CHAPTER I

Introduction and Conceptual Framework
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INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.01 EDUCATION

Education is an ever-widening concept. Ever since the dawn of civilization, man directly or indirectly has been trying to 'educate' himself in order to meet with the changing demands of life. In fact, he has succeeded in distinguishing himself from other animals only by virtue of education. During the course of time, education became an essential virtue for man to live and lead a civilized life. Education fashions and models man to become fit for society.

Education is as old as the human race. It has been accepted as one of the primary needs of the every civilized person. Education is to humanize humanity. A child possesses the internal capacities and these capacities are made external through the weapon of education. The concept of education is like diamond, which appears to be of a different color when seen from a different angle. Education has to provide the individual with appropriate social environment to develop them physically, mentally and emotionally to fulfill their social obligations.

1.02 DEFINITIONS

Aurobindo defines education as "helping the growing soul to draw out that is in itself" (J. C. Aggarwal, 1996, p. 5).

Gandhiji speaks of education as, "By education, I mean an all around drawing out of the best in the child and man-body, mind and spirit." (Saxena, Mishra, Mohanty, 2006, p.5)

According to Swami Vivekanand, "Education is the manifestation of divine perfection already existing in man. Education means the exposition of man's complete individuality." (Swaroop Saxena, 2003, p.7)

1.03 EDUCATION AND VALUES

Education and values are independent and inseparable. Education leads to inculcate values and the cherished values of society provide direction to the educative process. It is evident from the following Sanskrit verse that education develops a disciplined mind, disciplined mind leads to worthiness, worthiness brings prosperity and enables the person to lead a dutiful life and ultimately to happiness. It is generally agreed that the main function of education is to promote a balanced development of physical, mental, emotional, social, moral and spiritual aspects of the personality of the learner in order to produce balanced citizens, who strive to promote social welfare and progress.

1.04 MEANING OF VALUES

What makes you visit a sick friend in the hospital rather than stay home alone watching television? Is it friendship? care for others? your sense of duty? or something else?
What makes you, give away to a poor man, the money you have set aside to go for a movie? Is it charity? your concern for others? to get a good name? to please somebody? or something else?

What makes you, do these things? The answers to what makes you do something, especially when you are free to do other things, often reveal our/your values. Some scholars believe that values are concepts heavily weighted with emotions. In short, values stand for ideals, men live for. They are part and parcel of the philosophy of a nation and that of its educational system. They are the guiding principles of life. Values may be operationally conceived as those guiding principles of life, which are conductive to one’s physical and mental health as well as to social adjustment and welfare. Adams has rightly remarked- "Value Education is the dynamic side of philosophy. It is the active aspect of philosophical belief" (Yogesh Kumar Singh, Ruchika Nath, 2005, p.12)

1.05 CLASSIFICATION OF VALUES

Values are individual as well as social. Individual values refer to the good of oneself and social values refer to the good of others. They may be classified into the following categories:

1. Biological Values
2. Intrinsic Values
3. Instrumental Values and
4. Terminal Values
There is also an eight-fold classification of values as most scholars hold; such as:

1) Aesthetic - Appreciation of Beauty and Joy

2) Emotional - Courage, Endurance, Friendliness, Harmony and Heroism

3) Material - Love of money, pleasure of life.

4) Mental - Impartiality and Perseverance

5) Moral - Benevolence, Gratitude, Loyalty

6) Physical - Beauty, Truth, Grace, Health and Strength

7) Social - Civic sense, Co-operation, Courtesy, Devotion to duty

8) Spiritual - Meditation, Pursuit of Ultimate Reality

1.06 WHAT VALUES ARE ESSENTIAL

The five basic values embodied by the living message of Sri Satya Sai Baba are:

1. Truth(Satyam)

2. Righteousness(Dharma)

3. Peace(Shanthi)

4. Love(Prem) and

5. Non-Violence(Ahimsa)
Of these five, love is the root, from which all others emanate from. Love as thought is Truth; Love as action is Righteousness; Love as feeling is Peace and Love as understanding is Non-violence. And since Love is God, all these values are divine.

1.07 NATURE OF ESSENTIAL VALUES

Preaching and prescription are the most resisted characteristics of value inculcation process. The elders keep insisting that the young 'Ought' to follow a value-based life. But the contradiction witnessed in the lives of the former confuses the latter and finally it leads to desist and resistance, disrespect and lack of faith. We should remember that unless convinced, one would not follow a particular path or way of life. Unless certain values are sensed to be essential they will never be imbibed or practiced. Hence, the great responsibility rests on the parents, teachers and the elders to lead the youngsters to a safe and right path of life.

1.08 NEED OF INCULCATING VALUES

Several Educationists in India and abroad have stressed the importance of promoting values. In fact the present age is facing innumerable problems and the crisis of character in the different areas of life. Radhakrishnan Commission (1949) held the view that in addition to the search for truth through scientific and scholarly pursuits an important task of education is a concern with values. Kothari Commission (1964 – 66) with its emphasis on national development includes among the functions of higher education, cultivation of right interest, attitudes, moral and intellectual values.
The inseparable link between education and values is evident in the nature and aim of education. If it is the business of education to impart an integrated view of life, and if education has relationship with the meaning of life, then proper value orientation of education becomes imperative.

1.09 FACTORS INFLUENCING VALUE SYSTEM

The values, a child learns from different sources will depend partly on his intellectual factors and partly on such factors as social pressure to accept some values and reject certain others.

Although it is evident that there are number of original value formers, there are some that are most essential than others. The prominent external factors that influence the value system are:

1. Home

The home environment comprising parents, their education, occupation, income, family size, etc has sticking influence over the value system of a person. The youths too easily pick up the good or bad models set by their family members. The home that provides a healthy climate produces a desired value system.

In the profile of evolution of values, the family rules priority. Family everywhere remains as the nursery where the values originate and where they can be tended with care.
2. Society

The environment provided by the society cannot be easily defined as it includes everything in the society. However, by social environment, we generally mean agencies like religion, mass media, politics, different social institutions, etc. They may have a lasting effect on the value system of individuals for the reason they are much involved in their daily lives.

1.10 PSYCHOLOGICAL FACTORS AFFECTING VALUES

Researchers in the field of Psychology and Values have concentrated much on identifying the variables that affect one's personality that are responsible for one's values.

Some of the psychological factors are given below:

1) Self-Concept

The self-concept is a collection of belief about one's own nature, unique qualities and typical behavior. Our self-concept is our own mental picture of ourselves. It is a collection of self-perceptions. As individuals' self-concept gradually stabilizes, they begin to feel comfortable with it and are usually loyal to it. This loyalty produces two effects. First, the self-concept becomes a 'Self-fulfilling prophecy' in which the person tends to behave in ways that are consistent with it. An individual is even-tempered, reflective person; he will consciously work at behaving in these ways. Second, people become resistant to information that contradicts their self-concept and contradictory information threatens their comfortable equilibrium.
2) Temperament

Temperament refers to the reaction of the person towards emotional situation. By knowing temperament of the person one can estimate personality of the person because this is related to the consistency or mental imbalance and considered as one of the important factors of personality.

3) Adjustment

Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of needs. Adjustment means how efficiently an individual can perform his duties in different circumstances, such as education, business and other social duties.

4) Anxiety

Anxiety is something felt, unpleasant effect of state or condition. By knowing anxiety of the person one can estimate personality of the person because this is related to the consistency or mental imbalance and considered as one of the important factors of personality.

1.11 SIGNIFICANCE OF THE STUDY

According to Kothari Commission, "the destiny of our nation is built in the four walls" (S.K Murthy, 2005, p.79). For a prosperous nation, good citizens should be built. In the process of creating a good citizen, education plays a vital role. So, right from the primary to higher secondary, value education should be emphasized to students.
Especially the students of today's society need lot of guidance in moral aspects. Today's society is very dynamic and so the students should also be enabled to face them. Whatever the student does is based on his attitudes and values. Even their actions are based on values. But, now-a-days, whole society is undergoing value erosion. This should be noticed by the teachers who hold the responsibility of building the future nation. Erosion of values leads to destruction of our nation. The erosion of values leads to corruption, terrorism, communalism, linguism, etc which can be rectified only through education. Value education is the need of the hour. It is necessary that one should grow a respectful citizen of the society and must learn to respect his own members of family or other people in the neighborhood. He should behave in a manner, which provides an impression of him of having good background. As it is the felt-need of the hour, the investigator has undertaken this study.

1.12 STATEMENT OF THE PROBLEM

VALUES OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR PERSONALITY TRAITS

1.13 OPERATIONAL DEFINITIONS

It is needed to define the terms used in the title of the study. This part deals with the definition of terms.

Values

Values are unique verbal concepts that relate to the worth given to specific kinds of objects, acts and conditions by individuals and groups.
quantitative element, quality of elasticity, inter relationships are individual's hierarchy of values.

**Higher Secondary School Students**

The Oxford Advanced Learners Dictionary, define Higher Secondary as the period between school and university. The period can be divided into lower, secondary and higher secondary. Lower secondary - V to VIII, Secondary IX and X and Higher Secondary - Plus one and Plus two. The investigator has selected only XI and XII standard students for the present study.

**Personality Traits**

Personality trait is the sum total of what the individual is. That is, starting from the external features, such as height, weight etc. up to the innermost aspects of an individual such as self-concept, temperament, adjustment, anxiety, intellectual etc. infact the internal make up of the individual is more important than the external features.

**(i) Self-concept**

By 'Self-concept', the investigator means one's idea about oneself. It is the feeling of the individual about himself or herself.

**(ii) Temperament**

By 'Temperament', the investigator refers to the reaction of the person towards emotional situation.
(iii) Adjustment

By ‘Adjustment’, the investigator means an index of integration between needs and stress, which has a close relation to personality.

(iv) Anxiety

By ‘Anxiety’, the investigator means that it is something felt, unpleasant effect of state or condition.

1.14 OBJECTIVES:

1. To study the Values such as Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health and Personality Traits such as Self-concept, Temperament, Adjustment and Anxiety of Higher Secondary School students.

2. To study the Values such as Religious, Social, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health of Higher Secondary School students with reference to their Standard, Sex and Location of the school.

3. To study the Personality Traits such as Self-concept, Temperament, Adjustment and Anxiety of Higher Secondary School students with reference to their Standard, Sex, Religion, Community, Nature of School, Type of school and Location of the school.

4. To find out the significant difference in Values such as Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health of Higher Secondary School students with reference...
to their Standard, Sex, Location of the School, Religion, Community, Nature of School and Type of School.

5. To find out the significant difference in Personality Traits such as Self-concept, Temperament, Adjustment and Anxiety of Higher Secondary School students with reference to their Religion, Community, Nature of school and Type of school.

6. To find out the significant relationship between
   a. Values and Self-concept
   b. Values and Temperament
   c. Values and Adjustment
   d. Values and Anxiety
   of Higher Secondary School students.

7. To find out the significant relationship between Values and Self-concept of Higher Secondary School students with reference to Standards - XI and XII, Sex - Male and Female, Religion - Hindu, Christian and Muslim, Community - FC, BC and MBC, Nature of School - Men, Women and Co-education, Type of School - Government, Aided and Unaided, Location of School - Rural and Urban areas.

8. To find out the significant relationship between Values and Temperament of Higher Secondary school students with reference to Standards - XI and XII, Sex - Male and Female, Religion - Hindu, Christian and Muslim, Community - FC, BC and MBC, Nature of School - Men, Women and Co-
education, Type of School - Government, Aided and Unaided, Location of School - Rural and Urban areas.

9. To find out the significant relationship between Values and Adjustment of Higher Secondary School students with reference to Standards - XI and XII, Sex - Male and Female, Religion - Hindu, Christian and Muslim, Community - FC, BC and MBC, Nature of School - Men, Women and Co-education, Type of School - Government, Aided and Unaided, Location of School - Rural and Urban areas.

10. To find out the significant relationship between Values and Anxiety of Higher Secondary School students with reference to Standards - XI and XII, Sex - Male and Female, Religion - Hindu, Christian and Muslim, Community - FC, BC and MBC, Nature of School - Men, Women and Co-education, Type of School - Government, Aided and Unaided, Location of School - Rural and Urban areas.

1.15 HYPOTHESES

1. The level of Values such as Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health of Higher Secondary School students is average.

2. The level of Values such as Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health of Higher Secondary School students with reference to their Standard is average.
3. The level of Values such as Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health of Higher Secondary School students with reference to their Sex is average.

4. The level of Values such as Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health of Higher Secondary School students with reference to their Religion is average.

5. The level of Values such as Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health of Higher Secondary School students with reference to their Community is average.

6. The level of Values such as Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health of Higher Secondary School students with reference to their Nature of School is average.

7. The level of Values such as Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health of Higher Secondary School students with reference to their Type of School is average.

8. The level of Values such as Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health of
Higher Secondary School students with reference to their Location of School is average.

9. The level of Personality Traits such as Self-concept, Temperament, Adjustment of Higher Secondary School students is high; the level of Anxiety is average.

10. The level of Personality Trait - Self-concept of Higher Secondary School students with reference to their Standard, Sex, Religion, Community, Nature of School, Type of School and Location of School is high.

11. The level of Personality Trait - Temperament of Higher Secondary School students with reference to their Standard, Sex, Religion, Community, Nature of School, Type of School and Location of School is high.

12. The level of Personality Trait - Adjustment of Higher Secondary School students with reference to their Standard, Sex, Religion, Community, Nature of School, Type of School and Location of School is high.

13. The level of Personality Trait - Anxiety of Higher Secondary School students with reference to their Standard, Sex, Religion, Community, Nature of School, Type of School and Location of School is average.

14. There is no significant difference between XI and XII standard students in Values such as Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health.
15. There is no significant difference between Male and Female students in Values such as Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health.

16. There is no significant difference between Rural and Urban area students in Values such as Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health.

17. There is no significant difference between XI and XII standard students in Personality Traits such as Self-concept, Temperament, Adjustment and Anxiety.

18. There is no significant difference between Male and Female students in Personality Traits such as Self-concept, Temperament, Adjustment and Anxiety.

19. There is no significant difference between Rural and Urban area students in Personality Traits such as Self-concept, Temperament, Adjustment and Anxiety.

20. There is no significant difference among Hindu, Christian and Muslim students in Values such as Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health.

21. There is no significant difference among FC, BC and MBC students in Values such as Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health.
22. There is no significant difference among Boys, Girls and Co-education schools students in Values such as Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health.

23. There is no significant difference among Government, Aided and Unaided schools students in Values such as Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health.

24. There is no significant difference among Hindu, Christian and Muslim students in Personality Traits such as Self-concept, Temperament, Adjustment and Anxiety.

25. There is no significant difference among FC, BC and MBC students in Personality Traits such as Self-concept, Temperament, Adjustment and Anxiety.

26. There is no significant difference among Boys, Girls and Co-education school students in Personality Traits such as Self-concept, Temperament, Adjustment and Anxiety.

27. There is no significant difference among Government, Aided and Unaided school students in Personality Traits such as Self-concept, Temperament, Adjustment and Anxiety.

28. There is no significant relationship between

   a. Values and Self-concept
b. Values and Temperament

c. Values and Adjustment

d. Values and Anxiety

of Higher Secondary School students.

29. There is no significant relationship between Values and Self-concept of Higher Secondary School students with reference to Standards - XI and XII, Sex - Male and Female, Religion - Hindu, Christian and Muslim, Community - FC, BC and MBC, Nature of School - Men, Women and Co-education, Type of School - Government, Aided and Unaided, Location of School - Rural and Urban areas.

30. There is no significant relationship between Values and Temperament of Higher Secondary school students with reference to Standards - XI and XII, Sex - Male and Female, Religion - Hindu, Christian and Muslim, Community - FC, BC and MBC, Nature of School - Men, Women and Co-education, Type of School - Government, Aided and Unaided, Location of School - Rural and Urban areas.

31. There is no significant relationship between Values and Adjustment of Higher Secondary School students with reference to Standards - XI and XII, Sex - Male and Female, Religion - Hindu, Christian and Muslim, Community - FC, BC and MBC, Nature of School - Men, Women and Co-education, Type of School - Government, Aided and Unaided, Location of School - Rural and Urban areas.
32. There is no significant relationship between Values and Anxiety of Higher Secondary School students with reference to Standards - XI and XII, Sex - Male and Female, Religion - Hindu, Christian and Muslim, Community - FC, BC and MBC, Nature of School - Men, Women and Co-education, Type of School - Government, Aided and Unaided, Location of School - Rural and Urban areas.

1.16 POPULATION OF THE STUDY

The population of the study consists of higher secondary students in Kuzhithurai Educational District.

1.17 SAMPLE

The investigator has used random sampling technique for selecting the sample and the investigator randomly selected 281 students from nine schools of Kuzhithurai Educational District, which form the sample.

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<th>Name of the school</th>
<th>Number of Students Selected</th>
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<td>Govt. Girls' Higher Secondary School, Marthandam.</td>
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<td>3.</td>
<td>Govt. Higher Secondary School, Vilavancode.</td>
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<td>4.</td>
<td>St. Francis Higher Secondary School, Vencode</td>
<td>31</td>
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<tr>
<td>Sl. No.</td>
<td>Name of the school</td>
<td>Number of Students Selected</td>
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<tr>
<td>5.</td>
<td>St. Joseph's Higher Secondary School, Thirithuvapuram.</td>
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<td>6.</td>
<td>L.M.S. Boys' Higher Secondary School, Marthandam.</td>
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<td>7.</td>
<td>Sri Devi Girls' Higher Secondary School, Kollencode.</td>
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<td>8.</td>
<td>Child Jesus Matriculation Higher Secondary School, Unnamalakadai.</td>
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<td>9.</td>
<td>Sacret Heart Matriculation Higher Secondary School, Padanthalumoodu.</td>
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1.18. TOOLS USED IN THE STUDY

1. “Personal Values Questionnaire” (PVQ) with 10 dimensions developed by G.P Sheery and R.P Verman (1978).

2. “The Multi-Dimensional Personality Inventory” with six dimensions of personality traits constructed by Manju Rani Agarwal (1978). Self-concept, Temperament, Adjustment and Anxiety are the four dimensions of the inventory used by the investigator.

3. Personal data form.

1.19 LIMITATIONS OF THE STUDY

1. This study is confined to only Kuzhithurai Educational District.

2. The investigator has dealt with values of higher secondary school students in relation to their self-concept, temperament, adjustment and anxiety only.
3. There are different types of values but the investigator has taken for her study only the ten values like Religious Value, Social Value, Democratic Value, Aesthetic Value, Economic Value, Knowledge Value, Hedonistic Value, Power Value, Family Prestige Value and Health Value.
# REFERENCES

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<td>5</td>
<td>S.K Murthy</td>
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