Value Judgement Pattern Of The Higher Secondary School Students Of Kamrup District (Undivided) Of Assam In Relation To Social, Family, Power And Economic Value.

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Abstract: (Values occupy a significant place in human life. For a harmonious and stable social life, proper value judgement is necessary among the people. In other words the value judgement pattern reflects the stability of the society. In this study, an attempt has been made by the investigators to throw light on the value judgement pattern of the higher secondary school students as well as rural-urban differences in value judgement pattern in relation to social, family, power and economic value in Kamrup District (Undivided) of Assam For conducting the study, the descriptive survey method has been used as the research method. The study is based on primary source of data.

Keyword: Value Judgement Pattern, Social Value, Family Value, Power Value, Economic Value)

INTRODUCTION:

Man is a social being. In order to live a harmonious social life, some basic human values have to be imbibed. Values occupy a significant place in human life. Since the inception of the concept of society, human values have become a great matter of concern in social life. During the primitive stage of human evolution, people hardly thought about the values. But with the permanent settlement and with the beginning of social life, the values have gained the immense importance in mankind due to its practical importance.

Again, it is very important to note that values do not exist in space and time, but are established by judging qualities, events or actions from a personal point of view. Judgement of value which are made on objects, actions, events etc employ terms like 'good', 'bad', 'right', 'wrong' 'beautiful' 'ugly and so on. Judgement about good or bad exist only because people value certain things over others. Value judgement pattern decides the course of human life as a whole. Value judgement pattern very much decides the existing trend of the society. The stability of the society depends on the value judgement pattern of the people. Value judgement pattern means the judgement based upon a set of values as rightness or wrongness which is proposed for imitation.

STATEMENT OF THE PROBLEM:

The present problem has been stated as "Value Judgement Pattern of the Higher Secondary School Students of Kamrup District (Undivided) of Assam in relation to Social, Family, Power and Economic Value."

OPERATIONAL DEFINITION OF TERMS:

Value judgement pattern: The term pattern means anything proposed for imitation, that which is to be or is worthy to be. Again the term judgement means judging the rightness or wrongness of something. Accordingly, value judgement pattern here used to refer judgement based upon a set of values as rightness or wrongness which is proposed for imitation.

Social value: The satisfaction people get from friendship, love, family and memberships in groups are included in social values. Social values bring interaction with neighbours, community, society, nation and the world at large. Social values refer charity, kindness, love and sympathy for the people, sacrificing personal comforts etc.

Power value: Power value is defined as the desire to influence other and to control over people. It is the desirability to exercise authority over others. It is the conception of desirability of ruling over others and also of leading others.

Family value: Family values are associated with the family tradition. Family values indicate how we frame our personal life in our relationship with our family members to maintain harmony. It means the conception of the desirability of such items of behaviour, roles, functions and relationships which are considered as one's family status.

Economic value: An object is considered to have economic value if it commands a money price. Economic value is instrumental rather than intrinsic. This value stands for desire for money and material gain.

SIGNIFICANCE OF THE STUDY:

Higher secondary stage is considered as the formative period of human life. The students of higher secondary level belong to the adolescence stage of human life. The higher secondary stage covers the age group of 16 to 18-19 years. During this period values are imbibed by the

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students who are going to be the responsible citizen of tomorrow. Though different types of values are inculcated from early childhood stage, it becomes prominent during the adolescence period. As such it determines the manners, conduct as well as habits which become the basis for future life. There are different types of values which are not judged equally by all the students.

Most commonly the term value judgement refers to an individuals' opinion. An individual's opinion is formed to a large degree by their belief system and the culture to which they belong. In today's world emphasis is put on humanism, world peace as well as prosperity. All these situations depend upon how the younger generation gives preference to different values.

On the other hand it has been noticed that value deterioration is a major issue of concern in the present society. Especially the youths are seemed to be more inclined to certain values such as economic value and power value while some other basic human values such as social value, democratic value and family values have been less valued by people. In the present day materialistic society, people try to realise only the immediate goal in life, but not the long term goal i.e. peace, wisdom etc. So it is now high time to take up this issue seriously.

If we see the value judgement pattern of the adolescent students, we find that their value judgement is not always static as because their mind remain changing. This young generation prefers making less effort for more materialistic gain. They are more inclined towards the materialistic world. At the same time they are gradually detaching from the basic human values. As such a moral vacuum is being faced in the society and in the nation at large. This had led to various antisocial activities which spread disturbances and dislocation in social life. The ways in perceiving certain basic human values among the adolescent students create imbalance and instability in the society. This situation is not exception in Kamrup district (undivided) of Assam as because it has experienced the tremendous impact of modernization, westernization and globalization. The young generation easily get influenced by it and it is reflected in their value judgement pattern. It is necessary to build an integrated personality among the adolescents. For this, proper value judgement pattern is needed to be developed. So now; this is the need of the time to channelize properly the value judgement pattern of the youths in order to bring social stability. This might be possible if we come to know the value judgement pattern of the adolescent students. In this study an attempt has been made to know the value judgement pattern in relation to the social, family, power and economic value which are considered as some of the basic personal values. And these values very much influence human life. On the basis of this ground, this study has been considered as significant.

OJECTIVES OF THE STUDY:

1.To study the value judgement pattern of the higher secondary school students.
2. To compare the value judgement pattern between the student belonging to Rural and Urban Area.

HYPOTHESIS:

The investigators have made a null hypothesis related to the second objective of the study.
Ho- There is no significant difference regarding value judgement pattern between the student belonging to Rural and Urban Area.

DELIMITATION OF THE STUDY:

The present study is confined to the students of higher secondary schools of Kamrup (Undivided).
The present study is limited to the provincialised and Govt. Assamese medium higher secondary schools.
The present study is limited to the students of class XII only.
The present study is limited to four values- social, power, family and economic.

REVIEW OF RELATED LITERATURE:

Zaman (1982) in his study revealed that both urban and rural students were strongest in religious values and weakest in the social values. It is also found that rural students scored higher than the urban students.

Arnold (1984) made an investigation in his study of values of exceptional students during early adolescence which revealed that exceptional and non-exceptional adolescents had similar value hierarchies. Similar value patterns also existed among exceptional students in different categories.

Narad Anshu (2007) conducted a study on personal values of senior secondary school students of three cultural regions of Punjab namely Doaba, Majha and Malwa which revealed that the students of three cultural region of Punjab did not differ significantly with respect to religious, social, hedonistic and power values, but they differed significantly with respect to democratic, aesthetic, economic, family prestige and health values.
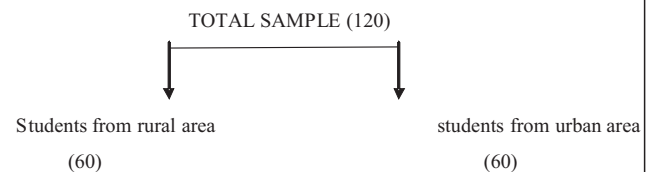
METHODOLOGY
METHOD OF THE STUDY:

Descriptive survey method has been followed in order to carry out the present investigation.

POPULATION AND SAMPLE OF THE STUDY:

All the students of class XII of the provincialised as well as Govt higher secondary schools of Kamrup District comprise the population of the present study. There are all total 56 higher secondary schools in Kamrup District (undivided). With the help of the purposive and stratified sampling technique the sample of the present study has been selected. For the present study, 120 higher secondary school students have been selected as the sample.

TOTAL SAMPLE (120)

Students from rural area (60)   students from urban area (60)

TOOL USED:

Personal Values Questionnaire (PVQ) By- Dr. G.P Sherry & (Late) Prof R.P Verma has been used to collect data.

In this scale the value pattern has been interpreted as very high, high, average, low and very low.

STATISTICAL TECHNIQUE:
The statistical techniques used in the study are-
1. Percentile rank
2. Percentage
3. t-test

ANALYSIS AND INTERPRETATION:

Analysis and Interpretation of Objective-1

Table-1
Value judgement pattern of the higher secondary school students regarding Social Value.

Percentile Rank	Total no. of students	Percentage	Interpretation
93 & above	11	9.17%	Very high
71 – 92	38	31.67%	High
30 – 70	46	38.33%	Average
8 – 29	16	13.33	Low
7 & below	9	7.5%	Very low
TOTAL	120	100	

From the Table-1, it is revealed that 9.17% students have very high level of value judgement pattern, 31.67% students have high level of value judgement pattern, 38.33% students have average level of value judgement pattern, 13.33% students have low level of value judgement pattern and 7.5% students have very low level of value judgement pattern.

Table-2:
Value judgement pattern of the higher secondary school students regarding Family Value.

Percentile Rank	Total no. of students	Percentage	Interpretation
93 & above	18	1 5%	Very high
71 - 92	20	16.67%	High
30 - 70	44	18.33%	Average
8 - 29	22	36.67%	Low
7 & below	16	13.33%	Very low
TOTAL	120	100%	

From the Table-2, it is revealed that 1.5% students have very high level of value judgement pattern, 16.67% students have high level of value judgement pattern, 18.33% students have average level of value judgement pattern, 36.67% students have low level of value judgement pattern and 13.33% students have very low level of value judgement pattern.

Table -3:
Value judgement pattern of the higher secondary school students regarding Power Value.

Percentile Rank	Total no. of students	Percentage	Interpretation
93 & above	8	6.67%	Very high
71 - 92	23	43.33%	High
30 - 70	52	19.17%	Average
8 - 29	30	25%	Low
7 & below	7	5.83%	Very low
TOTAL	120	100%	

From the Table-3, it is revealed that 6.67% students have very high level of value judgement pattern, 43.33% students have high level of value judgement pattern, 19.17% students have average level of value judgement pattern, 25% students have low level of value judgement pattern and 5.83% students have very low level of value judgement pattern.

Table-4:
Value judgement pattern of the higher secondary school students regarding Economic Value.

Percentile Rank	Total no. of students	Percentage	Interpretation
93 & above	7	5.83%	Very high
71 - 92	26	41.67%	High
30 - 70	50	21.67%	Average
8 - 29	27	22.5%	Low
7 & below	10	8.33%	Very low
TOTAL	120	100%	

From the Table-4, it is noticed that 5.83% students have very high level of value judgement pattern, 41.67% students have high level of value judgement pattern, 21.67% students have average level of value judgement pattern, 22.5%students have low level of value judgement pattern and 8.33% students have very low level of value judgement pattern.

Analysis and Interpretation of Objective-2

Table-5:

Value judgement pattern between the students belonging to Rural and Urban Area.
Ho: There is no significant difference between regarding value judgement pattern between the students belonging to Rural and Urban Area.

Sl. No	Values	Area	N	Mean	SD	t-Value	Remark
1	Social	Rural	60	10.73	2.407	0.26	Not Significant
		Urban	60	10.83	1.818		
2	Family	Rural	60	13.17	4.662	0.38	Not Significant
		Urban	60	13.53	4.338		
3	Power	Rural	60	9.43	2.432	1.99	Significant
		Urban	60	10.53	2.510		
4	Family	Rural	60	12.87	2.649	0.22	Not Significant
		U	60	13.17	2.282		

1.Regarding social value, it is observed that the Mean and SD of the rural areas are 10.73 and 2.407 respectively whereas the Mean and SD of urban area are 10.83and 1.818 respectively. The obtained t- value is 0.26. Thus, it indicates the t-value is not significant at 0.05 level. Here the null hypothesis has been accepted.

2.Regarding family value, it is observed that the Mean and SD of the rural areas are 13.17and 2.432respectively whereas the Mean and SD of urban area are 13.53and 4.334 respectively. The obtained t- value is 0.38. Thus, it indicates the t-value is not significant at 0.05 level. Here the null hypothesis has been accepted.

3.Regarding power value, it is observed that the Mean and SD of the rural areas are 9.43 and 2.432 respectively whereas the Mean and SD of urban area are 10.53and 2.510 respectively. The obtained t- value is 1.99. Thus, it indicates the t-value is significant at 0.05 level. Here the null hypothesis has not been accepted.

4.Regarding economic value, it is observed that the Mean and SD of the rural areas are 12.87 and 2.649respectively whereas the Mean and SD of urban area are 13.17and 2.282 respectively. The obtained t- value is 0.22. Thus, it indicates the t-value is not significant at 0.05 level. Here the null hypothesis has been accepted.

FINDINGS OF THE STUDY:
1.It is found that most of the students (38.33%) have average level of value judgement pattern regarding social value.
2.In case of family value, it is found that most of the students (36.67%) have low level of value judgement pattern and very few numbers of students (1.5%) have very high level of value judgement pattern.
3.In case of power value, most of the students (43.33%) have high level of value judgement pattern whereas less numbers of students (5.83%) have low level of value judgement pattern.
4.In case of economic value, most of the students (41.67%) have high level of value judgement pattern.
5.Regarding social value, it is found that there is no significant difference between students belonging to rural area and urban area.
6.Regarding family value, it is found that there is no significant difference between students belonging to rural area and urban area.
7.Regarding power value, it is found that there is significant difference between students belonging to rural area and urban area.

8.Regarding economic value, it is found that there is no significant difference between students belonging to rural area and urban area.

CONCLUSION:
In this study an attempt was made to find out the value judgement pattern of the secondary school students in relation to four values i.e. social, family, power and economic value rural-urban difference regarding value judgement pattern. In this study it is observed that in case of power and economic value their value judgement pattern is higher than the social and family value. And also only in one value i.e. power value, we observed significant difference between students belonging to rural area and urban area. As we know that for a stable and harmonious social life, the basic human values need to be valued properly. So for the higher secondary school students some guidance and counselling programmes should be organized in order to channelize their value judgement pattern properly.

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