

Personal Values of Secondary School Students

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Abstract: Personal values of individuals develop with experience and interaction with significant others. It directs and guides client's choices later in life. It is interesting to find that the secondary schools students have high religious, democratic, economic, power and family prestige value whereas the students have low social, knowledge, hedonistic and health value. The choices and personal values were implicitly affected by the culture, gender as well as locality. The schools can play a pivotal role to provide adequate counselling and guidance so that proper values are inculcated by students. The study found out that the students of secondary schools of Shillong have very high economic and power value and have high religious and family prestige value. They have low health value and very low social value, which is a matter of concern. Gender plays a significant role in having democratic value and health value whereas there is significant difference between students from urban and rural areas in religious, social, hedonistic, power and family prestige value. These students of adolescence stage are growing and inculcating various values and it a prime time to provide them with counselling so that they may value those values which helps them to shape in to a better person.

Keywords: Personal values, Counselling, guidance.

I. Introduction

A value is a belief, a mission, or a philosophy that is meaningful. Whether we are consciously aware of them or not, every individual has a core set of personal values. Values can range from the common place, such as the belief in hard work and punctuality, to the more psychological, such as self – reliance, concern for others and harmony of purpose. Personal values are implicitly related to choice; they guide decisions by allowing for an individual's choices to be compared to each choice's associated values. Personal values developed early in life may be resistant to change. They may be derived from those of particular groups or systems, such as culture, religion, and political party. However, personal values are not universal; one's genes, family, nation and historical environment help determine one's personal values. This is not to say that the value concepts themselves are not universal, merely that each individual possess a unique conception of them i.e. a personal knowledge of the appropriate values for their own genes, feelings and experience. Personal values are the beliefs, values, and philosophies that we hold about life, its purpose, and our own purpose. As we grow up, we take on board the personal values of others around us until we reach the teen years and start to accept or reject such values as being a part of who we are, or not a part of our own selves. It is easy, however, to pass by the active recognition and sorting of personal values, and to just accept those values that were ingrained in us by parents, teachers, society, etc. We can do this because the fit is comfortable and easy. Knowing the personal values of growing students will help the adults and teachers in which direction they are moving and the type of guidance required for them. Proper counselling may be provided when students do not carry proper values and help them to acquire such values which help them to adjust in schools, and prepare for future.

Shillong is the capital of Meghalaya State of India and the matrilineal system is followed in families. The society is rapidly moving towards modernisation and the churches play an important role in the lives of local.

II. Review of Related Literature

Brown, Judy (1999) in a paper titled the professional and personal value of networking stated that to best meet student needs often means to explore all possible options in terms of gaining information, resources, and support from the appropriate outside themselves as capable learners who take risks and see mistakes as opportunities for future learning rather than failures.

Giraldi, Janaina de Moura Engracia & Ikeda, Ana Akemi (2008) in a study Personal Values Dimensions of Brazilian Executives, the personal value dimensions found were Civility, Self-direction, and Conformity. It was observed that the personal value dimension Civility was the one that received the highest scores, indicating that the most important values in the sample were the ones related to good behavior vis-a-vis society—abiding by social rules of interaction. On the other hand, the least important values were those related to submission to social norms, and which comprise the dimension Conformity.

Hyde, Rachel E. and Weathington, Bart L. (2006) in a study The Congruence of Personal Life Values and Work Attitudes found that most people placed the highest importance on family. Religion also received high importance followed by work and self receiving lower importance scores. The personal life values of work, family and religion all had significant positive relationships with Positive Affect. The value placed on the self and the interactions of the personal life values were not significant. There is negative relation between one's Negative Affect and the value that one places on self, family, work, and religion. There is a low yet positive relationship between one's affective commitment and the value one places on self, family, work, and religion. It was found the interaction between work and family, to be highly negatively correlated with continuance commitment. For Positive Affect, we found work and family value to have significant direct relations for women. However, for men, work and religion were significant predictors, whereas family was not. For affective commitment, work and family were again significant predictors for women. For men, self was the only significant predictor. For continuance commitment, we found a significant interaction between work and family for women only. For men, this interaction was in the expected direction but not significant. For normative commitment, family was a significant predictor for women but not for men. For conscientiousness, we found a significant family-by-religion interaction (as in the overall sample) for women but not for men. For honesty, we found a significant work-by-religion interaction for women. We found a strong, significant direct effect for religion for men.

Allison, Peter & Wald, Kris Von (2010) in an article titled Exploring values and personal and social development: learning through expeditions, Pastoral Care in Education stated that outdoor education is a general term are often associated with personal and social health education (PSHE), personal and social development (PSD) and related terms. PSD is often understood as developing confidence, cooperation, trust and teamwork. The moral dimension of PSD has been more explicitly developed through official documentation addressing the importance of values within a spiritual, moral, social and cultural framework and placing PSD at the centre of education (Wylie, 2005). Self-esteem is also regularly identified as central to PSD in outdoor education; and notwithstanding debates on the nature and measurement of self-esteem, developing appropriate self-concept or self-awareness is a helpful way of identifying what is often the *raison d'être* of expeditions.

III. Objectives of the study

1. To study the personal values of secondary school students of Shillong.
2. To find the difference in personal values between the boys and girls secondary school students.
3. To find the difference in personal values between secondary schools from urban and rural areas.

Null Hypotheses

1. There is no significant difference between the boys and girls secondary school students in personal values such as
2. There is no significant difference between secondary schools from urban and rural areas in personal values such as

The study was descriptive survey study where the data was collected using the standardised tool Personal Value Questionnaire developed by Dr (Mrs) G.P. Sherry and Prof. R.P. Verma. The sample of the study included 234 students from the class IX and X of secondary schools of Shillong. The random sampling was used to collect data from the population.

1) Personal Values of Secondary School Students of Shillong

The personal values of secondary schools are calculated using the frequency distribution and percentages in different areas of personal values.

Table 1
Frequency scores of personal values of secondary school students.

Description	Sten Score	Religious Value (f)	Social Value (f)	Democratic Value (f)	Aesthetic Value (f)	Economic Value (f)	Knowledge Value (f)	Hedonic Value (f)	Power Value (f)	Family Prestige Value (f)	Health value (f)
Very High	9 and 10	18	0	72	31	158	1	1	139	16	0
High	7 and 8	121	0	71	63	42	9	10	50	105	5
Average	5 and 6	69	6	75	88	25	80	80	28	84	88
Low	3 and 4	0	62	13	28	1	81	81	6	27	102
Very Low	1 and 2	1	147	3	13	1	63	63	0	2	38

The above table 1 shows that 51.71 percent have high and 7.70% have very high religious values and 29.49% have average religious values. The study show that secondary school students have high inclination toward religion and have strong faith in God.

The study found that majority 62.82% have very low and 26.50% have low social values. Overall the secondary school students have low social values which includes the work of charity, kindness. This indicate that the students are more concerned of personal comforts and gains and do not bother about others.

The study showed that 30.77%, 30.34% have high and very high democratic values, 32.05% have average democratic values and least 5.56% have low democratic values. It indicates that majority of students have high and satisfactory democratic values.

It is shown that 26.92% and 31.25% have high and very high aesthetic values and 37.61% have average aesthetic values, 11.97% have low aesthetic values. In totality, majority of students have satisfactory appreciation of beauty, fine arts and love dance, music and other art works.

The study found that 67.52% have very high economic values, 17.95% have high economic values and 10.68% have average economic value. These indicate that majority have good economic value, love for money and would like to gain material and have favourable attitude towards rich people of the society.

The study brought forth that 34.61% and 26.92% have low and very low knowledge value and 34.19% have average and 3.85% have high knowledge values. This point out that majority of secondary school students have low love for knowledge, do not value hard work and discovery of truth.

The study found that 34.61% and 26.92% have low and very low hedonistic value and 34.19% have average and 4.27% have high hedonistic value. This specify that majority of students do not love to indulge in pleasure of senses and sees the pain as the part of life.

The study found that 59.40% and 21.37% have very high and high power value whereas 11.97% have average power value. This shows that majority of students desire to rule over others and also lead others.

The study shown that 44.87% and 6.84% have high and very high family prestige value and 35.90% have average, 11.54% have low family prestige value. The study show that majority of students respect family and are conservative in outlook and respect the tradition of family.

The study found that 43.59% and 16.24% have low and very low health value, 37.61% have average health value. It points that majority of students are not concerned of their health, they neglect their health and do not consider that keeping the body fit as their own duty.

2) Personal Values of Boys and Girls

Mean, standard deviation and t value was calculated to find the difference in mean scores of boys and girls secondary school students. To test the significance difference in personal values between the boys and girls of secondary schools, a null hypothesis was developed:

H_0 : There is no significant difference between the boys and girls secondary school students in personal values such as

Table 2

Mean, Standard deviation and t value of boys and girls secondary school students in Personal values.

Name of Values	Sex	N	Mean	S. D.	t value	Remark
Religious Value	Boys	127	14.68	2.881	0.16	Not significant at 0.05 level.
	Girls	107	14.62	2.942		
Social Value	Boys	127	8.92	3.108	0.92	Not significant at 0.05 level.
	Girls	107	8.55	3.029		
Democratic Value	Boys	127	18.91	2.984	2.85	Significant at 0.01 level.
	Girls	107	17.72	3.353		

Aesthetic Value	Boys	127	12.03	3.434	-0.60	Not significant at 0.05 level.
	Girls	107	12.29	3.165		
Economic Value	Boys	127	15.94	3.698	2.06	Significant at 0.05 level.
	Girls	107	14.94	3.649		
Knowledge Value	Boys	127	11.59	3.513	0.77	Not significant at 0.05 level.
	Girls	107	11.25	3.233		
Hedonistic Value	Boys	127	14.40	3.252	1.90	Not significant at 0.05 level.
	Girls	107	13.61	3.144		
Power Value	Boys	127	13.95	3.978	1.83	Not significant at 0.05 level.
	Girls	107	13.02	3.809		
Family Prestige Value	Boys	127	13.40	3.650	0.06	Not significant at 0.05 level.
	Girls	107	13.37	3.295		
Health Value	Boys	127	10.28	2.585	2.52	Significant at 0.05 level.
	Girls	107	9.42	2.614		

From the table 2, it has been found out that mean scores of boys and girls in religious value is 14.68 and 14.62 and there is no significant difference between the boys and girls in religious values at 0.05 level with df 232 so the null hypothesis is accepted.

Mean scores of boys and girls in Social values is 8.92 and 8.55. There is no significant difference between the boys and girls in social values at 0.05 level with df 232, therefore the null hypothesis is accepted.

Mean scores of boys and girls in Democratic Value is 18.91 and 17.72. There is significant difference between the boys and girls in democratic values with t value of 2.85 at 0.01 level with df 232. The null hypothesis is rejected. This indicate that boys are more democratic in nature and believe in impartiality, social justice.

Mean scores of boys and girls in Aesthetic Value is 12.03 and 12.29. There is no significant difference between the boys and girls in aesthetic value at 0.05 level with df 232. Thus the null hypothesis is accepted.

Mean scores of boys and girls in Economic Value is 15.94 and 14.94. There is significant difference between the boys and girls in economic value with t value of 2.06 at 0.05 level with df 232. Thus the null hypothesis is rejected. This shows that boys are more concerned for money and material gains as compared to girls.

Mean scores of boys and girls in Knowledge value is 11.59 and 11.25. There is no significant difference between the boys and girls in knowledge value at 0.05 level with df 232. The null hypothesis is accepted.

Mean scores of boys and girls in Hedonistic Value is 14.40 and 13.61. There is no significant difference between the boys and girls in hedonistic value at 0.05 level with df 232. The null hypothesis is accepted.

Mean scores of boys and girls in Power Value is 13.95 and 13.02. There is no significant difference between the boys and girls in power value at 0.05 level with df 232. The null hypothesis is accepted.

Mean scores of boys and girls in Family Prestige Value is 13.40 and 13.37. There is no significant difference between the boys and girls in family prestige value at 0.05 level with df 232. The null hypothesis is accepted.

Mean scores of boys and girls in Health Value is 10.28 and 9.42. There is significant difference between the boys and girls in health value with t value 2.52 which is significant at 0.05 level with df 232. This shows that boys are more concerned of keeping the body fit and give importance to good physical health.

3) Personal Values of students from Urban and Rural areas

Mean, standard deviation and t value was calculated to find the difference in mean scores of secondary school students from urban and rural areas. To test the significance difference in personal values a null hypothesis was developed:

H_0 : There is no significant difference between secondary schools from urban and rural areas in personal values such as

Table 3

Mean, Standard deviation and t value of secondary school students from Urban and Rural areas.

Name of Values	Locale	N	Mean	S. D.	t value	Remark
Religious Value	Urban	172	14.41	2.991	-2.26	Significant at 0.05 level
	Rural	62	15.31	2.552		
Social Value	Urban	172	8.40	3.139	-3.36	Significant at 0.01 level
	Rural	62	9.74	2.655		
Democratic Value	Urban	172	18.41	3.308	0.33	Not significant at 0.05 level
	Rural	62	18.26	2.931		
Aesthetic Value	Urban	172	12.01	3.302	-1.06	Not significant at 0.05 level
	Rural	62	12.53	3.328		
Economic Value	Urban	172	15.15	3.728	-2.38	Significant at 0.05 level
	Rural	62	16.40	3.495		
Knowledge Value	Urban	172	11.49	3.362	0.43	Not significant at 0.05 level
	Rural	62	11.27	3.470		
Hedonistic Value	Urban	172	13.45	3.200	-5.25	Significant at 0.01 level
	Rural	62	15.66	2.698		
Power Value	Urban	172	12.98	3.933	-3.82	Significant at 0.01 level
	Rural	62	15.03	3.497		
Family Prestige Value	Urban	172	13.01	3.457	-2.83	Significant at 0.01 level
	Rural	62	14.44	3.371		
Health Value	Urban	172	9.79	2.589	-0.93	Not significant at 0.05 level
	Rural	62	10.16	2.735		

The Table 3 shows that the mean scores of students from Urban and Rural areas in Religious Values 14.41 and 15.31. There is significant difference between students from Urban and Rural areas in religious values with t value -2.26 at 0.05 level with df 232. Thus the null hypothesis is rejected. This shows that

the students from rural areas have more faith on God, believe on simple living, worshipping God and speaking truth as compared to students from urban area.

Mean scores of students from Urban and Rural areas in Social Values is 8.40 and 9.74. There is significant difference between students from Urban and Rural areas in social values with t value -3.36 at 0.05 level with df 232. Thus the null hypothesis is rejected. This shows that students from rural areas value charity, kindness and sympathy of people and also in sacrificing personal comforts for the need of others.

Mean scores of students from Urban and Rural areas in Democratic Values is 18.41 and 18.26. There is no significant difference between students from Urban and Rural areas in democratic values at 0.05 level with 232. Thus the null hypothesis is accepted.

Mean scores of students from Urban and rural areas in Aesthetic Value is 12.01 and 12.53. There is no significant difference between students from Urban and Rural areas in aesthetic value at 0.05 level with df 232. Thus the null hypothesis is accepted.

Mean scores of students from Urban and rural areas in Economic Value is 15.15 and 16.40. There is significant difference between students from Urban and Rural areas in Economic value with t value -2.38 at 0.05 level with df 232. Thus the null hypothesis is rejected. This indicate that students from the rural areas value money and material gains which help them progress.

Mean scores of students from Urban and rural areas in Knowledge Value is 11.49 and 11.27. There is no significant difference between students from Urban and Rural areas in Knowledge value at 0.05 level with df 232. Thus the null hypothesis is accepted.

Mean scores of students from Urban and rural areas in Hedonistic Value is 13.45 and 15.66. There is significant difference between students from Urban and Rural areas in hedonistic value with t value -5.25 at 0.01 level with df 232. Thus the null hypothesis is rejected. It is shown that the students of rural areas love to have pleasure and avoid pain and in the process their outlook for the future becomes bleak.

Mean scores of students from Urban and rural areas in Power value is 12.98 and 15.03. There is significant difference between students from Urban and Rural areas in power value with t value of -3.82 at 0.01 level df 232. Thus the null hypothesis is rejected. This indicate that students have more fear of law and value and respect authority as compared to students from urban areas.

Mean scores of students from Urban and rural areas in Family Prestige value is 13.01 and 14.44. There is significant difference between students from Urban and Rural areas in family prestige value with t value od -2.83 at 0.01 level df 232. Thus the null hypothesis is rejected. This indicates that students from rural area believe in maintenance of purity of family blood avoiding inter caste marriage and they are traditional and conservative in their idea of family.

Mean scores of students from Urban and rural areas in Health value. There is no significant difference between students from Urban and Rural areas in Health value at 0.05 level with df 232. Thus the null hypothesis is accepted.

IV. Conclusion

Life without values become mechanical-like beings, driven here and there by the vicissitudes of life. In this reality devoid of values, we would live unconscious lives, without meaning or purpose. On the other hand, when we take to values, we live a purposeful and dynamic existence and become truly human. The highest of principles are Oneness, Love, Beauty. There are many variables which expresses the personal values. The study highlighted that secondary schools students have high religious, democratic, economic,

power and family prestige value whereas the students have low social, knowledge, hedonistic and health value. The study pointed out that students required appropriate guidance and counseling in the schools and at home so that they develop and inculcate such values which help them to be successful. It was also found that boys have significantly high democratic, economic and health values and they do not differ in religious, social, aesthetic, knowledge, hedonistic, power and family prestige values. It was also found that students from rural areas have significantly different Religious, Social, Economic, Hedonistic, Power and Family Prestige value as compared to students from urban areas. They study indicated that gender and locality do effect the personal values of students which in turn effect their choices in life. The National Policy of Education (1986) has stressed on inculcating values through value education in schools and the Chavan Committee (1999) has emphasized on the integration of value education in teacher training programmes. The schools can play a role to develop more positive values among the students through the integrated approach in the curriculum. There is a need of proper counseling in schools so that students may inculcate values which helps them to be better person. Therefore the secondary schools should have counseling cells in schools as it is stated in Right to Education Act also, so that students may get timely help and continuous assistance to deal with riddles of life.

V. References

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