

A COMPARATIVE STUDY OF PERSONAL VALUES AND ENVIRONMENTAL ATTITUDE OF HIGHER SECONDARY LEVEL STUDENTS**Nisha Gautam**

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Abstract

Education is a life-long process (Peter Drucker) and modification in behavior (E.A Gates). Swami Vivekanand said, " you cannot teach a child anymore than You grow a plant". Nelson Mandela said," Education is the most powerful weapon which you can use to change the world because has the ability to transfer individuals and societies. Through education, people gain knowledge, skills, and values that contribute to the Development of their communities. The researcher worked of a correlational study of personal values and environmental attitude of higher secondary level students. For this study, the researcher used two standardized tools (Personal Values , Environmental Attitude Scale). In this study, through random sampling (lottery method) researcher selected 140 students of higher secondary level of the Meerut city. The researcher found there is significant difference between personal values and environmental attitude of male and female students of higher secondary school. According to mean Value of male and female students, there is mean value of male students is higher than female students.

Keywords: Comparative study, Higher Secondary, personal values, environmental attitude**1.INTRODUCTION**

Values are the guiding principles of life that contribute to all round development of an individual. Values add direction of life, bring joy, satisfaction, peace and quality to life. Thus, one might say that any human activity, thought or idea, feeling, sentiment or emotion, which promotes self-development of an individual, constitutes a value. The values help us in distinguishing the personally desired from universally undesired and vice versa. A lot of theoretical work has been done in the context of values, on the classification, on the subjective-objective theories, on the oriental thoughts in the context of modern Indian Society. The Vedas, Upanishads, Brahmanas, and Puranas are the sources of value education.

In the process, countries have caused irreparable damage to the environment by over exploiting the existing resources without understanding the true cost of its depletion. Now, they are confronted by various issues such as pollution, water crisis, energy crisis and environmental degradation to name a few. A lot of expenditure has been incurred towards R&D by governments and international organizations in a bid to find solutions for a sustainable future. India has a great source of information pertaining to environmental protection in its sacred books like : Vedas, Upanishads, Puranas. These traditional views hold good even in the 21st century.



The secondary stage of schooling covers Junior High School and Senior Secondary. The junior high school covers 9th and 10th grade (students of age 14-16 years) and senior high school (students of age 16-18 years) covers students of 11th and 12th grade. In these 4 years of study, multidisciplinary education is provided to the students. Students are taught in-depth about subjects. This stage inculcates critical thinking and more practical-based education among students.

Gandhiji rightly said, “ Education is the preparation for complete living, adjustment to environment , perfection of one’s nature, character building and personality”. A student from his school age to higher education finds corruption, dishonestly, artificially play very vital role in the modern society but he does not understand why it is so. It has an implication that education has the responsibility not only to provide training in three R’s (reading, writing and arithmetic) but also develop the qualities of head, heart and hand. After independence almost all the commission and committee have highlighted the need for value inclusion. Real education should be a part of formal education from pre-primary to higher education level.

2.OBJECTIVES OF THE STUDY

1. To compare the personal values of male and female higher secondary school students.
2. To compare the environmental attitude of male & female higher secondary level school students.

3.RESEARCHHYPOTHESES

1. There is no significant difference in personal value of male and female students of higher secondary level school.
2. There is no significant difference between environmental attitude of male and female students of higher secondary level school.

4.SAMPLE

Under the proposed research, in form of a sample 14 HigherSecondary schools are selected, and from each school, 5 boys and 5 girls are selected by random sampling from Meerut City. There were 10 students in total from each school. Overall, there were 70 boy students and 70 girls students , which finally amounted to 140 students in total. The sample distribution of the present study shown in Figure no 1.

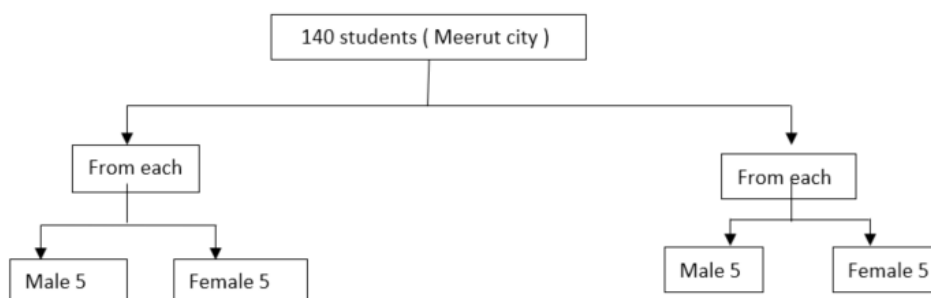


Figure : 1 Sample distribution of the study.

5.RESEARCH TOOLS

- 1) Personal Values Questionnaire by Dr.(Mrs.)G.P Sherry and Prof. R.P Verma has been used for data collection.
- 2) Environmental Attitude Scale by Dr.(Mrs.) HaseenTaj has been used for data collection.

6.DATA COLLECTION



For this study researcher used Survey Method for data collection.

7. SCORING

Scoring of Personal Values :

The responses are to be scored to follows:

1. '2' for a tick mark (✓) showing the most preferred value under the stem.
2. '0' for a cross (×) showing the least preferred value under the stem.
3. '1' for the blank () or unmarked item showing the intermediate preferred for the value.

Scoring of Personal Value Questionnaire presented in Table no-1

TABLE-1 Personal Value Questionnaire

Values	Most preferred	Least preferred	Not preferred/ blank
Score	2	0	1

Scoring procedure of Environmental Attitude Scale presented in Table no-2

TABLE -2 Environmental Attitude Scale

Sr.N o.	Types of Agree	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	4	3	2	2	1
2.	1	2	3	3	4

8. Statistical Techniques used in the study

Appropriate statistical technique will be used according to the nature of that data. It suggests mean, standard deviation and T-test.

Mean: The term “mean” refers to the well-known arithmetic mean. The series ‘mean is the product of the sum of the values divided by the total number of the values.

$$M = \frac{\sum x}{N}$$

Where, M= mean

x = sum of scores

N= total number of scores

Standard Deviation: It is a fundamental measure of variability or diversity in statistics and probability theory. It indicates the degree of variation or dispersion from the mean.

$$S.D. = \sqrt{\frac{\sum d^2}{N}}$$

Significant Level – In the present study Hypotheses will be tested on the significance level of 0.05 and 0.01.

T-Test: It is a statistical test used to compare the mean of two groups of data.

$$t = \frac{\bar{x} - \mu}{\frac{\sigma}{\sqrt{n}}}$$

9. ANALYSIS AND INTERPRETATION OF DATA:

1. To compare the Personal Values of male and female of Higher Secondary Students.



Hypothesis-1

There is no significant difference in the personal value of male and female of higher secondary school students. The first objectives of the present study was to conduct a comparative study of the personal values of male and female of senior secondary schools. To fulfill the objectives, mean, standard deviation and t-score were used. The significance of difference obtained between the mean values was examined using t-value which is shown in the table 3 :

TABLE : 3

Comparison of Personal Values of Male and Female of Higher Secondary Students

S.no	Senior Secondary school students	Sample	M	S.D	D	σ_D	T	Significance level
1.	Male	35	130.01	5.28	1.13	0.28	4.03	Significance at the level of 0.01
2.	Female	35	128.88	6.28				

Expected T value - 1.96 at 0.05 level, 2.58 at 0.01 level.

From the table no 1 it is clear that the mean score for Personal Values of Senior Secondary School Male & Female were 130.01 and 128.88 respectively. In this sequence the standard deviation was found to be 5.28 and 6.28 for Male & Female students respectively. T-Value for the significance of the difference found in the Personal Value of Senior Secondary Students on the basis of mean score was 4.03. This T-Value is greater than the expected tabulated value. Therefore, a significance difference was found in the Personal Value of Senior Secondary Students. On the basis, research hypothesis was not accepted.

2. To Compare the Environmental Attitude of Male & Female of Higher Secondary Level Students.

Hypothesis -2 There is no significant difference in the Environmental attitude of male and female of higher secondary school students. The second objectives of the present study was to conduct a comparative study of the Environmental attitude of male and female of senior secondary schools. To fulfill the objectives, mean, standard deviation and t-score were used. The significance of difference obtained between the mean values was examined using t-value which is shown in the table 4

TABLE : 4

Comparison of Environmental Attitude of Male and Female of Higher Secondary Students:

S.no	Senior Secondary school students	Sample	M	S.D	D	σ_D	T	Significance level
1.	Male	35	132.01	4.07	2	0.254	7.87	Significance at the level of 0.01
2.	Female	35	130.01	5.08				

Expected T value -1.96 at 0.05 level, 2.58 at 0.01 level.

From the table no-2, it is clear that the mean score for Environmental attitude of Senior Secondary School Male & Female were 132.01 and 130.01 respectively. In this sequence the standard deviation was found to be 4.07 and 5.08 for Male & Female students respectively. T-Value for the significance of the difference found in the Environmental attitude of Senior Secondary Students on the basis of mean score was 7.87. This T-Value is greater than the expected tabulated value. Therefore, a significance difference was found in the Environmental attitude of Senior Secondary Students. On the basis, research hypothesis was not accepted.



10. EDUCATIONAL IMPLICATION

The most outstanding feature of a research is that it contributes new thing in the concerned area or in the particular area the investigator has to find out the educational implications of the study.

- The environmental club can be created to develop a positive and scientific attitude among the students.
- Guidance and counseling of the students can be carried out to develop a positive attitude towards the environment.
- Guidance and counseling of the students can be carried out to develop personal values.
- Religious and moral education can be given to the students to enhance their personal values.
- Various extra-curricular activities for generation of awareness and positive attitude towards the environment can be organized.
- Parents can also be guided to aid in the development of awareness and positive attitude towards the environment through various activities.

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