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A Study on Human Values of Secondary School Students in relation to Few Biographical Variables

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Abstract: The purpose of this investigation is to examine the Human Values of secondary school students of Bengaluru District, Karnataka in relation to few biographical variables of sex, type of management and medium of instruction. The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collect, analyze and interpret varied kinds of numerical data obtained from the subjects. A sample of 150 secondary school students belonging to Bengaluru district was selected using stratified random sampling technique. Data was collected through Human Values Scale constructed and standardized by Ratnakumari B. (1998) along with personal proforma. The collected data was analyzed by independent 't' test and the level of significance was fixed at 0.05 confidence level. From the present study, the 't' test results shows that there was a significant difference in the Human Values of secondary school boys and girls and the human values of school girls are higher than those of boys. Also shows that, there was a significant difference in the Human Values of secondary school students enrolled in government, private aided and private unaided schools. The human values of government school students had higher human values when compared to private aided and private unaided school. When compared to pupils from private aided and private unaided schools, students from government schools exhibited higher levels of human values. Acknowledge and value pupils, particularly those attending private schools, when they exhibit virtues like kindness, compassion, and empathy.

Index Terms - Biographical Variables, Human Values, Sex, Type of Management, Medium of Instruction

I. INTRODUCTION

Human values are a collection of core ideas and precepts that serve as a person's compass when acting and making decisions. People from various cultures, religions, and backgrounds agree that these ideals are universal. Human values are influenced by a number of things, such as upbringing in the family, cultural standards, society expectations, education, and individual experiences. They are seen as a crucial component of human development and personal development and are frequently impacted by ideas like morality, ethics, and spirituality. Human values include loyalty, respect, empathy, compassion, responsibility, fairness, and love. These principles are frequently regarded as essential to the development and upkeep of harmonious relationships in both families and communities. Human values are essential in determining how people behave and make decisions because they direct people towards morally upright actions. While they advance respect for human rights, equality, and justice, they are also seen as a crucial component of a stable society.

A critical component of secondary school pupils' general development and well-being is the cultivation of human values. The attitudes and behaviors of students are greatly influenced by these values, which include honesty, integrity, respect, responsibility, compassion, and justice. As a result, these values can have a long-lasting effect on students' academic achievement and future success. A study on the human values of secondary school pupils in connection to sex and management style may shed light on how these elements affect how kids acquire their values. Human values are crucial in determining a person's character and behaviour, and secondary education is a crucial period in a person's development where the formation of human values can have a profound effect on a person's life. Human values can be taught in secondary school in a variety of ways, including through the curriculum, extracurricular activities, and classroom interactions. Some of the roles that human values can play in secondary education include the following:

- **Personal development:** Secondary education provides opportunities for young people to learn and develop values such as responsibility, respect, honesty, integrity, and empathy, which are essential for personal growth and development.
- **Social development:** The cultivation of human values in secondary education can also help to promote positive social relationships among students, teachers, and the broader community. Students learn to respect diversity, communicate effectively, and work collaboratively towards common goals.
- **Ethical decision-making:** Human values help to develop the ability to make ethical and responsible decisions, which is an important life skill. By encouraging critical thinking and reflection, secondary education can help students to make informed choices that are aligned with their values and principles.
- **Citizenship:** Human values play an essential role in promoting responsible citizenship. Secondary education can help students to develop a sense of social responsibility and civic duty, which can motivate them to contribute positively to their communities.

Human values are crucial in determining an individual's personality and behaviour, and secondary education offers a great chance to teach young people these values. Secondary education can foster personal and social growth, moral decision-making, and responsible citizenship by incorporating human values into the curriculum, extracurriculars, and classroom relationships.

Studying secondary school students' human values in connection to sex, management style, and mode of instruction can give important insights into how these elements affect the formation of values in students. The results of this study may have significant ramifications for educators, parents, and students as well as provide guidance for the creation of programmes and regulations intended to encourage kids to act in morally upright ways. Additionally, it will clarify how a school's management style might influence how kids' values are developed.

II. REVIEW OF RELATED LITERATURE

The opinions of secondary school students regarding social values in terms of gender were assessed by Bayrak and Ecerkale (2020). The study's findings showed that secondary school students had a high rate of perception of social values; nevertheless, there was a difference between the scores of the two sexes (males and females), with the scores of the female students being higher. In their 2019 study, Kalamani and Arusamy looked into the human value orientation of tribal pupils in secondary schools. The findings showed that there was no discernible gender difference in human value orientation, and tribal children in private secondary schools have strong value orientation characteristics. The Study of Human Values Perceived from the Use of Social Media by Secondary School Students, Kara, Ahmet and Tekin, Hatice, 2017.

A study on secondary school students' values in relation to their socioeconomic standing and modernity was undertaken by Archana Mittal in 2016. It was discovered that whereas secondary school ladies had higher economic value, secondary school boys had higher religious, artistic, hedonistic, power, and familial prestige values. According to a survey conducted in India, secondary school pupils highly value principles like family, education, and honesty. They also reported having a lot of materialistic ideals, though. According to these studies, there are differences in the human values held by schoolchildren in various nations and cultures. They also show that students across a variety of circumstances place a high importance on virtues like social justice, accountability, and respect for others. In order to create educational initiatives that support the growth of moral principles and good character, it is crucial to comprehend the human values of school children.

III. NEED AND SIGNIFICANCE OF THE STUDY

Values are the most important factor in determining how an individual, a society, and a nation are formed. An individual's actions and conduct are heavily influenced by his ideals. Values mould his personality and character indicating the function of values. Values, according to Kaur, J. and Kaur, H. (2013), are those tenets that direct human activity and give existence a purpose. Values serve as the focal point around which people arrange their desires, goals, and way of life. Values have an impact on a person's thoughts, feelings, emotions, and attitude, which in turn has an impact on their actions and conduct. Values are crucial in determining how a person is motivated to behave (Indira, K., 2009).

Because they offer a framework for encouraging good character development, moral decision-making, and responsible citizenship, human values are crucial for education. Students who receive education that upholds human values are more likely to form wholesome friendships and feel a sense of civic duty. They may be able to develop helpful networks and make constructive contributions to their communities as a result. Students who receive an education that prioritises human values are more likely to have a global perspective and respect for different cultures. As a result, they will be better equipped to participate in a globalised world and help create a more equitable and peaceful community. The urgent requirement is to instill principles in pupils in order to preserve India's moral history and advance the global village as well.

IV. STATEMENT OF THE PROBLEM

The topic identified for the current investigation is on 'A Study on Human Values of Secondary School Students in relation to few Biographical Variables.' The purpose of this investigation is to examine the study on A Study on Human Values of Secondary School Students with respect to sex, type of management and medium of instruction.

V. OBJECTIVES OF THE STUDY

The following are the objectives for the study

1. To find out the significant differences in the Human Values secondary school students with respect to sex.
2. To find out the significant differences in the Human Values secondary school students with respect to type of school.
3. To find out the significant differences in the Human Values secondary school students with respect to medium of instruction.

VI. RESEARCH HYPOTHESES

1. There is no significant difference in the Human Values secondary school boys and girls.
2. There is no significant difference in the Human Values secondary school students enrolled in government and private aided schools.
3. There is no significant difference in the Human Values secondary school students enrolled in private aided and private unaided schools.
4. There is no significant difference in the Human Values secondary school students enrolled in government and private unaided schools.
5. There is no significant difference in the Human Values secondary school Kannada and English medium students.

VII. METHODOLOGY

The purpose of this investigation is to examine the Human Values of secondary school students of Bengaluru District, Karnataka with respect to few biographical variables of sex, type of management and medium of instruction. The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collect, analyze and interpret varied kinds of numerical data obtained from the subjects. A sample of 150 secondary school students belonging to Bengaluru district was selected using stratified random sampling technique. Data was collected through Human Values Scale constructed and standardized by Ratnakumari B. (1998) along with personal proforma. The collected data was analyzed by independent 't' test and the level of significance was fixed at 0.05 confidence level.

VIII. ANALYSIS AND INTERPRETATION OF DATA

Table-1: Shows independent 't' test results related to Human Values scores of secondary school students with respect to sex.

Name of the Variable	Groups	Number of Sample	Mean scores	Std. Deviation	't' Value	Sig. level
Sex	Boys	75	136.866	43.441	2.14	*
	Girls	75	151.680	41.191		

*Significant at 0.05 level (N=150; df=148, 0.05=1.98)

From the table-1 reveals the variables along with groups, number of samples, mean scores, standard deviation, 't' value and level of significance pertaining to Human Values of secondary school students due to variation in the sex. From the independent 't' test it was shows that, the obtained 't' value ($t=2.14$) related to Human Values of secondary school boys and girls is higher than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is **rejected** and in its place an alternate hypothesis has been formulated that is 'there is a significant difference in the Human Values of secondary school boys and girls'. The Human Values mean scores of girls ($M=151.680$) is higher than the mean scores of boys ($M=136.866$). It can be concluded that secondary school girls' human values is more when compared with boys.

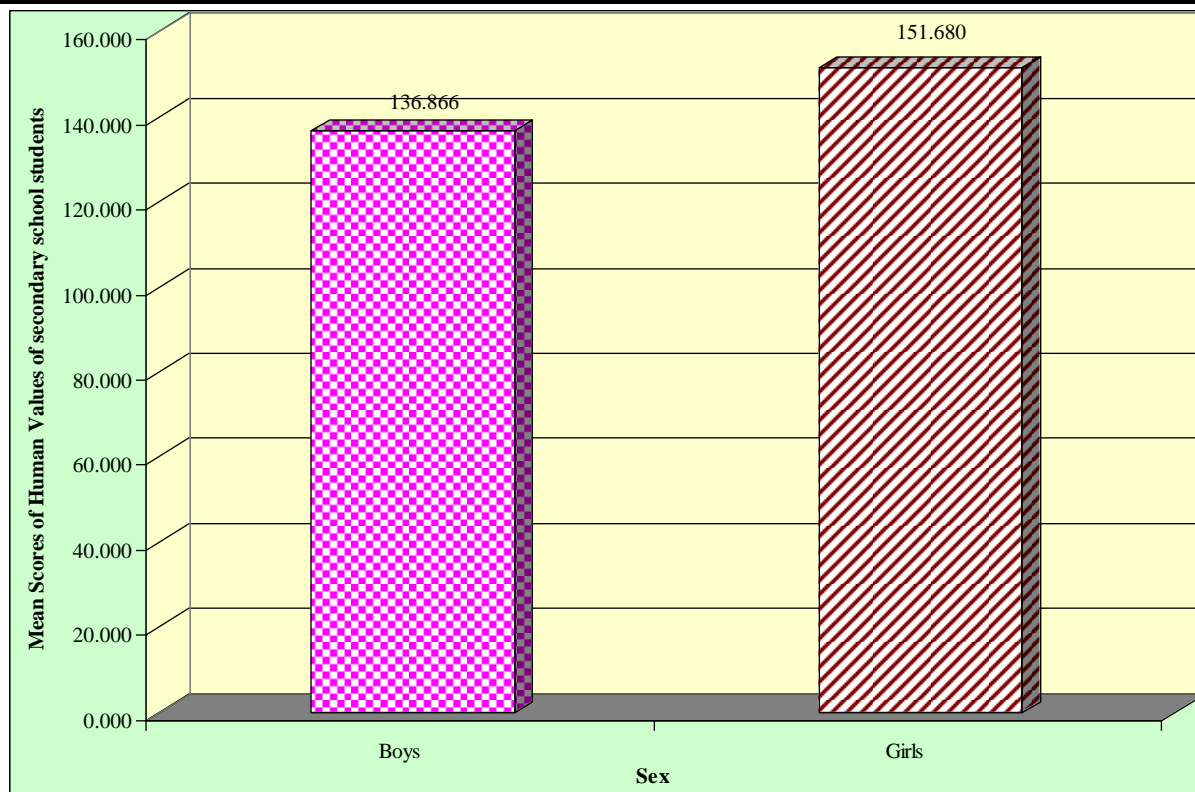


Fig.1: Comparison of mean Human Values scores of secondary school boys and girls.

Table-2: Shows independent 't' test results related to Human Values scores of secondary school students with respect to type of management.

Name of the Variable	Groups	Number of Sample	Mean scores	Std. Deviation	't' Value	Sig. level
Type of Management	Government	50	172.360	44.138	3.04	*
	Private Aided	50	149.660	28.981		
	Private Aided	50	149.660	28.981	6.76	*
	Private Unaided	50	110.800	28.536		
	Government	50	172.360	44.138	8.28	*
	Private Unaided	50	110.800	28.536		

*Significant at 0.05 level (N=100; df=98, 0.05=1.98)

The above table-2 illustrates the variables along with groups, number of samples, mean scores, standard deviation, 't' value and level of significance pertaining to Human Values of secondary school students due to variation in the type of management. From the independent 't' test it shows that,

- The obtained 't' value (t=3.04) related to Human Values of government and private aided secondary school students is higher than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is **rejected** and in its place an alternate hypothesis has been formulated that is 'there is a significant difference in the Human Values of secondary school students enrolled in government and private aided schools'. The Human Values mean scores of government school students (M=172.360) is higher than the mean scores of private aided school students (M=149.660).
- The obtained 't' value (t=6.76) related to Human Values of private aided and private unaided secondary school students is higher than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is **rejected** and in its place an alternate hypothesis has been formulated that is 'there is a significant difference in the Human Values of secondary school students enrolled in private aided and private unaided schools'. The Human Values mean scores of private aided school students (M=149.660) is higher than the mean scores of private unaided school students (M=110.800).
- The obtained 't' value (t=8.28) related to Human Values of government and private unaided secondary school students is higher than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is **rejected** and in its place an alternate hypothesis has been formulated that is 'there is a significant difference in the Human Values of secondary school students enrolled in government and private unaided schools'. The Human Values mean scores of government school students

($M=172.360$) is higher than the mean scores of private unaided school students ($M=110.800$). It can be concluded that the government secondary school students ($M=172.360$) had more human values when compared to private aided ($M=149.660$) and private unaided school students ($M=110.800$).

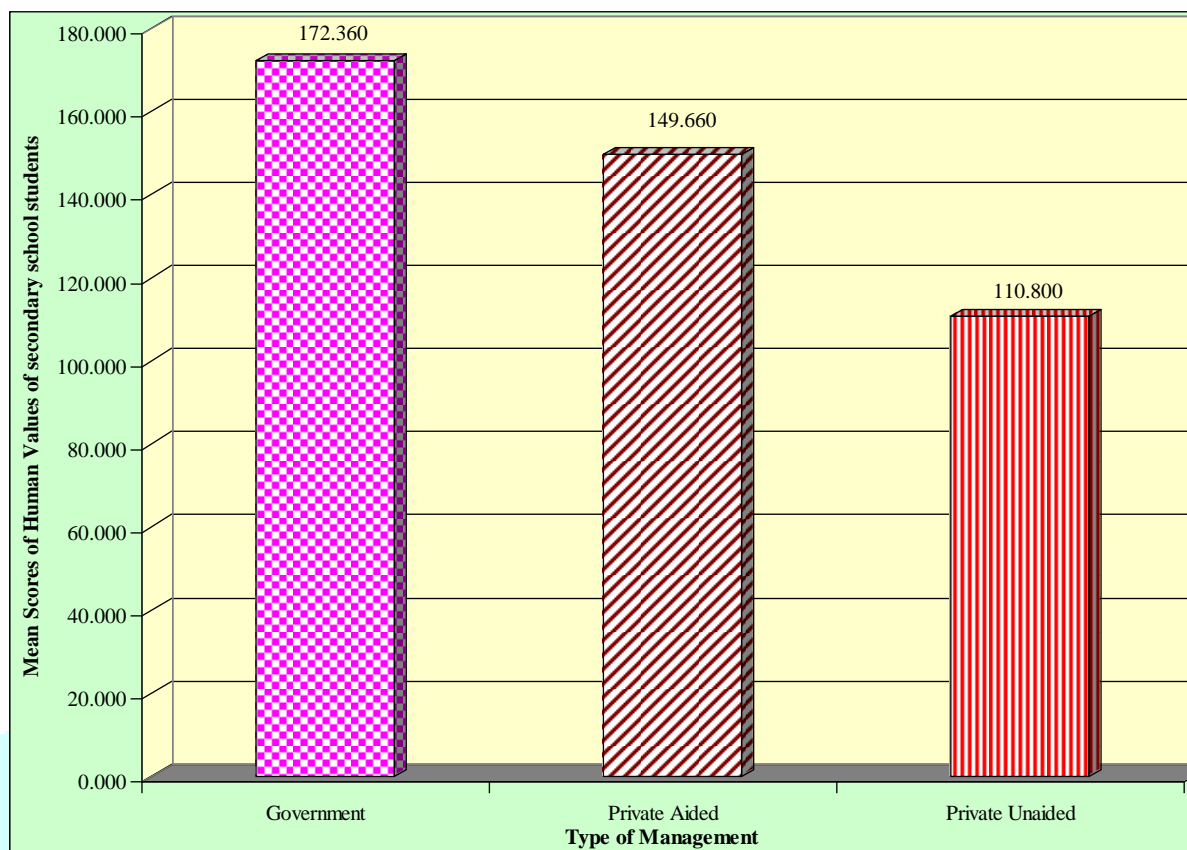


Fig.2: Comparison of mean Human Values scores of secondary school students enrolled in government, private aided and private unaided schools.

Table-3: Shows independent 't' test results related to Human Values scores of secondary school students with respect to medium of instruction.

Name of the Variable	Groups	Number of Sample	Mean scores	Std. Deviation	't' Value	Sig. level
Medium of Instruction	Kannada	75	151.080	44.091	1.96	NS
	English	75	137.466	40.708		

NS=Not Significant

Te above table-3 shows the variables along with groups, number of samples, mean scores, standard deviation, 't' value and level of significance pertaining to Human Values of secondary school students due to variation in the medium of instruction. From the independent 't' test it was shows that, the obtained 't' value ($t=1.96$) related to Human Values of secondary school students studying in Kannada and English medium is less than the table value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is **accepted** that is 'there is no significant difference in the Human Values of secondary school students studying in Kannada and English medium'. It was concluded that both the Kannada and English medium secondary school students had a similar type of human values.

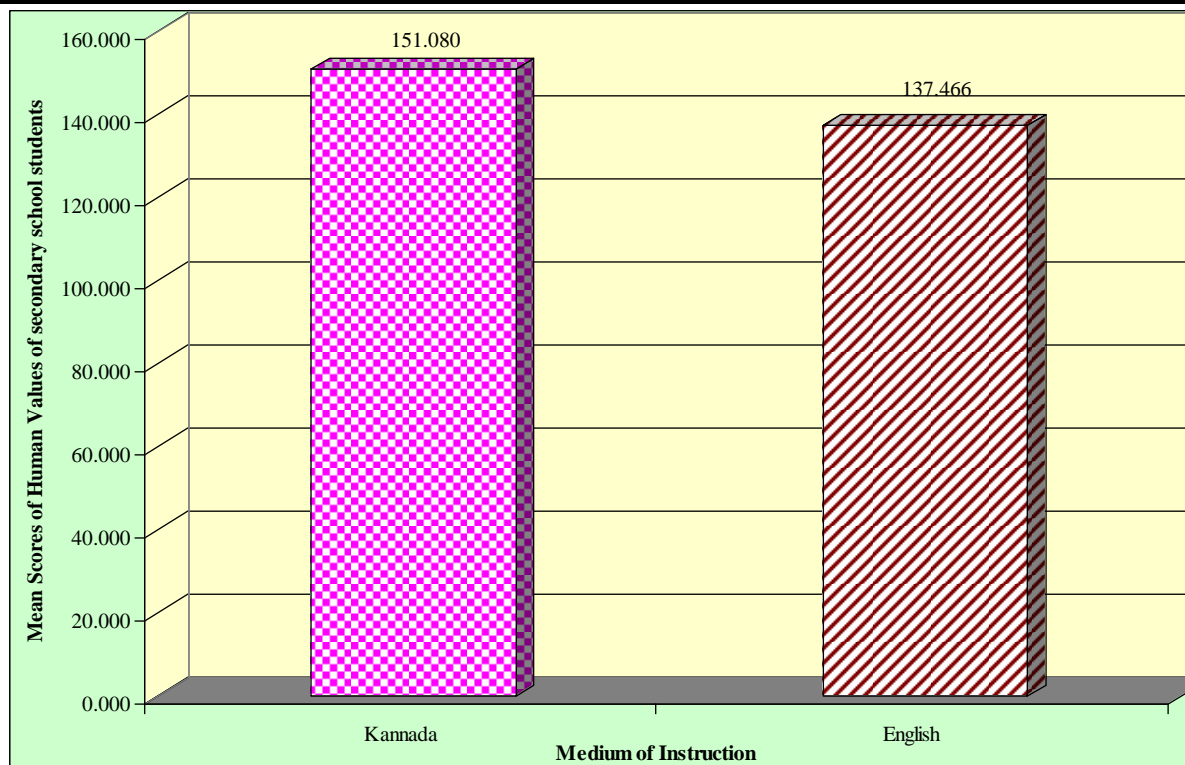


Fig.3: Comparison of mean Human Values scores of secondary school Kannada and English medium students.

IX. RESULTS

1. There was a significant difference in the Human Values secondary school boys and girls.
2. There was a significant difference in the Human Values secondary school students enrolled in government and private aided schools.
3. There was a significant difference in the Human Values secondary school students enrolled in private aided and private unaided schools.
4. There was a significant difference in the Human Values secondary school students enrolled in government and private unaided schools.
5. There was no significant difference in the Human Values secondary school Kannada and English medium students.

X. CONCLUSION AND EDUCATIONAL IMPLICATIONS

Analysis of the 't' test findings from the current study reveals a considerable difference between secondary school boys and girls' human values. The human values of school girls are higher than those of boys. Encourage boys, in particular, to take part in volunteer work, the report advises. They gain a sense of social duty and empathy as a result of this.

The results of the 't' test further supported the finding that there was a substantial difference between the enrollment of secondary school pupils in government- and privately-aided schools for Human Values courses. Furthermore demonstrates that there was a considerable disparity between secondary school pupils studying Human Values at government, private aided, and private unaided institutions. When compared to pupils from private aided and private unaided schools, students from government schools exhibited higher levels of human values. Acknowledge and value pupils, particularly those attending private schools, when they exhibit virtues like kindness, compassion, and empathy. This motivates kids to continue displaying these characteristics and encourages them to engage in community service projects. They gain a sense of social duty and empathy as a result of this. Secondary school pupils need to be taught human values holistically, which involves modelling conduct, participating in conversations, utilising examples from real life, such as supporting community service, reflecting, giving good feedback, and embracing diversity. There are no appreciable differences between secondary school students studying Human Values in Kannada and English.

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