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A Study of value Awareness of secondary School Students of Ahmedabad

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Abstract:

Value awareness plays a crucial role in shaping students' behaviour, decision-making abilities, and social responsibility. In contemporary society, the deterioration of values among children has become a growing concern, highlighting the need to assess and strengthen value education in schools. The present study aims to examine the **value awareness of secondary school students of Ahmedabad city**, considering variables such as **Gender and Education Board (GSEB and CBSE)**. The study is descriptive in nature and follows the survey method. A **sample of 230 students** from four randomly selected English-medium self-financed schools was chosen using a multi-stage sampling technique. Data were collected using the **standardized Value Awareness Scale constructed by Dr. Satishprakash Shukla**, having high reliability and validated content.

Data analysis included the calculation of mean, standard deviation, and t-values to test four null hypotheses. The findings reveal that **boys possess significantly higher value awareness than girls**, indicating a gender-based difference in value perception and understanding. However, **no significant difference was found between the value awareness of students studying in GSEB and CBSE schools**, suggesting that the type of education board does not influence value awareness at the secondary level. Similar gender differences were observed within both GSEB and CBSE groups independently.

Educational implications highlight the need for schools to integrate value-based activities, character education programs, and ethical discussions into the curriculum. The study concludes that while gender influences value awareness, the education board does not. Suggestions for future research include expanding the geographical area, using self-developed tools, exploring more variables, and conducting studies at different educational levels.

Keywords:

Value awareness, Moral development, Descriptive survey, Ethical behavior, Educational psychology

1. Introduction:

The word "value" is derived from the Latin word 'Valerie' meaning to be strong and vigorous. To be of value is to have a certain virtue. The sense of value is an essential attribute of the human consciousness.

Values Can Give Direction to Our Life In life, Values give us clear goals. They always tell us how we should behave and act in different situations and give the right direction to our life. In life, a person with good values can take better charge.

Values are individual beliefs that motivate people to act one way or another. They serve as a guide for human behaviour. Generally, people are predisposed to adopt the values that they are raised with. People also tend to believe that those values are “right” because they are the values of their particular culture

Values are ideals or beliefs that a group or an individual hold and are essential for determining what is desirable or undesirable to them. Values can also be seen as overall conceptions people hold toward the world and aligns their behaviour, motivation, perceptions, and personality.

Values can be defined as those things that are valued by someone. In other words, values are what is considered 'important' by an individual or an organization. Examples include courage, honesty, freedom, innovation etc.

Values are fundamental beliefs that motivate your actions and attitudes. Understanding your own life values can help you determine what is most important to you. Gaining a sense of what you value in life can also help you evaluate whether you are achieving your life goals.

Values education refers to the aspect of the educational practice which entails that moral or political values as well as norms, dispositions and skills grounded in those values are mediated to or developed among students. Values education can be referred to as explicit or implicit.

Personal Values are “broad desirable goals that motivate people's actions and serve as guiding principles in their lives”. Examples of personal values include donating to charity or spending time with family. Everyone has values, but each person has a different value set.

The deterioration of value has affected almost all the people and mostly the children. Today’s children are tomorrow’s citizen. They must be taught value. It is necessary to know their awareness towards value. This study is being conducted to know that what they know about value.

2. Statement of the problem:

It is necessary to clear the subject. The study of the subject is very important to know the value awareness of the students of secondary school of Ahmedabad city. The statement of present research is as under

A Study of value Awareness of secondary School Students of Ahmedabad:

In present research the study has been conducted to know the value awareness of secondary school students in context to various variables like Gender and Education Board

3. Importance of Values:

For an individual, values are most important. An individual with good values is loved by everyone around as he is compassionate about others and also he behaves ethically.

❖ Values Help in Decision Making:

A person is able to judge what is right and what is wrong based on the values he imbibes. In life at various steps, it makes the decision-making process easier. A person with good values is always likely to make better decisions than others.

❖ Values Can Give Direction to Our Life:

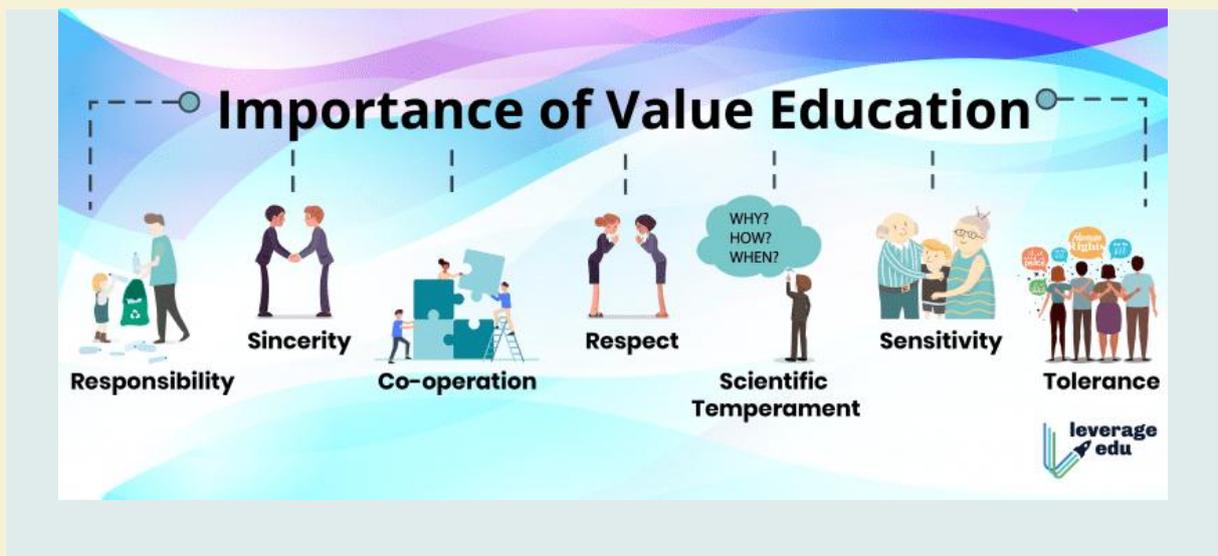
In life, Values give us clear goals. They always tell us how we should behave and act in different situations and give the right direction to our life. In life, a person with good values can take better charge.

❖ Values Can Build Character:

If a person wants a strong character, then he has to possess good values such as honesty, loyalty, reliability, efficiency, consistency, compassion, determination, and courage. Values always help in building our character.

❖ Values Can Help in Building a Society:

If you want a better society, then people need to bear good values. Values play an important role in society. They only need to do their hard work, with compassion, honesty, and other values. Such people will help in the growth of society and make it a much better place to live.



4. Types of Value Education

To explore how value education has been incorporated at different levels from primary education, secondary education to tertiary education, we have explained some of the key phases and types of value education that must include it to ensure the holistic development of a student.

Early Age Moral and Value Education:

Middle and high school curriculums worldwide including in India contain a course in moral science or value education. However, these courses rarely focus on the development and importance of values in lives but rather on teachable morals and acceptable behaviour. Incorporating some form of value education at the level of early childhood education can be constructive.

Young College Students (1st or 2nd-year Undergraduates):

Some universities have attempted to include courses or conduct periodic workshops that teach the importance of value education. There has been an encouraging level of success in terms of students rethinking about what their career goals are and increased sensitivity towards others and the environment.

Workshops for Adults:

Alarmingly, people who have only been 4 to 5 years into their professional careers start showing signs of job exhaustion, discontent, and frustration. The importance of value education for adults has risen exponentially. Many non-governmental foundations have begun to conduct local workshops so that individuals can deal with their issues and manage such questions in a better way.

Student Exchange Programs:

It is yet another way of inculcating a spirit of kinship amongst students. Not only do student exchange programs help explore an array of cultures but also helps in understanding the education system of countries.

Co-curricular Activities:

Imparting value education through **co-curricular activities in school** enhances the physical, mental, and disciplinary values amongst children. Furthermore, **puppetry**, music, and creative writing also aid in overall development.

5. Review of Past Researchers

The five review of past researches are as under

1. Reddy, G.L., Thankachan, T.C. and Anuradha, R.V. (2014) found that the value preferences of secondary school students are moderate and there is significant difference in value preferences of students with respect to their socio-economic status and type of management of the schools. The religious value of students from below average socio-economic status is higher than their counterparts belonging to average and above average socio-economic status. The type of management of schools has significantly influenced the human, religious and political values. Nagarjuna,
2. Balakrishnan, V and Visvanathan, G (2012) investigated the value preferences of teachers in relation to subject area and experiences. The findings of the study revealed that the post-graduate teachers had given the first preference for the social value and it was followed by theoretical, religious, economic, aesthetic and political values in the second, third, fourth, fifth and sixth rank orders of preferences respectively. They also found that post-graduate teachers of Science subjects are significantly higher on theoretical value than those of teachers of Arts subjects, whereas the post-graduate Arts subjects were found to be significantly more religious in comparison to teachers of Science subjects. It was also found that post-graduate teachers with up to 15 years of experience differed in their economic, social, political and religious values from post-graduate teachers with more than 15 years of experiences.
3. Basu, S and Pandey, K (2012) study the value patterns of teacher trainees in relation to various demographic variables. The Personal Value Questionnaire (PVQ) developed by Sherry and Verma was employed to gauge the value preferences of the teacher trainees. The findings of the study revealed that the teacher trainees differed significantly in terms of the values of PVQ, i.e., religious value, social value, democratic value, aesthetic value, economic value, knowledge value, hedonistic value, power value, family prestige value and health value, when compared on the basis of type of

institutions, locality and socio-economic status. However, gender differences were statistically insignificant for all the ten values involved in the study.

4. Reddy, M. M. (2011) found that gender, management, age, caste, locality, birth order, father education, mother education, father occupation, mother occupation, annual income and economic position of the family, numbers of members in the family, type of the family, socio-economic status, medium of the 28 study, abilities and sociability, and personality factors of 'B' and 'G' have significant influence on the attitude of intermediate students towards value oriented education.
5. Anilkumar, P.M. and Ayishabi, T.C. (2008) studied the level of students' awareness of values in the content of secondary level English in Kerala. They found that though the content of Secondary School level English is a rich source of values, the level of secondary school students' awareness of values is below 40 percent. They also found that the boys are not significantly different from girls as far as the awareness of values in the content of secondary school English curriculum is concerned.

6. **Defining the Key Words of the Problem:**

The definitions of key words are as under

- **Value Awareness:**

Theoretical Definition:

Envision the increasing of awareness and understanding of the value through education. Most of the students is not aware of our limited resources and how quickly they are being used up. Hence Value awareness means to make every individual aware to decide what is right and wrong, and how to act in various situations

Operational Definition:

The marks achieved by students on Value Awareness Scale is Value Awareness in present research.

7. **Variables of the Study:**

In present study the following variables were selected

Table - 1.1

Table showing types of variable and its level

Sr. No.	Types of variables	Variables	Level
1	Dependent	Value Awareness	---
2	Independent	Gender	1. Boys 2. Girls
3	Independent	Education Board	1. GSEB 2. CBSE

8. **Objectives of the Research:**

The objectives of the present study are as under:

- To study the Value awareness of the secondary school students.
- To study Value awareness of the secondary school students of in context to Gender.

- To study the Value awareness of the secondary school students in context to Education Board.

9. Hypothesis of the Research:

The null hypothesis formed by researcher are as follows:

- Ho₁** There is no significant difference between mean score of Boys and Girls of secondary Schools on Value Awareness scale.
- Ho₂** There is no significant difference between mean score of students of GSEB and CBSE secondary Schools on Value Awareness scale.
- Ho₃** There is no significant difference between mean score of Boys and Girls of GSEB secondary Schools on Value Awareness scale.
- Ho₄** There is no significant difference between mean score of Boys and Girls of CBSE secondary Schools on Value Awareness scale

10. Area of the Research:

In present research researcher measured Value awareness of secondary school students of Ahmedabad city. So the area of the research is Nitishashtra and Education

11. Types of Research:

The present research followed the present situation, so the present research is Applied Research.

12. Importance of the Research:

The importance of present research is as under

- School can know the value awareness of the students studying in secondary school.
- Students can aware acquire knowledge, develop attitudes and be able to address real – life value problems.
- One can create valueawareness in the world population.
- One can gain skills for identifying and solving value problems.
- From present research people acquire values and feelings of concern for the value and encourage their participation in improvement and safeguard of our value.
- Present research help to acquiring an awareness of the behaviour towards society and developing a sensitivity in people in this context.
- From present research society provide an opportunity to get involved at all levels in the task of resolving value problems.

13. Limitation of Research:

The following are the delimitations of the study

- Present research is limited to only the students of English medium.
- Present research is limited to the students of academic year 2024-25.
- The research is delimited to the secondary school students of GSEB and CBSE only.
- Present research is limited to self-financed secondary schools only.

14. Population of Study:

In the present study all the secondary school students studying in GSEB and CBSE English medium schools of Ahmedabad city are the population of study.

15. Sampling:

To constitute the sample the researcher has got the list of secondary schools affiliated with GSEB and CBSE. Next the researcher selected 4 English medium schools randomly by lottery method. Two schools from GSEB and two schools from CBSE were selected from population. All the students present on the day of data collection were the sample of the present research. Thus the researcher used multi stage sampling technique to select the sample. Researcher selected 230 secondary schools students in sample.

16. Research Methodology:

In the present study the researcher has employed the survey method. It is the most popular and most widely used researcher method in education researcher can gather information in terms of individual scores by a standardized test.

17. Tools of the Study:

In present research researcher has used standardized value awareness scale constructed by Dr.Satishprakash Shukla to know value awareness of secondary school students. The reliability by test-retest method is 0.87, by Rullon method is 0.80, by flangon method is 0.81 and by kuder Richardson method the reliability is 0.86. The researcher has checked content validity of test.

In value awareness scale there are 33 questions. Each questions has four options. Out of four options one option is correct.

The sample of test, manual and answer key is attached in appendix

18. Data Collection of the Study:

In the present study the researcher used value awareness scale researcher first took the permission of Principals from selected schools and personally went to the schools. Then she gave information about her research work and necessary instruction about value Awareness scale filling. Researcher also took the help of School teachers. She collected all the data and gratitude her thanks to the students, teachers and principal for their cooperation in data collection.

19. Statistical Techniques Used:

In order to analyze and interpret the data obtained by the administering the students value Awareness. The following statically techniques are used with the help of computer aid

- ❖ Mean
- ❖ Standard deviation
- ❖ t value

The test of the significance of the difference between two mean is known as t value. In the present study, researcher used t value because there is comparison between two variables.

20. Testing of Hypothesis

- ❖ For hypothesis 1 computed 't' is 3.46 which is higher than the tabulated value 2.58 at 0.01 level so null hypothesis H_{O1} "There is no significant difference between mean score of Boys and Girls of Secondary School on Value Awareness scale." is rejected. The mean score of boys are higher than girls students which shows Value Awareness of Boys students are higher than that of Girls students. It means there is an effect of gender on Value Awareness.

- ❖ For Hypothesis 2 computed 't' is 0.77 which is not higher than the tabulated value 1.96 at 0.05 level so null hypotheses **HO₂ "There is no significant difference between mean score of students of Granted and Self finance Secondary School on Value Awareness scale."** is not rejected. The Value Awareness found to be equal for both the students of Granted and Self finance schools.
- ❖ For Hypothesis 3 computed 't' is 2.625 which is higher than the tabulated value 2.58 at 0.01 level, so null hypothesis **HO₃ "There is no significant difference between mean score of Boys and Girls of Granted Secondary School on Value Awareness scale."** is rejected. The mean score of boys are higher than girls students which shows Value Awareness of Boys students are higher than that of Girls students in Granted School. It means there is effect of Gender in Granted Schools on Value Awareness.
- ❖ For Hypothesis 4 computed 't' is 3.85 which is higher than the tabulated value 2.58 at 0.01 level, so null hypothesis **HO₄ "There is no significant difference between mean score of Boys and Girls of Self finance Secondary School on Value Awareness scale."** is rejected. The mean score of boys are higher than girls students which shows Value Awareness of Boys students are higher than that of Girls students in self financed School. It means there is effect of Gender in self financed Schools on Value Awareness.

21. Findings:-

The findings of the present study are :

- The Value Awareness of boys students are higher than girls students.
- The Value Awareness of students of GSEB and CBSE Schools are equal
- The Value Awareness of Boys are higher than girls in GSEB Schools.
- The Value Awareness of Boys are higher than girls in CBSE Schools.

22. Educational Implications:

The instillation of values in students is a crucial component of education since it contributes to developing their personalities, ways of behaving, and capacities for making choices.

Following are the educational implications for present research:

- Teachers and other people working in schools are responsible for setting an example of ethical conduct by continuously demonstrating moral ideals in their actions and interactions with students. Thus, the students are likelier to adopt and imitate the behaviours they see modelled by their instructors and role models.
- Create an atmosphere in the classroom that fosters respect, empathy, kindness, and inclusiveness for all students. Students should be encouraged to treat one another respectfully and cultivate a sense of belonging by developing positive relationships and working together.
- Include a clear discussion of moral ideals as part of the curriculum and the planning of lessons. Set aside time to discuss and investigate core values such as honesty, integrity, empathy, compassion, responsibility, and respect. Helping students grasp the practical application of these principles can be facilitated through examples, tales, and real-life experiences.
- Instruct pupils to think critically and reflect on how their actions' ethical consequences affect others. Teach children skills for problem-solving and provide them opportunities

to assess ethical problems, make choices, and think about the repercussions of their choices.

- Establish character education programs that primarily emphasise cultivating moral ideals and personal integrity. The development of admirable attributes can be encouraged through these programs through planned activities, group discussions, and personal introspection exercises.
- Encourage students to empathise with the experiences and viewpoints of others by asking them to explore their sentiments and those of others. Participate in conversations concerning people of varying cultures, upbringings, and experiences to cultivate understanding and compassion.
- Make it possible for students to freely share their ideas and feelings regarding ethical matters by providing them with a protected forum. Encourage children to participate in open dialogues to present their points of view, hear those of others, and develop their moral reasoning.
- ❖ Encourage pupils to participate in community service projects that highlight the importance of social responsibility and compassion for other people. Students can better understand the relevance of moral values in making a positive influence by engaging in activities such as volunteering and participating in initiatives that benefit the community.
- ❖ Working with parents and families is essential to instil moral principles at home and in school. Give parents the tools and advice they need to have talks and participate in activities to help their children develop good morals.
- ❖ Throughout the school year, it is essential to stress and review important moral ideals continually. Incorporate regular reminders and conversations on ethical principles into the activities, routines, and interactions that take place in the classroom.

23. **Suggestions for future Research:**

No research is complete in the full extent. It is in the research itself the possibility of further research. Such possibilities arising out of the present research.

- The present research is undertaken for the Ahmedabad city. One can take more extensive.
- Geographical regions or even focus on complete population for a small region.
- In present research the tool of research is standardized. One can use selfmade tool for more comprehensive results.
- The variables under study as considered after review of related literature and on suggestions of experts, however there are still more and different variables that can be considered for the research.
- In the present research type of research is descriptive survey, one can take up a other research method
- Present research measure the value awareness.one can take another subject related to value.
- In present research value awareness of secondary students are held one can take students of Secondary, Higher Secondary, B.Ed., M.Ed. or any other branch level

24. Conclusion:

The quest for value awareness is a never quenching thirst. Efforts in the direction have been done by many scholars and experts, and are still undergoing by many.

From the present research we can conclude that many factors affect the value awareness. However, the variable understudy like Gender affected value awareness. While Education Board not affected the value awareness of secondary students of Ahmedabad.

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