



VALUE ORIENTATION AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SCHOOL CLIMATE

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Abstract

Value education is important in education system. The value based education has become must in the changing society. Value based education inculcate compassion and integrity in a student is must for nurturing responsible citizens of tomorrow. In recent years, interest among researchers in the study of values and their relation to the school climate is gaining importance. It was intended through the present investigation to study the value orientation among secondary school students of District Nawanshahr in relation to their school climate. Based on a survey, the sample constituted to the 200 secondary school students. The data was analysed using statistical technique Analysis of variance (one-way) and Scheffe's Post Hoc. The result indicated that there is no significant difference in the Theoretical values (VA), Aesthetic values (VC), Political values (VY) and Religious values (VZ) of secondary school students in relation to their school climate. But Economic values (VB) and Social values (VX) of secondary school students in relation to their school climate differ significantly.



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Introduction

Education is a dynamic process by which knowledge, values, character and behaviour of a person are moulded in a positive direction. Education is a preparation for social life, values and to help an individual to acquire knowledge and skills as would enable him to meet social demands of day to day life. The most common way to get education is to attend schools/colleges/universities. Education and value based education should go side by side. Education unlocks our mind, whereas value based education gives us purity of heart too; education offers us with skills, but value education offers us sincerity too; education extends our relationship with the world, but value education links us with our own family members.

Value Orientation

Value orientation is a psychological construct an inferred mental disposition of a student that can be moulded, shaped, changed or introduced when appropriate environment is staged or provided; one of the best places to instil the same is the school. 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. An individual is known by his values. Value based education introduces human goodness as it guides student to develop those values and ideals which are concurrent with the ideals and values of society. It deals with the development of all the aspects of personality- social, moral, intellectual, and spiritual. The main agencies for inculcation of these values in our budding generation are home, school and community.

Categories of values

The classical six categories of values (Spranger,1922) were made the focus of measurement by Psychologists. These values are found in all of us with varying degrees. We construct the unity of our lives around them (Allport,1961). Hence no one person falls exclusively under anyone value category. Different value combinations are more or less silent in the lives of different individuals. These values are best described by Allport as deep level traits. Spranger's basic value types as depicted in the "Study of Values, Manual (Allport-Vemon-Lindzey,1960) is the following:

❖ The Theoretical (VA)

Discovery of truth is the primary concern of the theoretical person. He or she assumes a 'cognitive' attitude in pursuing this objective. The theoretical individual rejects any consideration of beauty or utility and searches for fundamentals identities and differences. Such person's interests are basically rational, critical and empirical.

❖ The Economic (VB)

The economic individual is thoroughly practical and places highest value up on what is useful. The economic value is rooted originally in the satisfaction of bodily needs (self-preservation). But it gradually extends to the everyday affairs of the business world – the production, marketing and consumption of goods, the elaboration of credit and the accumulation of tangible wealth. The economic person is interested in making money. Economic individuals are likely to confuse luxury with beauty in their personal lives.

❖ The Aesthetic (VC)

The aesthetic person places highest value on 'form' and 'harmony'. He or she judges each single experience from the stand point of grace, symmetry or fitness and perceives life as a processing of events with each individual impression enjoyed for its own sake. Such a

person need not be a creative artist. But he or she is aesthetic to the degree that his/her chief interest is in the artistic episodes of life.

❖ **The Social (VX)**

Love of people is the highest value of the social type persons. Only the altruistic or philanthropic aspects of love are focussed in the 'study of values'. Hence social persons prize others as ends and they are kind, sympathetic and unselfish. Such a person is likely to experience the theoretical, economic and aesthetic attitudes as cold and inhuman. To a social type person the only suitable form of human relationship is love. In its purest form, the social attitude is selfless and is closely related to the religious value.

❖ **The Political (VY)**

Power is the dominant interest of the political individual. Leaders in any field generally place a high value on power. vocational activities of the political individual are not necessarily confined to the realm of politics. However, there are clear individual differences in the power value according to Stranger. Direct expression of this motive overrides all others for certain personalities, in that they yearn for personal power, influence and renown above all else.

❖ **The Religious (VZ)**

Religious individuals place their highest value upon unity. They being fundamentally mystical, seek to understand and experience the world as a unified whole, some religious persons are "immanent mystics" (individuals who find religious meaning in the affirmation and active participation in life.); while others are "transcendental mystics" striving to unite themselves with higher reality by withdrawing from life. The religious person basically seeks unity and higher meaning in the cosmos, regardless of the particular type of expression.

Value Orientation is a behavioural disposition that determines the direction of behaviour in a predictable manner when there is a choice or preference for one among several alternatives. It may predict the direction of decisions. That is, value orientation is a psychological construct -an inferred mental disposition of a person that influences his other choice behaviour.

School Climate

A pattern of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures is a school climate. School is a place where the minds of the future citizens are moulded, where the habit, attitudes and outlook of those that are to shape and decide over the destinies of nation are formed. School is to be the reflection of the larger society outside its walls in

which life can be learnt by living. It is said to be the epitome of the life outside. Its function is to simplify, purify and balance the activities of the society. School Climate vary greatly. Whereas some schools feel friendly, inviting and supportive, other feels exclusionary, unwelcoming and even unsafe. The feeling and attitudes that are provoked by school's environment are referred to as school climate. School climate refers to the quality and character of school life. School climate is based on pattern of students, parents and school personnel's experience of school life reflects norms, goals, values interpersonal relationships, teaching and learning practices, and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This type of climate includes: norms, values and expectations that support people feeling socially, emotionally and physically safe.

Review of related literature

Value Orientation

Aggarwal (1992) made an attempt to study values of adolescents in relation to intelligence, creativity, sex and SES. He founded that the adolescents with relatively high level of SES did not significantly differ from the adolescents with the relatively low level of SES with respect to Theoretical and Aesthetic values.

Principe (2001) considered a variety of factors in evaluating the teaching of values. The findings show that children at all ages distinguished the teaching of socially shared values and unshared values. If the school has positive environment teaching of socially unshared values may be acceptable by student. In teaching of values to student school climate plays vital role. Engelhardt (2009) argued that it is in American public's interest to make lightly regulated religious schools available as a common school alternative through some manner of school choice. The finding shows that value orientation can differ along with time and type of school (the school environment).

Mhaske (2010) conducted a study on higher secondary school to know about personal value pattern. The study concluded that value pattern of students changes due to locality and changes due to gender.

Natasha (2013) conducted a comparative study of value pattern among adolescent. It was observed that there is a significant difference in the value pattern of adolescent of rural & urban area.

School climate

Devi, S and Mayuri, K (2003) concluded that school factors like well qualified teachers, good curriculum and subject matter on time, impressive method of teaching and teacher-student interaction have contributed significantly with the academic achievement.

D'Souza(2006) concluded that there is significant difference in the school performance of secondary school students on the basis of school types (SSC, ICSE, and CBSE). The findings suggest that school climate perceived by students of the different boards varies. This could be due to difference in the perception with respect to the attributes for school climate.

Macneil (2009)observed, recognised and accepted that schools differ in their school climates, as measured by the ten dimensions of the organizational health inventory, with exemplary schools out-performing acceptable schools. The findings of this study suggested that student achieve higher scores on standardized tests in schools with healthy learning environments.

Curry (2009) examined the connection between emotional intelligence of school leaders and school climate as perceived by teacher are lacking. Findings indicated that emotional intelligence of school leader was not correlated to school climate as perceived by teacher. However, there were significant correlations between the two when compared to some factors of the school level environment questionnaire.

Salla (2013) founded that school climate has been established as an important construct to measure because of its connections to student psychological, social, and academic outcomes. Result indicated that for the relationship between student and school characteristics and school climate remain relatively consistent for both groups (cultural and ecological).

The above review has helped to know that value education is important in education system. The value based education has become must in the changing society. Value based education inculcate compassion and integrity in a student is must for nurturing responsible citizens of tomorrow. The purpose of value based education is not only to think about and reflect upon positive universal values but also to inspire individuals to choose their own positive, personal, social, moral and spiritual values and making them aware of ways of developing and deepening them as world citizens.

Justification of the Study

The purpose of the study is to examine Value orientation among secondary school student of Nawanshahr in relation to their school climate. The main objective of the study is to find out whether school climate plays an important role in instilling values to the students. If yes how and if no why not? Through this study we will try to make out how a school environment or school climate varies from place to place. When school climate vary from

one place to another place the value orientation may also varies. So the study has focused on two variables i.e. Value orientation and school climate.

Sample of the Study

In the present study the value orientation has been taken as dependent variable. The school climate has been taken as independent variable. The demographic for classification of the variables of the study are: a. type of school b. type of locate (urban & rural). Stratified sampling technique has been employed. The data has been collected from 200 students from district Nawanshahr. 100 students from government secondary school, 100 students from private secondary school. Further 50 students from urban and 50 students from rural which makes 100 student in government secondary school and 100 students in private secondary school.

Method:

The Descriptive Survey Method of Research was employed in the present study. The investigator has used two tools namely 1. Standardized tool on Study of value by Ojha and Bhargava (2001).

2. For school climate standardized tool namely School Environment Inventory (SEI) by Dr. Karuna Shankar and Misra (1983) was used.

In this study, Analysis of Variance (One-way) and Scheffe's Post Hoc has been used as statistical techniques to analyse and interpret the result. This deals with the interpretation and analysis of the data. After the collection of data from 100 Government and 100 Private secondary school in Nawanshahr, it is analysed with the help of statistical techniques in order to reach a valid and a concrete conclusion.

Results : The results of analysis on the study are presented are follows:

SUMMARY OF STATISTICAL ANALYSIS FOR VALUES OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SCHOOL CLIMATE

Table A1: Anova for the Theoretical Values (Va)

Source of Variance	Df	Sum of Squares	Mean sum of squares	F-value	Significant Level
Between Groups	2	331.858	165.929	2.759	Not Significant
Within Groups	197	11848.697	60.146		at 0.05 level
Total	199	12180.555			

Table A 2: Anova For The Economic Values (Vb)

Source of Variance	Df	Sum of Squares	Mean sum of squares	F-value	Significant Level
Between Groups	2	405.037	202.518	4.083 *	Significant at 0.05 level
Within Groups	197	9770.483	49.596		
Total	199	10175.520			

* Significant at 0.05 level.

A 2.1: Scheffe's Post Hoc Analysis for the Economic Values (Vb)

High Average Low (I)	Versus versus	High Average Low (J)	Versus versus	Mean Difference (I-J)	Std. Error
Low		Average		7.67281*	2.76016
Average		High		.12290	1.01452
High		Low		7.79571*	2.75339

* Significant at 0.05 level.

Table A 3: Anova For the Aesthetic Values (Vc)

Source of Variance	Df	Sum of Squares	Mean sum of squares	F-value	Significant Level
Between Groups	2	325.629	162.814	1.848	Not Significant at 0.05 level
Within Groups	197	17353.091	88.087		
Total	199	17678.720			

Table A 4: Anova For The Social Values (Vx)

Source of Variance	Df	Sum of Squares	Mean sum of squares	F-value	Significant Level
Between Groups	2	618.209	309.105	5.681*	Significant at 0.05 level
Within Groups	197	10718.911	54.411		
Total	199	11337.120			

* Significant at 0.05 level.

A 4.1: Scheffe's Post Hoc Analysis for the Social Values (Vx)

High Average Low (I)	Versus versus	High Average Low (J)	Versus versus	Mean Difference (I-J)	Std. Error
Low		Average		2.686	2.89102
Average		High		3.568*	1.06262
High		Low		.8814	2.88393

* Significant at 0.05 level.

Table A 5 : Anova For The *Political Values (Vy)*

Source of Variance	Df	Sum of Squares	Mean sum of squares	F-value	Significant Level
Between Groups	2	9.594	4.797	.113	Not Significant at 0.05 level
Within Groups	197	8329.986	42.284		
Total	199	8339.580			

Table A 6: Anova For The *Religious Values (Vz)*

Source of Variance	Df	Sum of Squares	Mean sum of squares	F-value	Significant Level
Between Groups	2	38.776	19.388	.280	Not Significant at 0.05 level
Within Groups	197	13621.219	69.143		
Total	199	13659.995			

Hypothesis-1: There is no significant difference in the mean scores of the Theoretical values (VA) of secondary school students in relation to their school climate.

From table A 1, it can be seen that the F-value is 2.759, which is not significant at 0.05 level. It indicates that the mean scores of the theoretical values (VA) of secondary school students in relation to their school climate do not differ significantly. In the light of this, the null hypothesis is not rejected. It may therefore be concluded that the theoretical values (VA) of secondary school students do not differ with respect to their school climate.

Hypotheses-2: There is no significant difference in the mean scores of the Economic values (VB) of secondary school students in relation to their school climate.

From table A 2, it can be seen that the F-value is 4.083, which is significant at 0.05 level where critical value is 3.06. It indicates that the mean scores of the Economic values (VB) of secondary school students in relation to their school climate differ significantly. In the light of this, the null hypothesis is rejected.

In order to further find the difference in the mean scores of the Economic values (VB) of secondary school students in relation to their school climate Scheff's Post Hoc analysis was done. The results are given in table A 2.1

a) From table A 2.1 it can be seen mean difference among Low Versus Average of the Economic values (VB) of secondary school students in relation to their school climate was significant at 0.05 level. In this context, the null hypothesis is rejected. Further the mean score of Economic values (VB) of Average school climate was (M=43.38) significantly higher than mean score of Economic values (VB) of Low school climate (M=35.71). It may therefore, be said that Economic values (VB) of Average school climate were found to have significantly better than Low school climate.

b) From table A 2.1 it can be seen mean difference among Average Versus High of the Economic values (VB) of secondary school students in relation to their school climate was not significant at 0.05 level. In this context, the null hypothesis is not rejected. It may therefore, be said that Economic values (VB) among Average Versus High of secondary school students do not differ with respect to their school climate.

c) From table A 2.1 it can be seen mean difference among High Versus Low of the Economic values (VB) of secondary school students in relation to their school climate was significant at 0.05 level. In this context, the null hypothesis is rejected. Further the mean score of Economic values (VB) of High school climate was (M=43.51) significantly higher than mean score of Economic values (VB) of Low school climate (M=35.71). It may therefore, be said that Economic values (VB) of High school climate were found to have significantly better than Low school climate.

Hypotheses-3: There is no significant difference in the mean scores of the Aesthetic values (VC) of secondary school students in relation to their school climate.

From table A 3, it can be seen that the F-value is 1.848, which is not significant at 0.05 level where critical value is 3.06 with df 2/197. It indicates that the mean scores of the Aesthetic values (VC) of secondary school students in relation to their school climate do not differ significantly. In the light of this, the null hypothesis is not rejected. It may therefore be concluded that the Aesthetic values (VC) of secondary school students do not differ with respect to their school climate.

Hypotheses-4. There is no significant difference in the mean scores of the Social values (VX) of secondary school students in relation to their school climate.

From table A 4, it can be seen that the F-value is 5.681, which is significant at 0.05 level where critical value is 3.06 with df 2/197. It indicates that the mean scores of the Social values (VX) of secondary school students in relation to their school climate differ significantly. In the light of this, the null hypothesis is rejected. In order to further find the difference in the mean scores of the Social values (VX) of secondary school students in relation to their school climate Scheff's Post Hoc analysis was done. The results are given in table A 4.1

a) From table A 4.1 it can be seen mean difference among Low Versus Average of the Social values (VX) of secondary school students in relation to their school climate was not significant at 0.05 level. In this context, the null hypothesis is not rejected. It may therefore, be said that Social values (VX) among Low Versus Average of secondary school students do not differ with respect to their school climate.

b) From table A 4.1 it can be seen mean difference among Average Versus High of the Social values (VX) of secondary school students in relation to their school climate was significant at 0.05 level. In this context, the null hypotheses is rejected. Further the mean score of Social values (VX) of Average school climate was (M=42.25) significantly higher than mean score of Social values (VX) of High school climate (M=38.69). It may therefore, be said that Social values (VX) of Average school climate were found to have significantly better than High school climate.

c) From table A 4.1 it can be seen mean difference among High Versus Low of the Social values (VX) of secondary school students in relation to their school climate was not significant at 0.05 level. In this context, the null hypothesis not rejected. It may therefore, be said that Social values (VX) among High Versus Low of secondary school students do not differ with respect to their school climate.

Hypotheses-5. There is no significant difference in the mean scores of the Political values (VY) of secondary school students in relation to their school climate.

From table A 5, it can be seen that the F-value is .113, which is not significant at 0.05 level. It indicates that the mean scores of the Political values (VY) of secondary school students in relation to their school climate do not differ significantly. In the light of this, the null hypothesis is not rejected. It may therefore be concluded that the Political values (VY) of secondary school students do not differ with respect to their school climate.

Hypotheses-6. There is no significant difference in the mean scores of the Religious values (VZ) of secondary school students in relation to their school climate.

From table A 6, it can be seen that the F-value is .280, which is not significant at 0.05 level. It indicates that the mean scores of the Religious values (VZ) of secondary school students in relation to their school climate do not differ significantly. In the light of this, the null hypothesis is not rejected. It may therefore be concluded that the Religious values (VZ) of secondary school students do not differ with respect to their school climate.

Discussions

Aggarwal (1992) founded that the adolescents with relatively high level of SES did not significantly differ from the adolescents with the relatively low level of SES with respect to Theoretical and Aesthetic values. Macneil (2009) founded that student achieve higher scores on standardized tests in schools with healthy learning environments. There will be relationship between value orientation and school climate as there is relationship between student's achievement and school environment (climate). Curry (2009) founded that emotional intelligence of school leader was not correlated to school climate as perceived by

teacher. However, there were significant correlations between the two when compared to some factors of the school level environment questionnaire. Quantitative analysis indicated that school climate and emotional intelligence of school leader are linked. As emotional intelligence of school leader are linked with school climate there is chance that value orientation in secondary school may vary according to school climate.

Education implication of the study

Values of the student is directly depends upon the school environment. In school, there should be well trained teacher and well equipped infrastructure, which will create a healthy environment to inspire students. Workshops should be organized to create awareness about healthy values among students. Administrators should provide wide range of value based activities to encounter with the unhealthy influence of environment. They should provide adequate attention, encouragement and other facilities to the students to develop their values so that they may grow socially, physically, democratically etc. Students need to be involved in skill development programmes focused on the values. Teachers and parents should provide compulsory value education to students so that they become assets of the nation protecting the rich value system of our nation.

Therefore, more literature related to values should be published for colleges as well as for teachers and parents. Parents and teachers should be awakened to make efforts to promote values among the students. There must be an arrangement of counselling for the students in the school because counselling has a positive influence on students for inculcating the values. Every child has his own individuality. So in school, his sense of respect should not be under estimate by teachers or any other persons.

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