

Adolescent's value patterns : A comparative study between boys and girls

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ABSTRACT

Value crisis is a global phenomenon and more so significant among the adolescents of today. Adolescence is the period in which the character of the individual takes its final shape and its value patterns become more or less stable. The objectives of the present study are to examine the variations of value patterns among adolescents' boys and girls. One hundred adolescent boys and girls constitute the samples for the study in the age group between 15 to 18 years of age. Standardized and validated instruments namely, Personal Value Scale developed by Sherry and Verma (2005) was used to collect the data from the respondents. Findings of the study indicated that majority of respondents were achieving moderate to higher score in different dimensions of value patterns. Boys were found to have higher in religious, demographic, aesthetic and hedonistic values than the girls. Whereas, adolescent's girls were found to have higher scores in social, economic, knowledge, power, family prestige and health value than their counterparts. Finding of the present study leads to the conclusions that adolescent's boys and girls have different sets of value system, hence parental guidance and modeling is of great significance in enhancing the values among the adolescents.

Key Words : Adolescents values, Variations in values, Personality development, Personal values, Social values, Religious values

INTRODUCTION

Now days the adolescents are being diverted by external force and engage themselves in night club, rocking, unwanted discussions and so many undesirable affairs. This sort of isolation, lack of love and affection from family has been endangering and spoiling their lives resulting unrest and agitation. Peer groups play a vital role in developing the concept of morality. They pass more time with them, discuss with them frankly and seek their support, guidance and advice; so they readily prefer to accept views of peer group rather it conflict with parents views (Debbarma, 2014).

Adolescents have been ensnare by youthful lusts, pride, arrogance, disrespect, disobedience and indiscipline; these are traits that can only grow out of habits for 'thoughts bring forth acts; acts produce habits, while habits become character'. The changes in the

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family structure, advent of westernization, the media revolution, dirty policies etc. are speculated to have played a determining role in redefining the value systems in the Indian society. These are directly bringing of values degradation of adolescents and social deteriorate as well (Broudy, 2011). Further, Values degradation of youth is an important problem of emerging India. Values are about the appropriateness of goodness of what a person does, think or feel. Value helps one to make right judgment and thus present acceptable behavior. Adolescent power is the driving force of a nation; if it moves in right direction. But now a day youth is adversely diverted through different immoral activities which does not only influence the present Indian society but also it stimulates the future generation of our civilization. Therefore, it is imperative and a duty of everybody to find out the solution of this crucial problem to establish India in the world of peace and harmony that is very much depends over the hand of youth generation (Maria, 2011).

A value is a set of principles that can guide him/her behavior. Values will help to live a happier and more satisfied lifestyle. Value is a reflection of the moral state of the society. If a society is stable, values will be stable and, if it is so, every member of the society will know his place in it. Values are the basis of way of life - they help us orientate in the world around us and help build up an attitude towards ourselves and that world. But, values are not created to control us, because we form them. They are more of some kind of guidelines. If a man (or, worse, the whole society) loses the main values and not replace them with some new ones, then life comes into a state of chaos and some aspects of life lose their meaning.

According to Varghese (2013), Value mean priorities and they come from culture and socialization as well as from simple self-interest. Values are the basis use for every judgment make about what is good and bad, right and wrong; they affect how you see yourself and others, who make friends with, who and what fear, who you emulate, what work you think is worthwhile, what things you find rewarding to do and how choose to spend time and how feel about wasting time. Allport (2015), Values are considered to be organizing factors with in personality and especially important to moral character. Life with values is always meaningful. Moreover it means literally something precious, something dear, something for which one is ready to suffer, to sacrifice for and it is indeed valuable to die for. Broudy (2011) gave seven areas of values *i.e.* economic, health, bodily and recreational, social, moral, aesthetic, intellectual and religious values. Each value area has a subjective and an objective aspect. According to Rokeach (2014) values are beliefs about how one ought or ought not to behave, or about some state of existence worth or not worth attaining. Values are abstract ideals, positive or negative, that represent a person's belief about ideal modes of conduct and ideal terminal goals. John Dewey (2015) also defined value as means to prize, esteem, appraise and estimate. It means the act of cherishing something, holding it dear and also the act of passing judgments upon the nature and amounts of values as compared with something else. Gawande (2012) viewed that values are concepts heavily weighted with emotions. They are concepts of the desirable, which influence the child's selection from available modes, means and ends of action.

Adolescence is a very important phase for studying value transmission because it is the time of identity development, characterized by tension between an increasing need for autonomy and an increasing conformity to societal expectations, with the latter being essential

for acquiring models of appropriate behavior. Hence, the significance of understanding and studying values among adolescents can be described as follows :

Values are necessary for satisfying own needs:

Everyone has needs that range from preventing hunger to personal development. Fortunately, everyone has a variety of ways that those needs can be satisfied (Schwartz, 2011). Values help guide us to satisfy those needs. For instance, personal values may guide to believe that can find food by stealing. As a result, steal or cheat to obtain money to buy food. Instead, might believe that stealing is wrong, and that food should be bought from money earn. Different personal values are one of the reasons viewing shows or movies where a group of people have to survive in the wilderness or in a post-apocalyptic world is so interesting. Find people with diverse values attempting to perform a basic task (finding safe shelter or food), and often times people come into conflict due to their own differing personal values.

Values help establish what is important in life:

Without understanding what values are, will have a difficult time understanding what is important to you. Many time overlook aspects that are really important to because are unaware of these values. Understanding that value creativity and passion, help realize would be happier doing a job that allowed to be innovative and nourished passion. Realizing that value integrity help realize and current partner may not be the best fit due to an unhealthy acceptance of dishonesty and failure to show many acts of honesty in the relationship. If truly value being physically fit, then that could explain why feel suddenly unhappy with busy routine that involves tons of work but less exercise and healthy meals.

Values help shape behavior:

Almost all of the actions take controlled to some degree by values. Whenever we do something that goes against values, most of us tend to feel uncomfortable or guilty. Being unaware of values may result in making poor decisions or having many regrets. Alternatively, values also help show us what good behaviors are and help us define success. When stick to values, are viewing actions as the right thing to do, and are paving the way to own personal success.

The varieties of human values are innumerable Verma (2005). It is, decided that literature on values was the universe from which the sample of values could be conveniently selected. One criterion for their selection was their frequent mention in the literature. Another criterion was their relevance to the indigenous social milieu. Under these two considerations the following values were selected for assessment for the present study.

1. Personal values : are such as Beauty, challenge, charity, creativity, democracy, friendship, goodness, happiness, kindness, knowledge, leadership, love and romance, regularity, respect for others, responsiveness, self-givingness, self-thinking, skill, discipline, enjoyment, equality, pleasure, power, truth, money and discovery etc.

2. Religious value : This value is defined in terms of faith in God, attempt to understand him, fear of divine wrath and acting according to the ethical codes prescribed in the religious

books. The outward acts of behavior expressive of this value are going on pilgrimage, living a simple life, having faith in the religious leaders, worshipping God and speaking the truth.

3. Social value : This value is defined in terms of charity, kindness, love and sympathy or the people, efforts to serve God through the service of mankind, sacrificing personal comforts and gains to relieve the needy and the afflicted of their misery.

4. Democratic value : This value is characterized by respect for individuality, absence of discrimination among persons on the bases of sex, language, religion, caste, colour, race and family status, ensuring equal social, political and religious rights to all, impartiality and social justice and respect for the democratic institutions.

5. Aesthetic value : Aesthetic value is characterized by appreciation of beauty, form proportion and harmony, love for fine arts, drawing-painting, music, dance, sculpture, poetry and architecture, love for literature, love for decoration of the home and the surroundings, neatness and system in the arrangement of the thing s.

6. Economic value : This value stands for desire for money and material gains. A man with high economic value is guided by considerations of money and material gain in the choice of his job. His attitude towards the rich persons and the industrialists is favorable and he considers them helpful for the progress of the country.

7. Knowledge value : This value stands for love of knowledge of theoretical principles of any activity, and love of discovery of truth. A man with knowledge value considers knowledge of theoretical principles underlying a work essential for success in it. He values hard work in studies, only if it helps develop ability to find out new facts and relationships, and aspires to be known as the seeker of knowledge. For him knowledge is virtue.

8. Hedonistic value : Hedonistic value, as defined here, is the conception of the desirability of loving pleasure and avoiding pain. For a hedonist the present is more important than the future. A man with hedonist value indulges in pleasures of senses and avoids pain.

9. Power value : Here the power value is defined as the conception of desirability of ruling over others and also of leading others. The characteristics of a person of high power value are that he prefers a job where he gets opportunity to exercise authority over others, that he prefers to rule in a small place rather than serve in big place, that the fear of law of the country rather than the fear of God deters him from having recourse to unapproved means for making money, and that he is deeply status-conscious and can even tell a lie for maintaining the prestige of his position.

10. Family prestige value : As defined here, the family prestige value is the conception of the desirability of such items of behavior, roles, functions and relationships as would become one's family status. It implies respect for roles which are traditionally characteristic of different castes of the Indian society. It also implies the maintenance of the purity of family blood by avoiding inter-caste marriages. It is respect for the conservative outlook as enshrined in the traditional institution of family.

11. Health value : Health value is the consideration for keeping the body in a fit state for carrying out one's normal duties and functions. It also implies the consideration for self-preservation. A man with high health value really feels if through some act of negligence he impairs his health, he considers good physical health essentially for the development and use of his abilities.

According to Verma and Talawar (2016) exhorted that development of values is a function of interaction between many factors broadly as personal factors and environmental factors. Personal factors point out that development of values may vary due to age, sex and intelligence, whereas environmental factors such as socio-economic status, parent child relationship, education level of parents, quality of home environment and school environment play a significant role in the development of values in adolescents. Moreover, the various factors affecting development of values among adolescents are as follows :

Home environment (HE) :

Many studies have highlighted that adolescents from family environment of less controlled and high on encouraging children to explore, where as children from families which inhibit individualization are more likely to feel anxious, depressed and psychosocially immature (Grotevent and Copper, Graft, 2011). The environmental conditions affect the whole some adjustment to adolescents' relationships with people, school performance and choice of vocation and in developing a well integrated personality. Parents play an important role in moulding child's character, personality, career and advancement in education. Parents provide guidance, healthy environment and encouragement to children (Ahuja and Goyal, 2006). Children coming from homes that have moral environment were better adjusted and satisfactorily related with others (Shilpy, 2011).

School environment :

Education is one of the most important aspects of human resource development (Natesan and Sujatha, 2011) and it aims at making civilized human beings (Paleri, 2011). A teachers' vital role is not giving Knowledge to their students but also to develop human values (Ponni, 2011). Acharya and Joshi (2011) propounded that school is undoubtedly, the most significant social context in the life of a child as almost one-third of a day is spent here. The school is not only an organization to teach cognitive skills and to impart information. It is also a social system in which the child learns the rules of morality, social conventions, attitudes and morals of relating to each other. The school life signifies both adjustment and achievement, entailing the emotional as well as the cognitive aspects in our life. Drukker *et al.* (2013) said that low-socioeconomic neighborhoods affect the educational achievement of its adolescence because of the value placed by the adults on work and education. Dwyer (2013) stated that "boys from low-socioeconomic backgrounds have traditionally made up the number of early school leavers" because they do not understand the value of an education.

Peer group environment :

According to William (2011) Individuals or households often have some scope for choice of peer groups, whether through the selection of neighborhood of residence, school, or friends. The study addresses the estimation of peer group effects in cases in which measures of peer group influence are potentially endogenous variables. Deemua (2014) examined the peer group influence on sports involvement of female athletes in Rivers State Secondary Schools of Nigeria. Total 3 per cent of the responses indicated that peers have no significant influence on female involvement in sports among secondary schools' female athletes in Rivers State,

as against 47 per cent and 50 per cent responses that, respectively favored the peer groups' influence.

According to a report by Hindustan times (2014), Juvenile criminals between 16 and 18 years accounted for more than 60% of the crimes in India. Further, values are degraded in adolescent because many reasons for these problems like mass media influence on younger generation, attraction towards a colorful life, independency in early stage of life, desire to show-off, comparison with their peer group in terms of money and status etc. Young generation is more attracted towards modern things, doing cyber crimes, and wants to earn more money by easy means to fulfill their desires. This all shows the steady deterioration of values among Indian adolescents. The education is important to them and expected to be sources of enlightenment, enrichment and protecting ability for the good values, but unfortunately education does not perform so well in this regard.

Value crisis is a global phenomenon and is affecting all age groups. Adolescents being in the transitional phase of life are mostly affected by this. Today, if adolescents are involved and indulge in any anti-social activities or against the societal norms, it is the value degradation in general which is responsible for their behaviour and conduct. It may be stressed that the parents, the educationalists, the administrators above all the teachers must try their best to promote value-oriented education and realizing the need and importance of value education to school pupils. Value plays a very important role in the life of each individual. They encompass the entire region of human activity whether it concern feeling or willing or doing. It is the value given to various aspects of human life which helps to resolve the problems faced by the adolescents. Thus, understanding personal value pattern of adolescent boys and girls is important on the part of the parents, teachers and care takers, in order to guide them properly and channelize their energy in a positive manner. Adolescent is a stage, when the individual requires directions to go ahead and set their goals for the future. Parent study thus aims at examine of the value pattern among adolescent boys and girls and asses their level of adjustments in different areas of life.

Objectives and hypothesis of the study :

The main objectives of the present study are; to study the value-pattern among a adolescents; to examine the differences of value patterns between boys and girls (If any) and to assess the level of adjustment among boys and girls in the areas of health, religious, social, power, economic, democratic, aesthetic, knowledge, hedonistic and family prestige values. The main hypothesis of the present study are; Higher socio-economic status and academic achievement leads to better personal values and Parental occupation and education affect the personal values of adolescents.

METHODOLOGY

Present study was carried out in Keonjhar district of Odisha. One hundred adolescents (Boy-50, girls-50) constitute the sample for study between 15 to 18 years of age. The study used qualitative and quantitative approach in collecting the data from the samples and analyses it based on the selected independent variables. A pretested interview schedule was prepared to collect information regarding personal and familial demographic profile of the respondents.

Personal Values Questionnaire (PVQ) developed by Sherry and Verma (2005) was used to assess personal value patterns of adolescent students.

RESULTS AND DISCUSSION

The findings of the study covered several aspects value patterns among the adolescents such as in the area of religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power, family prestige, and health. The data were analyzed using statistical tests of significance group difference for studying association between the dependent and independent variables. Discussion of research study gives a clear picture about the research finding with justifications as follows.

Personal demographic profile of the respondents:

General information like age, sex religion, caste, area, number of sibling and ordinal position of the adolescent collected and analysed. Both boys and girls were from scheduled tribe, hindu religion and rural back ground with same educational level. Table 1 shows age of the respondent has been classified into two categories like 15 to 16 and 17 to 18 year of age. Forty eight percent of boys and forty six percent of girls belong to 15 to 16 year of age group. The percentage of boys was slightly two higher as compared to girls. Fifty two per cent boy and fifty four per cent in girls come under 17 to 18 year of age group. The total no of siblings of the respondents were also categorize as two groups like 1 to 4 and 5 to 8. Seventy percent of boy and twenty eight per cent girls were found to have siblings' in between one to four so that they come under 1 to 4 number of siblings group. Around thirty per cent boys and

Table 1 : Personal demographic profile of the respondents (N=50)						
Sr. No.	Variables	Sex				
		Boys		Girls		
		F	%	F	%	
1	Age(in year)	15 – 16	24	48	23	46
		17 – 18	26	52	27	54
2	Education	+2 1st Yr	25	50	25	50
		2 nd Yr	25	50	25	50
3	Schedule Tribe	50	100	50	100	
4	Religion	Hindu	50	100	50	100
5	Area	Rural	50	100	50	100
6	Number of Sibling	1 - 4	35	70	14	28
		5 - 8	15	30	36	72
7	Ordinal Position	1 st Born	13	26	19	38
		2 nd Born	18	36	10	20
		Later Born	19	38	21	42

seventy two per cent girl's respondents were having siblings more than five. The ordinal position of the respondent has been grouped into three categories like first born, second born and later born. The respondents belongs to first born category consist of twenty six per cent boys and thirty eight per cent girls respondent. Second born consist of thirty six per cent boys and twenty per cent girls. Boys were found to be higher as second born as comparison to girls. Later born consist of thirty eight per cent boys and forty two per cent girls. Girls were found to be higher as first and later born as comparison to boys.

Family Demographic Profile of the Respondents:

Table 2 explains the family demographic profile of the respondents (Boys-60%, Girls-48%) belongs to middle size of family. Most of the respondent's fathers were educated up to under high school level which consists of fifty eight percent boy's father and sixty percent girls father where as in case of mother education sixty percent boy's mother and sixty six percent girl's mother were educated up to under high school level. Majority of the respondents

Table 2 : Family demographic profile of the respondents (N=50)						
Sr. No	Variables	Sex				
		Boys		Girls		
		F	%	F	%	
1.	Size of family					
	Small	18	36	20	40	
	Middle	30	60	24	48	
	Large	2	4	6	1	
2.	Fathers Education					
	Under high school	29	58	30	60	
	High school certificate intermediate	12	24	6	12	
		9	18	14	28	
3.	Father Occupation					
	Service	5	10	9	18	
	Business	18	36	11	22	
	Farmers	27	54	30	60	
4.	Mothers Education					
	Under high school	30	60	33	66	
	High school certificate intermediate	14	28	7	14	
		6	12	10	20	
5.	Mother Occupation					
	House wife	35	70	10	20	
	Services	3	6	5	10	
	Small business	12	26	35	70	
6.	Family income (monthly) in Rupees					
	1000 – 8000	19	38	23	46	
	9000 -18000	24	48	15	30	
	19000-above	7	14	12	24	

belong to farmer, house wife and small business group in parental occupation. Fifty four percent of the boy and sixty percent of girl respondent's father's occupation come under farmer groups where as thirty six percent of boys and twenty two percent of girls fathers were business. Seventy percent of boy and twenty percent of girl's mothers were housewife where as only six percent boy and ten percent girl's mothers were services. The total monthly family income is classified into three sections. Majority of the parents were unemployed in the government sector so that most of the family income come under 1000 to 8000 income group, thirty eight percent boy and forty six percent girls family income come in this category.

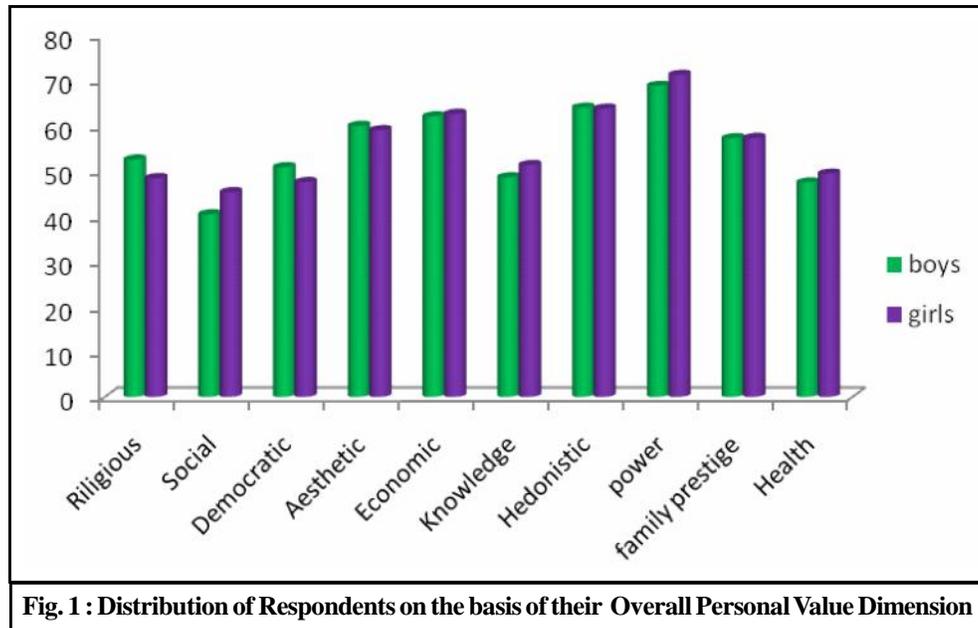
Overall personal value dimensions of the respondents:

Table 3 shows the value patterns adolescent boys and girls. It is quite clear from the table that adolescent boys and girls gave first preference to power, health, economic, aesthetic and family prestige value. Boys gave second preference to religious values where as girls gave third preference to religious values. Boys gave third preference to democratic value where as girls gave fourth preference to democratic value. Boys gave fourth preference to knowledge value where as girls gave second preference to knowledge value. Both boys and girls gave fifth preference to social values. The table also shows significant difference between the groups on the basis of means on all values (Natasha, 2013). The religious, democratic, aesthetic and hedonistic value scores of boys is higher than that of the girls, because today more and more people are faith in god, worshipping god, speaking the truth and impartiality and social justice, respect for the democratic institution than the future and conception of the desirability of loving pleasure and avoiding pain. So boys are higher in that value than girls. On the other hand girls were found higher in social, economic, knowledge, power, family prestige and health value than that of the boys adolescents, because they have more behave in the social norms and status of their family and are maintaining the prestige of his position and more health conscious and consider good physical health a measure of their ability.

Table 3 : Distribution of respondents on the basis of their overall personal value dimensions (N=50)

Sr. No.	Aspects	Boys			Girls		
		Total	Mean	Sd	Total	Mean	Sd
1.	R.V	2625	52.5	10.1	2419	48.3	9.25
2.	S.V	2019	40.38	9.42	2245	44.9	27.7
3.	D.V	2540	50.8	9.22	2381	47.62	10.3
4.	A.V	2997	59.94	13.43	2955	59.1	10.6
5.	E.V	3105	62.1	10.66	3142	62.84	10.2
6.	K.V	2429	48.58	9.53	2558	51.60	8.44
7.	H.V	3199	63.98	10.22	3186	63.72	10.6
8.	P.V	3440	68.8	9.61	3562	71.24	10.7
9.	F.P.V	2862	57.24	9.77	2867	57.34	7.60
10.	H.V	2372	47.44	8.47	2450	49	9.20
Total		27588	55.17		27765	55.53	

Note – R.V (Religious value), S.V (Social value), D.V (Democratic value), A.S (aesthetic value), E.V (Economic value), K.V (knowledge value), H.V (Hedonistic value), P.V (Power value), F.V (Family prestige value), H.V (Health value), SD (Standard deviation).



Conclusion :

Findings of the study indicated that majority of respondents were achieving moderate to higher score in different dimensions of value patterns. Boys were founded to have higher in religious, demographic, aesthetic and hedonistic values than the girls. Whereas, adolescent's girls were found to have higher scores in social, economic, knowledge, power, family prestige and health value than their counterparts. Finding of the present study leads to the conclusions that adolescent's boys and girls have different sets of value system, hence parental guidance and modeling is of great significance in enhancing the values among the adolescents. The result of this study appears to have important theoretical and practical implication for the study on father role in children's personal values development. Father education, occupation and their nature of occupation have a great impact on children behavior and their intellectual development. Educated fathers are able to teach their children to become sociable and improve the social status; it was good impact on their personal value pattern. The family must provide guidance regarding personal value by giving moral and social education. Parents need to motivate their children about the various aspects of value and need to inculcate the values among their children according to the needs of present society. If the parent and teacher provided proper working environment, proper hygienic environment, proper guidance knowledge about personal value to the students then we can evaluate the proper exact standard of personal value in adolescent boys and girls

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