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A STUDY OF VALUE ORIENTATION AMONG SECONDARY SCHOOL STUDENTS IN ANJAR TALUKA.

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1.1 INTRODUCTION

The 21st century is defined by modern technology, specifically the world of AI. Transformations are taking place across every sector, impacting both personal and social lives. Consequently, there have been shifts in individuals' lifestyles and ways of living, leading to changes in their values. The purpose of education should not be limited merely to the acquisition of knowledge and intellectual development; the educational system must also incorporate the shaping of children's moral character, social development, and personality. Ultimately, the goal is to mold exemplary citizens through education.

1.2 Statement of the Problem

A study of value orientation among secondary school students in Anjar taluka.

1.3 Objectives

1. To study the values of secondary school students in Anjar taluka.
2. To conduct a comparative study of value orientation between urban and rural secondary school students in Anjar taluka.
3. To conduct a comparative study of value orientation among students based on the type of secondary school in Anjar taluka.
4. To conduct a comparative study of value orientation among secondary school students in Anjar taluka based on gender.
5. To conduct a comparative study of value orientation among Class 9 and Class 10 secondary school students in Anjar taluka.

1.4 Hypotheses

H₀₁ There will be no significant difference in the mean scores of secondary school students in Anjar taluka regarding value orientation based on the 'area' criterion.

H₀₂ There will be no significant difference in the mean scores of secondary school students in Anjar taluka regarding value orientation based on the 'type of school' criterion.

H₀₃ There will be no significant difference in the mean scores of secondary school students in Anjar taluka regarding value orientation based on the 'gender' criterion.

H₀₄ There will be no significant difference in the mean scores of secondary school students in Anjar taluka regarding value orientation based on the 'grade level' criterion.

1.5 Variables

- Independent Variables: Area (Rural and Urban)
Type of School (Private and Government)
Gender (Girl and Boy)
Grade (Class 9 and Class 10)
- Dependent Variable: Score on the Value Orientation Scale
- Controlled Variable: Gujarati Medium Students

1.6 Scope of Research

Since this research involves studying the values practiced by students, it pertains to the field of value education.

1.7 Type of Research

There are three main types of research: (1) Basic research, (2) Applied research and (3) Action research. This study can be classified as applied research and quantitative research.

1.8 Population

The Population of the study included Secondary School students from private and government Gujarati-medium schools in Anjar taluka.

1.9 Sample

Based on the research objectives, a purposive sampling method was used to select the schools and students. A total of 64 students from grades 9 and 10 were included in the sample.

1.10 Research Method

The survey method was used.

1.11 Tool

A standardized scale for measuring value Orientation was used.

1.12 Data Analysis and Interpretation

In this research, the responses obtained using the Value Orientation Scale from a total of 64 subjects were analyzed. Keeping the research objectives in mind, the mean and standard deviation were calculated. Subsequently, the t-value was computed based on the mean and standard deviation to test the significance of the difference between the means.

1.13 Testing of Hypotheses

H₀₁: There will be no significant difference between the mean scores of secondary school students in Anjar taluka regarding the Value Orientation based on area.

Table: 1.13.1 Effect of Area on Students' Value Orientation Scores.

Sr. No	Area	Number	Mean	S.D	t-value
1.	Rural	32	157.18	6.95	4.82*
2.	Urban	32	147.50	9.01	

*Significant at the 0.01 level

Interpretation: Observation of Table 1.13.1, reveals that the tabulated critical ratio (t) table values at the 0.05 and 0.01 levels of significance are 1.96 and 2.58, respectively. The obtained t-value is 4.82, which is greater than $t_{0.01} = 2.58$. Since the obtained value exceeds the tabulated value at the 0.01 significance level, the difference between the two mean scores is statistically significant. Therefore, the null hypothesis was rejected. Furthermore, comparing the mean scores indicates that rural students exhibited significantly higher value orientation than urban students.

H₀₂: There will be no significant difference between the mean scores of secondary school students in Anjar taluka regarding the value-orientation based on the type of school.

Table: 1.13.2 Effect of school type on students' Value Orientation Scores.

Sr. No	Type of School	Number	Mean	S.D	t-value
1.	Private	32	145.31	9.18	2.08*
2.	Government	32	149.37	6.09	

*Significant at the 0.05 level

Interpretation: Observation of Table 1.13.2, reveals that the tabulated critical ratio (t) table values at the 0.05 and 0.01 levels are 1.96 and 2.58, respectively. The obtained t-value is 2.08, which is greater than $t_{0.05} = 1.96$. Since the obtained value exceeded the tabulated value at the 0.05 significance level, the difference between the two mean scores is statistically significant. Therefore, the null hypothesis was rejected. Furthermore, comparing the mean scores indicates that government school students showed significantly higher value orientation than private school students.

H₀₃: There will be no significant difference between the mean scores of secondary school students in Anjar taluka regarding the value orientation based on gender.

Table 1.13.3: Effect of gender on students' value orientation scores.

Sr. No	Gender	Number	Mean	S.D	t-value
1.	Girl	32	149.17	6.40	1.33*
2.	Boy	32	146.25	8.71	

*Not Significant at the 0.05 level

Interpretation: Observation of Table 1.13.3 reveals that the tabulated critical ratio (t) values at the 0.05 and 0.01 levels of significance are 1.96 and 2.58, respectively. The calculated t-value is 1.33, which is lower than $t_{0.05} = 1.96$. since the obtained value is less than the table value, the difference between the mean scores of girls and boys is statistically not significant. Therefore, the null hypothesis H₀₃ is accepted.

H₀₄: There will be no significant difference between the mean scores of Class 9 and Class 10 secondary school students in Anjar taluka regarding value orientation.

Table 1.13.4: Effect of Class 9 and Class 10 students' value-oriented scores.

Sr. No	Class	Number	Mean	S.D	t-value
1.	Class -9	32	155.62	7.04	3.35*
2.	Class -10	32	149.06	8.60	

*Significant at the 0.01 level

Interpretation: Observation of Table 1.13.4 reveals that the tabulated critical ratio (t) values at the 0.05 and 0.01 levels are 1.96 and 2.58, respectively. The calculated t-value is 3.35, which exceeds $t_{0.01} = 2.58$. since the obtained value exceeds the table value, the difference between the mean scores of Class -9 and Class -10 students is statistically significant. Therefore, the null hypothesis H₀₄ was rejected. A comparison of the mean scores indicates that class -9 students exhibited significantly higher value orientation than class 10 students.

1.14 FINDINGS

Area : A statistically significant difference was found between rural and urban secondary school students on the value orientation scale. Based on the mean scores, rural students constituted the superior group, regarding value orientation.

Type of School: A statistically significant difference was found between private and government secondary school students on the value orientation scale. Based on the mean scores, government school students exhibited higher value orientation than private school students.

Gender: No statistically significant difference was found between the mean value orientation scores of boys and girls

Grade Level: A statistically significant difference was found between class-9 and class-10 secondary school students. Based on the mean scores, class-9 students demonstrated a superior to class-10 students.

1.15 CONCLUSIONS

Research findings indicate that factors such as the area, type of school, and grade level significantly influence students' value orientation. Therefore, when imparting value education in schools, special activities should be planned with these factors in mind, ensuring the balanced development of excellent moral values and qualities of good citizenship in every student.

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