

VALUE-BASED ACTIVITIES PERFORMED BY THE STUDENTS AT HIGHER SECONDARY LEVEL IN PUDUKOTTAI DISTRICT

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ABSTRACT

The main objectives of the present study are to find out the significant difference between the sub-groups of higher secondary school students in their mean score of value-based activities. The study was conducted through a descriptive survey method of research. The population for the present study is the higher secondary school students (N=250) who are studying in higher secondary schools in the Pudukkottai district of Tamil Nadu state. The researcher employed a simple random sampling technique in this study. The study reveals that there is a significant difference in the mean score of value-based activities between the various groups of school teachers concerning the gender and residence of students. Hence, the school education department takes remedial measures to solve the differences among the higher secondary school students and create values like student characteristics, respect, acceptance, consideration, appreciation, listening, openness, affection, empathy and love towards other human beings.

KEYWORDS: *Value-Based Activities, Descriptive Survey, Mean Score, Empathy.*

Introduction

Education values play a significant role in the individual, social and professional life of an individual. value-based education is very beneficial in many ways. Value education, we may promote a balanced development of physical, mental, social, cultural, emotional, moral and spiritual aspects of the learners so that we may produce balanced and adjusted citizens who strive to promote social progress and welfare. In the context of social changes, the main objectives of education are not only imparting information but inculcation of values such as humanism, democracy, socialism, altruism and national integration.

Need for the Study

Students studying through the Indian educational system get a sample opportunity to enrich their cultural and moral values through curricular interaction in a school environment but due to Westernization students studying in higher secondary schools change their attitude and behaviour since the influence of the culture of the Western pupil is more than the expected. Because of this westernization, there is a great value deterioration in their personal and school life and some students, don't know how to execute moral values and responsibility inside and outside the school. In this context, the investigator feels the study has more potential to explore.

Students are considered future pillars of our country and they should develop the skill of decision-making unless and until they are very sound value cherished activities, they cannot promote their moral values based on performance and promote decision-making skills and therefore, the study is found to be a needful one.

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Objectives of the Study

The investigator frames the following objectives,

- To identify the moral values of students at the higher secondary level.
- To find out the extent of value-based activities performed by higher secondary students.
- To find out significant differences, if any, between different groups of biological variables such as gender, type of schools, residence of students, study group and medium of instruction on value-based activities performed by the higher secondary school students.
- To give suggestions for enhancing value-based activities of higher secondary school students.

Hypothesis of the Study

The investigator frames the following hypotheses,

- The mean score of moral value-based activities performed by the higher secondary school students is high level.
- There is no significant difference in the mean score of the level of value-based activities of higher secondary school students with respect to gender.
- There is no significant difference in the mean score of value-based activities of higher secondary school students with respect to the type of schools.
- There is no significant difference in the mean score of value-based activities of higher secondary school students with respect to the residence of students.
- There is no significant difference in the mean score of value-based activities of higher secondary school students with respect to the medium of instruction.

Research Method

In this study investigator preferred the Normative survey method. This survey method generally uses questionnaires to collect data most easily, therefore the investigator preferred the way of collecting the data of the present study.

Research Tools

The value-based activities following the research tool was constructed by the investigator and identified the moral values based on higher secondary students' nomenclature of the research topic is "Value-based activities performed by the students at higher secondary level". The content validity of the tool has been established. The reliability value of the test is 0.99 since the reliability value of 0.99 is above normal the items in the questionnaire of said to be highly reliable.

Sample and Sampling Technique

In the present study, a sample of 250 higher secondary students was selected utilizing simple random sampling techniques using SPSS version 27.0.

Data Analysis

After collecting data from the respondents, the investigator gave every item and collected the percentage for the total scores. The investigator also used the test of significance to find out the significant difference between the various demographical variables on value-based activities.

Statistical Techniques Used in the Study

The statistical techniques used in the study were mean, standard deviation, and t-test.

Hypothesis Testing

Hypothesis 1

Table 1

Category	Percentage of mean Value
Moral value	82.8800

The above table reveals the calculated percentage of mean value 82.8800 % which indicates that the students studying in higher secondary school perform moral value base activities to an extent. The level of moral value-based activities performed by the higher secondary students is found to be high (82.8800).

Hypothesis 2

There is no significant difference in the mean score of the level of value-based activities of higher secondary school students with respect to gender.

This hypothesis is tested by using the 't' test,

Table 2

	N	Mean	S.D	't' value	Level of Significant
Male	122	84.6800	10.4500	2.7900	Significant
Female	128	80.5000	13.1600		

In the above table, the calculated value of 't' (2.7900) is greater than the critical value of 1.97 at the 0.05 level of significance. Hence it is significant. Consequently, the null hypothesis is rejected and it can be said that there is a significant difference in the mean score of value-based activities of higher secondary school students with respect to gender. It is also inferred that male students perform higher than female students.

Hypothesis 3

There is no significant difference in the mean score of the level of value-based activities of higher secondary school students with respect to the type of school.

This hypothesis is tested by using the 't' test,

Table 3

	N	Mean	S.D	't' value	Level of Significant
Govt.	133	82.1905	11.9301	0.4850	Not Significant
Private	117	82.9402	12.2705		

In the above table, the calculated value of 't' (0.4850) is less than the critical value of 1.97 at the 0.05 level of significance. Hence it is not significant. Consequently, the null hypothesis is accepted and it can be said that there is no significant difference in the mean score of value-based activities of higher secondary school students with respect to the type of schools.

Hypothesis 4

There is no significant difference in the mean score of value-based activities of higher secondary school students with respect to the residence of students.

This hypothesis is tested by using the 't' test,

Table 4

	N	Mean	S.D	't' value	Level of Significant
Rural	136	80.7201	13.6103	2.7100	0.05 Level
Urban	114	84.7103	9.5607		

In the above table, the calculated value of 't' (2.7100) is greater than the critical value of 1.97 at the 0.05 level of significance. Hence it is significant. Consequently, the null hypothesis is rejected and it can be said that there is a significant difference in the mean score of value-based activities of higher secondary school students with respect to the residence of students. It is also inferred that urban students perform better than rural students.

Hypothesis 5

There is no significant difference in the mean score of the level of value-based activities of higher secondary school students with respect to the medium instruction.

This hypothesis is tested by using the 't' test,

Table 5

	N	Mean	S.D	't' value	Level of Significant
Tamil	174	83.1401	11.4306	1.1201	Not Significant
English	76	81.1603	13.4103		

In the above table, the calculated value of 't' (1.1201) is less than the critical value of 1.97 at the 0.05 level of significance. Hence it is not significant. Consequently, the null hypothesis is accepted and it can be said that there is no significant difference in the mean score of value-based activities of higher secondary school students with respect to the medium of instruction.

Finding the Study

- It is found that there is a significant difference in the mean score of value-based activities of higher secondary school students with respect to gender.
- It is found that there is no significant difference in the mean score of value-based activities of higher secondary school students with respect to the type of schools.
- It is found that there is a significant difference in the mean score of value-based activities of higher secondary school students with respect to the residence of students.
- It is found that there is no significant difference in the mean score of value-based activities of higher secondary school students with respect to the medium of instruction.

Recommended of the Study

Value orientation should be the main focus of the present curriculum of education.

The value-oriented activities should be given to all levels of school children. Even parents should be involved in it. The whole society has to be involved in the programme of value-oriented education.

Value inculcation may be done through a curriculum of physical and health education.

There should be a foundation course at a higher secondary level aiming at giving the children basic knowledge about India, its people and cultural traditions. The course should also aim at students feeling proud of their country and responsible for its upliftment.

Conclusion

The present study concluded that the higher secondary school students have sufficient awareness of value-based activities to enrich the knowledge of moral values among students adequate training must be given by the teacher through their curricular interaction and at the moral values. So, that they can enrich their knowledge further and further based on the present society and they can also stably build their personality to perform the activities of the future citizens of our nation.

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