

ATTITUDE OF SECONDARY STUDENTS TOWARDS SOCIAL VALUE

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ABSTRACT

The study aims to investigate the relationship between a person's social values and his attitudes towards the institution of advertising. Value is a measure of the importance a person attaches to something or someone; our value is often reflected in the way we live. An attitude is a way a person expresses or applies their beliefs and values, and is expressed through words and behaviour. The present study is a survey on the psychological sphere of school students who are expected to possess motivation in the form of attitude towards social value it seeks to explore, in particular. In the present study, the investigator tried his best to study the development of social values of secondary students. This study uses descriptive survey research to describe, explain and interpret what existed on that time concerning with the research problem. The findings of the study proves that there is no significant difference between Boys but there is a significant difference between Rural Girls and urban Girl Students' attitudes towards social values.

Keywords: Attitude, Value Education, Secondary Students, Social Values

INTRODUCTION

Attitudes are formed concerning situations, persons or groups with which an individual comes in contact in course of the growth and development of his personality. Social value is the quantification of the relative importance that people place on the changes they experience in their lives. It is important to consider and measure this social value from the perspective of those affected by an organisation's work. The study measures social values or social orientation, an attitude scale which is made up of a series of statements about various effects of advertising, and a series of

descriptions of the situation in which the possibility of conflict occurs through the higher secondary students of male and female, & rural and urban area. A value is a measure of the importance a person attaches to something or someone. Our value is often reflected in the way we live. Social value is essentially related to education. The prime purpose of education is to develop the social value in young generation, who are important in the field of natural reconstruction of any country or any Nation social value. An attitude is a way a person expresses or applies their beliefs and values, and is expressed through words and behaviour. We believe that social value has a huge potential to help us and to change the way we understand the world around us, and make decisions about where to invest resources. So, it is very important to develop social value among adolescents, mainly among high school children.

DEFINE OF OPERATIONAL TERMS

The definitions of various technical terms have been given below :

Attitude: Attitudes are formed concerning situations, persons or groups with which an individual comes in contact in course of the growth and development of his personality. Four major components of attitude are (1) Affective: emotions or feelings. (2) Cognitive: belief or opinions [held](#) consciously. (3) Conative: inclination for action. (4) Evaluative: positive or negative [response](#) to [stimuli](#).

Secondary students: A secondary school institution for students during the period from ages 11 to 18. Read on to learn more about secondary schools. Secondary education covers children aged 14 to 18, a group comprising 8.85 crore children according to the 2001 Census of India. The final two years of secondary schooling are often called higher secondary (H.S), senior secondary, or simply the “+2” stage.

Social value: Social values form the main part of the culture of the society. Social Values such as politics, religion, love, peace, friendship, economics, aesthetics, rationality, sacrifice, individuality, equality, democracy etc. We believe that social value has a huge potential to help us change the way we understand the world around us, and make decisions about where to invest the resources. By changing the way, we account for value since we believe that we will end up with a world with more equality and a more sustainable environment. Examples of social value might be the value we experience from increasing our confidence, or from living next to a community park.

OBJECTIVES OF THE STUDY

The objectives of this research work are stated below: -

- To examine the difference between Secondary Level boys’ and girls students’ attitudes

toward social values.

- To investigate the difference of social values between secondary level rural and urban male students.
- To study investigate the difference of social values between secondary level rural boys and urban boys' students.
- To explore the difference of social values between secondary level rural girls and rural girls' students.
- To the difference between secondary rural boys and urban girls' students.
- To investigate the difference of social values between secondary rural girls and urban boys' students.

THE REVIEW OF RELATED LITERATURE:

Ghosh (2017) have studied the development of social values of secularism among school children through a planned programme of teaching. She used the standardized text of Ghosh (77) by taking an experimental project for three months with the students of class VIII. The following hypothesis was tested, Value score one secularism the high achievers will be significantly different from that of the low achievers concerning their general academic achievement.

Bhattacharya (2016) worked on "A study of values of girls of secondary school in Chakdaha" zone of Kalyani sub-Division. The school were selected from an urban area and the investigation intended to study the value of girls. The class selected for applying tools were classes VI, VIII, and X and tools were applied to two hundred students. Values tests for girls and value tests for adults were used as a tool.

Kuley (2013) in her study on values shows that the investigator constructed and standardised two value tests. A test of value for the school students of West Bengal, and A test values for adult population values under the study where honesty, respect to senior, co-operation, conformity to school rules, locality sincerity and doubtfulness. The existing standard of value in high school boys is lower than what is expected of them in a country like India which has a very high tradition in regard to values. Values differ significantly between the high school boys of rural industrial and urban area.

Singh (2015) in a study on the impact of student attitude towards social media uses education on their academic performance. The primary focus of the paper is to examine the relationship between

students' beliefs and attitudes toward social media use in education on their academic performance. By focusing on development a positive attitude towards the usage of social media among students and faculty, management institutions can help in improving the academic performance of the students. This likely occurs because students develop holistic learning by sharing their knowledge over social media due to which their academic performance improves.

STATEMENT OF THE PROBLEM

A child, from birth to death interacts with the many other members of his school environment, home environment and social environment. This interaction helps to form the social value system of children. So, the inside or outside school environment is very important to discuss with regards to the social value of adolescents mainly high school children, for this reason, the researcher considering his problem stated as: "Attitudes of Secondary Students towards Social Value".

HYPOTHESIS OF THE STUDY

Following the research, the hypothesis is prepared to conduct the research study

H₁: There is no significant difference in the attitude between boys' and girls' students towards social values.

H₂: There is no significant difference in the attitude between rural and urban students towards social values.

H₃: There is no significant difference in the attitude between rural boys and urban boys towards social values.

H₄: There is no significant difference in the attitude between rural girls and urban girls towards social values.

H₅: There is no significant difference in the attitude between rural boys and urban girls towards social values.

H₆: There is no significant difference in the attitude between rural girls and urban boys towards social values.

METHODOLOGY

Method : Education research involves the fundamental of observation, description, analysis and explain what happened under a certain circumstances and situations stated by koul (2010, p. 78). This study uses of descriptive survey research to describe, explain and interpret what existed on that time concerning with the research problem.

Sample design : For this study, the sample size consists of 193 students which were randomly and accidental/incidentals sampled from Murshidabad District in West Bengal. The process of selecting an individual from a population is known as sampling. These two methods of sampling random and accidental/ incidental sampling is selected by the investigator.

Table-1: A Study of Sample Size:

Rural Areas	Boys	44	96
	Girls	52	
Urban areas	Boys	49	97
	Girls	48	
Total			193

Variables of the study: There are two types of variables, On the one hand, is an independent variable, and on the other hand, is a dependent variable.

The independent categorical variables were considered in the study:

Areas (Rural and Urban),

Gender (Male and Female)

The dependent variables were considered for the study:

The social values of the students.

The intervening variables were considered in the study:

- Learner characteristics
- Type of School
- Home environment

Tools development: Having completed the construction of (the questionnaire) the process of sampling is administered on the form 22th April 2021. To develop any kind of tools, the investigator has to emphasize the two-dimension are Reliability and Validity. Investigator considers here the construct validity & face validity of the test validation and this was done by an expert. The value of the coefficient correlation is 0.67.

Scoring procedures:

The scoring is made with the help of the scoring key – For positive statements, a five-point of Likert scale is followed in scoring the responses of the students to each item. The Investigator answered the response as follows:

I) For a response - strongly agree with award 5.

II) For a response - agree to award 4.

III) For a response - undecided award 3.

IV) For a response - disagree award 2.

V) For a response - strongly disagree award 1.

ANALYSIS AND INTERPRETATION

In this study, the data were analyzed by employing Descriptive statistics. This part presents the analysis and interpretation through descriptive statistics by taking into consideration the score of the variable.

Table-2: Mean (M) and standard deviation (SD) of students' scores:

Sample	No of student	Mean (M)	SD
Boys	93	188.08	24.55
Girls	100	193.56	30.21
Rural	96	194.18	32.18
Urban	97	187.69	22.09
Rural Boys	44	187.43	28.35
Rural Girls	52	199.90	34.07
Urban Boys	49	188.67	20.53
Urban Girls	48	186.68	25.53
Total students	193	190.92	27.76

Inferential statistics: This part presents the analysis and interpretation of inferential statistics by taking into consideration the score of the variable.

Table-3: 't-test' of students' scores:

Groups	SEd	Degree of freedom	't-value'
Boys (93) and Girls (100)	4.00	191	1.37
Rural (96) and Urban (97)	3.99	191	1.62
Rural Boys (44) and Urban Boys ((49)	5.15	91	0.24
Rural Girls (52) and Urban Girls (48)	5.96	98	2.22
Rural Boys (44) and Urban Girls (48)	5.48	90	0.14
Rural Girls (52) and Urban Boys (49)	5.70	99	1.97

TESTING OF HYPOTHESIS

HYPOTHESIS-1 (H_{01}): There is no significant mean difference between boys' and girls' students towards social value.

Table No-4

Groups	Mean score	Standard Deviation	Mean difference	SEd	df	't' value
Boys (93)	188.08	24.55	5.48	4.00	191	1.37*
Girls (100)	193.56	30.22				

*Not Significant. (0.05)

Analysis: The findings of the t-value have revealed here statistical not a significant difference ($t=1.37$) between boy and girl students' attitudes towards social value. This is not significant and the 't' value

indicates that there is no remarkable difference between these two groups under the study.

Interpretation: Based on the above analysis of the 1st null hypothesis (H_{01}) is not rejected. It means that there are no significant differences between boys and girls student's attitudes towards social values.

Hypothesis-2 (H_{02}): There is no significant difference between rural and urban students towards social value.

Table No-5

Groups	Mean score	Standard Deviation	Mean difference	SEd	df	t' value
Rural (96)	194.18	32.18	6.49	3.99	191	1.62*
Urban (97)	187.69	22.08				

*Not Significant. (0.05)

Analysis: The findings of the t-value have revealed here statistical no significant difference ($t=1.62$) between rural and urban student's attitudes towards social value. The 't' value indicates that there is no remarkable difference between these two groups under the study.

Interpretation: Based on the above analysis of the 2nd null hypothesis (H_{02}) is not rejected. It means that there are no significant differences between rural and urban student attitudes towards social values.

Hypothesis-3 (H_{03}): There is no significant difference between rural boys and urban boys students towards

Table No-6

Groups	Mean score	Standard Deviation	Mean difference	SEd	df	t' value
Rural boys (44)	187.43	28.35	1.24	5.15	91	0.24*
Urban Boys (49)	188.67	20.53				

*Not Significant. (0.05)

Analysis: The findings of the t-value have revealed here statistical not a significant difference ($t=0.24$) between rural boys and urban boys students' attitudes towards social value. The 't' value indicates that there is no remarkable difference between these two Groups under the study.

Interpretation: Based on the above analysis of the 3rd null hypothesis (H_{03}) is rejected. It means that there are no significant differences between rural boys and urban boys' attitudes towards social values.

Hypothesis-4 (H_{04}): There is no significant difference between rural girls and urban girls students towards social Value.

Table No-7

Groups	Mean score	Standard Deviation	Mean difference	SEd	df	't' value
Rural girls (52)	199.90	34.07	13.22	5.96	98	2.22*
Urban Girls (48)	186.68	23.53				

*Significant. (0.05)

Analysis: The findings of the 't'-value have revealed here statistically significant difference ($t=2.22$) between rural girls' and urban girls' student attitudes towards social value. This is significant and the 't' value indicates that there is no remarkable difference between these two groups under the study.

Interpretation: Based on the above analysis of the 4th null hypothesis (H_{04}) is rejected. It means that there is a significant difference between rural girls' and urban girls' students' attitudes towards social values.

Hypothesis-5 (H_{05}): There is no significant difference between rural boys and urban girls students in social value.

Table No-8

Groups	Mean score	Standard Deviation	Mean difference	SEd	df	't' value
Rural Boys (44)	187.43	28.35	0.75	5.47	90	0.14*
Urban Girls (48)	186.68	23.53				

*Not Significant. (0.05)

Analysis: The findings of the t-value have revealed here statistical no significant difference ($t=0.14$)

between rural boys and urban girls students' attitudes towards social value. The 't' value indicates that there is no remarkable difference between these two Groups under the study.

Interpretation: Based on the above analysis of the 5th null hypothesis (H_{05}) is not rejected. It means that there is no significant difference between rural boys and urban girls student attitudes towards social values.

Hypothesis-6 (H_{06}): There is no significant difference between rural girls and urban boys students in social value.

Table No-9

Groups	Mean score	Standard Deviation	Mean difference	SEd	df	't' value
Rural Girls (52)	199.90	34.07	11.23	5.70	99	1.97*
Urban Boys (49)	188.67	20.53				

*Significant. (0.05)

Analysis: The findings of the 't'-value have revealed here statistically significant difference ($t=1.97$) Between Rural girls' and urban boys' student attitudes towards social value. This is Significant and the 't' value indicates that there is a remarkable difference between these two Groups under the study.

Interpretation: Based on the above analysis of the 6th null hypothesis (H_{06}) is rejected. It means that there is a significant difference between rural girls' and urban boys' student attitudes towards social values.

FINDINGS OF THE STUDY

The findings of the study are taken from the above analysis portion, there is no significant difference between Boys and Girls Students' attitude toward secondary Students towards Social Value and similarly there are no significant differences between rural and urban Student attitudes towards social values. But there is a significant difference between Rural Girls' and urban Girls Students' attitudes towards social values and similarly there is a significant difference between Rural girls and Urban boys students' attitudes towards social value.

CONCLUSION

We believe anyone can start to account for their social value, no matter the size of the organization or the number of resources available. Value education must include same acquisitions

independently from gender and local towards all students and aim to gain fundamental values of the society. Individuals lay the foundations of values education in family via what they see from parents and siblings.

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