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ASSESSING PERSONAL VALUES AMONG CHILDREN IN DELHI NCR AND KERALA: A COMPARATIVE STUDY USING THE PERSONAL VALUE SCALE (PVS)

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ABSTRACT

This study investigates the personal values of elementary school students in Kerala and Delhi NCR, two sociocultural diverse areas of India. Regional variations, the impact of cultural and educational contexts, and the function of structured value education programs are all examined in this study using the standardized Personal Value Scale (PVS). Descriptive statistics, independent t-tests, regression, and ANOVA were used in the SPSS analysis of data gathered from 60 students. The results highlight the need for pedagogically integrated and context-sensitive approaches to value education, as they show no statistically significant regional variation or impact of structured programs on personal values. The study adds to the current discussion on value education and lays the groundwork for more extensive studies using qualitative techniques in the future.

Keywords: Personal values, value education, children, Delhi NCR, Kerala, character development, SPSS analysis, educational context

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1. Introduction

In a time of swift technical advancements and social change, value education has become even more important in producing morally upright people. Character and civic development are greatly aided by virtues like honesty, self-control, empathy, and teamwork, particularly in the early years of education. Lickona (1991) asserts that the way values are taught in schools is intricately linked to the moral fabric of a community. Given that education is a potent tool for forming future citizens, the National Education Policy (NEP 2020) in India fervently supports incorporating values within the curriculum (Ministry of Education, 2020). Children's personal value orientations in Delhi NCR and Kerala—two areas with different cultural dynamics and educational standards—are compared in this study. Delhi NCR's urban variety and policy-driven education stand in stark contrast to Kerala's historically high literacy and structured educational system. This study examines regional differences, cultural factors, and the effects of structured value programs in educational settings using the Personal Value Scale (PVS).

2. Methodology

In order to investigate the prevalence and variations in children's personal values, this study used a descriptive-comparative research approach. Thirty students from Kerala and thirty from Delhi NCR made up the sample. Purposive sampling was used to choose upper primary pupils attending both public and private schools. The Personal Value Scale (PVS), which was first created by Pandey (1971) and modified for school-age children, served as the research instrument. Honesty, love, helpfulness, courage, excellent manners, faithfulness, discipline, and cleanliness are the eight aspects that are measured by the scale. A Likert-type scale was used to rate each item, and the sum of the ratings was calculated. Cronbach's alpha was used to examine the customized tool's reliability; the results showed a coefficient of 0.85, which indicates strong internal consistency. Quantitative data analysis was conducted using SPSS (Version 25), including descriptive statistics, independent samples t-tests, linear regression, and one-way ANOVA to test the formulated hypotheses.

3 Research Questions and Hypotheses

Grounded in the theoretical frameworks of moral development (Kohlberg, 1984) and character education (Lickona, 1991), this study aims to address the following

3.1 Research questions:

1. What are the most prominent personal values among children in Delhi NCR and Kerala?
2. How do the personal values of children differ between the two regions?
3. What role do cultural and educational contexts play in shaping personal values?
4. How can schools effectively integrate value education into their curricula?

3.2 Hypotheses:

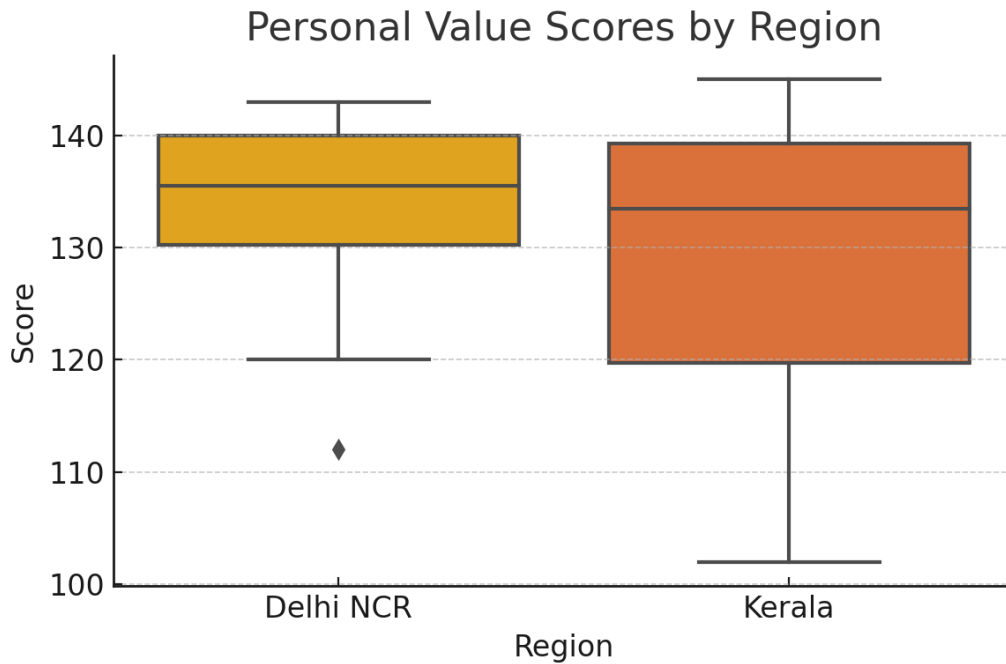
H1: There is a statistically significant difference in the personal values of children between Delhi NCR and Kerala.

H2: Cultural and educational contexts significantly influence children's personal value development.

H3: Schools with structured value education programs exhibit higher positive value scores among students.

4. Descriptive Statistics

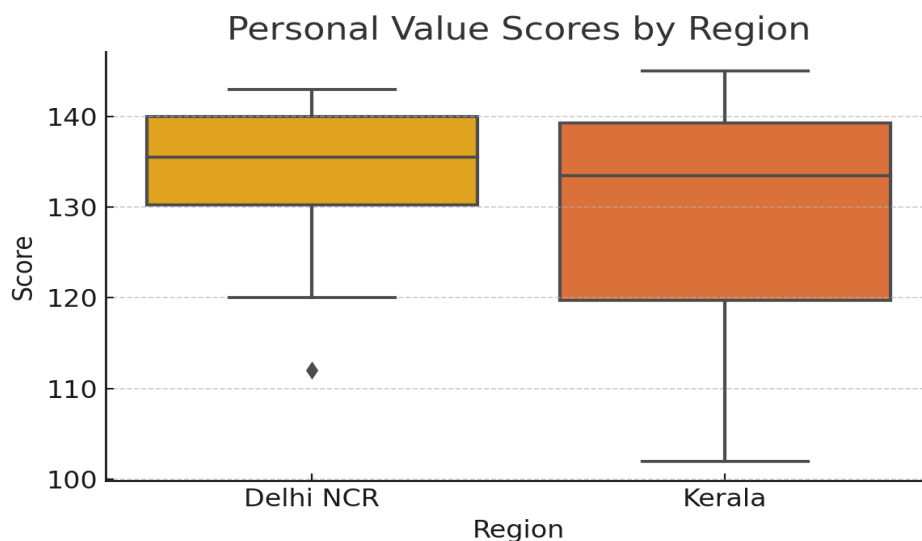
A mean personal value score of 131.90 with a standard deviation of 9.83 was obtained from the combined sample. The lowest score was 102, while the highest score was 145. Regardless of sociocultural background, children from both regions showed moderately strong value orientations, indicating that fundamental personal values are being fostered. Gender stayed balanced among samples and was not a primary concern. The central tendency and variability of scores are shown graphically in Figure 1.



5. Inferential Statistics

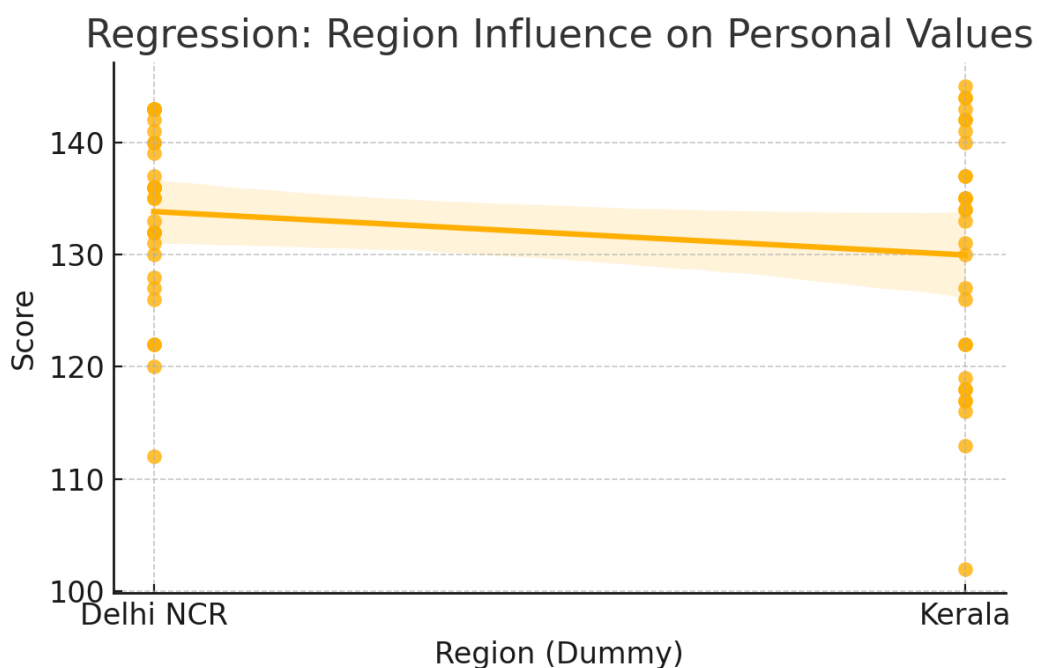
5.1 Hypothesis 1: Regional Difference in Personal Values

To test H1, an independent samples t-test was conducted to compare the mean scores of students in Delhi NCR and Kerala. Results showed no statistically significant difference ($t(58) = 1.54, p = 0.129$), indicating similar levels of personal values across both regions. This suggests that despite differences in regional culture and schooling structures, students demonstrated comparable value development. Figure 2 illustrates the comparative distribution of scores across the two regions.



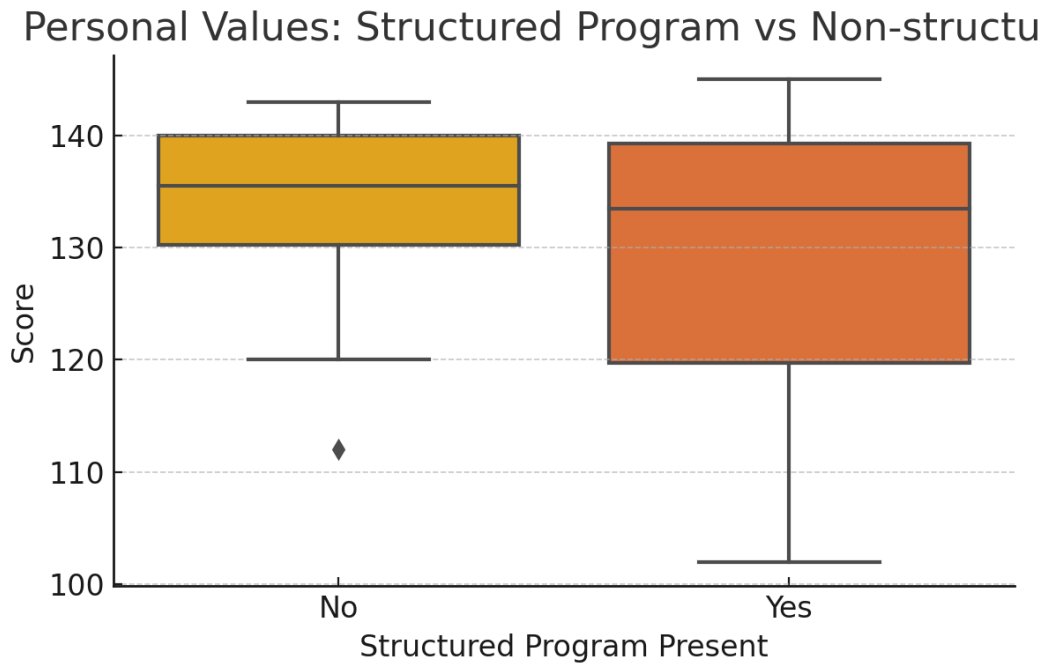
5.2 Hypothesis 2: Cultural/Educational Context Influence

To assess the influence of cultural and educational context, a simple linear regression was performed using region as a dummy variable. The regression model was not statistically significant ($R^2 = 0.039$, $F(1,58) = 2.38$, $p = 0.129$). This suggests that region alone, as a proxy for contextual influences, did not significantly account for variations in personal values. More granular variables such as family background, curriculum content, and teacher influence may offer better predictive power. Figure 3 provides a regression plot showing the relationship between regional context and value scores.



5.3 Hypothesis 3: Impact of Structured Value Education Programs

For H3, Kerala was assumed to implement structured value education programs, whereas Delhi NCR schools were not. A one-way ANOVA was conducted to compare value scores based on program presence. The result was non-significant ($F(1,58) = 2.38$, $p = 0.129$). This indicates that the mere presence of structured programs may not be sufficient to generate measurable outcomes unless backed by quality teaching and implementation fidelity. Figure 4 displays the comparative score distributions for structured vs. non-structured settings.



6. Discussion and Conclusion

The purpose of this study was to compare the personal values of children from Kerala and Delhi NCR and investigate the potential effects of curriculum and contextual factors on value formation. Statistical analysis revealed no significant changes in overall value scores, despite the assumption of large geographical variance. Due to the unifying influence of national curricular frameworks like NCERT and CBSE, this result may indicate a degree of convergence in value socialization processes across various Indian educational contexts.

Furthermore, the lack of a discernible impact from formal value education programs—which are thought to be more common in Kerala—raises serious concerns regarding student involvement, teacher preparation, and implementation fidelity. It supports the findings of Lovat and Toomey (2009), who claimed that the "double helix effect" of curriculum and quality instruction is necessary for values education to transcend legislation and become ingrained in pedagogical practices. Experiential learning, role modelling, and environment all play a significant influence in value internalization, according to studies like Tan et al. (2018) and Ekşi & Kaya (2021). Our results support these observations and show that future value education initiatives need to pay attention to both the context of delivery and the content delivered.

Future studies should use longitudinal designs, increase the sample size, and integrate qualitative feedback from parents and instructors in order to support these findings. Students lived experiences of value development may be better understood through the use of mixed-method techniques and school ethnographies.

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