

# **“A Comparative Study of Impact of Values on the Level of Adjustment in Higher Secondary Students of Government and Non-Government Institutions of Raipur Town”**

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## **Abstract:-**

The present study entitled “A Comparative Study of Impact of Values on the Level of Adjustment in Higher Secondary Students of Government and Non-Government Institutions of Raipur Town” was undertaken to examine the relationship between personal values and the level of adjustment among higher secondary students. Values play a significant role in shaping an individual’s behaviour, attitudes, and personality, while adjustment is essential for maintaining psychological, social, emotional, and educational well-being. During adolescence, students face various developmental challenges, making the study of values and adjustment particularly important. The main objectives of the study were to compare the value orientations and adjustment levels of students studying in government and non-government institutions and to investigate the influence of values on their adjustment. A descriptive survey method was employed for the study. A representative sample of higher secondary students from selected government and non-government institutions of Raipur Town was chosen through appropriate sampling techniques. Standardized tools were used to measure students’ values and adjustment levels. The collected data were analyzed using suitable statistical techniques such as mean, standard deviation, correlation, and t-test. The findings revealed that values have a significant impact on the adjustment level of higher secondary students. Students possessing higher moral, social, and personal values demonstrated better adjustment in educational, emotional, social, and family settings. The study also found noticeable differences between students of government and non-government institutions in terms of value orientation and adjustment levels. Non-government institution students showed comparatively higher levels of adjustment and value development, although variations existed across different dimensions.

**Keywords:**

Values, Level of Adjustment, Higher Secondary Students, Government Institutions, Non-Government Institutions, Comparative Study, Educational Psychology, Student Adjustment, Personal Values, Social Adjustment, Emotional Adjustment, Academic Adjustment.

**Introduction: -**

“Education is not preparation for life; education is life itself.” -John Dewey “Education is the most powerful weapon which you can use to change the world.”- Nelson Mandela

Education is one of the most significant instruments for the overall development human beings and society. It is not confined merely to reading, writing, and arithmetic, but extends to the development of knowledge, skills, values, attitudes, and character. Education helps individuals to distinguish between right and wrong, develop rational thinking, and cultivate moral and social responsibilities. It liberates individuals from ignorance, superstition, prejudice, and narrow-mindedness and enables them to become responsible and productive citizens of society.

Education plays a vital role in shaping the personality and behaviour of an individual. It develops intellectual abilities, emotional stability, moral values, and social adjustment. Through education, individuals acquire knowledge about the past, understand the present, and prepare themselves for future challenges. Therefore, education is essential for the all- round development of human personality and for the progress of society as a whole.

**Need of values education:-**

“Education is the manifestation of the perfection already in man.” -

Swami Vivekananda

NPE (1992) emphasized Value Education as an integral part of school curriculum. It highlighted the values drawn from national goals, universal perception, ethical consideration and character building. It stressed the role of education in combating obscurantism, religious fanaticism, exploitation and injustice as well as the inculcation of values.

The Indian Education Commission (1964- emphasized Value Education as an integral Part of school curriculum. It highlighted the values drawn from 65) said,” While a combination of ignorance with goodness may be futile, that of knowledge with a lack of essential values may be dangerous”, Value Education is education in values and education towards the inculcation of values.

**NEP 2020:-**

Early childhood education: The policy emphasizes the criticality of the early years and aims to ensure quality early childhood care and education for all children between 3-6 years by 2025 with significantly increased investment and new initiatives.

Foundational literacy and numeracy: There will be special attention paid to early language and mathematics in Grades The policy aims to ensure that every student in grade 5 and beyond must achieve foundational literacy and numeracy by 2025.

Curriculum and pedagogy: New developmentally-appropriate curriculum and pedagogical structure for school education based on principles of brain development and learning has been developed based on a 5+3+3+4 design. There will be equal emphasis on all subjects- science, social sciences, art, languages, sports, mathematics with the integration of vocational And academic streams in schools.

### **Objectives of the Study:-**

- The objectives of the present study are as follows:
- To identify the values among higher secondary students.
- To study the level of adjustment among higher secondary students.
- To compare the impact of values on adjustment among students of government and Non-government institutions.
- To examine the relationship between values and adjustment among higher secondary

### **Hypotheses:-**

- H1 There will be a significant difference in the values of boys and girls studying in government schools.
- H2 There will be a significant difference in the values of non-government school boys d government school boys.
- H3 There will be a significant difference in the values of non-government school girls.

### **Delimitations of the Study:-**

Every research study has certain limitations and boundaries within which the investigation is conducted. Due to limitations of time, resources, and feasibility, the present study was Delimited in the following ways:

- Study was confined to Raipur Town in Chhattisgarh.
- The study was limited to students studying at the higher secondary level.
- Only students of Class XI were included in the study.
- The sample size of the study was limited to 120 students.
- Only six schools were selected for the study, including three government schools a three non-government schools.

### **Method of Research:-**

The present investigation is based on the descriptive survey method. The survey method is considered appropriate for studies that aim to collect information regarding existing conditions,

attitudes, behaviours, and relationships among variables. The descriptive survey method helps in collecting data from a large group of respondents and enables the researcher to analyze and interpret the present status of the problem under Investigation. The present study adopted the descriptive survey method because it enabled the researcher to study the values and adjustment levels of higher secondary students systematically and Comparatively.

### **STATISTICAL ANALYSIS OF DATA:-**

It is virtually impossible to complete a scientific analysis without using some form of statistical processing. This may involve depicting differences by complicated inferential statistics such as the analysis of variance and analysis of covariance technique. Each statistical method is based upon its own or specific assumption regarding the sample, population and research conditions.

### **SAMPLING TECHNIQUE:-**

Sampling is an important aspect of research because it is often not possible to study the entire population.

The present study employed the probability sampling method, specifically random sampling technique.

In stratified random sampling, the population is divided into different groups samples are selected randomly from each group.

### **Tools Used for Data Collection:-**

The following standardized tools were used for collecting data:

1. Study of Values Test (SVT)

2. The Study of Values Test (Hindi Version) developed by Dr. R.K. Ojha and Dr. Mahesh Bhargava was used to measure values among students.

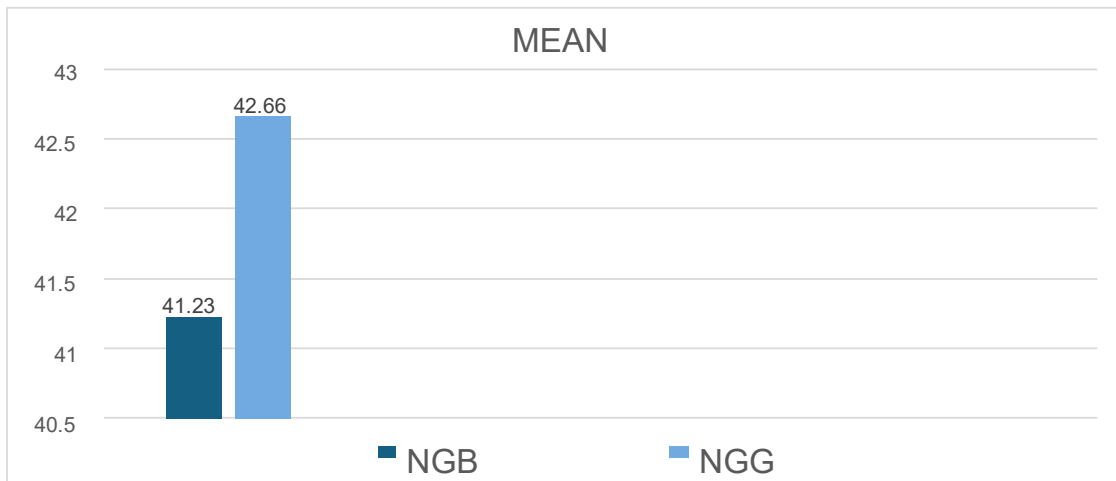
The test measures six dimensions of values:

- ▶ Theoretical Value
- ▶ Economic Value
- ▶ Aesthetic Value
- ▶ Social Value
- ▶ Political Value
- ▶ Religious Value

### **ANALYSIS OF DATA:-**

It is virtually impossible to complete a scientific analysis without using some form of statistical processing. This may involve depicting differences by complicated inferential statistics such as the analysis of variance and analysis of covariance technique. Each statistical method is based upon its own or specific assumption regarding the sample, Population and research conditions.

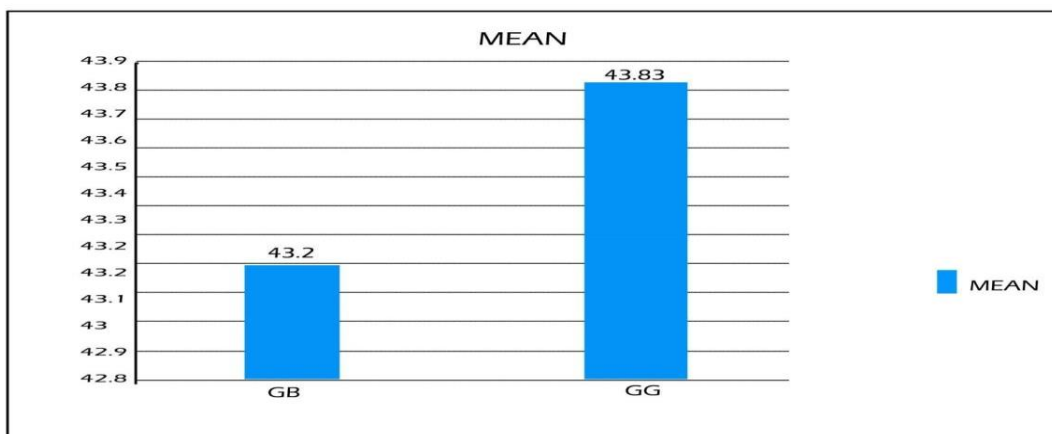
**BAR DIAGRAM - 1**



**Bar diagram showing comparison of means of Social values of Boys & Girls studying in Non - Govt. School.**

**H2-There will be significant difference in the Social Values of Boys & Girls studying in Govt. School.**

**BAR DIAGRAM - 2**



**Bar diagram showing comparison of means of Social values of Boys & Girls studying in Govt. School**

**H3 - There will be significant difference in the Social Values of Non. Govt. School Boys & Govt. School Boys.**

**BAR DIAGRAM - 3**



**Bar diagram showing comparison of means of Social values of Non-Govt. School Boys and Govt. School Boys.**

**H4- There will be significant difference in The Social Values of Non. Govt. School Girls & Govt. School Girls.**

**FINDING AND CONCLUSION :**

The study found that values have a significant impact on the level of adjustment among higher secondary students. Students with higher positive values showed better adjustment in personal, social, educational, and emotional areas. Higher secondary students of both government and non-government institutions showed differences in their adjustment levels. Students from non-government institutions were found to have comparatively better adjustment levels than students from government institutions, which may be influenced by educational environment, facilities, and support systems. There was a significant relationship between value orientation and adjustment level among students. Positive values such as social values, moral values, and educational values contributed to better adjustment. Female and male students showed differences in their adjustment patterns, indicating that gender may influence the adjustment process.

The present study entitled “A Comparative Study of Impact of Values on the Level of Adjustment in Higher Secondary Students of Government and Non-Government

Institutions of Raipur Town” was conducted to examine the relationship between values and adjustment among higher secondary students. The study highlights that values play an important role in shaping students’ behaviour, personality development, decision-making ability, and their capacity to adjust with family, school, peers, and society. The findings indicate that students with positive values such as social responsibility, moral values, cooperation, discipline, and self-confidence show better levels of adjustment in different areas of life. Values help students develop emotional stability, better interpersonal relationships, and effective problem-solving skills. The comparison between government and non-government institution students shows variations in adjustment levels, which may be influenced by educational environment, family background, resources, and social conditions. The study concludes that developing strong values among students is essential for improving their overall adjustment and academic as well as personal growth. Educational institutions should focus not only on academic achievement but also on value education, counselling, and personality development programmes to help students become well-adjusted individuals. Thus, values have a significant impact on the adjustment level of higher secondary students, and promoting positive values can contribute to the healthy development of students in both government and non-government institutions.

#### **SUGGESTION AND RECOMMENDATION:**

“A Comparative Study of Impact of Values on the Level of Adjustment in Higher Secondary Students of Government and Non-Government Institutions of Raipur Town”

#### **Based on the findings of the study, the following suggestions can be made:**

Value education should be included in the school curriculum to develop moral, social, and personal values among higher secondary students. Schools should organize guidance and counselling programmes to help students improve their adjustment skills and deal effectively with academic, social, and emotional challenges. Teachers should play an active role in developing positive values among students through classroom activities, discussions, and role modelling. Parents and teachers should maintain effective communication to understand students’ problems and support their overall development. Co-curricular activities such as group discussions, community service, and leadership programmes should be encouraged to improve social adjustment and confidence among students.

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