipline and politeness.
10. SECURITY means national security, family security, social order, cleanliness and reciprocation of favours.

OBJECTIVES OF THE STUDY

Following are the objectives of the present study:

1. To study the value prioritization of pupil teachers of Delhi.
2. To compare the value prioritization of pupil teachers with working and non-working mothers of Delhi
3. To compare the value prioritization of graduate and post graduate pupil teachers of Delhi

HYPOTHESES

1. There will be no significant difference in the value prioritization of students of working and non- working mothers.
2. There will be no significant difference in the value prioritization of graduate and post-graduate students.

TOOL USED

The Short Schwartz's Value Survey uses 8-Point scale to indicate the importance of a particular value to the individual. The scale measures 10 values namely; Power, Achievement, Hedonism, Stimulation, Self-Direction, Universalism, Benevolence, Tradition, Conformity and Security. Pupil Teachers were asked to rate these values in order of preference ranging from most important ones to the least important ones.

DELIMITATIONS

1. The study was limited to the pupil teachers from the teacher training institutes of Delhi and NCR.
2. The study was limited to the pupil teachers pursuing Bachelors in Education.

ANALYSIS AND INTERPRETATION OF DATA

The data collected was analysed by applying Chi- Square test on it.

The value of chi square calculated for the pupil teachers of working and non- working mothers have been shown below in the table 1.

Table 1 Showing Chi-Square value for students with working and non- working mothers

Status of Mothers	N	Chi-Square	Level of Significance
Working	78	0.70*	Not Significant
Non- Working	88		

Table value of p at 0.05 level and df 9=16.92

Table value of p at 0.01 level and df 9=21.67

The chi-square value for urban working and non- working mothers came out to be 0.70(refer table1) which is not significant at 0.05 level. This shows that there is no significant difference in the value prioritization of urban students with working and non- working mothers.

Hence our hypothesis stating “There will be no significant difference in the value prioritization of urban students of working and non- working mothers” stands accepted.

The percentage wise value prioritization of urban working and non-working mothers are shown below in fig 1 and Fig. 2 respectively.

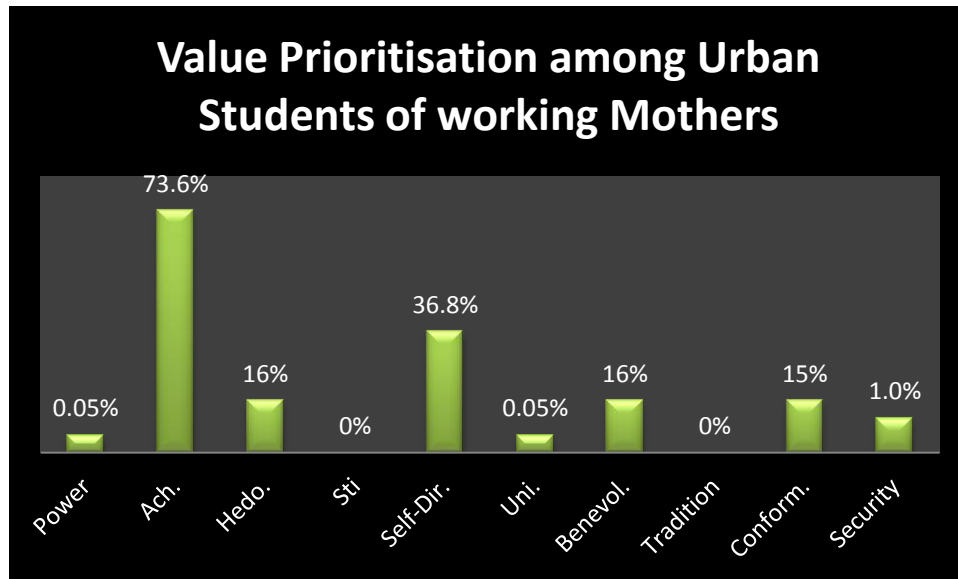


Figure 1 value prioritisation among urban students of working mothers

Fig.1 depicts that 73.6% of the respondents gave priority to Achievement followed by self-direction (36.8%). It is worth noting that no respondent chose Tradition and Stimulation (0%).

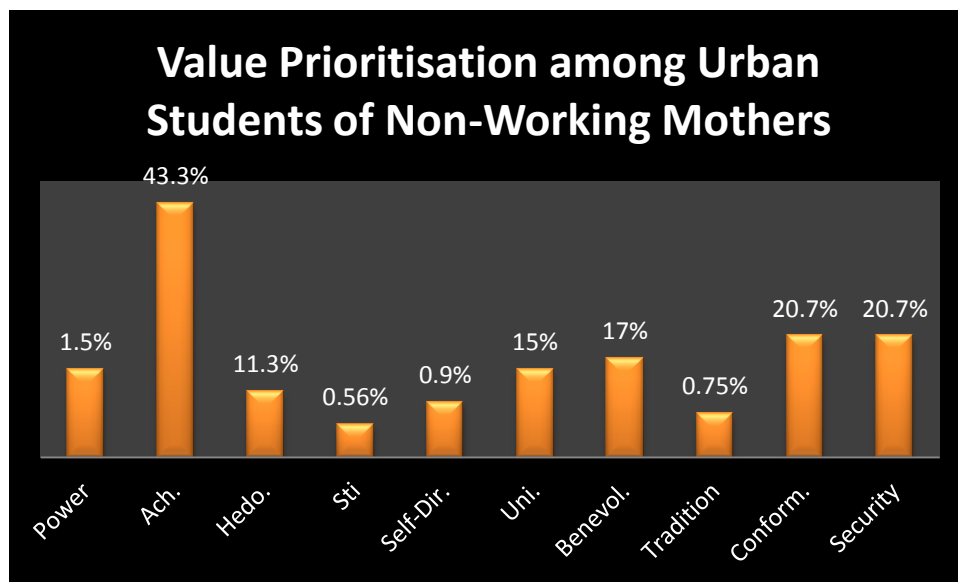


Figure 2 Value prioritisation among urban students of non- working mothers

It can be seen in Fig.2 that most of the students i.e. 43.3% gave priority to Achievement followed by Conformity and security (20.7%). It is worth noting that stimulation and Self direction are the least selected/ opted values.

The value prioritization among non-urban students with working and non-working mothers is shown below in Fig. 3 and 4 respectively. Figure 3 depicts that rural students of working mothers give equal priority to achievement and power (50%) as compared to any other value. All other values were left untouched by the respondents.

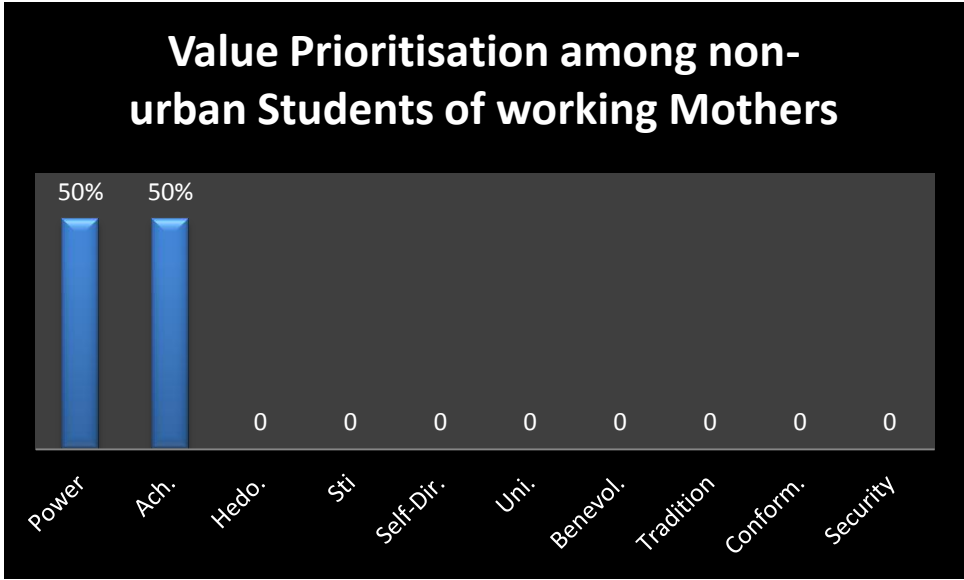


Figure 3 value prioritisation of non-urban students of working mothers

When it comes to value prioritization of non-urban students of non-working mothers, data reveals that maximum students (50%) chose achievement followed by power (21.4%). Tradition and stimulation are the least preferred values (0%).

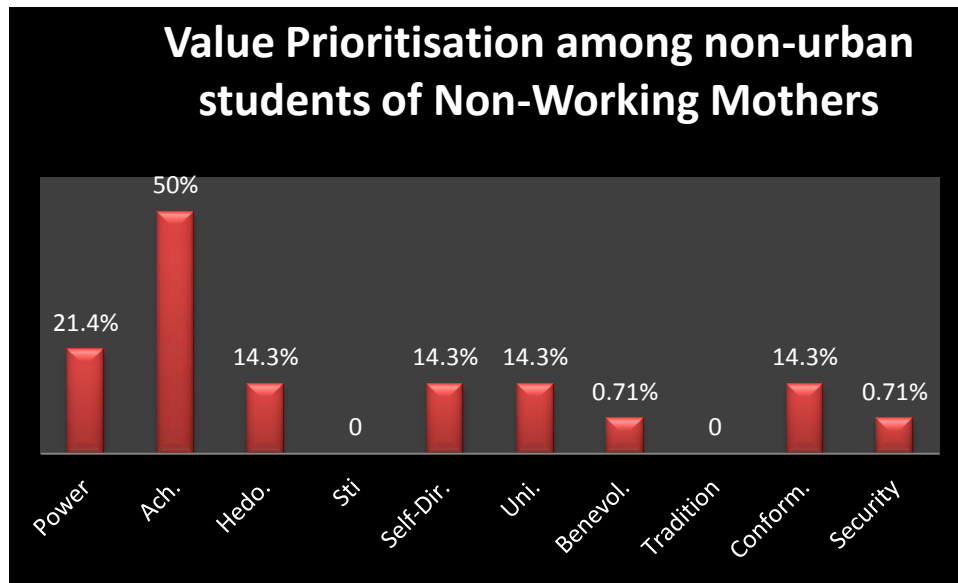


Figure 4 value prioritisation among non-urban students of non-working mothers

The value of chi square calculated for the graduate and post graduate pupil teachers have been shown below in the table 2.

Table 2 showing chi-square value for graduates and post graduates

Educational Qualifications	N	Chi-Square	Level of Significance
Graduates	96	0.93	Not Significant
Post-Graduates	70		

Table value of p at 0.05 level and df 9=16.92

Table value of p at 0.01 level and df 9=21.67

The chi-square value for Graduates and post graduates came out to be 0.93 (refer table2) which is not significant at 0.05 level. This shows that there is no significant difference in the value prioritization of Graduate and post- Graduate students.

Hence our hypothesis stating “There will be no significant difference in the value prioritization of Graduate and post- Graduate students” stands accepted.

The percentage wise value prioritization of urban working and non-working mothers are shown below in fig 5 and Fig. 6 respectively.

Figure 5 shows that graduate students prioritize Achievement (46%) followed by power (28%) and self-direction (13%) and security (12%). If we look at value prioritization of the post graduate students (fig. 6), we find that maximum students (52%) value achievement followed by power (20%), conformity (15%) and self-direction (10%).

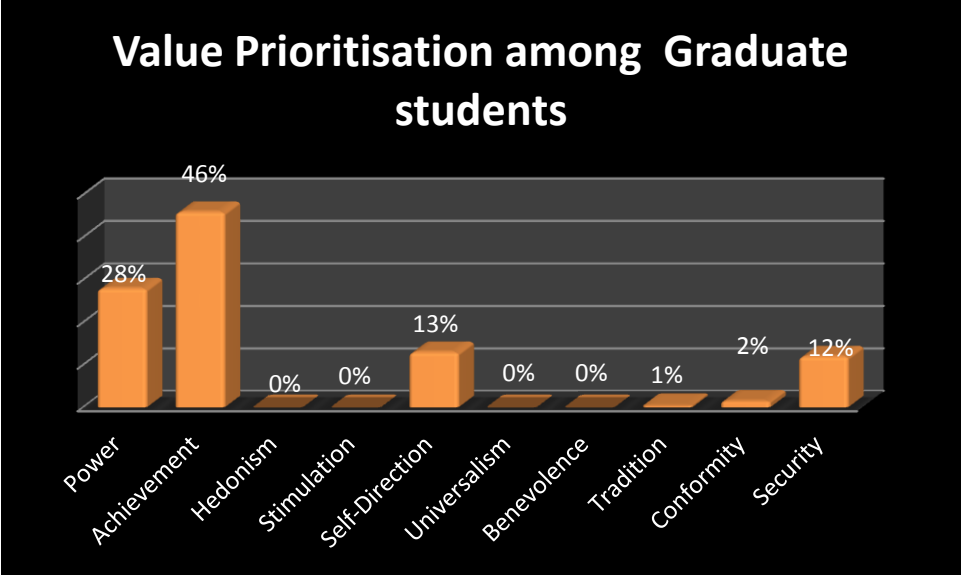


Figure 5 showing value prioritisation among graduate students

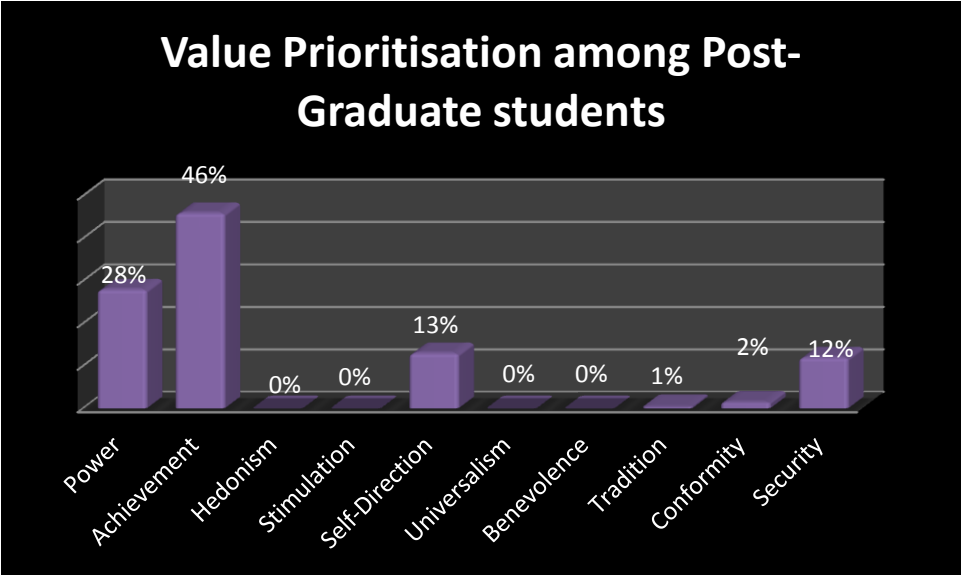


Figure 6 showing value prioritisation among post-graduate students

FINDINGS OF THE STUDY

Following are the major findings of the study:

1. There is no significant difference in value prioritization of urban students of working and non-working mothers.
 - a) Students of working mothers value achievement followed by self-direction.
 - b) Students of non-working mothers value achievement followed by conformity and security.
2. There is no significant difference in value prioritization of graduate and post-graduate students.
 - a) Graduate students value achievement followed by power, self-direction and security.
 - b) Post graduate students value achievement followed by power and conformity.

It has been the major finding of the study that all the students whether graduates or post- graduates or the ones with working mothers or non- working mothers, all value achievement more than anything else.

CONCLUSION

If the impressionable mind once gets set to noble goals, difficult would it is to lead him astray. As a child's mind is at growing stage, he acquires the values very easily by observing other people actions and behaviour. All the parents and teachers try to inculcate values among the children by talking about great men and their achievements. But in actual they forget that no lectures or theoretical knowledge can take place of what a child sees and observes in the real life world around him/her. Values doesn't mean targeting any one aspect of the child's personality, rather it is moulding the intellectual, physical, emotional and psychological parts of the child's personality. So, it is the responsibility of the teachers to lead students in right direction so that they are happy with themselves and with others.

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