



## **VALUE PATTERNS OF SCIENCE AND ARTS STUDENTS IN RELATION TO THEIR SOCIO ECONOMIC STATUS AND TYPE OF SCHOOL**

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### **Abstract**

*Values give meaning and strength to a person's character by occupying a center place in his life. Values are the bases on which the actions, reactions, emotions and judgments of an individual depend. The Study was designed to examine the Value patterns of Science and Arts students in relation to their Socio Economic Status and type of School. Participants were 200 adolescents of 10+2 grade of Science and Arts stream from Amritsar city. The findings of the study revealed that no significant differences exist in the six values of Science and Arts Students. There is no significant difference in value patterns of Science and Arts students belonging to High Socio Economics Status. Science and Arts Students belonging to low Socio Economic Status differ significantly on Aesthetic Values and Religious Values and no significant differences exist in the Value pattern of Science and Arts Senior Secondary School Students studying in Government and Private Schools.*



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### **INTRODUCTION**

Man and values are inseparable. Good education is inconceivable if it fails to inculcate values which are essential to good life and social well being. It is unfortunate that increase in materialistic attitude has distanced men from path dharma or values. Values give meaning and strength to a person's character by occupying a center place in his life. Values reflect one's personal attitude and judgment, decisions and choices, behavior and relationships, dreams and visions. We imbibe these values from our parents who teach us and we practice these values in our lives.

#### **Values according to Indian philosophy**

According to Indian philosophy, values have two functions.

- 1) Theoretical: reveals the existence of some object.
- 2) Practical: helps in fulfillment of a purpose in life.

Values, simply stated, are the determinants of man that influence his choices in life and that decide his behavior. According to sociologists view, values are the result of social environment. Values are greatly influenced by the factors like home environment, school environment, religion and education and socio- economic status. Socio- economic status is a

level that indicates of both social and economic achievement of an individual and a group. The facilities which are available to those who are of high SES are not available to those of low SES. The children belonging to high SES are more satisfied as far as their needs are concerned. Values influence all aspects of educational process, techniques policies and procedures. Study of academic streams in school like science and arts is also responsible for change in value patterns of students. Science students have different beliefs than those of arts students because science is all about facts and proofs. Arts students have more aesthetic and philosophical values. Education aims at to shape the personality of students. The thoughts and value patterns which the students possess help in deciding the curriculum. Keeping in view the needs and structure of the society, curriculum of different subject varies from school to school. There are different types of school like private and government schools. So type of school also influences the value pattern of students.

Gambo Adamu Aliyu (2016) conducted a study of socio- economic status in relation to academic achievement of senior secondary students. This study revealed that individual with low household's income and of low subjective class had the highest probability of reporting discrepant HRQOL and QOL scores, whereas individuals with high household income and high subjective class had the lowest probability of Discrepant HRQOL and QOL scores.

Sharma (2014) studied value education: Need and Strategies. This study revealed that education should be a means of getting in touch with our innate values like love happiness and truth so that we become strong, balanced and constructive citizens.

#### RESEARCH OBJECTIVES

1. To compare the value patterns of Science and Arts senior secondary school students.
2. To compare the value patterns of science and arts senior secondary school students in relation to their SES.
3. To compare the value patterns of senior secondary school students studying in different types of schools.

#### RESEARCH HYPOTHESES

1. There is no significant difference in the value patterns of Science and Arts senior secondary school students.
2. There is no significant difference in the value patterns of science and arts senior secondary school students in relation to their SES.

3. There is no significant difference in the value patterns of senior secondary school students studying in Private and Government schools.

#### DESIGN OF THE STUDY

Descriptive survey type research was adopted in order to carry out study as it intends to study to value pattern of science and arts in relation to socio economic status and type of school.

#### POPULATION AND SAMPLE

The population of present study consisted of students (Science and Arts) studying in 10+2 grade. Purposive sampling technique was used for selection of the sample. A sample of 200 students both boys and girls from different schools of Amritsar city was selected.

#### RESEARCH TOOLS

Keeping in view the purpose of study, the following tools were selected and used for collection of relevant data.

- 1) In order to assess the attitude of students towards different values, value test by R.K. Ojha (1970) was used and modified by investigator.
- 2) To assess the Socio- Economic status of students, Socio Economic Status scale by kuppuswamy (1982) was used.
- 3) Data was collected from students studying in private and government schools.

#### ANALYSIS OF DATA

The data was scrutinized, classified, tabulated and analyzed variable wise. As the data was quantitative in nature so t-test was applied through descriptive statistics.

#### ANALYSIS AND INTERPRETATION

For testing I Hypothesis 't' test was applied to verify the significance difference between the mean scores of science and arts senior secondary school students on different values. Calculated 't' value for different value patterns is not significant at 0.05 level of significance (Table 1). This shows that science and arts students do not differ significantly on theoretical, economic, social, political, aesthetic and religious values.

**Table 1 Mean scores, SD and 't' value for six values of science and Arts group (N=200)**

Value patterns	Science	Arts	Science	Arts	t-value	Level of significance	Inference
	Mean <sub>I</sub>	Mean <sub>II</sub>	SD <sub>I</sub>	SD <sub>II</sub>			
Theoretical	40.95	39.55	5.30	4.84	1.94	0.05	Not significant
Economic	38.39	37.38	5.42	5.31	0.73	0.05	Not

Aesthetic	39.07	38.02	5.16	5.88	0.87	0.05	significant
Social	40.10	39.78	5.29	5.95	0.40	0.05	Not significant
Political	39.99	38.61	5.63	6.56	1.59	0.05	Not significant
Religious	39.26	39.30	5.47	5.84	0.33	0.05	Not significant

**For testing II Hypotheses**, the raw scores of Science and Arts students were pooled and entered belonging to high SES and 't' test was applied. Calculated 't' value for different value patterns of science and arts students in relation to Socio- Economic Status is not significant at 0.05 level of significance (Table2). This shows that science and arts students belonging to high Social Economic Status do not differ significantly on theoretical, economic, social, political, aesthetic and religious values. But students belonging to low Socio Economic Status differ significantly on Aesthetic Values and religious values (Table 3).

**Table 2 Mean scores, SD and 't' value for six values of science and Arts group of High SES**

Value patterns	Science (43)		Arts(42)		t-value	Level of significance	Inference
	Mean <sub>I</sub>	SD <sub>I</sub>	Mean <sub>II</sub>	SD <sub>II</sub>			
Theoretical	40.58	5.11	39.79	5.93	0.66	0.05	Not significant
Economic	39.07	5.88	38.02	5.16	0.87	0.05	Not significant
Aesthetic	36.05	6.52	33.45	7.75	1.67	0.05	Not significant
Social	41.05	4.99	40.95	5.94	0.079	0.05	Not significant
Political	40.44	5.98	39.05	5.95	1.07	0.05	Not significant
Religious	44.33	5.68	37.14	8.05	4.75	0.05	Not significant

**Table 3 Mean scores, SD and 't' value for six values of science and Arts group of Low SES**

Value patterns	Science (35)		Arts(33)		t-value	Level of significance	Inference
	Mean <sub>I</sub>	SD <sub>I</sub>	Mean <sub>II</sub>	SD <sub>II</sub>			
Theoretical	41.11	5.67	39.36	3.99	1.46	0.05	Not significant
Economic	36.94	4.89	37.79	5.74	0.65	0.05	Not significant
Aesthetic	37.26	7.02	33.52	7.57	2.11	0.05	significant

Social	39.26	5.98	39.30	5.45	0.33	0.05	<b>Not significant</b>
Political	38.66	5.30	37.76	7.53	0.69	0.05	
Religious	41.80	6.37	42.18	10.76	0.179	0.05	

For testing III Hypotheses, 't' test was applied and 't' ratio is not significant for six Values for Science Arts Students studying in Government and private schools at 0.05 level of significance (Table 4 and Table 5).

**Table 4 Mean scores, SD and 't' value for six values of science and Arts Students studying in Government Schools (N=100)**

Value patterns	Arts Mean <sub>I</sub>	SD <sub>I</sub>	Science Mean <sub>II</sub>	SD <sub>II</sub>	t-value	Level of significance	Inference
Theoretical	41.66	4.72	40.24	5.78	1.34	0.05	<b>Not significant</b>
Economic	38.50	5.33	38.28	5.58	0.20	0.05	<b>Not significant</b>
Aesthetic	36.70	7.27	36.70	5.95	0.03	0.05	<b>Not significant</b>
Social	40.70	5.12	39.50	5.44	1.13	0.05	<b>Not significant</b>
Political	39.54	5.42	39.54	5.42	0.79	0.05	<b>Not significant</b>
Religious	42.84	6.46	43.08	6.80	0.18	0.05	<b>Not significant</b>

**Table 5 Mean scores, SD and 't' value for six values of science and Arts Students studying in Private Schools (N=100)**

Value patterns	Arts Mean <sub>I</sub>	SD <sub>I</sub>	Science Mean <sub>II</sub>	SD <sub>II</sub>	t-value	Level of significance	Inference
Theoretical	39.06	4.64	40.04	5.038	1.011	0.05	<b>Not significant</b>
Economic	37.54	5.55	38.12	5.098	0.544	0.05	<b>Not significant</b>
Aesthetic	34.48	6.78	34.04	8.384	0.289	0.05	<b>Not significant</b>
Social	39.58	5.33	39.98	6.551	0.335	0.05	<b>Not significant</b>
Political	39.00	6.36	38.22	6.798	0.592	0.05	<b>Not significant</b>
Religious	40.50	8.92	38.04	8.72	1.18	0.05	<b>Not significant</b>

## MAJOR FINDINGS

1. There is no significant difference in the six values of Science and Arts Students.
2. There is no significant difference in value patterns of Science and Arts students belonging to High Socio Economics Status.
3. Science and Arts Students belonging to low Socio Economic Status differ significantly on Aesthetic Values and Religious Values.
4. There is no significant difference in the Value pattern of Science and Arts Senior Secondary School Students studying in Government and Private Schools.

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