A Comparative Study of Values among Private and Government School Students of Rewari District

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Abstract: An Important objective of education is to save the personality of its students into a professional and develop desirable value in them in adjustment to social reality. For developing desirable values in them the knowledge of their value patterns in necessary. Thus in the present study an attempt has been done to make a comparative study of values of students of public school and government school of Rewari district.

Key words: School Students, Govt. School, Private School, Values.

1. INTRODUCTION:

The values of an individual are very important determents of his behaviour. They are the part of individual's inner title expressed through behavior, when we speak of attaching a high value to a particular idea or feeling; we mean that the idea or feeling exerts a considerable force instigating and directing behavior. Every individual has some experience, which increate with the lapse of time, individual form a few principals of their own conduct based on their experiences which convert the whole life into a mode of philosophy which originates a specific art of living and proved guidelines for action.

The terms value has been defined be different persons and different ways, value's is something which pervades everything it determines the meaning of the world as a hole as well as meaning of very persons; every event and every action. Even the smallest change introduce in the world by an agent has a value and is undertaken only on the ground and for the state of some value movement, everything that exists and even.

Everything that may exist or in any way belong to the composition of the world is of such nature that it not only exists, but also contain; with itself either the justification or condemnation of its being, it can be said of everything that is either good or bad, it can be said whether it must not be or that it ought not to exists, that its existence is right and wrong (not in the judicial senses). This is the view expressed by Lossy and marshal in 1935 in presenting the broad view of value.

According to Murphy and New Comb value has been described as 'maintenance' of" say towards the attainment of a goal. Clyde Kluchechotm (1982) defines values as a competition explicit or implicit, distinctive of an individual or characteristics of a group of the desirable which influences the selection from available means and ends of action. An Important objective of education is to save the personality of its students into a professional and develop desirable value in them in adjustment to social reality. For developing desirable values in them the knowledge of their value patterns in necessary. Thus in the present study an attempt has been done to make a comparative study of values of students of public school and government school of Rewari district.

Definition:-

Value

Values as "a competition explicit or implicit, distinctive of an individual and characteristics of a group, of the desirable which influences the selection from available means and ends of action"

1) Value is the present study is to means "patterns" of preferences on generalized attitudes with real independent existence indicative the desirability of behaviour in terms of social, aesthetical and psychological needs.

2) The term 'value' is the great word its meaning is multiple and complex. But the investigator has used the term in the sense in which Sherry and Verma have used in their test value it is defined as below:

"Value is a concept of the desirable ends, goals, ideas or modes of action which make human behaviour selective".

Private School:-

These school which are affiliated to Central Board of Secondary Education (C.B.S.E.) and are run by Private Sector.

Government School:-

These school which are recognized by State Government and run by Government.

2. REVIEW OF LITERATURE:

Peck (1998) worked on "A comparison of value systems of Mexico and American youth". The sample comprised of 242 students of national university of Mexico and 310 students of Pre- University taxes. He used value hierarchy instrument" consisting of fifteen values. In a study of value system of faculty members and students of

three California junior college by Grover (1971) using Rekeach 1, value scales a "happiness" was assigned the highest rank, second was "freedom" and the third "Nature value". The three values ranked lowest by the total population were, "national security" social recognition and salvation.

R.K. Yadav (1999) R.K. Yadav conducted a study on the value and vocation preferences of intermediate students regard to different values are given about values of the total group. the political value is the highest and aesthetic value is the lowest of the total group.

Allen (2000) "Compared the value pattern of resident and comminuting students". The purpose of the study was to determine whether significant differences existed among the student group previously described by resident setting as well as male and female students.

Wannamker and Tennyson (2001) using the differential value inventory with a class of beginning elementary teacher trainees at the university of Minnesata found them to be emerged, although they were not at the extreme and of the emerged, although they were not at the extreme and of the emergent traditional continue. Woman tended to be more emergent than men and older teachers more traditional then younger.

Chawla Neetu (2002) conducted a study of Moral values of class VIII students in relations to family climate and media." These are significant relationship among moral values, family, climates and media students. On the basis of analysis and interpretation of data Dr. Neetu Chawla found that significant difference between family climat and moral value and significant difference moral value and media students.

3. OBJECTIVE OF STUDY:
To compare the values of among Government and Private School Students

4. RESEARCH METHODOLOGY:
Descriptive survey method was used by the investigator in the study.

Two schools have been selected randomly from Rewari city. All the students studying in 12th class of public school and government school. 50 students were taken public school and 50 students were taken private school. The private school's name is Oxford International School in Rewari and government school's name is Govt. Sr. Sec. School in Rewari each school were taken 50 students (25 boys, 25 girls).

After selection of the sample in investigator contacted the principal and staff to get the full co-operation. The students were conducted in order to establish the support with them. After selection of the sample the test were given and explain in instruction. The students were asked to fill questionnaire and assured that it will not effect in any way in their examination. After completion the script were collected and scored according to the instruction as given in the manual. The data thus obtained submitted for further analysis.

For the present study "mean" and S.D. 't' value and testing significance.

The test measures the following values in the Indian contest. The test is in Hindi, the description of different values measured by this test is given below:-

i)   A   Religious value
ii)   B   Social value
iii)   C   Democratic value
vi)   D   Aesthetic value
v)   E   Economic value
vi)   F   Knowledge value
vii)   G   Hedonistic value
viii)   H   Power value
ix)   I   Family prestige value
x)   J   Health value

5. DATA ANALYSIS AND INTERPRETATION:

Table No. 1
Mean, S.D. and 't' values of the girl students of government school and Private School.

	Government School Girls			Private School Girls			
Sr. No.	**Values**	**Mean**	**S.D.**	**Mean**	**S.D.**	**'t' value**	**Level of Significance**
01.	Religious value	13	1.9	12	1.55	2.04	0.05
02.	Social value	12	1.8	10	2.10	3.63	0.01
03.	Democratic value	10	1.94	8.02	1.82	3.72	0.01
04.	Aesthetic value	7.08	2.01	7.99	1.99	1.62	N.S.
05.	Economic value	8.00	1.84	9.00	1.88	1.92	N.S.
06.	Knowledge value	10.00	1.94	11.20	2.00	2.00	0.05

07.	Hedonistic value	6.6	2.00	5.20	1.96	4.2	0.01
08.	Power	7.08	3.00	7.44	1.99	1.99	0.05
09.	Family Prestige	5.00	1.84	4.28	1.81	1.36	N.S.
10.	Health	5.20	1.9	6.40	2.35	1.68	N.S.

The table No. 1 reveals the mean, S.D. and 't' value of the P.V.Q. of girl students of the government school & private school.

Religious value:-

In case of religious value mean of govt. school girl is 13 and S.D. is 1.9. The mean of private schools girls is 12 and S.D. 1.55. Government & private school girls students 't' value is 2.04. It is indicates that's there is significant difference at 0.05 level of significance and govt. school girls mean higher than private school so government. school girls religious value higher than Private School girls hence null hypothesis is requested.

Social value:-

In case of social value mean of govt. school girls is 12 and S.D. is 1.8. The mean of private school girl is 12 and S.D. is 1.22. both school girl student's 't' value is 3.63. It is indicates that there is significant difference in social value at 0.01 level of significance. Govt. school girls students social value higher than private school girl students. Hence mull hypothesis is rejected.

Democratic value:-

In case of democratic value mean of government. school girls is 10 and S.D. is 1.8. The mean of private school girls is 8.02 and S.D. is 1.82. both school girls students 't' value is 3.72. it is indicates that there is significant difference in democratic value at 0.01 level of significance. And government. school girls students higher than private school girl students in democratic value. Hence hull hypothesis is rejected.

Aesthetic value:-

In case of Aesthetic value the mean of government. school girls is 7.08 and S.D. is 2.08. The mean of private school girls is 7.99 and S.D. is 1.99. Both school girls students 't' value is 1.62. It is indicates that there is no significant difference in aesthetic value. Hence null hypothesis is accepted. And both school girls students same in Aesthetic value.

Economic Value:-

In case of economic value the mean of government. school girl is 8.00 and S.D. is 1.84. The mean of private school girl is a and S.D. is 1.88. Both school girl students 't' value is 1.92. It is indicates that there is no significant difference in economic value. Hence null Hypothesis is accepted. Both school girls students same in economic value.

Knowledge value:-

In case of knowledge value the mean of government. school girls is 10 and S.D. is 9.94. The mean of private school girl is 11.20 and S.D. 2. Both schools girls students 't' value is 2. It is indicates that there is significant difference at 6.5 level of significance. And private school girl mean of higher than govt. school girls so that private school girls higher value in knowledge than government. school girls students. Hence mull hypothesis is rejected.

Hedonistic value:-

In case of hedonistic value the mean of government. school girls is 6.6 and S.D. 1.96. The mean of private school girl is 5.20 and S.D. 1.96. Both school students value is 4.2. It is indicates that there is significant difference at 0.01 level of significant. And govt. school girls mean 6.6 higher than private school girl mean 5.20. So govt. school girls students higher value in Hedonistic than private school girls.

Power Value:-

In case of power value mean of government school girls is 7.06 and S.D. is 3. The mean of private school girls of is 7.44 and S.D. is 1.99. Both school students girls 't' value is 1.99. It is indicates that it is significant difference at 0.05 level of significance and private girl students mean 7.44 higher than govt. girl students mean 7.08. So private girl students higher than government school girl student in power value. Hence null hypothesis rejected.

Family Prestige value:-

In case of family prestige value mean of government school girls is 5 and S.D. is 1.84. The mean of private school girls is 4.28 and S.D. is 1.81 both school 't' value is 1.36. It is indicates that there is no significant difference in family prestige both school girl students same in family prestige value. Hence null hypothesis in accepted.

Health Value:-

In case of health value mean of government school girls is 5.20 and S.D. is id. The mean of private school girls is 6.40 and S.D. is 2.35. Both school girls student 't' value is 1.68. It is indicates that there is no significant difference same in health value. Hence null hypothesis is accepted.

Table No. 2
Mean, S.D. and 't' values of the boys students of government school and Private School.

Government School Boys				Private School Boys			
Sr. No.	Values	Mean	S.D.	Mean	S.D.	't'	Level of

						value	Significance
01.	Religious value	12.01	1.97	10	1.30	4.28	0.01
02.	Social value	13.00	2.01	12.95	1.45	.99	N.S.
03.	Democratic value	10.77	1.84	8.05	2.95	3.94	0.01
04.	Aesthetic value	5.67	3.72	7.95	1.62	2.82	0.01
05.	Economic value	7.99	2.72	9.35	1.97	2.02	0.05
06.	Knowledge value	4.55	1.08	5.25	1.22	1.09	N.S.
07.	Hedonistic value	7.75	2.04	6.35	2.01	2.47	0.05
08.	Power	9.95	1.99	11.09	1.99	1.01	N.S.
09.	Family Prestige	5.52	1.97	5.01	1.31	1.44	N.S.
10.	Health	5.04	2.06	4.80	1.52	.99	N.S.

Source: Primary Data

The table No. 2 reveals mean, S.D. and 't' value of government school boys and private school.

Religious value:-

In case of religious value mean of government school boys is 12.01 and S.D. is 1.97. Mean of private schools boys is 10 and S.D. is 1.30. Both school boys students 't' value is 4.28. It is indicates that there is significant difference at 0.01 level of significance and govt. school students mean 12.01 higher than private school boys students mean 10. So govt. school boys students religious value higher. Than Private School boy students. Hence null hypothesis is a requested.

Social value:-

In case of social value mean of govt. school boys is 13 and S.D. is 2.01. The mean of private school boys is 12.95 and S.D. is 1.45. Both school boys student's 't' value is .99. It is indicates that there is no significant difference in social value of govt. school boys students and private school boys students. So mull hypothesis is accepted. And both school boys students same is social value.

Democratic value:-

In case of democratic value mean of government school boys is 10.77 and S.D. is 1.84. The mean of private school boys is 8.05 and S.D. is 2.95. both school girls students 't' value is 3.94. it is indicates that there is significant difference at 0.1 level of significance. And government school boy students mean 10.77 higher than private school boy students Mean 8.05. So govt. school boys higher than private school students in democratic value. Hence hull hypothesis is rejected.

Aesthetic value:-

In case of Aesthetic value the mean of government school boys is 5.67 and S.D. is 3.72. The mean of private school girls is 7.95 and S.D. is 1.62. Both school boys students 't' value is 2.82. It is indicates that there is no significant difference at 0.01 level of significance. And private school boys students mean 7.95 higher than government school boy students mean 5.67. So private school boy students higher than government school boys students in aesthetic value.

Economic Value:-

In case of economic value mean of government school boys is 7.99 and S.D. is 9.72. The mean of private school boys is 9.35. and S.D. is 1.97. Both school boys students 't' value is 2.02. It is indicates that there is no significant difference at 0.05 level of significance. And private school boys mean 9.35 higher than government school boys 7.99. So private school boys higher than government school boys in economic value. Hence null Hypothesis is rejected.

Knowledge value:-

In case of knowledge value mean of government school boys is 4.55 and S.D. is 1.08. The mean of private school girl is 5.25 and S.D. 1.22. Both schools boys students 't' value is 1.09. It is indicates that there is no significant difference in knowledge value of government school boys students and private school boys students. So govt. and private school boys same in knowledge value. Hence mull hypothesis is accepted.

Hedonistic value:-

In case of hedonistic value mean of government school boys is 7.75 and S.D. 2.04. The mean of private school boys is 6.35 and S.D. 12.01. Both school boys students 't' value is 2.47. It is indicates that there is significant difference at 0.05 level of significant. And government school boys mean 7.75 higher than private school boys mean 6.35. So government school boys higher then private school boys in hedonistic value. Hence mull hypothesis is rejected.

Power Value:-

In case of power value mean of government boys students is 7.75 and S.D. is 1.99. The mean of private boys students 11.09 and S.D. is 1.99. Both school students boys 't' value is 1.01. It is indicates that there is no significant difference in power value of government school boys students and private school boys students . Hence null hypotheses is rejected.

Family Prestige value:-

In case of family prestige value mean of government   boys students is 5.52 and S.D. is 1.97. The mean of private school boys students is 5.01 and S.D. is 1.31 both school boys students 't' value is 1.44. It is indicates that there is no significant difference in family prestige value of government school boys students and private boy students . Hence null hypothesis in accepted.

Health Value:-

In case of health value mean of government boys students is 5.04 and S.D. is 2.06. mean of private school boys is 4.80 and S.D. is 1.52. Both school boys student 't' value is .99. It is indicates that there is no significant difference in health value of government school boys students and private school boys students same in health value. Hence null hypothesis is accepted.

6. FINDINGS:

- There is significant difference in religious, social and hedonistic values of govt. school girls and private school girls. Govt. school girls have higher religious, social and hedonistic values.
- There is significant difference in knowledge and power values of govt. school girls and private school girls. Private school girls have higher knowledge and power values.
- There is no significant difference in Aesthetic, Economic, family prestige and health values of govt. school girls and private school girls.
- There is significant difference in religious democratic and hedonistic values of govt. school boys and private school boys – govt. school boys has higher religious, Democratic and Hedonistic value.

7. CONCLUSION:

From the result it is evident that values of the student are very important aspect. Parents should know the values pattern of their sons and daughters. Values plays significant role in the physical, mental, social and emotional development of a student. It is develop values and provide opportunities to students, so that they can fully develop and enhance their capabilities. School should find out what types of values are provided to the students at their home and school. After having proper knowledge of values of the students, teacher/school should take proper steps to build up their interest and provide them educational, vocational, and personal and health guidance.

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