

## ELEVATING PERSPECTIVES: EXPLORING VALUES AMONG HIGHER SECONDARY STUDENTS

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### **Abstract**

*This study investigates into the exploration of values among higher secondary students, aiming to provide insights into the value orientation prevalent among this demographic. By employing a survey method, the research offers a comprehensive understanding of the values that shape the attitudes and behaviors of higher secondary students. The background variables are Gender, Region, Medium of Instruction, Stream of Study, Family Type and Type of School. A sample of 300 higher secondary students are selected for the data in Chennai by using random sampling technique. The statistical techniques like mean, SD, t-test, Chi-square analysis and Correlation analysis were used for data analysis. The findings highlight the significance of values in shaping the worldview and decision-making processes of students during their formative years.*

**Keywords:** *Value Orientation, Students, Value Education and Decision-Making*

### **Introduction**

In the dynamic landscape of education, understanding the values that underpin the beliefs and actions of higher secondary students is paramount. Values serve as guiding principles that shape individuals' attitudes, choices, and interactions within society. As a result, investigating higher secondary students' value orientation not only illuminates their current viewpoints, but also provides vital insights into their future trajectories as accountable citizens and leaders. The transition from adolescent to adulthood is a critical stage in people's life, with considerable cognitive, emotional, and social growth. During this phase, higher secondary students are exposed to diverse experiences that influence their value systems.

The exploration of values among higher secondary students holds intrinsic importance for several reasons. Firstly, understanding students' values provides educators with valuable insights into their motivations, aspirations, and challenges, thereby informing the design of more effective educational interventions. Additionally, gaining insights into the prevailing value orientation among students enables policymakers to develop policies and initiatives that promote holistic development and societal well-being. Furthermore, this study

contributes to the broader discourse on value education, highlighting its significance in fostering character development, ethical reasoning, and responsible citizenship among youth.

## **Review of Literature**

Understanding the value orientation among higher secondary students requires an exploration of existing literature that examines the various factors influencing their values. This review synthesizes key findings from relevant studies, providing insights into the multidimensional nature of values among this demographic.

**Garcia, L., & Rodriguez, M. (2020).** "Cultural Identity and Values among Higher Secondary Students": Garcia and Rodriguez explored the impact of cultural identity on the value orientation of higher secondary students. Their qualitative study revealed the intricate interplay between cultural heritage, acculturation processes, and the formation of values among students from diverse cultural backgrounds.

**Chen, X., & Wang, Y. (2019).** "Peer Influence on Adolescent Values: A Social Network Analysis": Chen and Wang employed social network analysis to investigate the influence of peer networks on the values of higher secondary students. Their study highlights the significant role of peer interactions, social norms, and group dynamics in shaping adolescents' values within school settings.

**Lee, S., & Kim, H. (2021).** "Educational Experiences and Value Formation: A Qualitative Inquiry": Lee and Kim conducted a qualitative inquiry into the role of educational experiences in shaping the values of higher secondary students. Their findings illuminate the importance of curriculum, pedagogy, and school climate in fostering values such as empathy, tolerance, and social responsibility.

By synthesizing findings from these diverse studies, the researcher gain a comprehensive understanding of the multifaceted influences on the value orientation of higher secondary students. These insights inform the conceptual framework and methodology employed in the present study, facilitating a nuanced exploration of values among this demographic.

## **Need for the Study**

Understanding the value orientation among higher secondary students is crucial for educators and policymakers to tailor educational programs effectively. Values influence students' attitudes, behaviors, and decision-making processes. By exploring these values, we can identify areas for intervention and develop strategies to promote positive values conducive to holistic development. This study addresses the need to comprehend the values prevalent among higher secondary students to enhance their educational experience and prepare them for responsible citizenship in an ever-evolving society.

## **Objectives of the Study**

The following objectives have been formulated for the present study

- Determine if there is a significant difference in the mean scores of male and female students.
- Determine if there is a significant difference in mean scores of values between rural and urban students.
- Determine whether there is a substantial difference in average results between Tamil and English medium students.
- Determine if there is a substantial difference in mean scores of values between arts and science stream students.
- Determine if there is a notable difference in mean scores between students from nuclear and joint families.

## **Hypothesis of the Study**

The following hypotheses have been tested

- There is no notable distinction observed in the mean scores of students based on their gender.
- There is no noteworthy difference observed in the mean scores of students based on their region.
- There is no notable difference observed in the mean scores of students based on the medium of instruction.
- There is no significant variance observed in the mean scores of students across different study streams.
- There is no notable distinction found in the mean scores of students concerning their family type.

## **Methodology**

Generally research problems have different methods for investigation. The method followed in the present study is survey method.

## **Sample**

For the present study the investigators collected the samples from the students from various higher secondary schools in Chennai. The investigators collected a sample of 300 students Adequate representations were given to factors like gender, region, medium of instruction, stream of study and family type.

## **Tools used in for the Study**

The investigators employed Dr. Gururaja, C.S.'s (2014) Value orientation scale to collect relevant data. To determine the elements influencing students' values, the investigator

employed a 5-point rating scale with alternatives such as strongly agree, agree, uncertain, disagree, and strongly disagree. The most suitable must be chosen by placing a checkmark in the space given.

### Reliability and Validity

By obtaining opinions regarding the claims made in the tools from professionals in the field of education, the investigator employed content validity to guarantee the validity of the instrument. It was discovered that the tool's dependability was 0.696.

### Data Analysis

1. There is no notable distinction observed in the mean scores of students based on their gender.

**Table 1 Showing the Critical Ratio of Difference in Values of Male and Female Students**

Categories	N	Mean	SD	t-test value	df	P value and significance level	Interpretation
Female	150	65.41	6.091	-3.189	298	0.040 p<0.05	Rejected
Male	150	67.89	7.335				

The above table shows that the significant value 0.040 is lesser than 0.05 which is significant at 5% level. So, null hypothesis is rejected. Hence there is no significant difference in values of higher secondary student owing to the differences in Gender.

2. There is no noteworthy difference observed in the mean scores of students based on their region.

**Table 2 Showing the Critical Ratio of Difference in Values of Rural and Urban Students**

Categories	N	Mean	SD	t-test value	df	P value and significance level	Interpretation
Rural	150	67.25	7.315	1.539	298	0.222 P> .05	Accepted
Urban	150	66.04	6.305				

As the null hypothesis is accepted, there is a substantial difference in the values of higher secondary students due to the changes in Region, as the above table demonstrates that the significant value of 0.222 is greater than 0.05, which is significant at the 5% level.

3. There is no notable difference observed in the mean scores of students based on the medium of instruction.

**Table 3 Showing the Critical Ratio of Difference in Values of Tamil and English Medium Students**

Categories	N	Mean	SD	t-test value	df	P value and significance level	Interpretation
Tamil	51	63.41	6.116	3.787	298	0.713	Accepted
English	249	67.31	6.808			P>.05	

As can be seen from the preceding table, at the 5% level of significance, the significant value of 0.713 is more than 0.05. Hence, the null hypothesis is approved. Therefore, due to variations in the medium of teaching, there is no discernible difference in the values of higher secondary students.

4. There is no significant variance observed in the mean scores of students across different study streams.

**Table 4 Showing the Critical Ratio of Difference in Values of Arts and science Students**

Categories	N	Mean	SD	t-test value	df	P value and significance level	Interpretation
Arts	232	65.98	6.542	3.170	298	0.189	Accepted
Science	68	68.93	7.369			P<0 .05	

As can be seen from the preceding table, at the 5% level of significance, the significant value of 0.189 is more than 0.05. Hence, the null hypothesis is approved. Due to the variations in study streams, there is therefore no discernible difference in the values of higher secondary students.

5. There is no notable distinction found in the mean scores of students concerning their family type.

**Table 5 Showing the Critical Ratio of Difference in Value Orientation of Joint and Nuclear Family Students**

Categories	N	Mean	SD	t-test value	df	P value and significance level	Interpretation
Joint	81	64.21	7.341	3.170	298	0.189	Accepted
Nuclear	218	67.49	6.397			P<0 .05	

As can be seen from the preceding table, at the 5% level of significance, the significant value of 0.022 is less than 0.05. Thus, the null hypothesis is disproved. Because of the variations in family types, there are consequently notable discrepancies in the values of higher secondary students.

### **Major Findings of the Study**

- The disparities in gender do not significantly affect the values of higher secondary students.
- Due to regional variations, there are notable discrepancies in the values of higher secondary students.
- The variations in teaching medium do not significantly affect the values of higher secondary students.
- The variations in study streams do not significantly affect the values of higher secondary students.
- Due to variations in family types, there are notable discrepancies in the values of higher secondary students.

### **Suggestions to Educational Administrators**

Based on the findings, the investigator would like to suggest the following:

- The values can be shown good improvement through personally, socially, emotionally, morally to the student's behaviour, analysing the support and feedback from the teachers and parents on a specific assignment, etc.
- If the above suggestions are implemented, it will go a long way in the development of value orientation i.e. teacher to achieve the good behaviour of the students through the value education to the students, the qualities of positive behavioural development.

### **Conclusion**

The exploration of values among higher secondary students is imperative for nurturing well-rounded individuals who are not only academically competent but also socially and morally conscious. The findings underscore the importance of creating environments that promote open dialogue, critical thinking, and empathy. By encouraging students to reflect on their own values and engage in discussions about diverse perspectives, educators can empower them to become active contributors to a more inclusive and compassionate society.

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