Minor Research Project

[Education]

FILE NO- 23-659/12(WRO)

Title of the Project

VALUE PERCEPTION OF THE STUDENTS OF SCHOOLS BASED ON SPECIFIC IDEOLOGY

Submitted by

Dr. P. J. Dodiyar

Shree Sarvajanik College of Education
Civil lines Road
Godhra, Panchmahals-389001

Submitted to

University Grants Commission
Western Regional Office, PUNE

March 2015

ACKNOWLEDGEMENT

Dr. P. J. Dodiyar
(Principal Investigator)

INDEX

1. Introduction

Our Indian culture has glimpses of ancient and traditional universal values such as truth, non-violence, honesty, meditation, love, peace, tolerance, sympathy, humanity etc. Man is a social animal. Society is a permanent set up of independent and interdisciplinary activities of humans. The permanent impression of society is imbibed on person's mind. Due to this impression particular habits, attitude, culture and lifestyle are designed in human society. Values are inculcated through social interaction between human-society and universe,

Which upgrades the value system in human society? Every country has its own special cultural tradition, which creates their value system.

In present times a question arise, where does true education lie? Whether in textbook, syllabus, s, thoughts, behavior or in classroom behavior?

Answer of this question is yet to be found out. Because values are being eroded from education. Another question arises, what is the outcome of present education system? Such questions create disappointment.

Enormous epics have been written about literature of s in thousands of years of human civilization. It is believed that behind every good work there is a. Only a is capable of providing today's student with

new approach to thought, life, world and lifestyle. For a value education is the only pillar to change the present scenario of education.

Values required for the today's society is provided only by the education. Education helps to develop social, economical, cultural, moral and religious values in students. With the objective to develop good citizens researcher has decided to select the subject to study the values of students. Such values are disappearing fast. Now days an urgent need of value education is developing for imbibing values into our child so every citizen of India can become values orientated person. Values generate from humanity.

Every institute has its own philosophy so researcher selected for present research work for the study of value perception of the students of schools based on specific ideology.

2. Statement of the Problem

The present study has following statement of the problem

VALUE PERCEPTION OF THE STUDENTS OF

SCHOOLS BASED ON SPECIFIC IDEOLOGY

3. Definition of Keyword

It is necessary to define specific words and general words. The definitions of words are given in clear and simple words.

Values:

- "Values are things that can be considered as good or pure, such as kindness, love, honesty, sympathy etc."

- "Values mean capacity to decide between true and false"

- "Values mean capacity to discriminate between good and bad on ground of different context like psychology, sociology, morality and aesthetic views."

- "Value is basically a Sanskrit term. But it has not been used in shastras. Simple mean of the term value is cost or purchase unit. Commodity by which is valued is value. Every practical behavior of human is valued. Values that can between discriminate well and bad are called modesty. The term value means axios in greek, vart in jermans and valor in French."

- "Values define a man through which a true human evolves."

- "Values are not subjective, but it is correlated to its meaning"

Study:

- Study refers to observe, investigate, experience, consider, supervise, study, learn, meditate, think, educate, recite, recall, good habit, drill, attitude or to work on a particular thing extensively."

- "Study means to gain knowledge by collecting and analyzing information regarding particular subject."
- "Gaining knowledge through one's own self is called study."

4. Objectives of the Study

For giving particular direction to this study research has defined following objectives.

- To know the Values of Students of Special Ideological Schools.
- To Check the inter relation of Values of different Schools.
- To transmit the positive effects of Different values among the students.

5. Variables of the Study

The present study includes following variables as per table no.1.1.

- **<u>Independent variables:</u>**

Table 1.1

Independent variables and its levels

No.	Variable	Levels	
1	Gender(A)	Boys(A1)	Girls(A2)
2	Category (B)	Reserve Category(B1)	General category

<u>Dependent Variable:</u> Scores of value Scale

Absolute power value, Religious value, Aesthetic value, Cognitive value, Economical value and social value

6. Hypothesis of the Study

Hypothesis is the testable statement between two or more variable. To check the validity and reliability of the hypothesis we have to test it. Therefore the following null hypothesis was included related to objectives of the present study.

H01: The will be no significant difference between the mean scores of Absolute power value of Boys and Girls.

H02: The will be no significant difference between the mean scores of religious value of Boys and Girls.

H03: The will be no significant difference between the mean scores of Aesthetic value of Boys and Girls.

H04: The will be no significant difference between the mean scores of cognitive Value of Boys and Girls.

H05: The will be no significant difference between the mean scores of economical value of Boys and Girls.

H06: The will be no significant difference between the mean scores of social value of Boys and Girls.

H07: The will be no significant difference between the mean scores of absolute power value of general and reserve category students.

H08: The will be no significant difference between the mean scores of religious value of general and reserve category students.

H09: The will be no significant difference between the mean scores of aesthetic value of general and reserve category students.

H10: The will be no significant difference between the mean scores of aesthetic value of general and reserve category students.

H011: The will be no significant difference between the mean scores of Economic value of general category and reserve category students.

H012: The will be no significant difference between the mean scores of Social Value of general and reserve category students.

7. Types of Research

Research is done by scientific process. Proper and subjective solutions can be procured by different types of researches. Mainly there three types of researches

(1) Fundamental Research

(2) Applied Research

(3) Action research

Among these present research is applied research.

8. Importance of the Study

Value based education is the base of ideal society. Importance of values is consistently decreasing from the society. If deprived society from value based education today then society will face many questions related to value based dilemmas that will pull apart the society. The country will also face dire consequences if the society does not survive. Due to lack of value based education there will be arising threats like thefts, robbery, riots, corruption etc. Along with this adultery, flow in character, treachery, malpractices in examination etc will increase. As to which all the education commissions have put more weightage on value education.

Researcher is worried about the effects of materialism and impact of western culture by which values are decreasing form the society. This research tries to know the attitudes of s regarding values and value education.

9. Limitations of the study

The limitations of the study are as follows.

   (1) The limitation of the tool used in the study are also defines as the Limitations of the study.

   (2) Present study consists of variables like gendered caste, Whereas

Time factor, money and energy are not considered. Only Godhra Panchmahal) Schools were selected for present study.

10. Conceptual Framework of Related Literature

- **Meaning of the value:**

  According to dictionary, Values are things that can be consider as good or pure, such as kindness, love, honesty, empathy etc. Values mean capacity to decide between true and false. Values mean capacity to discriminate between good and bad on ground of different context like psychology, sociology, morality and aesthetic views.

  Value is basically a Sanskrit term. But it has not been used in shastras. Simple mean of the term value is cost or purchase unit. Commodity by which is valued is value. Every practical behavior of human is valued. Values that can between discriminate well and bad are called modesty.

- **According to Kakasaheb Kalelkar –**

  "Value means politeness, inculcated in lifestyle."

- **According to Linzay…**

  "A value is the person's idea of what is desirable, what he and others want, not necessary what he wants."

- **According to shree Radhakrishnan Mukherjee,**

"Values evolve from life, environment, society, and culture, more of them from human being and optimum experiences related to behavior."

❖ **Values according to National Policy of Education(NPE) and NCERT**

National Policy of Education (NPE) has given direction for which type of values should be inculcated by education. Following contents are included in values.

1. Proud of Cultural heritage
2. Gender equality
3. Protection of the environment
4. Constitutional duties
5. International understanding
6. Protection of human rights
7. Alleviate of Social discrimination
8. Acceptance of small family
9. Scientific attitude
10. Patriotism
11. Acquiring best
12. Unity

NCERT has given list of 83 values related to social values, moral values and spiritual values. Among them main 6 values are as follows:

1. Goodness
2. Self discipline
3. Acceptance of other's feelings
4. Humanism

5. Democratic perception   6. Non violence

❖ Types of Values:

The following values were included in the present research:

1. Moral value

Morality is important aspect of personality. It is an attitude of individual personality. Morality is a matter of experiences. Honesty, consistency, behavior and follow ones rules these entire thing are included in moral values. In moral values some individual principles are included which gives the base for wrong- right, proper- not proper behavior. Moral values include honesty, truth, love, sympathy, self respect and character.

2. Educational value

Educational value motivates to work in the co-operation of individual, family, society, nation, nature in possibilities of empathy. National Policy of education has emphasis on value education. Value based education is the base of ideal society. Importance of values is consistently decreasing from the society. If deprived society from value based education today then society will face many questions related to value based dilemmas that will pull apart the society. The country will also face dire consequences if the society does not survive. Due to

lack of value based education there will be arising threats like thefts, robbery, riots, corruption etc. Along with this adultery, flow in character, treachery, malpractices in examination etc will increase. As to which all the education commissions have put more weight age on value education. To restore the Indian values like love, truthfulness, honesty etc. educational values are very much important.

3. Economical value

In old ancient time people used to exchange their things instead of giving money. On the primary bases, now country has created their own currencies as economical growth. Communication is important for physical, aesthetic aspects, cognitive aspects and for art related activities. Behind every activity monetary aspect is responsible. Now a day people are desperate to earn money by any means.

4. Aesthetic values

Peoples with aesthetic value give more priority to beauty in their life. Peoples with aesthetic value thing that beauty is truth. They measure every aspect of their life in terms of beauty.

5. Social value

Peoples with aesthetic value give more priority to beauty in their life. More interest in social welfare.

6. Political value

People with political values believe that power is the ultimate pleasure in life. They get more pleasure in doing political work. They want to secure their place in the society by acquiring great position.

7. Religious value

Peoples with religious value give more priority to religion in their life. Their ultimate goal in life is worship. Their all activities are directed toward the goal.

❖ Objectives of Value Education

Every task should be goal orientated. Planning of the objectives provides proper direction and aim to the task.

Following are the objectives of the Value education.

- ➢ To develop the knowledge and understanding of the value.
- ➢ To develop the analytical prospective in new situation.
- ➢ To develop the logical reasoning.
- ➢ To develop problem solving attitude
- ➢ To make more sensitive about values.

➤ To develop the certain habits and aptitude.

❖ Methods of Value Education

There are two methods for value education.

1. Direct method

To provide purposeful activities to inculcate values in children through pre-decided periods in school time table is known as direct method for value education. In this particular method knowledge related to values could be clear by predefined activities. In direct method value education is given directly so s' commitment required. This method is goal orientated.

2. Indirect method

Indirect method is more appropriate than direct method. There are number of activities by which we can inculcate values, such as experience, school assembly, co-curricular activities, group games, subject clubs etc, so they can feel the social responsibilities.

❖ Importance of Value Education

➤ Values are inculcated through social interaction between human-society and universe, which upgrades the value system in human society.

- Every country has its own special cultural tradition, which creates their value system.

- For a value education is the only pillar to change the present scenario of education.

- Values required for the today's society is provided only by the education.

- Education helps to develop social, economical, cultural, moral and religious values in students.

- With the objective to develop good citizens researcher has decided to select the subject to study the values of students. Such values are disappearing fast.

- Now days an urgent need of value education is developing for imbibing values into our child so every citizen of India can become values orientated person. Values generate from humanity.

- Value less human is like animal, there is a urgent need of value education.

11. Review of Past Researches

Review of related literature is very important to develop the proper area of research and for preparing research design in any research report. Review of related literature is also very important to enrich the research

and to get the effective conclusions. Study of related literature makes the research more effective.

Research studies had done in past provide essential vision for future. The significant features and delimitation of the past studies provides important direction to the present research. Reviews of related literatures provide a new insight, capability and skill to work in new dimension.

By the study of related literatures research attains clear, latest and complete knowledge of his subject. Further he gains new ideas related to his research. Therefore we can say that review of related literature provides a base for research design. Moreover review of the literature provides proper direction to new research. Therefore review of the literature is very important to the insight of the research.

Study 1:

Title   : Study of Value Transaction in Basic Education Schools of Gujarat State

Researcher: N. Goswami

Degree   : Ph.D.

University : Sardar Patel University, Vidhyanagar

Year   : 1983

Objectives:

1. To study the values patterns in the context of authority value, aesthetic value, religious value, cognitive values and social values.

2. To survey the values in schools which are not providing basic education in the context of Axiology in Ghandhian philosophy.

Population and Sample:

In the present study consist of 980 students, which include 500 boys and 480 girls.

Research Method:

In the present Study Survey method was used as research method.

Research Tool:

A Standardize questionnaire was used for data collection prepared by alloport Linda.

Method of Data Analysis:

In the present study Mean, S.D. and t-value were calculated for data analysis.

Conclusions:

1. There was no significant difference between mean score of moral values of secondary student.

2. There was no significant difference between mean score of aesthetic values of secondary student.

Study 2:

Title : **Study of Primary s of Anand District in Context of Moral Values**

Researcher: Kiritkumar M. Patel

Degree : **M.Ed.**

University : **Sardar Patel University, Vidhyanagar**

Year : **2000**

Objectives:

1. To study the moral values of trainers in context of gender

2. To study the moral values of trainees in context of educational streams

Population and Sample:

Population of present study consists of PTC trainee of Anand District. 250 trainees were including as sample, which includes 125 boys and 125 girls.

Research Method:

In the present Study Survey method was used as research method.

Research Tool:

A self made rating scale was used as to collect the data regarding values.

Method of Data Analysis:

In the present study Mean, S.D. and t-value were calculated for data analysis.

Conclusions:

1. There was no significant difference between mean score of moral values of secondary student in context of area.

2. There was no significant difference between mean score of moral values of secondary student in context of gender.

Study 3:

Title : **Study of Moral Values of Secondary Students in Context of Some Variables**

Researcher: Hitesh D. Kathagara

Degree : **M.Ed.**

University : Sardar Patel University, Vidhyanagar

Year : **2003**

Objectives:

1. To study the moral values of secondary students in context of gender, area and social status.

Population and Sample:

Population of Present study consists of secondary students of Anand District of Gujarati Medium. 200 trainees were including as sample, which includes 100 boys and 100 girls.

Research Method:

In the present Study Survey method was used as research method.

Research Tool:

A self made rating scale was used as to collect the data regarding values.

Method of Data Analysis:

In the present study Mean, S.D. and t-value were calculated for data analysis.

Conclusions:

1. There was no significant difference between mean score of moral values of secondary student in context of area.

2. There was no significant difference between mean score of moral values of secondary student in context of gender.

Study 4:

Title   : Study of Moral Values of Higher Secondary Students of Ahmedabad District in Context of Some Variables

Researcher: Himanshu P. Sawant

Degree   : M.Ed.

University : Gujarat University

Year   : 2005

Objectives:

1. To study the moral values of higher secondary students in context of gender, area and standard.

Population and Sample:

Population of present study consists of higher secondary students of standard-11 and 12 of commerce stream. 480 trainees were included as sample, which includes 240 girls and 240 boys.

Research Method:

In the present Study Survey method was used as research method.

Research Tool:

A self made inventory scale was used as to collect the data regarding values.

Method of Data Analysis:

In the present study Mean, S.D. and t-value were calculated for data analysis.

Conclusions:

1. There was no significant difference between mean score of economical values, health values, religious value and moral values of higher secondary student in context of gender, area and standards of Ahmedabad District.

2. There was no significant difference between mean score of aesthetic values of higher secondary student in context of area of Ahmedabad District.

Study 5:

Title   : Study of Value Pattern of Trainees of Secondary School

Researcher: B.D.Shah

Degree   : M.Ed.

University : Saurashtra University, Rajkot

Year   : 2005

Objectives:

1. To study the effect of gender, educational stream and teaching aptitude on value patters of trainees of secondary school

Population and Sample:

Population of present study consists of trainees of secondary school of year 2003-2004 from 15 colleges of Mehsana District of

Gujarati medium. The trainee was selected by random sampling method. 375 trainees were included in sample, which includes 175 boys and 150 girls.

Research Method:

In the present Study Survey method was used as research method.

Research Tool:

A translated Gujarati version of value inventory prepared by Milton rochech was used for data collection.

Method of Data Analysis:

In the present study Mean, S.D. and t-value were calculated for data analysis.

Conclusions:

1. There was no significant difference between mean scores of value patterns of trainees of secondary school in context of gender, educational stream and teaching aptitude.

Study 6:

Title   : Study of Values of Higher Secondary Students of

Mehsana District

Researcher: Seema Yadav

Degree   : M.Ed.

Year   : 2007

University : Saurashtra University, Rajkot

Objectives:

1. To study the values of higher secondary students in context of gender

2. To study the values of higher secondary students in context of area

3. To study the values of higher secondary students in context of educational

   Stream

Population and Sample:

Population of present study consists of higher secondary students of Mehsana District. 240 students were included in sample by cluster sampling method.

Research Method:

In the present Study Survey method was used as research method.

Research Tool   :

A self made inventory scale was used as to collect the data regarding values.

Method of Data Analysis:

In the present study Mean, S.D. and t-value were calculated for data analysis.

Conclusions:

1. Girls were more acquainted with values compare to boys.

2. Rural students were more acquainted with values compare to urban

    Students in total 22 values.

Study 7:

Title   **: Study of Values of Secondary's school**

Researcher: Mukesh N. Damor

Degree   **: M.Ed.**

University : Ganpat University, Kherva

Year   **: 2008**

Objectives:

  1. To study statue of values in secondary's school.

  2. To study the values of secondary s in context of gender.

  3. To study the values of secondary s in context of area.

  4. To study the values of secondary s in context of experience.

Population and Sample:

    Population of present study consists of secondary s of secondary school Dahod District of Guajarati medium. There were selected by random sampling method from 29 schools.

Research Method:

    In the present Study Survey method was used as research method.

Research Tool:

    A self made rating scale was used for data collections.

Method of Data Analysis:

In the present study Mean, S.D. and t-value were calculated for data analysis.

Conclusions:

1. There was no significant difference between mean score of values of secondary s in context of area.

2. There was no significant difference between mean score of values of secondary s in context of gender.

3. There was no significant difference between mean score of values of secondary s.

Study 8:

Title : **Study of Moral Values of Higher Secondary Students in Context of Some Variables**

Researcher: Kiran Jivani

Degree : **M.Ed.**

University : Ganpat University, Kherva

Year : **2008**

Objectives:

1. To study the values of higher secondary students in context of gender, area, category

Population and Sample:

Population of present study consists of higher secondary students of Mehsana District. 400 students were included in sample by cluster sampling method of year 2007-2008.

Research Method:

In the present Study Survey method was used as research method.

Research Tool:

A value inventory scale was used for data collection prepared by Mansukh Nandani.

Method of Data Analysis:

In the present study Mean, S.D. and t-value were calculated for data analysis.

Conclusions:

1. There was no significant difference between mean scores of authority value of girls and boys.
2. There was no significant difference between mean scores of religious value of girls and boys.
3. There was no significant difference between mean scores of aesthetic value of girls and boys.
4. There was no significant difference between mean scores of cognitive value of girls and boys.
5. There was no significant difference between mean scores of social Value of girls and boys.

Study 9:

Title : **Study of Sanskrit Textbook of standard -11in the Context of Values**

Researcher : Chetana M. Chaudhary

Degree : **M.Ed.**

University :**Hemchandracharya North Gujarat University, Patan**

Year : **2009**

Objectives:

1. To study Sanskrit textbook of standard -11in the context of values.

2. To classify the values prescribed in Sanskrit textbook of std-11.

3. To study the concept of values in the context of its forms and types.

4. To study the expert views of Sanskrit s regarding values.

5. To draw the educational implication of types of values.

6. To analysis the values prescribed in Sanskrit textbook of std-11.

Population and Sample :

Total 20 units of Sanskrit textbook of standard-11 were population.

Population and sample were same in the study.

Research Method:

Survey method was used as research methodology.

Research Tool:

Content analysis and library method were used for data collections.

Method of Data Analysis:

In the present study Mean, S.D. and t-value were calculated for data analysis.

Conclusions:

1. Lesson no 3,5,6,7,8 and poem no 1,2,4 of standard-11 consists individual values.

2. Lesson no 4,5,8 and poem no 1,6,7 of standard-11 consists educational values.

Study 10:

Title : Study of Value Pattern of Secondary School

Researcher: Vijaykumar M. Darji

Degree : M.Ed.

University: Hemchandracharya North Gujarat University, Patan

Year : 2010

Objectives:

1. To study the effect of gender, area and caste on value patters of s Of secondary school.

Population and Sample:

Population of present study consists of secondary school of Gandhinagar District of Gujarati medium. 197 s were included in sample.

Research Method:

In the present Study Survey method was used as research method.

Research Tool   :

A value inventory scale was used for data collection prepared by Mansukh Nandani.

Method of Data Analysis:

In the present study Mean, S.D. and t-value were calculated for data analysis.

Conclusions:

1. There was no significant difference between mean scores of boys and girls s in context of authority value, aesthetic value, religious value, cognitive values and social values.

2. There was no significant difference between mean scores of reserve category and open category s in context of authority value, aesthetic value, religious value, cognitive values and social values.

3. There was no significant difference between mean scores of urban and rural s in context of authority value, aesthetic value, religious value, cognitive values and social values.

12. Critical Review of Related Past Researches

In this present study researcher has reviewed 10 related researches, out of them 1 research of Ph.D. level and others were of M.Ed. level.

These reviews were from different universities, such as three from sardar patel university, one from Gujarat university, one from saurastra university, three from ganapat university and two from hemchandracharya university.

The details are narrated as follows.

❖ **Critical Review in The Context of Objectives:**

Goswami N. (1983) has studied about Values in schools related to basic education of Gujarat state. **Kiritkumar M. Patel(2000)** has studies about primary s of Anand District in context of moral Values.

Hitesh D. Kathagara(2003) has studies about moral values of secondary students in context of some variables. **Himanshu P. Savant (2005)** has studies about of moral values of higher secondary students of Ahmedabad District in context of some variables. **B.D.Shah(2005)** has studies about value pattern of trainees of secondary school. **Seema Yadav(2007)** has studies about values of higher secondary students of Mehsana District. **Mukesh N. Damor (2008)** has studies about values of secondary s. **Kiran Jivani(2008)** has studies about of moral values of higher secondary students in context of some variables. **Chetana M.**

Chadhary(2009) has studies about Sanskrit textbook of standard -11in the context of values. **Vijaykumar M. Darji(2010)** has studies about value pattern of of secondary school.

❖ **Critical review in the context of Sample:**

Goswami N. (1983) has taken 980 students as sample, **Kiritkumar M. Patel (2000)** has taken 250 students as sample,**Hitesh D. Kathagara(2003)** has taken 200 students as sample, **B.D.Shah(2005)** has taken 325 trainees of secondary school. **Seema Yadav(2007)** has taken 240 students of Mehsana District. **Kiran Jivani(2008)** has taken 400 students. **Vijaykumar M. Darji(2010)** has taken 197 s as sample of secondary school.

Himanshu P. Savant(2005) has taken students of Ahmedabad district of standard-11 commerce stream. **Mukesh N. Damor (2008)** has 240 secondary s. **Chetana M. Chadhary(2009)** has selected 1-20 units of Sanskrit textbook of standard -11

Out of 10 researches 7 has used random sampling method and in remaining three population and sample were same.

❖ **Critical Review in the Context of Research Tool:**

Kiritkumar M. Patel (2000), Hitesh D. Kathagara(2003), Seema Yadav(2007) , Himanshu P. Savant(2005) and **Mukesh N. Damor (2008)** has used self made tools.

N. Goswami (1983) has used an questionnaire for data collection prepared by alloport linda. **B.D.Shah(2005)** has used a translated gujarati version of value inventory prepared by Milton rochech was used for data collection. **Kiran Jivani(2008)** and **Vijaykumar M. Darji(2010)** has used inventory scale for data collection prepared by Mansukh Nandani. **Chetana M. Chadhary(2009)** had used content analysis and library method.

❖ **Critical review in the context of conclusions:**

N. Goswami (1983), there was no significant difference between mean score of moral values of secondary student.There was no significant difference between mean score of aesthetic values of secondary student. **Kiritkumar M. Patel (2000)** There was no significant difference between mean score of moral values of secondary student in context of area.There was no significant difference between mean score of moral values of secondary student in context of gender. **Hitesh D. Kathagara(2003),** There was no significant difference between mean score of moral values of secondary student in context of area. There was no significant difference between mean score of moral values of secondary student in context of gender. **Himanshu P. Savant (2005),** there was no significant difference between mean score of economical values, health values, religious value and moral values of higher secondary

student in context of gender, area and standards of Ahmedabad District. There was no significant difference between mean score of aesthetic values of higher secondary student in context of area of Ahmedabad District. **B.D.Shah(2005),** There was no significant difference between mean scores of value patterns of   trainees of secondary school in context of gender, educational stream and teaching aptitude. **Seema Yadav(2007),** Girls were more acquainted with values compare to boys. Rural students were more acquainted with values compare to urban Students in total 22 values. **Mukesh N. Damor(2008),** There was no significant difference between mean score of values of secondary s in context of area. There was no significant difference between mean score of values of secondary s in context of gender. There was no significant difference between mean score of values of secondary s. **Kiran Jivani(2008),** There was no significant difference between mean scores of authority value of girls and boys. There was no significant difference between mean scores of religious value of girls and boys. There was no significant difference between mean scores of aesthetic value of girls and boys. There was no significant difference between mean scores of cognitive value of girls and boys. There was no significant difference between mean scores of social value of girls and boys. **Chetana M. Chadhary(2009),** Lesson no 3,5,6,7,8   and poem no 1,2,4   of

standard-11 consists individual values. Lesson no 4, 5, 8 and poem no 1, 6, 7 of standard-11 consists educational values. **Vijaykumar M. Darji (2010),** there was no significant difference between mean scores of boys and girls s in context of authority value, aesthetic value, religious value, cognitive values and social values. There was no significant difference between mean scores of reserve category and open category s in context of authority value, aesthetic value, religious value, cognitive values and social values. There was no significant difference between mean scores of urban and rural s in context of authority value, aesthetic value, religious value, cognitive values and social values.

13. Research Method

There are many research methods and techniques which can be used for conducting research-work in the field of educational research. The researcher as per his/her convenience can select the appropriate research method by taking into account the research's form of the subject, characteristics, universe of sample etc. The main methods of the research are as given below:

1. Historical Method   2. Descriptive Research Method

3. Experimental Research Method   4. Survey Method

5. Correlation Method   6. Developmental Method

In the present research the researcher used Survey Method as it was necessary to accumulate information from the huge sample in very short time duration.

14. Population and Sample

A population is generally a large collection of individuals or objects that is the main focus of a scientific query. It is for the benefit of the population that researches are done. However, due to the large sizes of populations, researchers often cannot test every individual in the population because it is too expensive and time-consuming. This is the reason why researches rely on sampling techniques.

A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait.

Usually the description of the population and the common binding characteristic of its members are the same.

"A population is any group of individuals that have one or more characteristics in common that are of the interest of Researcher"

-Borg, Walter R.

"Population in its sample sense means all elements of a well-defined class of people, phenomena or object"-**K.P .Pandey**

"Population means an aggregate or the totality of the subject regarding which inferences are to be made in a sampling study."

-K.S. Sidhu

In short population means a group of characters whose one or more characteristics are common. Process has to done on characters inclusive in research. But the observer cannot observe all these. It's impossible to interview all. It's impossible to reach them all by questionnaire also. So to save from disaster, one leading character from the whole group is chosen as sampling for population. Secondary School students of Panchmahal District were the population of present study.

15. Method of Sampling

A sample is simply a subset of the population .the concept of sample arises from the ability of the researcher to test all the individuals in a given population. The sample must be representative of the population from which it was drawn and tit must have good size to warrant statistical analysis.

The main function of the sample is to follow the researcher to conduct the study to individuals from the population so that the results of

their study can be used to derive conclusions that will apply to the entire population,. It is must like a give-and –take process. The population gives the sample, and then it takes conclusion from the results obtained from the sample.

"A sample is a short form of the well-defined clear group"

-**P.V. Young**

"A Sample is a small representative of a big population"

-**Goode and Hat**

From the above definition it is clear that the sampling means selection of definite units from a certain group according to the predicated structure .it is a small group selected according to an definite method from a big population which represents the whole population.

Characteristics of a Good Sample

True Representative; A good sample is the true representative of the population to its properties.

Free from bias: it does not permit prejudices, preconceptions and imaginations to influence its choice.

Objective: It refers to the objectivity in selecting procedure in absence of subjective element from the situation.

Accurate: It maintain accuracy, it yield accurate estimates and does not involve the error.

Economical: it should be economical form view of energy, time and money.

Approachable: The subject of good sample is easily approachable .the research tools can be easily administered on them and data can be easily collected.

Feasible: A good sample makes the research work more feasible.

Practical: A good sample has the tractability for the research situation.

In the present study 200 Students of different schools of Panchmahal District by cluster sampling techniques. Details of sample are given below.

16. Research Tool

Self made value measurement scale developed by researcher was used for present study.

17. Technique of Data Collection

Researcher sought permission of principals in prior to visit the schools. Researcher went to the decided time and place and established rapport

and also gives necessary instructions to students. After all these formalities students were asked to fill the Value Scale. Researcher checked whether all the necessary basic details are filled or not. There is no time limit for filling the rating scale so a request was made to give back as soon as possible.

18. Methods of Data Analysis

Data is analyzed according to the decided objectives during research design. Data analysis means, a complete study of the tables included natural facts and meanings. In which reselling present complex factors are divided into whole part and collecting data for interpretation and arranged them.

In the present study, Value scale was used for study. With the help of this tool, responses getting through the students were merited. Data was analysis according to the gender, area and Caste like variables. After that mean, standard deviation, standard error in standard deviation were counted. The hypothesis of research, according to the researcher objectives, were checked by 't' value. For this arithmetical counting, MS EXCEL computer programme was used.

19. Testing Null hypothesis

For testing this null hypothesis whole sample was divided into

two groups of boys and girls and on the basis of achieved scores frequency distribution was prepared. Scores achieved by boys on value scale is shown in table-1 and scores achieved by girls on value scale is shown table-2.

Table-1

Frequency Distribution of the Achieved Scores of Boys

Class	Absolute power value	Religious value	Aesthetic value	Cognitive value	Economical value	Social Value
0-2	8	1	6	1	2	1
3-5	36	18	48	2	21	9
6-8	61	58	53	25	74	56
9-11	15	39	14	67	25	47
12-14	2	5	1	26	0	9
15-17	0	1	0	1	0	0

Table-2

Frequency Distribution of the Achieved Scores of Girls

Class	Absolute power value	Religious value	Aesthetic value	Cognitive value	Economical value	Social Value
0-2	4	0	2	0	1	0
3-5	34	12	33	2	20	7
6-8	35	27	35	15	42	30
9-11	5	36	7	50	14	32
12-14	0	3	1	11	1	9
15-17	0	0	0	0	0	0
Total	78	78	78	78	78	78
Mean	5.58	8.58	5.923	9.69	6.77	8.65

H01: The will be no significant difference between the mean scores of Absolute power value of Boys and Girls.

Above hypothesis have been constructed to know Absolute power value of s in terms of their gender and were tested with the help of critical ratio. The required values for testing significance are shown in table-3 given below:

Table-3

Mean and Comparison of Scores   in terms of Gender

Gender	Mean	SD	Mean Diff.	Standard Error	Critical Ratio	Level of Significance
Boys	6.19	2.46				
Girls	5.58	2.08	0.61	0.32	1.89	**NS**

The above table-3 shows that the value of critical ratio calculated from mean scores and standard deviation of boys and girls on Value Scale. Ratio is 1.89 whereas for df= α the tabulated value of critical ratio at 0.05 and 0.01 levels   are 1.96 and 2.58 respectively. The value of critical ratio at 0.05 levels is less than the tabulated value. Therefore the hypothesis is accepted. It means that the Absolute power value of boys and girls in terms of gender are found to be equal in proportion.

H02: The will be no significant difference between the mean scores of religious value of Boys and Girls.

Above hypothesis have been constructed to know religious value of in terms of their gender and were tested with the help of critical ratio. The required values for testing significance are shown in table-4.5 given below:

Table-4

Mean and Comparison of Scores   in terms of Gender

Gender	Mean	SD	Mean Diff.	Standard Error	Critical Ratio	Level of Significance
Boys	7.89	2.45	0.37	0.35	1.05	NS
Girls	8.15	2.36				

The above table-4 shows that the value of critical ratio calculated from mean scores and standard deviation of boys and girls on Value Scale. Critical Ratio is 1.05 whereas for df= α the tabulated value of critical ratio at 0.05 and 0.01 levels   are 1.96 and 2.58 respectively. The value of critical ratio at 0.05 levels is less than the tabulated value. Therefore the hypothesis is accepted. It means that the religious value of boys and girls in terms of gender are found to be equal in proportion. **H03: The will be no significant difference between the mean scores of Aesthetic value of Boys and Girls.**

Above hypothesis have been constructed to know aesthetic value of in terms of their gender and were tested with the help of critical ratio. The required values for testing significance are shown in table-5 given below:

Table-5

Mean and Comparison of Scores   in terms of Gender

Gender	Mean	SD	Mean Diff.	Standard Error	Critical Ratio	Level of Significance
Boys	5.91	2.34				
			0.01	0.33	0.03	NS
Girls	5.92	2.20				

The above table-5 shows that the value of critical ratio calculated from mean scores and standard deviation of boys and girls on Value Scale. Ratio is 0.02 whereas for df= α the tabulated value of critical ratio at 0.05 and 0.01 levels   are 1.96 and 2.58 respectively. The value of critical ratio at 0.05 levels is less than the tabulated value. Therefore the hypothesis is accepted. It means that the aesthetic value of boys and girls in terms of gender are found to be equal in proportion.

H04: The will be no significant difference between the mean scores of cognitive value of Boys and Girls.

Above hypothesis have been constructed to know cognitive value of in terms of their gender and were tested with the help of critical ratio. The required values for testing significance are shown in table-6 given below:

Table-6

Mean and Comparison of Scores   in terms of Gender

Gender	Mean	SD	Mean Diff.	Standard Error	Critical Ratio	Level of Significance
Boys	9.90	2.30	0.21	0.30	0.69	NS
Girls	9.69	1.96				

The above table-6 shows that the value of critical ratio calculated from mean scores and standard deviation of boys and girls on Value Scale. Ratio is 0.69 whereas for df= α the tabulated value of critical ratio at 0.05 and 0.01 levels   are 1.96 and 2.58 respectively. The value of critical ratio at 0.05 levels is less than the tabulated value. Therefore the hypothesis is accepted. It means that the cognitive value of boys and girls in terms of gender are found to be equal in proportion.

H05: The will be no significant difference between the mean scores of Economical value of Boys and Girls.

Above hypothesis have been constructed to know economical value of in terms of their gender and were tested with the help of critical ratio. The required values for testing significance are shown in table-7given below:

Table-7

Mean and Comparison of Scores   in terms of Gender

Gender	Mean	SD	Mean Diff.	Standard Error	Critical Ratio	Level of Significance
Boys	7.00	2.00	0.23	0.31	0.75	NS
Girls	6.77	2.19				

The above table-7 shows that the value of critical ratio calculated from mean scores and standard deviation of boys and girls on Value Scale. Ratio is 0.75 whereas for df= α the tabulated value of critical ratio at 0.05 and 0.01 levels   are 1.96 and 2.58 respectively. The value of critical ratio at 0.05 levels is less than the tabulated value. Therefore the hypothesis is accepted. It means that the economical value of boys and girls in terms of gender are found to be equal in proportion.

H06: The will be no significant difference between the mean scores of

Social value of Boys and Girls

Above hypothesis have been constructed to know Social value of in terms of their gender and were tested with the help of critical ratio. The required values for testing significance are shown in table-8 given below:

Table-8

Mean and Comparison of Scores   in terms of Gender

Gender	Mean	SD	Mean Diff.	Standard Error	Critical Ratio	Level of Significance
Boys	8.33	2.31	0.33	0.35	0.94	NS
Girls	8.65	2.43				

The above table-8 shows that the value of critical ratio calculated from mean scores and standard deviation of boys and girls   on Value Scale. Ratio is 0.94 whereas for df= α the tabulated value of critical ratio at 0.05 and 0.01 levels   are 1.96 and 2.58 respectively. The value of critical ratio at 0.05 levels is less than the tabulated value. Therefore the hypothesis is accepted. It means that the Social value of boys and girls in terms of gender are found to be equal in proportion.

A Study of Effect of Category on Different Values of

The whole sample was divided into two groups of general category and reserve category and on the basis of achieved scores frequency distribution was prepared.   Scores achieved by general

category on value scale is shown in table-9 and scores achieved by reserve category on value scale is shown table-10

Table-9

Frequency Distribution of the Achieved Scores of General category

Class	Absolute power value	Religious value	Aesthetic value	Cognitive value	Economical value	Social Value
0-2	7	1	2	0	1	0
3-5	35	16	45	0	22	8
6-8	44	44	40	18	57	38
9-11	12	36	10	56	18	45
12-14	1	2	2	24	1	8
15-17	0	0	0	1	0	0
Total	99	99	99	99	99	99
Mean	5.94	7.67	5.94	10.24	6.88	8.61

Table-10

Frequency Distribution of the Achieved Scores of Reserve category

Class	Absolute power value	Religious value	Aesthetic value	Cognitive value	Economical value	Social Value
0-2	5	0	6	1	2	1
3-5	35	14	36	4	19	8
6-8	52	41	48	22	59	48
9-11	8	39	11	61	21	34
12-14	1	6	0	13	0	10
15-17	0	1	0	0	0	0
Total	**101**	**101**	**101**	**101**	**101**	**101**
Mean	**5.96**	**8.19**	**5.90**	**9.41**	**6.94**	**8.31**

H07: The will be no significant difference between the mean scores of Absolute power value of general and reserve category students

Above hypothesis have been constructed to know Absolute power value of in terms of their category and were tested with the help of critical

ratio. The required values for testing significance are shown in table-11 given below:

Table-11

Mean and Comparison of Scores in terms of Category

Category	Mean	SD	Mean Diff.	Standard Error	Critical Ratio	Level of Significance
General	5.94	2.46	0.02	0.33	0.06	NS
Reserve	5.96	2.21				

The above table-11 shows that the value of critical ratio calculated from mean scores and standard deviation of general category and reserve category s on Value Scale. Ratio is 0.06 whereas for df= α the tabulated value of critical ratio at 0.05 and 0.01 levels   are 1.96 and 2.58 respectively. The value of critical ratio at 0.05 levels is less than the tabulated value. Therefore the hypothesis is accepted. .It means that the Absolute power value of general and reserve category in terms of category are found to be equal in proportion.

H08: The will be no significant difference between the mean scores of Religious value of general and reserve category students

Above hypothesis have been constructed to know religious value of s in terms of their category and were tested with the help of critical ratio. The required values for testing significance are shown in table-12 given below:

Table-12

Mean and Comparison of Scores in terms of Category

Category	Mean	SD	Mean Diff.	Standard Error	Critical Ratio	Level of Significance
General	7.67	2.32	0.52	0.34	1.53	NS
Reserve	8.19	2.50				

The above table-12 shows that the value of critical ratio calculated from mean scores and standard deviation of general category and reserve category s on Value Scale. Ratio is 1.53 whereas for df= α the tabulated value of critical ratio at 0.05 and 0.01 levels are 1.96 and 2.58 respectively. The value of critical ratio at 0.05 levels is less than the tabulated value. Therefore the hypothesis is accepted. It means that the

religious value of general and reserve category in terms of category are found to be equal in proportion.

H09: The will be no significant difference between the mean scores of Aesthetic value of general and reserve category students

Above hypothesis have been constructed to know aesthetic value of s in terms of their category and were tested with the help of critical ratio. The required values for testing significance are shown in table-13 given below:

Table-13

Mean and Comparison of Scores   in terms of Category

Category	Mean	SD	Mean Diff.	Standard Error	Critical Ratio	Level of Significance
General	5.94	2.31	0.04	032	0.12	NS
Reserve	5.90	2.26				

The above table-13 shows that the value of critical ratio calculated from mean scores and standard deviation of general and reserve category on Value Scale. Critical ratio is 0.12 whereas for df= α the tabulated value of critical ratio at 0.05 and 0.01 levels are 1.96 and 2.58

respectively. The value of critical ratio at 0.05 levels is less than the tabulated value. Therefore the hypothesis is accepted. It means that the aesthetic value of general and reserve category in terms of category are found to be equal in proportion.

H10: The will be no significant difference between the mean scores of Aesthetic value of general and reserve category students

Above hypothesis have been constructed to know cognitive value of s in terms of their category and were tested with the help of critical ratio. The required values for testing significance are shown in table-14 given below:

Table-14

Mean and Comparison of Scores in terms of Category

Category	Mean	SD	Mean Diff.	Standard Error	Critical Ratio	Level of Significance
General	10.24	2.03	0.84	0.30	2.77	0.01
Reserve	9.41	2.23				

The above table-14 shows that the value of critical ratio calculated from mean scores and standard deviation of general category and reserve

category s on Value Scale. Critical Ratio is 2.77 whereas for df= α the tabulated value of critical ratio at 0.05 and 0.01 levels   are 1.96 and 2.58 respectively. The value of critical ratio at 0.01 levels is greater than the tabulated value. Therefore the hypothesis is rejected. It means that the cognitive value of general and reserve category in terms of category are found to be different in proportion.

H011: The will be no significant difference between the mean scores of Economic value of general category and reserve category students

Above hypothesis have been constructed to know economical value of s in terms of their category and were tested with the help of critical ratio. The required values for testing significance are shown in table-15 given below:

Table-15

Mean and Comparison of Scores in terms of Category

Category	Mean	SD	Mean Diff.	Standard Error	Critical Ratio	Level of Significance
General	6.88	2.08	0.06	0.29	0.21	NS
Reserve	6.94	2.07				

The above table-15 shows that the value of critical ratio calculated from mean scores and standard deviation of general category and reserve category s on Value Scale. Critical ratio is 0.21 whereas for df= α the tabulated value of critical ratio at 0.05 and 0.01 levels   are 1.96 and 2.58 respectively. The value of critical ratio at 0.05 levels is less than the tabulated value. Therefore the hypothesis is accepted. It means that the economical value of general and reserve category in terms of category are found to be equal in proportion.

H012: The will be no significant difference between the mean scores of Social value of general and reserve category students.

Above hypothesis have been constructed to know Social value of s in terms of their category and were tested with the help of critical ratio. The required values for testing significance are shown in table-16 given below:

Table-16

Mean and Comparison of Scores   in terms of Category

Category	Mean	SD	Mean Diff.	Standard Error	Critical Ratio	Level of Significance
General	8.61	2.27	0.30	0.33	0.90	NS
Reserve	8.31	2.44				

The above table-16 shows that the value of critical ratio calculated from mean scores and standard deviation of general category and reserve category s on Value Scale. Critical ratio is 0.90 whereas for df= α the tabulated value of critical ratio at 0.05 and 0.01 levels are 1.96 and 2.58 respectively. The value of critical ratio at 0.01 levels is less than the tabulated value. Therefore the hypothesis is accepted it means that the Social value of general and reserve category in terms of category are found to be equal in proportion.

20. Findings

The findings of the study were as given below:

1. The effect of gender was not found on **Absolute power** value of students. It means that gender does not create effect on **Absolute power** value.

2. The effect of gender was not found on **religious value** students. It means that gender does not create effect on **religious value**. So that proportion of religious value in male and female teachers was found to be equal.

3. The effect of gender was not found on **aesthetic value** students. It means that gender does not create effect on **aesthetic value**.

4. The effect of gender was not found on **cognitive value** students. It means that gender does not create effect on **cognitive value**.

5. The effect of gender was not found on **economical value** students. It means that gender does not create effect on **economical value**.

6. The effect of gender was not found on **Social value** students. It means that gender does not create effect on **Social value**.

7. The effect of category was not found on **Absolute power value** students. It means that category does not create effect on **Absolute power value.**

8. The effect of category was not found on **religious value** students. It means that category does not create effect on religious value.

9. The effect of category was not found on **aesthetic value** of students. It means that category does not create effect on **aesthetic value**.

10. The effect of category was found on the **cognitive value** of students **cognitive value** was found to be more among General category than the Reserve Category. Thus, it can be said that category creates effect on **cognitive value.**

11. The effect of category was not found on **economical value** of students. It means that category does not create effect on **economical value**.

12. The effect of category was not found on **Social value** of Primary students. It means that category does not create effect on **Social value**.

21. Conclusion

The study was confined to the secondary school students of Panchmahal District. For collection of data a researcher used self made Value Scale. The validity of results obtained from it remain limited but of this study can become useful to the teachers, principals and government the humble attempt made by the investigator will be worthy and fruitful.

Bibliography

1. Allport, G. W. & Vernon, P. E. (1931). *A Study of values*. Boston: Houghton Mifflin.

2. Bilsky, W. & Schwartz, S. H. (1994). Values and personality. *European Journal of Personality, 8,* 163-181.

3. Borg, I. & Groenen, P. (1997). *Modern Multidimensional Scaling*. Berlin: Springer.

4. Braithwaite, V. A. & Scott, W. A. (1991). Values. In J. P. Robinson, P. R. Shaver & L. S.

5. Wrightsmann (Eds.). *Measures of personality and social psychological attitudes* (pp.661-670). San Diego: Academic Press.

6. Canter, D. (1985). *Facet theory: Approaches to social research*. New York: Springer.

7. Dempsey, P. & Dukes, W. F. (1966). Judging complex value stimuli: An examination and revision of Morris's "Paths of Life". Educational and Psychological Measurement, 26, 871-882.

8. Kilby, R. W. (1993). *The study of human values*. Lanham: University Press of America.

9. Kilmann, R. H. (1972). *The development and validation of a projective measure of interpersonal values*. Unpublished doctoral dissertation, University of California, Los Angeles.

10. Kilmann, R. H. (1975). A scaled-projective measure of interpersonal values. *Journal of Personality Assessment*, *39*, 34-40.

11. Kilmann, R. H. (1981). Toward a unique/useful concept of values for interpersonal behaviour: a critical review of the literature on value. *Psychological Reports*, *48,* 939-959.

12. Levy, S. (1986). *The structure of social values* (Publication No. SL/917/E). Jerusalem: The Israel Institute of Applied Social Research.

13. Levy, S. (1990). Values and deeds. *Applied Psychology: An International Review*, *39*(4), 379- 400.

14. McClelland, D. C. (1991). *The personal value questionnaire*. Boston; McBer & Company.

15. *Handbook of motivation and cognition,* vol. 2 (pp.562-597). New York:Guilford.

16. McClelland, D. C., Koestner, R. & Weinberger, J. (1989). How do self-attributed and implicit motives differ? *Psychological Review*, *96,* 690-702.

17. Meyer, R. & Rüegg, W. (1979). Wertforschung im systematischen internationalen Vergleich.

18. In H. Klages & P. Kmieciak (Eds.), *Wertwandel und gesellschaftlicher Wandel* (pp.41-60). Frankfurt: Campus.

19. Morris, C. W. (1956). *Varieties of human value*. Chicago: University of Chicago Press.

20. Rokeach, M. (1973). *The nature of human values*. New York: Free Press.

21. Schwartz, S. H. (1992). Universals in the content and structure of values: theoretical advances and empirical tests in 20 countries. In M. Zanna (Ed.), Advances in Experimental

22. Social Psychology, Vol. 25 (pp.1-65). New York: Academic Press.

23. Schwartz, S. H. (1994). Are there universal aspects in the structure and contents of human values? *Journal of Social Issues*, *50*, 19-45.

24. Schwartz, S. H. & Bilsky, W. (1987). Toward a universal psychological structure of human values. *Journal of Personality and Social Psychology, 53,* 550-562.

25. Schwartz, S. H. & Bilsky, W. (1990). Toward a theory of the universal content and structure of values: extensions and cross-cultural replications. *Journal of Personality and Social Psychology*, *58,* 878-891.

26. Schwartz, S. H. & Sagiv, L. (1995). Identifying culture-specifics in the content and structure of values. *Journal of Cross-Cultural Psychology*, *26,* 92-116.