

Effect of Socio-Demographic Variables on Values of High School Students

Poonam Bharti* and Renu Yadav

Department of Education, Central University of Haryana, Mahendergarh, Haryana, India

*Corresponding author: poonamni@yahoo.co.in

ABSTRACT

The main aim of this paper is to present the correlation between value education amongst high school students and the socio-demographic factors like gender and father's occupation. The objectives of this paper are: (1) To study the relation in values among high school students, (2) To study the difference in values among high school male and female students and (3) To study the difference in values among high school students of government employed, private employed, self-employed and unemployed fathers. For the same, primary research was conducted through psychological tests amongst 450 high school students of which 225 students were female and 225 students were male. The paper reveals that while gender does not affect the values, however, the difference in the values amongst the students prevails. The paper also suggests statistically significant difference in the values of children of government employed and self employed fathers.

Keywords: Value crisis, value education, gender and values, demographic factors and value education, social factors and value education

"Values are guiding principles of an individual's life, which are conducive to one's physical, social and mental health." (Bhargava, 2005)

The deepening value crisis in the modern Indian society is affecting all walks of our life and society as a whole. Even after seventy years of development in economic, industrial, scientific, educational fields it is questionable if we are moving towards growth in true sense.

At the individual level the core aim has become attainment of personal success that is perceived in materialistic terms like acquisition of power money and fame. The upbringing and exposure of the children has turned them for single minded pursuit of career growth and economic success. All other values related to life, contentment, fullness and humanity are seen as roadblocks and unnecessary diversions from material success. This erosion has been witnessed globally.

Teenagers have turned highly materialistic with lower intentions to work hard. A survey was

conducted with the sample of 355,000 U.S. high school seniors from 1976 to 2007. The survey analyses the materialistic values of three generations with questions emphasizing on the perceived importance of having money and material goods, as well as the willingness to work hard. Reports suggest that there is a growing gap between materialism and the desire to work hard. Around 62% of the students surveyed in 2005-07 think it's important to have a lot of money, in contrast to 48% having this belief in 1976-78. (Chee, 2013)

Therefore, inculcation of human values is vital and education can be its main source. The existing educational system is designed to make the students career-ready. It focuses on individualism, competition, verbal fluency or linguistic ability. Consequently, students are judged and graded as per their ability to acquire information only which is not sufficient. In order to make students life-ready, it is critical that value education should be given more emphasis.

According to Dr. R.K. Ojha values can be classified into six major categories these values are:

- (i) Theoretical,
- (ii) Economic,
- (iii) Aesthetic,
- (iv) Social,
- (v) Political and
- (vi) Religious.

Theoretical values: People with high theoretical values are inclined towards discovering truth. In this chase, they usually take a cognitive attitude which means the attitude is dependent on beliefs and thoughts. The interests of such people are empirical, critical and rational, and their sole aim is to enhance their knowledge which results in them being intellectual like a scientist, researcher or a philosopher.

Economic Value: People with high economic values have inclination towards money and material gains. Their approach is materialistic and practical. For them the education which cannot be applied practically is a waste. They tend to be confused between luxury and beauty. They are positively biased towards the rich and industrialists and consider them having a vital role in the growth and progress of the economy.

Aesthetic value: People with high aesthetic values have more inclination towards art and beauty. A few examples would include love for fine arts, music, dance, sculptures, paintings, architecture, literature, etc. They love decorating their home and surroundings and pay special attention towards neatness and cleanliness.

Social value: People with high social values are inclined towards charity, kindness, love and sympathy for others. For the same they can sacrifice their personal comforts and gains. They get satisfaction in serving humanity.

Political Value: For a political man power and prestige are of utmost priority. People with high political values have an interest in leadership, administration, management, political parties etc.

Religious Value: People with high religious values have faith in God and fear of divine wrath. They behave, act and work according to ethical codes prescribed in the religious books. They believe in

living a simple life, speaking truth and worshipping God.

Objectives

While the perception and psychology of students can be affected by numerous factors. This paper endeavors:

- ❑ To study the relation in values among high school students.
- ❑ To study the difference in values among high school male and female students.
- ❑ To study the difference in values among high school students of government employed, private employed, self-employed and unemployed fathers.

Hypotheses

- ❑ There exists no significant relation in the values among high school students.
- ❑ There exists no significant difference in values among high school male and female students.
- ❑ There exists no significant difference in values among high school students of government employed, private employed, self-employed and unemployed fathers.

Methodology and Statistical Tools

The population of research consists of all high schools of Rewari district. Out of this population, schools are selected by stratified sampling. The sample consists of 450 students (225 males and 225 females). The students appeared the SVT-OB psychological test set by Dr. Raj Kumar Ojha and Dr. Mahesh Bhargava for National Psychological Corporations. The test has 2 parts with a total score of 240 (part 1: 90 and part 2: 150). There was no pressure of time limit and hence, the students have completed the test as per their ease and comfort ranging between 40-90 minutes.

The analysis has been done using: Compare Means, Pearson's Correlation, One-way Anova and Tukey post hoc test.

Analysis and Discussion

H0 = There exists no significant relation in values among high school students

As per the Pearson's correlation results, from table

Table 1: Correlation between Values of High School Students

		Correlations						
		Gender	Theoretical	Economic	Aesthetic	Social	Political	Religious
Gender	Pearson Correlation	1	.027	.001	-.019	.008	.018	-.039
	Sig. (2-tailed)		.575	.983	.685	.872	.710	.406
	N	450	450	450	450	450	450	450
Theoretical	Pearson Correlation	.027	1	-.090	-.673**	-.148**	.160**	-.434**
	Sig. (2-tailed)	.575		.057	.000	.002	.001	.000
	N	450	450	450	450	450	450	450
Economic	Pearson Correlation	.001	-.090	1	-.048	-.208**	-.641**	-.436**
	Sig. (2-tailed)	.983	.057		.305	.000	.000	.000
	N	450	450	450	450	450	450	450
Aesthetic	Pearson Correlation	-.019	-.673**	-.048	1	-.209**	-.314**	.147**
	Sig. (2-tailed)	.685	.000	.305		.000	.000	.002
	N	450	450	450	450	450	450	450
Social	Pearson Correlation	.008	-.148**	-.208**	-.209**	1	-.037	-.019
	Sig. (2-tailed)	.872	.002	.000	.000		.431	.685
	N	450	450	450	450	450	450	450
Political	Pearson Correlation	.018	.160**	-.641**	-.314**	-.037	1	.141**
	Sig. (2-tailed)	.710	.001	.000	.000	.431		.003
	N	450	450	450	450	450	450	450
Religious	Pearson Correlation	-.039	-.434**	-.436**	.147**	-.019	.141**	1
	Sig. (2-tailed)	.406	.000	.000	.002	.685	.003	
	N	450	450	450	450	450	450	450

** . Correlation is significant at the 0.01 level (2-tailed).

1 there is statistically significant correlation in different sets of values. However, the results also disclose that there is statistically significant and negative correlation between theoretical values and economic/aesthetic/religious values, which means students having theoretical values are not likely to have economic/aesthetic or religious values or *vice versa*.

On the contrary, theoretical values have statistically significant and positive correlation with political values that implies students having theoretical values are likely to have political values. Also, economic values have statistically significant and negative correlation with political, social and religious values which reveals that students who have high economic values tend to have low political, social and religious values or *vice versa*.

Furthermore, aesthetic values have statistically significant and negative correlation with social and political values and positive correlation with religious values. This implies that students who have love for art and beauty tend to have less desire for power and strong faith in God, or vice

versa. On the other hand, political values have statistically significant and positive relation with religious values.

Thus, there exists a significant correlation in the values among high school students.

H0 = There exists no significant difference in values among high school male and female students.

Results from table 2 shows that there is no significant difference in the mean scores of males and female students across the value sets: theoretical, economic, aesthetic, social, political and religious. Thus, it can be said that value scores are not being affected by the gender.

H0 = There exist no significant difference in values among high school students of government employed, private employed, self-employed and unemployed fathers

Table 3 reveals that there was a statistically significant difference between groups in theoretical values, economic values and religious values as determined by one-way ANOVA. For the rest sets of values the difference is not significant.

Table 2: Values among High School Male and Female Students

		Report					
Gender		Theoretical	Economic	Aesthetic	Social	Political	Religious
Male	Mean	38.84	41.42	42.68	41.60	36.45	38.99
	N	225	225	225	225	225	225
	Std. Deviation	4.372	4.351	4.204	2.661	3.091	2.731
Female	Mean	39.08	41.43	42.52	41.64	36.56	38.77
	N	225	225	225	225	225	225
	Std. Deviation	4.362	4.412	4.378	2.596	3.247	2.821
Total	Mean	38.96	41.42	42.60	41.62	36.51	38.88
	N	450	450	450	450	450	450
	Std. Deviation	4.364	4.377	4.288	2.626	3.167	2.775

Table 3: Summary of Values among High School students and occupation of father (govt. employed, private employed, self employed and unemployed)

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Theoretical	Between Groups	385.722	3	128.574	7.024	.000
	Within Groups	8163.558	446	18.304		
	Total	8549.280	449			
Economic	Between Groups	156.039	3	52.013	2.747	.043
	Within Groups	8445.739	446	18.937		
	Total	8601.778	449			
Aesthetic	Between Groups	98.119	3	32.706	1.788	.149
	Within Groups	8157.678	446	18.291		
	Total	8255.798	449			
Social	Between Groups	19.256	3	6.419	.931	.426
	Within Groups	3076.275	446	6.897		
	Total	3095.531	449			
Political	Between Groups	15.526	3	5.175	.514	.673
	Within Groups	4486.938	446	10.060		
	Total	4502.464	449			
Religious	Between Groups	62.903	3	20.968	2.754	.042
	Within Groups	3395.374	446	7.613		
	Total	3458.278	449			

A Tukey post hoc test revealed that there was statistically significant difference in the theoretical values of children whose fathers are government employees, private employees or unemployed. While there was no statistically significant difference between the theoretical values of children of government employees and self employed fathers. Furthermore, the results highlight that there is statistically significant difference in the economic values of children whose fathers are self employed and government employees. While there was no

statistically significant difference in the economic values of self employed, private employees and unemployed fathers.

For aesthetic values there was no statistically significant difference between the occupation of the fathers and the same goes for social and political values.

Also, for religious values as well, there was no statistically significant difference between the values of children whose fathers are government employees or private and self employed. However,

there was statistically significant difference in the values of children whose father are either self employed or private employees.

DISCUSSION AND CONCLUSION

While the paper suggests that the values of the high school students are not affected by their gender but the occupation of the fathers has an impact on the different value sets of the children. This opens the further scope of analyzing the impact of occupation of mothers on the values of high school children.

Also, there is a significant correlation in the values amongst high school students and certain high values can negatively affect the other set of values in an individual. Thus, it is very important for the education system to incorporate value education in the curriculum stringently so as to raise a balanced individual who is practical yet empathetic, religious yet intellectual.

The values of culture and science should to be integrated proportionately so that culture stimulates the scientific temperament of the nation's youth. The educational system should ensure aesthetic and qualitative life to its citizen besides achieving the economic goals and thus, emphasis on the arts and its importance should be taught to students.

The invasion of electronic media in our country has further increased the importance of inculcating and presenting the cultural values in our society and the education system should have a mechanism to fight these vulnerabilities.

REFERENCES

- Bhargava, D. 2005. *Foundation Of Environmental Studies*. 1st ed. New Delhi: Galgotia Publications, pp. 205.
- Chee, B. 2013. *NewsCenter | SDSU | Today's Teens: More Materialistic, Less Willing to Work*. [online] Newscenter. sdsu.edu. Available at: http://newscenter.sdsu.edu/sdsu_newscenter/news_story.aspx?sid=74179 [Accessed 10 Aug. 2017].

