

To compare ECONOMIC values of C.B.S.E. & U.P. Board Higher secondary Students

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ABSTRACT: Values refer to objects that we people cherish and desire and consider them desirable and worthy of acquisition. These may include material objects like food, clothing, and shelter etc, and abstract qualities and ideas like truth, beauty, goodness, happiness, peace, Punctuality, justice etc. The value dimensions indentified by several knowledge legends differ much in number and nature. Some values are common in some form or the other in the list of several, expert, such as knowledge (Theoretical) social, economic, aesthetic, religious, power, love, moral and respect. There is a considerable amount of overlapping in nature and denomination of values, which are widely recognized and tried.

Key Words: punctuality, justice, denomination of values.

Through satisfaction of psychological drive though satisfaction of emotional experience though association of something with the love of approval of person whose love and approval is desired. Though inculcation by someone in authority. Through reasoning of reflectivethinking. Through concrete reward and punishment. Still other approaches dealing with the process of value acquisition concern themselves with encouraging the child to think feel about the various alternatives present and come to his own decisions.

The value dimensions indentified by several knowledge legends differ much in number and nature. Some values are common in some form or the other in the list of several, expert, such as knowledge (Theoretical) social, economic, aesthetic, religious, power, love, moral and respect. There is a considerable amount of overlapping in nature and denomination of values, which are widely recognized and tried.

The value changes have many facts basically originating from personal value. The changes takes place in a person from childhood to the beginning of the adulthood, from one situation to another, between the person's in one situation, between the persons in different situations and so in institutions from time to time. A few examples in difference of views either between the individual or in an individual in different times would illustrate the views more clearly. Such as the use of fireworks is a matter of joy to some people and a wasteful and harmful act to some other people. The difference in outlook may be due to several reasons those are responsible for bringing changes in values.

OBJECTIVES:

1. To compare C.B.S.E Higher secondary students & U.P Board Higher secondary students with respect to economic value.
2. To compare C.B.S.E Higher secondary Boys & U.P. Board Higher secondary Boys with respect to economic value.
3. To compare C.B.S.E Higher secondary Girls & U.P. Board Higher secondary Girls with respect to economic value.
4. To compare C.B.S.E Higher secondary Boys & C.B.S.E Higher secondary Girls with respect to economic value.
5. To compare U.P Higher secondary Boys & U.P. Board Higher secondary Girls with respect to economic value.

HYPOTHESIS:

1. C.B.S.E Higher secondary students & U.P. Board Higher secondary students do not differ significantly with respect to their Economic value.
2. C.B.S.E Higher secondary Boys & U.P. Board Higher secondary Boys do not differ significantly with respect to their Economic value.
3. C.B.S.E Higher secondary Girls & U.P. Board Higher secondary Girls do not differ significantly with respect to their Economic value.
4. C.B.S.E Higher secondary Boys & C.B.S.E Higher secondary Girls do not differ significantly with respect to their Economic value.

5. U.P. Board Higher secondary Boys & U.P. Board Higher secondary Girls do not differ significantly with respect to their Economic value.

METHOD OF STUDY

The present study has been planned and implemented under a descriptive framework. It aims at investigating the values of higher secondary school students studying in C.B.S.E & U.P Board. The descriptive survey study concern with conditions, relationship that are exist, opinion that are held and the process that are going on, effects that evident or the trends that are developing. Therefore, the research found it justifiable to use descriptive survey method for the present study.

RESULTS:

Table-1

Significance of difference between mean *Economic values* scores of C.B.S.E. & U.P. Board Higher secondary students.

S.N	Groups	No.	Mean	Dm	S.D.	t-value	P
1-	C.B.S.E. (H.S.) Students	200	10.04	0.20	3.143	0.646	N.S.
2-	U.P. Board (H.S.) Students	200	9.84		3.050		

It is clear from the table no 1 that there is no significant difference between Economic value scores of C.B.S.E. & U.P. Boards Higher secondary students with t- values 0.646. The difference of mean between C.B.S.E. & U.P. Boards higher secondary students is not significant. Hence the hypothesis No 1 is accepted.

Table-2

Significance of difference between mean *Economic value* score of C.B.S.E. & U.P. Boards Higher secondary Boys.

S.N	Groups	No.	Mean	Dm	S.D.	t-value	P
1-	C.B.S.E. (H.S.) Boys	100	9.79	1.01	3.519	2.138	.05
2-	U.P. Board (H.S.) Boys	100	8.78		3.151		

By observing Table No. 2 we can say that there is a significant difference exist between Economic value scores of C.B.S.E. & U.P. Boards higher secondary boys, the t- value of above scores is 2.138. The difference of mean between C.B.S.E. & U.P. Boards higher secondary boys is significant at .05 level. Hence the hypothesis No 2 is rejected.

Table-3

Significance of difference between mean *Economic value* score of C.B.S.E. & U.P. Boards Higher secondary Girls.

S.N	Groups	No.	Mean	Dm	S.D.	t-value	P
1-	C.B.S.E. (H.S.) Girls	100	10.29	0.61	2.692	1.649	N.S.
2-	U.P. Board (H.S.) Girls	100	10.90		2.596		

The Table No 3 ensures that there is no significant difference of Economic value scores of C.B.S.E. & U.P. Boards Higher secondary Girls which consist t- value 1.649. The difference of mean between C.B.S.E. & U.P. Boards Higher secondary Girls is not significant. Hence the hypothesis No. 3 is accepted.

Table-4

Significance of difference between mean *Economic value* score of C.B.S.E. Higher secondary Boys & Girls.

S.N	Groups	No.	Mean	Dm	S.D.	t-value	P
1-	C.B.S.E. (H.S.) Boys	100	9.79	0.50	3.519	1.128	N.S.
2-	C.B.S.E. (H.S.) Girls	100	10.29		2.692		

On the basis of Table No 4 we found no significant difference between Economic value scores of C.B.S.E. Higher secondary Boys & Girls where t-values is 1.128. The difference of mean between C.B.S.E. Higher secondary Boys & Girls is not significant. Hence hypothesis No. 4 is accepted.

Table-5**Significance of difference between mean *Economic value* score of U.P. Boards Higher secondary Boys & Girls.**

S.N	Groups	No.	Mean	Dm	S.D.	t-value	P
1-	U.P. Board (H.S.) Boys	100	8.78	2.12	3.151	5.241	.01
2-	U.P. Board (H.S) Girls	100	10.90		2.536		

Table No. 5 indicates clearly that there is a significant difference between Economic values scores of U.P. Board Higher secondary Boys & Girls, which consist t-value 5.241. The difference of mean between U.P. Board Higher secondary Boys & Girls is significant at .01 level. Hence hypothesis No. 5 rejected.

FINDINGS:

The analysis of comparison of economic value between selected groups of higher secondary classes of C.B.S.E. & U.P. boards the findings on the basis of table No. 1 to 5 described below.

Economic values do not differ significantly between higher secondary students of C.B.S.E. & U.P. boards. While there is a significant difference found among boys studying in higher secondary classes of C.B.S.E. & U.P. boards with respect to their economic value. The girls of C.B.S.E. & U.P. boards higher secondary classes do not differ significantly towards their economic value.

Studying the interpretation two boards on the basis of sex difference we found the boys and girls studying in higher secondary classes of C.B.S.E. board do not differ significantly with respect to economic value. While the boys and girls studying in higher secondary classes of U.P. board differ significantly at the level of .01.

CONCLUSION:

There is not any significant difference seen in economic values between the C.B.S.E. & U.P. boards higher secondary students. Boys of C.B.S.E. board higher secondary classes found better in economic values than the boys of U.P. board higher secondary classes. But there is not any significant difference found in economic values of girls of C.B.S.E. and U.P. boards higher secondary classes.

Sex basis comparison of separate board concluded that there is no more difference found in economic value of C.B.S.E. higher secondary boys & girls. But the girls of U.P. board higher secondary classes found superior to the boys of same board in economic value.

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