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- * Nature and Status of Value Education for Children with Intellectual Disability
- * Development and Validation of Computer Self-Efficacy Tool
- * Social Values and Spiritual Intelligence of Prospective Teachers
- * Stress and Job Satisfaction of Primary School Teachers after Implementation of Trimester System and CCE Scheme
- * Listening Difficulties in English among B.Ed. Trainees in Classroom Situation
- * A Comparative Study of Personal Values among the Boys and Girls of Higher Secondary School Students

Principal

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(Autonomous)
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St. Xavier's College of Education (Autonomous)

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PALAYAMKOTTAI - 627 002. TAMIL NADU.

Dear Readers,

Greetings from Editorial Board!

The months of September and October remain special in the minds of Indian and International community respectively as they significantly acknowledge the roles of teachers; especially the fifth day of the above months are celebrated as teachers' day. While recognizing teachers as one of 'the most influential and powerful forces for equity, access and quality in education' (UNESCO, 1997) and key to sustainable global development, these celebrations do indicate the duty and the rights of the teachers. While number of magazines and journals elaborately talk about the duties of a teacher towards the society, seldom does the fourth estate deals with the challenges faced by the teacher. The current ban on corporal punishment is surely a welcome gesture on the part of the Government as it rightly protects the dignity and esteem of the minor and the vulnerable students in the classroom. Secondly the student has the access to the child helpline through 1098 or can approach the police station whenever the person feels subjugated, physically threatened or ill-treated. These are the measures in favour of students, protecting and ensuring them respect; however they are not to be termed as anti-teacher too. Rather the above steps invite the teachers to be liberal in their understanding of students, empathetic before judging a student and recognize the personhood of the student.

On the other hand, assuming the perspective of teacher's welfare, we would be shocked to listen to the list of grievances, forwarded by teachers. The major challenge that teachers encounter is the classroom management. Though the teacher is ready to respond to any query raised by student, the behaviour pattern of the latter does matter a lot; the attitude of the learner seems to be confrontational and anti-social than being open and interested. Any number of soft-spoken corrections yield only stiffness in the person rather than rectifications. An expectation of high reward with easy-going, touch-me-not policy, and independence in life are the immediate tendencies observed among the growing adults. Whom to blame for this growth?; is it the teacher? The environment? Or the parents who shirk the responsibility of grooming with strictness but swapped with teachers? The society too puts the blame on teaching community, failing to see the duty of its own arms including the social, political, cultural and economic fields in developing the younger generations? The technology and information explosion has perfectly engulfed the attitudes of the young, then where is the way out? It is high time, every organ of the society realizes its contribution in making a fruitful citizen and joins hands with teaching community.

We hope, the papers of this issue will certainly inspire you in terms of research and information gathering. Do send us more of your writings for our publications but with depth and clarity.

Thanking you in anticipation and wishing you the best.

With Regards,
Editorial Board



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A COMPARATIVE STUDY OF PERSONAL VALUES AMONG THE BOYS AND GIRLS OF HIGHER SECONDARY SCHOOL STUDENTS

Research
Paper

ABSTRACT

The main objective of the study is to find out the significant difference between boys and girls in their personal values with respect to locality of higher secondary students. The survey method is used in the present study. Personal values scale developed and validated by Sheeja V. Titus and Amalraj (2008) has been used for collecting the data. 300 XI standard students of Tirunelveli district are selected using simple random technique. Arithmetic mean, standard deviation, 't' test, ANOVA and chi square test are the statistical techniques used for analyzing the data. The findings reveals that there is a significant difference between the boys and girls of urban higher secondary school students in their personal values whereas there is no difference between boys and girls of rural higher secondary students.

INTRODUCTION

Education is a process, which should develop the required ability, attitude and other forms of behaviour for the full development of the personality. The ultimate aim of education is to make a man good and useful citizen of the universe. Education is derived from the Latin word "educere" which means to lead out, to foster growth and to develop. Hence the modern concept of education means to develop the inherent capacity of a child in the social environment. Man develops his intelligence and reasoning, receiving knowledge which is absolute, which is perfect, which is eternal, which is supreme. Education needs to be enriched with values like character, good conduct, moral integrity and self-discipline. Values reflect one's personal attitudes and judgements, decisions and choices, behaviour and relationships, dreams and visions. They influence our thoughts, feelings and actions. They guide us to do the right things. Values are the guiding principles of life which give direction and firmness, bring joy, satisfaction and peace to life. Values are like rails that keep a train on the track and help it move smoothly, quickly and with direction. They bring quality to life.

SIGNIFICANCE OF THE STUDY

The new generations of students have new challenges and goals. The current decade has witnessed rapid

technological changes and advancement through science and technology which has benefitted mankind immensely. Science has great importance for us but it is considered that many a time it goes beyond the expected value system.

Personal values play an important role in the life of a man. These personal values of an individual are the chief determinant of his behaviour. They control, evaluate, discriminate, motivate, select and direct human energies to determine goals, perceive situations, forms concepts and opinions.

Ambition, cleanliness, punctuality, hope, contentment, courage, dignity of labour, loyalty, honesty, maturity, regularity, self-confidence, simplicity, tolerance, openness, etc are the dimensions of the personal values

These personal values are developed within the family, school and the society which makes a person's life meaningful. These values vary from person to person. Personal values are the salient features of the individualistic behaviour in the society.

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From the above facts, it is clear that an individual's life success is not only based on his/her academic performance but also by his/her personal values. Hence the investigators felt the need of a comparative study of the personal values of the higher secondary school students.

OBJECTIVES OF THE STUDY

1. To find out the significant difference between the rural and urban Higher Secondary School boys in their personal values and its dimensions.
2. To find out the significant difference between the rural and urban Higher Secondary School girls in their personal values and its dimensions.
3. To find out the significant difference between boys and girls of rural Higher Secondary School students in their personal values.
4. To find out the significant difference between boys and girls of urban Higher Secondary School students in their personal values

NULL HYPOTHESES

1. There is no significant difference between the rural and urban Higher Secondary School boys in their personal values and its dimensions.
2. There is no significant difference between the rural and urban Higher Secondary School girls in their personal values and its dimensions.
3. There is no significant difference between boys and girls of rural Higher Secondary School students in their personal values.
4. There is no significant difference between boys and girls of urban Higher Secondary School students in their personal values.

METHODS ADOPTED FOR THE PRESENT STUDY

The investigators adapted survey method to study the personal values of higher secondary school students.

TOOL USED FOR THE PRESENT STUDY

1. Personal values scale developed and validated by Sheeja V. Titus and A. Amalraj (2008)

POPULATION FOR THE STUDY

The population for the present study consists of the XI standard students in Tirunelveli district

SAMPLE FOR THE STUDY

The investigators have used simple random technique for selecting the sample from the population. The sample consists of 400 XI standard students of Tirunelveli district, Tamil Nadu

STATISTICAL TECHNIQUES USED

Statistical techniques used in the study are arithmetic mean, standard deviation, 't' test, ANOVA and chi square test

ANALYSIS OF DATA

NULL HYPOTHESIS 1

There is no significant difference between the rural and urban higher secondary school boys in their personal values and its dimensions.

Table 1

DIFFERENCE BETWEEN RURAL AND URBAN HIGHER SECONDARY SCHOOL BOYS IN THEIR PERSONAL VALUES AND ITS DIMENSIONS

Dimensions	Locality of school	N	Mean	Std. Deviation	Calculated 't' value	Remark at 5% level
Punctuality	Rural	73	24.99	3.619	1.706	NS
	Urban	78	23.97	3.668		
Cleanliness	Rural	73	25.84	3.118	0.516	NS
	Urban	78	26.24	6.19		
Dignity	Rural	73	30.16	3.894	0.227	NS
	Urban	78	30.03	3.607		
Courage	Rural	73	29.81	3.597	2.078	S
	Urban	78	28.51	4.067		
Honesty	Rural	73	30.25	3.836	2.217	S
	Urban	78	28.83	3.985		
Ambition	Rural	73	25.66	4.366	0.793	NS
	Urban	78	25.12	4.035		
Hope	Rural	73	25.68	4.206	0.189	NS
	Urban	78	25.81	3.77		
Personal values as a whole	Rural	73	192.38	20.307	1.171	NS
	Urban	78	188.51	20.293		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between the rural and urban higher secondary school boys in their punctuality, cleanliness, dignity, ambition, hope and personal values as a whole respectively. But there is a significant difference between the rural and urban higher secondary school boys in their courage and honesty.

NULL HYPOTHESIS 2

There is no significant difference between the rural and urban higher secondary school girls in their personal values and its dimensions.

Table 2

DIFFERENCE BETWEEN THE RURAL AND URBAN HIGHER SECONDARY SCHOOL GIRLS IN THEIR PERSONAL VALUES AND ITS DIMENSIONS

Dimensions	Locality of School	N	Mean	Std. Deviation	Calculated 't' value	Remark at 5% level
Punctuality	Rural	79	25.20	3.119	0.380	NS
	Urban	70	25.00	3.388		
Cleanliness	Rural	79	26.29	2.958	2.367	S
	Urban	70	27.41	2.831		
Dignity	Rural	79	30.06	3.649	1.498	NS
	Urban	70	30.90	3.168		
Courage	Rural	79	29.05	3.482	0.469	NS
	Urban	70	29.33	3.756		
Honesty	Rural	79	30.29	3.227	1.248	NS
	Urban	70	30.96	3.277		
Ambition	Rural	79	26.03	3.025	3.123	S
	Urban	70	27.46	2.569		
Hope	Rural	79	26.39	2.954	2.223	S
	Urban	70	27.41	2.657		
Personal values as a whole	Rural	79	193.32	16.100	1.959	NS
	Urban	70	198.47	15.969		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between the rural and urban higher secondary school girls in their punctuality, dignity, courage, honesty and personal values as a whole respectively. But there is a significant difference between the rural and urban higher secondary school girls in their cleanliness, ambition and hope.

NULL HYPOTHESIS 3

There is no significant difference between boys and girls of rural Higher Secondary school students in their personal values.

Table 3

DIFFERENCE BETWEEN BOYS AND GIRLS OF RURAL HIGHER SECONDARY SCHOOL STUDENTS IN THEIR PERSONAL VALUES

Gender	N	Mean	Std. Deviation	Calculated 't' value	Remark At 5% level
Boys	73	192.38	20.307	0.315	NS
Girls	79	193.32	16.1		

(At 5% level of significance the table value of 't' is 1.98)

It is inferred from the above table that there is no significant difference between the boys and girls of rural higher secondary school students in their personal values.

NULL HYPOTHESIS 4

There is no significant difference between boys and girls of urban Higher Secondary school students in their personal values.

Table 4

DIFFERENCE BETWEEN BOYS AND GIRLS OF URBAN HIGHER SECONDARY SCHOOL STUDENTS IN THEIR PERSONAL VALUES

Gender	N	Mean	Calculated 't' value	Remarks At 5% level
Boys	78	188.51	3.334	S
Girls	70	198.47		

(At 5% level of significance the table value of 't' is 1.98)

It is inferred from the above table that there is a significant difference between the boys and girls of urban higher secondary school students in their personal values.

FINDINGS

1. A significant difference is found between the rural and urban higher secondary school boys in the dimensions of courage and honesty respectively. Rural higher secondary school boys (mean=29.81, 30.25) are better than the urban higher secondary school boys

- (mean=28.51, 28.83) in their courage and honesty. This may be due to the fact that rural higher secondary school boys have more chances to play many challenged games and participate in more brave activities. They also get proper guidance about the personal qualities from their parents and grandparents.
2. A significant difference is found between the rural and urban higher secondary school girls in the dimensions of cleanliness, ambition and hope respectively. The urban higher secondary school girls (mean=27.41, 27.46, 27.41) are better than the rural higher secondary school girls (mean=26.29, 26.03, 26.39) in the dimensions of cleanliness, ambition and hope. This may be due to the fact that urban parents are mostly well educated and they take more interest on their daughters' personality development. They may also plan about their children's future in advance and set them a clear ambition and develop a good hope to the same.
 3. A significant difference is found between the boys and girls of urban higher secondary students in their personal values. The urban higher secondary girls are better than the urban higher secondary boys in their personal values. This may due to the fact that the female children get proper guidance from their parents and teachers from their childhood. The parents may give much importance to the girl's personal values to maintain their social status and to secure their good name in the community. The girls are also not so playful and mischievous like boys in urban area. So the urban higher secondary school girls are better than the urban higher secondary school boys.
 5. Separate care should be given for boys and girls for developing their personal values.
 6. Values should be developed among the students through moral stories, group discussion, panel discussions, etc.
 7. Practice of regularity in all activities is maintained.
 8. Workshops and seminars should be conducted for parents and teachers to help them to understand the importance of personal values of the learners.
 9. Strategies for inculcating personal values should be included in the higher secondary education curriculum.
 10. Behaviour of parents, teachers and school management, staff should be in such a way so as to promote the personal values of the students.

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RECOMMENDATIONS

The investigators have given the following recommendations based on their findings.

1. Seminars and talks on personal values should be conducted for the students.
2. Yoga and meditation should be implemented.
3. Co-curricular activities should be given much importance.
4. Value orientation programmes may be organized for the students.