



A Comparative Study of Values of Students Studying in Secondary Schools in Relation to the Medium of Instruction

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ARTICLE DETAILS

Research Paper

Keywords :

*Secondary School Students,
Values, Medium of
Instruction*

ABSTRACT

The literal meaning of value is usefulness and desirability importance. Generally, the ideals which are given importance in a society and which guide and control the behavior of the people of that society are called values of that society. What is value? This question is valuable in itself because the idea of value automatically leads a human being to a life-viewer who sees what is important to live, which searches what is beneficial for the individual and the society. Value is a kind of standard. Before adopting anything, action or idea, man decides whether he should adopt it or abandon it. When such a thought comes to a person's mind in a decisive manner then it is called a value. In fact, value change is the pivot of the society due to which the society exists because only the feeling of utility or welfare keeps the society stable. Value is such a code of conduct or virtue by which a person determines his way of life to achieve his specific goals. It includes man's perception, thought, belief, attitude, faith etc. On one hand, these human values are derived and nurtured respectively by its culture and tradition. Different values are accepted in different disciplines. In philosophy, man's attitude towards life is called value. According to Vedic based philosophies, the ultimate goal of human life is salvation and according to Charvak and Ajivka philosophies, material happiness.

INTRODUCTION:

“The school atmosphere, the personality and behaviour of teachers, the facilities in the school will have a large say in developing a sense of values.”

-Education Commission (1966-67)

In philosophy, man's attitude towards life is called value. According to Veda based philosophies, the ultimate goal of human life is salvation and according to Charvak and Ajivka philosophies, enjoyment of material pleasures.

In theology, moral rules are considered values and man has to follow them in every area of life. When these rules start controlling and directing human behavior, they become values. Jainism considers non-violence as the supreme moral rule.

Anthropologists accept values as cultural characteristics. From their point of view, culture and values are integral. A culture is identified only by its values. For example, Hindu culture, which is a culture of four Purusharthas (Dharma, Artha, Kama, Moksha) and five Mahavratas (Satya, Ahimsa, Asteya, Aparigraha and Brahmacharya). These are considered values in Hindu society.

INDIAN THINKERS REGARDING VALUE:

Indian philosophers have divided values into only two parts-

1. Spiritual Values 2. Material Values

Spiritual values mean those values which provide direction to our spiritual thinking and behaviour, dharma meaning work and salvation.

By material values, he means such values which are related to our worldly life, and which provide direction to our social behavior like love, sympathy, cooperation and patriotism.

Indian sociologist Radhakamal Mukherjee has defined values as goals-

“Values can be defined as those desires and goals accepted by the society which are internalized through the process of conditioning, learning or socialization and take the form of subjective preferences, values and aspirations.”

WESTERN THINKERS REGARDING VALUE:

According to Mr. Flink, “Values are the criteria on the basis of which humans are influenced in choosing among the action options available before them.” NCERT has accepted 83 values like cleanliness, truth, labour, equality and cooperation.

The classification made by Sprenger is more valid among psychologists. Sprenger has divided values into six categories-

1. Theoretical value
2. Economic value
3. Aesthetic value
4. Social values
5. Political values
6. Religious values

REVIEW OF THE RELATED LITERATURE:

Just as doctors should be familiar with the new inventions in the field of medicines and lawyers should have knowledge about cases. Similarly, it is necessary for the students of pedagogy and curious researchers to be familiar with the books and other resources that provide new information related to education.

Through research, the nature of a problem is known and a specific solution is found. Whenever the researcher chooses a study problem, before solving it, he does not investigate new facts, rather he re-examines the old facts. Research also analyzes interrelationships, causal explanations and factors driving events.

Studying related literature in the process of research is a scientific and important stage of this process because humans create new knowledge on the basis of the accumulated and unwritten knowledge of their past.

Many studies have been done in the field of values in India and abroad. Although efforts have been made in this direction in our country. But studies related to values have been happening in foreign countries for a long time, yet some of the work that has been done in foreign countries and in India in the field of culture and social and religious values is being discussed here.

STUDIES CONDUCTED IN THE FIELD OF VALUES IN ABROAD:

The researcher has studied the studies that have been done abroad in the context of the presented study.

Heidi Muijen, (2004), Describing a preliminary investigation centered on the internal workings of organizations, the study explores the educational processes related to values and addresses the integration of a philosophical/ethical standpoint on sustainability into the educational framework. However, a discerning assessment of this initial study indicates that students require a deeper understanding of the nature of values, separate from empirical facts.

Pozzebm, (2006) examined the importance of personality traits and personal values in predicting behavior. The study found that personality factors were highly correlated with values. Personality and values were both significant and capable of accounting for equal amounts of variance in predicting behavior.

R. N. Grain, (1998) has done a study of the evolution of values. They have chosen teacher-training institutions for their studies. Analysis of the data obtained from this survey shows that some students behave anti-socially. The findings from this study indicate that this behavior does not indicate any type of behavior in the future. Therefore, it can be concluded that by knowing the values found in the students of rural and urban areas, the behavior prevalent among these students can be diverted in the desired direction.

Herrell, W. and Gilkes Main, 1967, (Revised in 2007) found out from their study that different social groups determine different systems of values. Values Test: It has been found that there is a significant difference in the values of students of Japan and America.

STUDIES CONDUCTED IN THE FIELD OF VALUES IN INDIA:

Vijayalakshmi, (2002) Examined teachers' perceptions of the values held by schoolchildren, the study considered variables such as gender, school level, language of instruction, and locality. The researcher utilized a stratified randomization technique. The findings revealed noteworthy distinctions in the perception of values among children between urban and rural teachers, whereas no significant differences were observed for the other variables.

Sandhya, (2007) Carried out an investigation on the degree of value acquisition in student teachers, revealing that aesthetic values were accorded the highest priority. The second-highest priority was given to theoretical values, with political and economic values being the least favored among the student teachers.

Ahmed, (2003) Conducted a comparative analysis of values among senior secondary level students in science and arts disciplines, utilizing the 'Personal Values Questionnaire' developed by Sherry and Verma. The findings indicated no significant difference in all ten values between science and arts students. Nevertheless, science students exhibited higher average scores in social, democratic, knowledge, and power values, whereas arts students scored higher on aesthetic, economic, socialist, and religious values. Both groups demonstrated similar mean scores in terms of family prestige values.

Prasad, (2008) Conducted research to examine the value systems and preferences of male and female teacher trainees enrolled in B.Ed. programs offered by IGNOU (Indira Gandhi National Open

University) through distance learning, specifically focusing on their terminal and instrumental values. The findings indicated that two out of the top three preferred terminal values, namely true friendship and social recognition, were common for both genders. However, substantial differences were observed in the most preferred instrumental values. Among the top three instrumental values, male teachers favored ambition, broad-mindedness, and honesty, while female teachers leaned towards courage, forgiveness, and competence. This study highlighted the importance of instilling values of freedom, equality, and peace among teacher trainees.

Anshu Narada, (2007) has done a research titled “A study of personal values of senior secondary school students in relation to school environment and home environment”. The study was conducted in three cultural areas of the state of Punjab. The study utilized a descriptive survey method, employing a multi-stage random sampling technique to include 900 senior secondary school students. The students were evenly distributed across three cultural regions of Punjab, namely Doaba, Majha, and Malwa, with 300 participants from each region. The research instruments comprised the Personal Values Questionnaire (developed by Sherry and Verma in 1977) and the School and Home Environment Inventory (authored by Mishra, K.S.).

Amit, (2008) attempted to study the practice of personal values among rural and urban students of secondary schools. The title of the study was “Comparative study of personal values of rural and urban secondary school students”. Standard survey method was adopted to conduct the research. 240 students were randomly selected from secondary schools. Personal Values Questionnaire was used to collect data. The findings of the study were as follows: Secondary school boys are significantly higher than girls in maintaining personal values. Students studying in rural schools are high in religious, economic, socialist, power and family prestige values. Students studying in urban schools are significantly higher in social, democratic, knowledge and health values than students studying in rural schools.

Kumar, Anil, (2013) studied Value Integrated Education and Student Behavior A Constructive and Experimental Study. Mainly the objective of the study is to test the impact of value integrated education on value based behavior and value attainment of upper primary school students. It was a sham – a subsequent semi-experimental study. The sample was 42 upper primary school students in the control group and experimental group. Value elicitation test and value based behavior developed by the researcher are the tools used for data collection. The study found that value integrated education modifies the value based behavior of school students. Value integrated education is effective in

improving value based behavior of upper primary school students in school, family and other social contexts. Value integrated education leads to achieving value of upper primary school students.

NEED AND IMPORTANCE OF THE STUDY:

There are a lot of ideas that are already there in current education. There is clearly a need for education in values in India.

There has always been a need for value education and there will be a need for it tomorrow too. Today there is a great need for this-

1. Without values, human behavior cannot be definite or regular. To give definite direction to human behavior, it is necessary to study value education.
2. Today values are declining in the society. There is a need to imbibe these values in our conscience.
3. Due to lack of values, language has become meaningless. Behavior has become uncertain and people have lost trust in each other. If we do not become alert in time, then the day is not far when we will again enter the era of barbarism. If we want to protect human civilization and culture, we will have to emphasize on value education.

STATEMENT OF THE PROBLEM:

In the present research paper, a comparative study of the values found in the students of Hindi medium schools and English medium schools has been studied.

The research statement of the following problem is entitled **“A COMPARATIVE STUDY OF VALUES OF STUDENTS STUDYING IN SECONDARY SCHOOLS IN RELATION TO THE MEDIUM OF INSTRUCTION”**.

OPERATIONAL DEFINITIONS OF THE TERMS:

Hindi medium schools: Those schools in which studies and teaching are done in Hindi language.

English medium schools: Those schools in which studies and teaching are done in English language.

Secondary Level: Classes 9 and 10 come under this study.

Values: “Those beliefs, ideals, principles, moral rules and behavior of a society to which the people of the society give importance and by which their behavior is guided and controlled, are the values of that society and its individuals.”

OBJECTIVES OF THE STUDY:

1. To find a comparative study of the ideological values of students of Hindi medium schools and English medium schools.



2. To study a comparative study of the economic values of students of Hindi medium schools and English medium schools.
3. To conduct a comparative study of the aesthetic values of students of Hindi medium schools and English medium schools.
4. To study a comparative study of the social values of students of Hindi medium schools and English medium schools.
5. To conduct a comparative study of the political values of students of Hindi medium schools and English medium schools.
6. To study a comparative study of religious values of students of Hindi medium schools and English medium schools.

HYPOTHESES OF THE STUDY:

1. There is no significant difference in the ideological values of students of Hindi medium schools and English medium schools.
2. There is no significant difference in the economic values of students of Hindi medium schools and English medium schools.
3. There is no significant difference in the aesthetic values of students of Hindi medium schools and English medium schools.
4. There is no significant difference in the social values of students of Hindi medium schools and English medium schools.
5. There is no significant difference in the political values of students of Hindi medium schools and English medium schools.
6. There is no significant difference in the religious values of students of Hindi medium schools and English medium schools.
7. There is no significant difference in the values of students of Hindi medium schools and English medium schools.

DILIMITATION OF THE STUDY:

Due to lack of time and limited resources, the study has been done with the following limitations-

1. The area of study is limited to Bulandshahr district of Uttar Pradesh.
2. One Hindi medium and one English medium school have been selected for the study.
3. In the selection of the sample, random method could not be used due to lack of time and resources; instead, purposive sampling method was selected.

4. The sample included 50 Hindi medium and 50 English medium school students.
5. Mean, standard deviation and t test have been used in statistical methods.
6. Only six types of values have been compared.

RESEARCH METHODS AND PROCEDURE:

Study Method: The nature of the present study is survey. This method is helpful in studying personal values on the basis of different groups.

According to **Kerlinger**, “Survey-research is that branch of social scientific investigation under which large and small-sized populations and groups are studied on the basis of samples selected from them with the intention to understand the developments, distributions of social and psychological variables prevalent in them. And knowledge of mutual inter-relationships can be available.”

POPULATION:

For the population of the study, Hindi medium and English medium secondary level students of the Bulandshahr district have been taken.

SAMPLE AND SAMPLING PROCESS:

Non-probability sampling (Purposive sampling) involved the selection of schools. This method targeted students from classes 9 and 10 in Hindi medium schools and English medium schools, resulting in the inclusion of 50 students from each category for a total of 100 students by simple random sampling. The current research methodology ensures a comprehensive representation and significance of the students chosen using the random square method from the population. By categorizing the population based on specific criteria, this approach aims to streamline the research process, potentially reducing its complexity. Additionally, selecting all units based on this classification can facilitate their seamless inclusion in the study.

VARIBALES OF THE STUDY:

In the current study the following variable are measured:

I. Independent Variable-

- Value

II. Dependent Variables-

- Secondary level Students
- Medium of Instruction

TOOL USED IN THE STUDY:

In the present study, a standardized questionnaire created by Q.G. Alam and Dr. Ramji Srivastava has been selected to study the values of students. There are a total of 60 items in this test which are related to 6 values; Ideological, economic, aesthetic, social, political and religious. Likert sum assessment method has been used to answer each item.

COLLECTION AND ADMINISTRATION OF THE DATA:

Following the tool's construction, the researcher devises a strategic plan for data collection. Initially, a list of viable colleges is compiled for sample selection and data gathering. Subsequently, two schools are chosen from Bulandshahr district, representing a portion of the total schools within the target population. These selections are based on considerations of convenience, transportation accessibility, and the covered area of the sample.

Following this, the researcher reaches out to the principals or heads of the chosen schools, successfully securing permission for data collection. Before commencing data collection, the researcher compiles a list of students to ensure random data collection. The research work incorporates a necessary scoring process subsequent to gathering information through self-constructed questionnaires.

STATISTICAL TECHNIQUES:

The research objectives of this study were achieved by employing Mean, SD (Standard Deviation), and T-tests. Hypotheses were evaluated at significance levels of 0.01 and 0.05. The interpretation of findings remained closely aligned with the study's objectives and hypotheses throughout the analysis process.

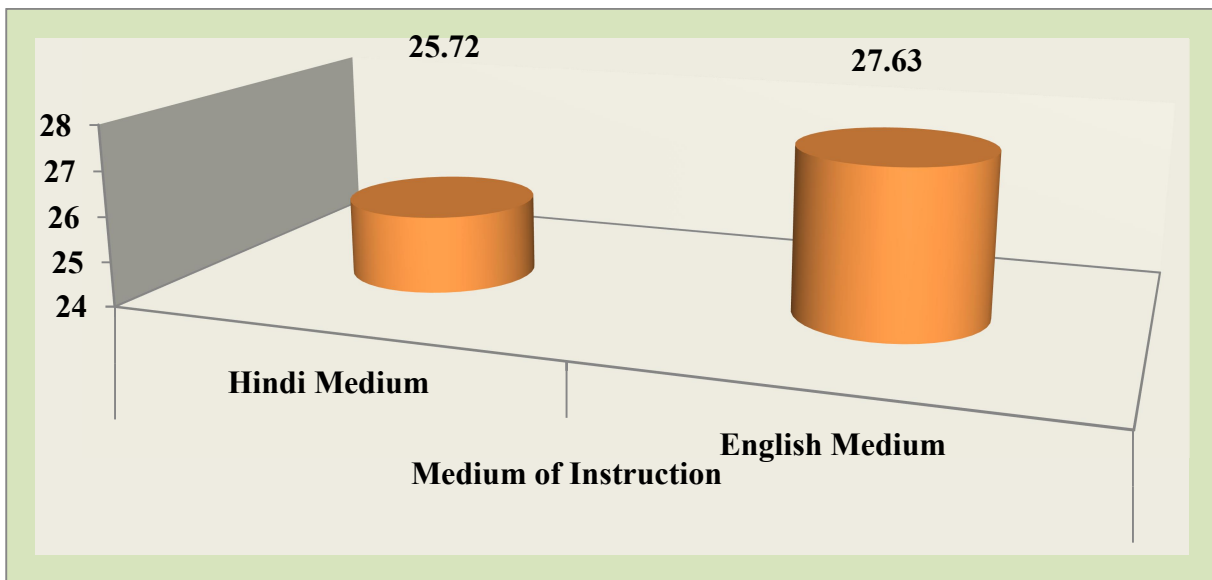
The primary focus of this research was to explore how values influence the students studying in secondary level schools. Value was treated as the independent variable, whereas secondary school students and medium of instruction were identified as the dependent variables.

The initial phase involved applying descriptive statistical methods to the data, involving computations of Mean, Standard Deviation, and t-tests for both variables. The total findings are presented in Table & Graph 1.

Table 1: Showing the results of Value					
Value	Number	Mean	SD	t-value	Significance level (.01 &.05)

Secondary School Students based on Hindi Medium	50	25.72	2.90	4.53	.01 Significance level
English Medium	50	27.63	3.49		

Graph 1: Showing Mean Value based on Medium of Instruction



FINDINGS AND DISCUSSION:

The table1 shows the significance difference between Secondary school students and medium of instruction in relation to values. The mean scores of Value on the basis of Secondary school students and medium of instruction are measured systematically. The mean score of Secondary school Hindi medium students is 25.72 and SD is 2.90. The mean score of the students on the basis of English medium is 27.63 and SD 3.49. The researcher calculated the data using t-test. Researcher found the t-value is 4.53 at 0.01 significance level. It shows that there is a significant difference in the values of students of Hindi medium school students and English medium school students.

EDUCATIONAL IMPLICATIONS OF THE RESEARCH:

The findings obtained from the presented study are very useful for teachers, educationists and the society. On the basis of this, children's behavior can be directed towards the desired direction and values suitable for the society can be developed in them.

SUGRESSIONS FOR FURTHER STUDIES:

The following suggestions can be given for future research-

1. This study should be conducted on a larger sample.
2. Values should also be studied on the basis of class level, age, social and economic status, religion and caste.
3. How much a child applies the knowledge of values given in schools in his life should also be studied in the future.
4. The traditions established by the society should be studied and an attempt should be made to know how much they influence the values of a person.

JUSTIFICATION OF THE STUDY:

Research justification refers to the rationale for the research or the reason for the research and provides explanations for the design and methods employed in the research. In the present study, the values found in children in Hindi medium and English medium schools of Bhadoi district and Allahabad district have been selected as a problem. Providing justification for the research topic is constructed entirely from the results of the literature review. The rationale for the study also reveals that the previous studies employed did not adequately explain the phenomenon and in other fields of study new methodology can be applied to describe and provide new information about existing knowledge about the phenomenon. The manner in which the problem and its associated concepts have been approached and defined in the present study was a difficult task. And an attempt has been made to prove past claims about the issue being examined through a contemporary problem. Providing a good justification for research can ensure that research results prove useful in the future, as shown by the analysis of the concept of value. Thus it is desirable that students know and express the values they value. Of course students can also be encouraged to analyze personal values clearly and judiciously.

The objective of this research work is to study the values among students. Thus, under the justification of the study, we can say that the presented problem will prove to be meaningful in reflecting all the scenarios of the present society.

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