

SOCIAL VALUES OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

Education of values and principles shapes and moulds every individual of the society. Social Values are moral beliefs and principles that are accepted by a society. Social Values have been emphasised at every stage of social development of a child. The present study is the investigation of Social Values of higher secondary school students. The researcher has adopted normative survey method. All the higher secondary school students of Kanchipuram district constituted the population of the study. Random sampling technique was adopted and the total sample is 1050 higher secondary school students. Social Value questionnaire was constructed and validated by the investigator and the research supervisor. The objectives of the study were to find out the level of Social Values of higher secondary school students. The findings of the study revealed that the level of Social Values of higher secondary school students is average. It was found out that there exists a significant difference in the Social Values of higher secondary school students in relation to their gender. It was also found that there exists a positive relationship between Social Values and gender of higher secondary school students.

Key words: *Social Values, higher secondary school students, Values, Education*

Introduction

Education is the process of facilitating learning for the acquisition of knowledge, skills, values, belief, and habits. Education of values and principles shapes and moulds a soul and humanist feelings in a mere body, as it was once. The word value reflects the importance, worth, desirability and the respect something gets in return (Soykan, 2007). Social Values are moral beliefs and principles that are accepted by the majority to ensure the continuity of a society (Ergil, 1984). Societal values are criteria shared by the society in an ideal sense, all of which led them to the better society. Societal values regulate and organize daily life. From a sociological perspective, ideally, real values are only unique to one society. Hence, values are original to one group at a single moment in time (Doğan, 2011). The values gained in the school years will improve the academic success of children and will support social integration. True education aims at developing individuals into social beings having these virtues. Social Values have been emphasised at every stage of social development of a child. Societies exist with their values and they are valuable owing to their values. Therefore, values constitute basis for each culture. Thus, values are essential in social life as they form the basis of social formation.

Statement of the problem

Social Values are those which put the rights of wider groups of people first. Increasing and accelerating socio-economic and technological changes in recent years have brought along some social problems since values could not be transferred to new generations adequately in many societies. Societal values regulate and organize daily life. Such values as honesty, sedulity, helpfulness, and modesty are some of these societal values. From a sociological perspective, ideally, real values are only unique to one society. Hence, values are original to one group at a single moment in time (Doğan, 2011). Education is a process which aims at biological, psychological, social and moral development of human being, who is a member of the society (Thornburg, 1984). In this sense, education is an institutional structure which helps develop the identity of individual, prepares him for life by transferring data, skills and values necessary for him. Social problems increase where values are not functional. Social problems come into existence in relation to social values. Value education constitutes a solid basis for a better human being, society and world. The goal of educational

institutions is not only to teach but also to help students to acquire all values necessary as a human being. So, the investigator intended to study the Social Values of higher secondary school students.

Objectives of the study

1. To find out the Level of Social Values of higher secondary school students.
2. To find out the significance of difference in the Social Values of higher secondary school students in relation to their gender.
3. To find out the significant relationship between Social Values and gender of higher secondary school students.

Hypotheses of the study

1. The Level of Social Values of higher secondary school students is high.
2. There is no significant difference in the Social Values of higher secondary school students in relation to their gender.
3. There is no significant relationship between Social Values and gender of higher secondary school students.

Delimitations of the study

1. The study is confined to Kanchipuram district of Tamil Nādu.
2. The study is delimited to the higher secondary school students only.
3. The students of Government, Government- Aided and private higher secondary schools have been included in the present study.
4. It is delimited to study only Social Values of higher secondary school students.

Methodology

The present study is the investigation of Social Values of higher secondary school students. The researcher has adopted normative survey method. All the higher secondary school students of Kanchipuram district constituted the population of the study. Random sampling technique was adopted to select the representative sample from the population. The samples wereselected from 3 Government, 3 Government-aided and 3 privatehighersecondary schools randomly. The total sample is 1050highersecondary school students. Social Valuequestionnaire was constructed and validated by the investigator and the research supervisor. The reliability of the tool is 0.91. Mean, Standard Deviation, ‘t’ test and correlation have been used forstatistical analysis.

Hypotheses Testing

1. The Level of Social Values of higher secondary school students is high.

Table 1 showing the level of Social Values of higher secondary school students

Level of Social Values	N	Low		Moderate		High	
		N	%	N	%	N	%
	1050	157	15%	693	66%	200	19%

The above **Table 1** shows the level of Social Values of higher secondary school students. It indicates that 15% falls under low category, 66% falls under moderate category and 19% falls under high category. Hence the hypothesis that the level of Social Values of higher secondary school students is high is not accepted.

2. There is no significant difference in the Social Values of higher secondary school students in relation to their gender.

Table 2 showing the Social Values of higher secondary school students in relation to their gender.

Gender	N	Mean	SD	‘t’ Value	Level of Significance at 0.05
Male	557	68.63	6.391	3.190	Significant
Female	493	69.90	6.476		

Table 2 shows that the obtained ‘t’ values is 3.190at 0.05 level of significance is more the critical value (1.96) and indicates that there exist a significant difference in the Social Values of higher

secondary school students in relation to their gender. It also shows that the mean score (69.90) of the female higher secondary school students are slightly higher than the mean score(68.63) of the male higher secondary school students. Hence,the null hypothesis that there is no significant difference in the Social Values of higher secondary school students in relation to their gender is not accepted.

3. There is no significant relationship between Social Values and gender of higher secondary school students.

Table 3 showing the Correlation values between Social Values and gender of higher secondary school students.

Variable	N	'r' Value	Level of Significance 0.05
Social Values Vs Gender	1050	0.098	Significant

From the above **Table 3**, the calculated 'r' value is 0.098 and which shows that there exist a significant low positive correlation between Social Values and Gender of the higher secondary school students. Hence, the framed null hypothesis is not accepted.

Findings of the study

1. The level of Social Values of higher secondary school students is average.
2. There exists a significant difference in the Social Values of higher secondary school students in relation to their gender.
3. There exists a significant positive relationship between Social Values and gender of higher secondary school students.

Discussion

The present study attempts to study the Social Values of higher secondary school students and its relationship with the gender of the students. The findings revealed that the higher secondary school students had average level of Social Values. The findings coincide with the findings of Archana Mittal (2016) that the secondary school students have average level of all the values. It was found out that there exists a significant difference in the Social Values of higher secondary school students in relation to their gender. It was also found that there exists a positive relationship between Social Values and gender of higher secondary school students.

Educational Implications

Values are a matter of developing appropriate behaviour and habits, right attitudes and understanding, ability in discriminating and choosing right from right and wrongs. Values can, therefore, be inculcated by creating the right atmosphere and promoting learning by examples rather than precept. The values are the guiding principles of life which help for the all-round development of children. Teaching social values in schools will ensure in students to have a stronger self-esteem, to have self-respect and respect to others, and to be tolerance. The findings of this study may contribute to the society. Parents and teachers should act as a good model for their children for the practices of the values. In this study, it was observed that students possess average level of social values. In this sense, education is an institutional structure which helps develop the identity of individual, prepares him for life by transferring data, skills and values necessary for him. The goal of education institutions is not only to teach but also to help students acquire all values necessary as a human being.

Conclusion

Values present a true perspective of the development of any society or nation. As Swami Vivekananda says, "Excess of knowledge and power, without holiness, makes human beings devils". Hence, a modest step towards achieving the goal of exposing and sensitizing our children towards having good values is to give value rich education and instruction.

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