# ASSESSMENT OF VALUE ORIENTATION AMONG HIGH SCHOOL STUDENTS

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## ABSTRACT

Humanistic, moral, and ethical dimensions of education have received appropriate attention in policy statements on education in India. It is of utmost importance that values are inculcated in the early ages in education system. Value orientation refers to the set of principles, beliefs and ideas that guide individual's thoughts, actions and decision making processes. It is an essential aspect of human existence as it helps to shape the personal identity, societal cohesion and moral reasoning. Values provides significance and strength to one's character. The present study was conducted to assess the value orientation of high schoolstudents. Through random sampling 200 high school boys and girls from Rural and Urban schools of Dharwad and Belagavi Districts, Karnataka were selected for the study. The data was collected and analyzed by using Mean, S.D. t-test, F-test and one way ANOVA followed by Tukeys Multiple Posthoc Procedures. The findings of the study revealed that value orientation of high school students differed with gender, area, medium of instruction, type of school and family income. The mean value orientation score is significantly higher in Girl students as compared to Boy students. The mean value orientation scores were found to be significantly higher among rural students as compared to urban high school students.

**Keywords**:   Values, Value Orientation, Dimensions of Value Orientation, Government and Private High School Students.

## INTRODUCTION

Education caters to the overall development of an individual. It includes the value system which plays an important role in character building and personality development of an individual. The social, moral, artistic, and spiritual aspects of a person are developed through value education.

Value orientation is an action aimed at establishing the direction, identifying the effective ways to follow, under certain conditions, in order to acquire facts, ideas, phenomena to meet the social requirements and the ideals forming the most appropriate adequate attitude expressed in behavior of an individual. (Diana Antoci, 2019)

Values not only builds the personality of an individual but also contributes for the development of nation by protecting the welfare of the individuals. The erosion of moral, social,

economic, cultural and political values has ledto selfishness, violence, destruction, abuse of human rights. Gross injustice, frustration and ultimately crisis of character, as a result we are living in a state of political tension. Economic stress, fear and frustration, exploitation, corruption, disaster, destruction, selfishness and violence values in general. Value orientation provides a frame work to instill values in the young generation.

According to Dr. Gururaja, C. S. (2019), Four Dimensions of Value Orientation are listed as below

A. **Personal Value:** Personal Values are not dictated by law, profession or society. These are inner feelings that directs an individual to respond to a particular situation. They help to judge what is right and wrong. Personal Values consists of **ambitions, possessions, knowledge, aesthetic and pursuits.**

B. **Social Value:** Social Values refer to those values which are oriented with respect to others. They are concerned to society. These values are cherished and practiced because of our social existents. Unlike personal values, the practice of socialvalues necessitates the interaction of two or more persons. Social values are alwayspracticed in relation to our neighbors, community, society, nation and the world at large. Social Values are in terms of **accountability, brotherhood, courtesy, freedom and tolerance.**

C. **Moral Value**: Moral Values are derived from within one's own self. This is clearly demonstrated in the behavior of older infants and young toddlers there is no need for this behavior to be taught; it is instinctive. However any form of discipline is applied to modify the child's behavior, the child gains the capacity within himself to distinguish his right behavior from wrong behavior. Moral Values are with respect to **honesty, respect, forgiveness, religious (punya), being helpful and cheerfulness.**

D. **Environmental Value**: The value that influence our thinking about and behavior towards the natural (physical) environment by indicating which preferences are to be given priority keeping in mind the conservation of natural resources. It helps us to decide how to think about a choice and what to do. Environmental Values are concerned with **knowledge, feelings, attitudes, skills and social action to protect our environment.**

**NEED FOR THE STUDY**

Value Orientation is a very broad term, which inculcates the principles of right andwrong that are accepted by an individual or a social group and variety of facets related to Values. The present Value Orientation is useful in charting out the major areas of Values.It is also useful to find out those individuals who are at risk with very low levels of Values. Lack of Values seem to be the root causes of different sorts of misdemeanor that make youths get involved in

negativeactivities such as crisis, violence, armed robbery etc. in this background this study was carried out to examine the need for value orientation for high school students as a means of enhancing national development. Hence, the present study is aimed to explore the Value Orientation aspects among high school students.

**OBJECTIVES OF THE STUDY**

- To study the overall Value Orientation among High School Students.
- To study the different dimensions of Value Orientation (Personal, Social, Moraland Environmental Values) among high school students.
- To study the Value Orientation variables (Gender, Area, Type of School, Medium of Instruction and Family Income) of High School Students.
- To study the influence of demographic variables (Gender, Area, Type of School, Medium of Instruction and  Family Income) on Value Orientation.

**HYPOTHESES**

H1: High School Students Score indicating the significant difference between Levels of Value Orientation.

H2: Influence of Demographic Variables of Gender on Value Orientation of High School Students.

H3: Influence of Demographic Variables of Area on Value Orientation of High School Students.

H4: Influence of Mediums of Instruction on Value Orientation of High School Students.

H5: Influence of Type of School on Value Orientation of High School Students.

H6: Influence of Family Income (Yearly Income of <2.5 lakhs, 2.5 to 5.0 lakhs and >5 lakhs) on Value Orientation of High School Students

**RESEARCH METHODOLOGY**

The survey method was employed for the purpose of accomplishing the objectives of the study.

**SAMPLE**

The sample for the present study consisted of 200 High School Students  from Rural and Urban of Dharwad and Belagavi Districts in Karnataka. Boys  and Girls ratio was equal (1:1).

**TOOLS :**

The Value Orientation Scale (Questionnaire), which has developed by  Dr. Gururaja. C. S. (2019) and this Scale is a theoretically grounded instrument that specifically focuses on

measuring multiple facets of Value Orientation by 80 statements for High School Students. These facets include four dimensions such as Personal, Social, Moral and Environmental Values.

## RESULTS OF THE STUDY

To find the Value Orientation of the sample, data was collected, scored, tabulated and analysed. The analysis was done for high school students using mean, S.D., t-test, F- test, one factor ANOVA followed by Tukeys multiple posthoc procedures to see the difference between the variables and presented in the following pages.

**H1: Students Score indicating the significant difference between Levels of Value Orientation**

Level of Value Orientation and Percent classification of students by Range of Score and by Demographic Variables.

**Table – 1: Classification of students by Levels of Value Orientation**

| Range of Score | Level of Values | Grade | No of Students | Percentage | Test Statistics |
|---|---|---|---|---|---|
| 210 & Above | Extremely High | A | 90 | 45% | $\dot{X} = 208.31$ |
| 197 to 209 | High | B | 82 | 41% | |
| 184 to 196 | Above Average | C | 18 | 9% | Std Div = 14.50 |
| 165 to 183 | Average | D | 9 | 4% | |
| 152 to 164 | Below Average | E | 1 | 1% | t-value = 1.65 |
| 138 to 151 | Low | F | 0 | 0% | |
| 137 & Below | Extremely Low | G | 0 | 0% | P = 0.049 |
| Total | | | 200 | 100% | |

Table -1 illustrates that the level of value orientation among the study population. Calculated t-value (1.655) is greater at an alpha level of 0.05. The p – value (0.054) is greater than the alpha level: p<.05. Therefore, this study can reject the nullhypothesis that there is no difference between means (Note: Ignore the minus sign when comparing the two t – values, as ± indicates the directions; P Value remains the same for both directions). Range of Score of 137 and below, which signifies the Extremely Low Levels of Value Orientation. It shows 0% of sample, which means none have Low Levels of Value Orientation out of 200 students.

**H2: Null Hypothesis: There is no significant difference between boy and girl high school students with respect to value orientation scores.**

To test the above null hypothesis, the independent t test was applied and the resultsare

presented in the following table.

**Table – 2: Value Orientation among boys and girls**

| Variables | Boys | | | Girls | | | t-value | p-value |
|---|---|---|---|---|---|---|---|---|
| | n | Mean | SD | N | Mean | SD | | |
| Total Value Orientation | 100 | 202.68 | 12.22 | 100 | 213.94 | 14.47 | 5.9443 | 0.0001* |

*p<0.05

From the results of the above table-2, it was observed that the mean value orientation score is significantly higher among Girl students as compared to Boy students (p value 0.0001). Hence, the null hypothesis is rejected and alternative hypothesis is accepted.

**H3: Null Hypothesis: There is no significant difference between Domicile (rural and urban) high school students with respect to value orientation scores.**

To test the above null hypothesis, the independent t test was applied and the resultsare presented in the following table.

**Table – 3: Value Orientation among Rural Domicile and Urban Domicile**

| Variables | Rural Domicile | | | Urban Domicile | | | t-value | p-value |
|---|---|---|---|---|---|---|---|---|
| | n | Mean | SD | n | Mean | SD | | |
| Total Value Orientation | 100 | 212.5 | 14.14 | 100 | 204.12 | 13.69 | 4.2577 | 0.0001* |

*p<0.05

Table-3shows that, the value orientation scores are significantly lesser in urban high school students as compared to rural high  school students with the calculated value of t is 4.2577, which is greater than the tabled value of t  with 198 degrees of freedom at 5% level of significance i.e. 1.9600. Hence, the null hypothesis is rejected and alternative hypothesis is accepted.

**H4: Null Hypothesis: There is no significant difference between mediums of instruction of high school students with respect to value orientation scores.**

To test the above null hypothesis, the independent t test was applied and the resultsare presented in the following table.

**Table – 4: Value Orientation in Kannada medium and English medium schools**

| Variables | Kannada Medium | | | English Medium | | | t-value | p-value |
|---|---|---|---|---|---|---|---|---|
| | n | Mean | SD | n | Mean | SD | | |
| Total Value Orientation | 100 | 212.27 | 15.7 | 100 | 204.35 | 12.03 | 4.0044 | 0.0004* |

*p<0.05

As shown in table 4 it is evident that the value orientation scores are significantly higher in Kannada medium high school students when compared to English medium high school students (t value- 4.0044, which is greater than the tabled value of t with 198 degrees of freedom at 5% level of significance i.e. 1.9600). Hence, the null hypothesis is rejected and alternative hypothesis is accepted.

**H5: Null Hypothesis: There is no significant difference between government and private high school students with respect to value orientation scores.**

To test the above null hypothesis, the independent t test was applied and the resultsare presented in the following table.

**Table – 5: Value Orientation in government schools and private schools**

| Variables | Government Schools | | | Private Schools | | | t-value | p-value |
|---|---|---|---|---|---|---|---|---|
| | N | Mean | SD | n | Mean | SD | | |
| Total Value Orientation | 100 | 212.5 | 14.14 | 100 | 204.12 | 13.69 | 4.2577 | 0.0001* |

*p<0.05

Value orientation was significantly lesser in private high school students when compared to government high school students (table- 5).The calculated value of t is 4.2577, which is greater than the tabled value of t with 198 degrees of freedom at 5% level of significance i.e. 1.9600. Hence, the null hypothesis is rejected and alternative hypothesis is accepted.

**H6: Null Hypothesis: There is no significant difference between school students value orientation scores with Family Income (<2.5 lakhs, 2.5 to 5.0 lakhs and >5 lakhs).**

To test the above null hypothesis, the one way ANOVA test was applied and the results are presented in the following table.

**Table – 6: Value Orientation scores between education variation and family income**

| Sources of Variation | Degrees of Freedom | Sum of squares | Mean Sum of Squares | F-value | p-value |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| Between Educations | 2 | 5199.5 | 2599.8 | 13.969 | 0.0001* |
| Within Educations | 197 | 36663 | 186.11 | | |
| Total | 199 | 41863 | | | |

*p<0.05

Table -6 reveals that the mean value orientation score is different in students with different family income (<2.5lakhs, 2.5-5.0 lakhs and >5 lakhs).The calculated value of F is 13.9692, which is greater than the tabled value of F with 2 and 197 degrees of freedom at 5% level of significance i.e. 3.0000. Hence, the null hypothesis is rejected and alternative hypothesis is accepted.

Further, if F is significant, to know the pair wise comparisons of family income with value orientation scores by applying the Tukeys multiple posthoc procedures and the results are presented in the following table.

| Summery | <2.5 lakhs | 2.5 to 5.0 lakhs | >5 lakhs | Pair wise Comparisons | | |
|---|---|---|---|---|---|---|
| | | | | <2.5 lakhs vs 2.5 to 5 lakhs | <2.5 lakhs vs >5 lakhs | 2.5 to 5 lakhs vs >5 lakhs |
| Mean | 206.2 | 215.95 | 198.6 | P=0.0001* | P=0.1050 | P=0.0001* |
| SD | 12.2 | 16.37 | 14.59 | | | |

*p<0.05

- A statistical significant difference was observed between high school students withfamily income as <2.5 lakhs and 2.5 to 5.0 lakhs with value orientation scores at 5% level of significance. It means that, the value orientation scores are lesser in high school students with family income as <2.5 lakhs as compared to family income as 2.5 to 5.0 lakhs.

- No statistical significant difference was observed between high school students with family income as <2.5 lakhs and >5 lakhs with value orientation scores at 5% level of significance. It means that, the value orientation scores are similar in high school students with family income as <2.5 lakhs and >5 lakhs.

- A statistical significant difference was observed between high school students withfamily income as 2.5 to 5.0 lakhs and >5 lakhs with value orientation scores at 5% level of significance. It means that, the value orientation scores are lesser in high school students with family income as >5 lakhs as compared to family income as 2.5 to 5.0 lakhs.

**SUMMARY**

The mean value orientation score is significantly higher in Girl school students as compared to Boy school students. The value orientation scores are significantly lesser in urban high school

studentsas compared to rural high school students. The value orientation scores are significantly higher in Kannada medium high school students as compared to English medium high school students. The value orientation scores are significantly lesser in private high school students as compared to government high school students. The mean value orientation score is different in students with different family income (<2.5 lakhs, 2.5-5.0 lakhs and >5 lakhs). The value orientation scores are lesser in high school students with family income as <2.5 lakhs as compared to family income as 2.5 to 5.0 lakhs with irrespective of gender and area. The value orientation scores are similar in high school students with family incomeas <2.5 lakhs and >5 lakhs with irrespective of gender and area. The value orientation scores are lesser in high school students with family income as >5 lakhs as compared to family income as 2.5 to 5.0 lakhs with irrespective of gender and area.

## CONCLUSION

It can be concluded that the present study contributes to the general discussion currently underway about the definition of Value Orientation and the connection between Value Orientation and level of Value Orientation achievement.The results highlighted two complementary concerns: there is a clear need to promote Personal and Social value education in schools and it is important to develop a rigorous framework for Value Orientation assessment and conduct further research to support the same. Thus it was concluded that Value education involves fostering in students a feeling of humanism and a deep concern for other people's welfare and the welfare of the country. This can be done only if youngsters are imbibed with a strong dedication to the values that will help to develop this country and restore people's pride in work that provides order, security, and guaranteed growth.

## IMPLICATIONS OF THE STUDY

Facets of Value Orientation, such as Personal, Social, Moral and Environmental Values, have been found to improve academic performance across several areas. For example, students with high levels of Personal Values can consists of ambitions, knowledge, and pursuits so this will make a global satisfaction with life and predominanceof positive over the negative effects. Similarly, Social Values indicate the accountability, brotherhood, courtesy, freedom and tolerance so this helps to involve in society happily. Same way Moral and Environmental Values gives our students a happy though competitive advantage both inside and outside the classroom. Schools have the opportunity to formally teach students to maximize their potential and prioritizing their values is a good place to start. Prioritizing Value Orientation is one way to nurture the whole child. Value Orientation improves student's academic performance, behavior, social integration and satisfaction. Value Orientation improves teacher's ability to interact with students, teach concepts, face challenges and avoid burnout.

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