

Gender Wise Relationship between Value and Self Identity of High School Students

E. Paul^{1*}, H. Upadhyaya²

ABSTRACT

The main objective of the study was to find out the Gender wise relationship between Values and Self Identity of High School Students. For achieving the objective of the study, the investigator used Descriptive Survey Research Method on 1200 High School students, (600 male and 600 females) of Jabalpur district. The investigator administered scale of Values (by Dr. Kamla Vashishtha and Anju Jaideep) and Self Identity (standardized self made test). The raw score of Value and Self Identity were analysed with the help of Product Moment Method (Real Mean Method) and for significant difference between Value and Self Identity 2X2 Factorial Design ANOVA were used. The results revealed that there was significant correlation found for boys at 0.05 and girls and total at 0.01 level of significance and individual and joint difference between Value and Self Identity found at 0.01 level of significance.

Keywords: *Value, Self Identity*

The present time is facing a crisis due to degradation of values. Every now and then we hear about what degradation of values has done to human beings. The whole world in some degree or more is affected by it. The intensity of the problem is such the adolescents are affected by it. An important goal of education is to instill within students the universal human values. There is no doubt, that there has been great advancement in science and technology, but even then the erosion of values is reflected in our day to day life. This has affected the development of personality of adolescents.

The development of personality takes place in early formative years of a child. Psychologists have found out that 0-5 years of life are most important in this development when the development of the self concept takes place. This is the period that the child spends most of the time with his parents and with other family members. If the child receives a conducive

¹ Research Scholar, Rani Durgavati Vishwavidhyalaya, Jabalpur M.P., India

² H.O.D. Education Department, Hawabagh Women's College Jabalpur M.P., India

*Responding Author

Received: January 20, 2017; Revision Received: February 4, 2017; Accepted: February 7, 2017

Gender Wise Relationship between Value and Self Identity of High School Students

environment for the development of personality there are chances that the child will develop to his optimum capacities. Self Identity is developed during this period only. Hence Self Identity may be called as self-construction, self-perspective or more briefly as self-concept. For the development of Self Identity it becomes imperative that the child gets a very good environment of inter personal relations among different members of the society and if the child joins any educational institutions, it will be a favorable environment for learning.

The above description clearly shows the importance of values in the development of an individual, not only in terms of his personality but in terms of development of a good citizen of a country who will lead the country to great heights. **Gurudev Rabindranath Tagore** saying is very important and vital in the present times, “*Education must aim at the development of moral, spiritual and ethical values and we should seek them in our own heritage as well as in other cultures and civilization. Indian thoughts must be rooted to the ideals self forth in the great writings and works of other sages, poets and philosophers*”.

Objective of the Study

For the purpose of verifying the proposition in this area of the study, the framed objective is:

1. To study gender wise relationship between Value and Self Identity of high school students.

Hypothesis

1. There is no significant co-relationship between mean score of Value and Self Identity of high school students.
2. There is no significant individual and joint difference between mean score of Values and Self Identity of high school student.

METHODOLOGY

For achieving the objective of the present research work, Descriptive Survey Research Method was used. The present investigation employed correlational and 2×2 three way factorial analysis designs.

Sample

For achieving the objective of the study the investigator selected the sample of 1200 students (600 boys and 600 girls) of Class 9th and 10th through random sampling technique, from the schools of Jabalpur district (M.P.)

Tools of Study

The tools for the present study are given below:

1. Value Test by Dr. Kamla Vashishtha & Anju Jaideep
2. Self Identity Test by- Developed and standardized by the Investigator and Guide.

Gender Wise Relationship between Value and Self Identity of High School Students

Procedure

In order to collect the data for the present study, the investigator administered the Value and Self Identity Test on 1200 students (600 boys and 600 girls) of class 9th and 10th of Jabalpur district (M.P.) and total raw scores of Value and Moral Judgment were obtained.

Statistical Analysis

Correlation (Product Moment Test), Mean, standard deviation and ANOVA test were used for testing the hypothesis of the present research work.

RESULT AND INTERPRETATION

Table. 1 N, \bar{X} , σ and r for Value and Self Identity of High School Boys

Group	N	M	S.D.	r	“P” Value
Value	637	72.27	12.57	0.11	<0.05
Self Identity	637	107.28	28.22		

df = 636

Min. Value at 0.05 level = 0.088

Min. Value at 0.01 level = 0.125

Table No.2 N, \bar{X} , σ and r for Value and Self Identity of High School Girls

Group	N	M	S.D.	r	“P” Value
Value	563	74.60	14.41	0.20	<0.01
Self Identity	563	110.07	27.37		

df = 562

Min. Value at 0.05 level = 0.088

Min. Value at 0.01 level = 0.125

Table No. 3 N, \bar{X} , σ and r for Value and Self Identity of High School Students

Group	N	M	S.D.	r	“P” Value
Value	1200	73.37	13.51	0.16	<0.01
Self Identity	1200	108.59	27.85		

df = 1199

Min. Value at 0.05 level = 0.062

Min. Value at 0.01 level = 0.081

Table No. 4 Summary ANOVA Table

Source of Variation	d.f.	Sum of Squares	Mean Square	F-Ratio	“P” Value
A. Value & Self Identity	1	744445.15	744445.15	1558.06	<0.01
B. Gender	1	3921.46	3921.46	8.21	<0.01
A x B	1	2260.10	2260.10	4.73	<0.01
Between	3	750627	250208.90	523.67	
Within	2396	1144813.2	477.80		
Total	2399	377639.9			

df = 2396/1 Min. Value at 0.05 level = 2.60 , Min. Value at 0.01 level = 3.78

Gender Wise Relationship between Value and Self Identity of High School Students

Table No. 5 Group, Gender wise N, \bar{X} & σ of High School Students

Group	Gender	N	M	S.D.
Value	Boys	637	72.27	12.57
	Girls	563	74.60	14.41
	Total	1200	73.37	13.51
Self Identity	Boys	637	107.28	28.22
	Girls	563	110.07	27.37
	Total	1200	108.59	27.85

1. Table No. 1 it is evident that r for Value and Self Identity of High School Boys was 0.11 which was found significant at 0.05 level with $df = 1/636$. It shows that there was a slight and negligible positive and significant correlation between Value and Self Identity of High School Boys. Thus, the **Null Hypothesis No.1 (a)**. “There is no significant correlation between the mean score of Value and Self Identity of High School Boys” is **rejected**. The mean score of Self Identity of High School Boys was 107.28 which were higher than the mean score of Value of High School Boys which was 72.27. It means that the boys have an awareness of the qualities, abilities, character and character is tics that make up their own identity but they have less interest in their Values. It is clearly indicated from Table No. 2 that r for Value and Self Identity of High School Girls was 0.20 which was found significant at 0.01 level with $df = 1/562$. It shows that there was a slight, negligible positive and significant correlation between Value and Self Identity of High School Girls. Thus, the **Null Hypothesis No.1 (b)**. “There is no significant correlation between the mean score of Value and Self Identity of High School Girls” is **rejected**. The mean score of Value of High School Girls was found significantly lower than that of the mean score of Self Identity of High School Girls which was 74.60 and 110.07 respectively. This means that the Girls have a better understanding to one self and are deeply rooted in Values and have a deeper understanding of the self and they show signs of growth both internally and externally.

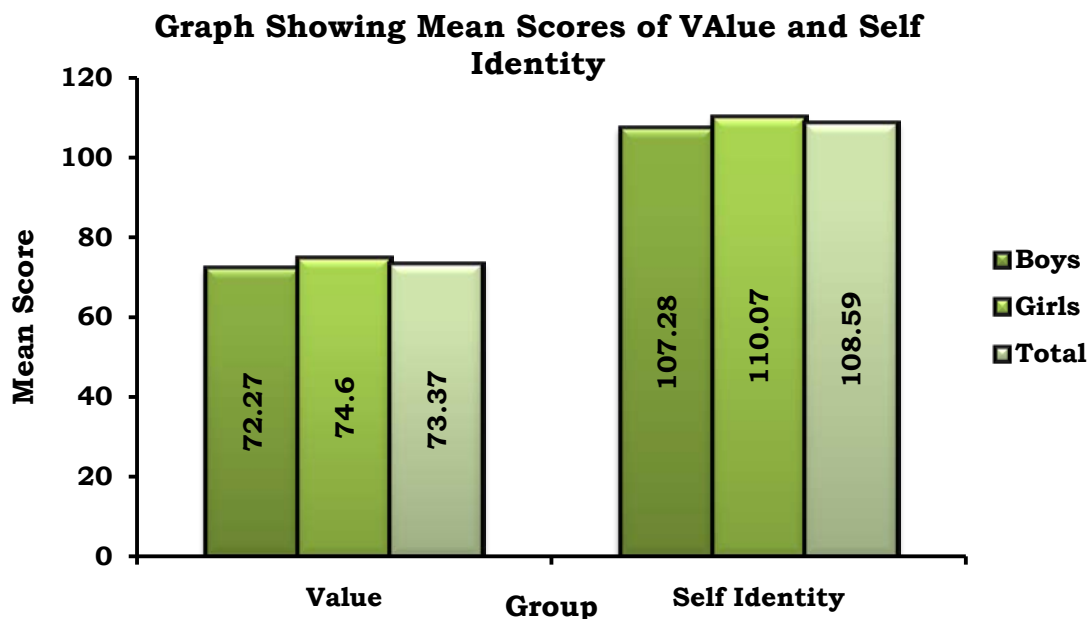
2. It is clearly indicated from Table No. 3 that r for Value and Self Identity of High School Students was 0.16 which was found significant at 0.01 level with $df = 1/1199$. It shows that there was a slight and negligible positive and significant correlation between Value and Self Identity of High School Students. Thus, the **Null Hypothesis No.1(c)**. “There is no significant correlation between the mean score of Value and Self Identity of High School Students” is **rejected**. The mean score of Self Identity of High School Students which was 108.58 was found to be higher than the Values of High School Students which was 73.36. Thus it can be said that the students had a better understanding of themselves, they had an awareness of how they are, but lacked a bit in terms of their ethics point of view.

3. It is clearly evident from Table No. 4 that F value for Value and Self Identity was 1558.06 which was found significant at 0.01 level of significance with $df = 1/2396$. It shows that the mean score of Value and Self Identity differs significantly. So there was a significance

Gender Wise Relationship between Value and Self Identity of High School Students

difference found between Value and Self Identity. Thus the **Null hypothesis No.2 (a)**, “There is no significant difference between mean score of Value and Self Identity of High School Student” is **rejected**. F value for Gender was 8.21, which was significant at 0.01 level of significance with $df= 1/2396$. It means that the mean score of boys and girls differ significantly. Thus the **Null Hypothesis No.2(b)**, “There is no significant difference between the mean score of Gender of High School Students” is **rejected**. F value for interactional difference among Value and Self Identity and Gender was 4.73, which was significant at 0.01 level of significance with $df= 2/12396$. It means that the mean score of Value and Self Identity of Boys and Girls differ significantly. Thus the **Null Hypothesis No.2(c)**, “There is no interactional difference among the mean score of Value and Self Identity and Gender” is **rejected**. Further the mean score of Boys for Value 72.27 which was significantly lower than the mean score of Self Identity 107.28. Similarly, the mean score of Girls for Value which was significantly lower than the mean score of Self Identity 110.07. Also, the mean score of Total Value 73.37 which found was significantly lower than the Mean Score of Self Identity 108.59 (Vide Table No. 5 and clearly shown in Graph No. 1). This means that the mean score of Value and Self Identity of girls was found to be higher than the boy. Thus it can be said that the girls have a better understanding to them self and are deeply rooted in values as compared to the boys. The study of **Patel, M.G. (1981)** and **Zamen, G.G. (1982)** stated that the girls scored higher than the boys on religious and moral values which supported the present finding.

Graph No.1



CONCLUSION

On the basis of the above discussion it is clear that:

1. This study confirmed that the Value of girls was more as compared to the boys.
2. Girls not only had High Values but also had a high level of Self Identity than the boys.

Gender Wise Relationship between Value and Self Identity of High School Students

3. It was also found out that the Self Identity of High School Students was higher than the Values of High School Students.

Acknowledgments

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interests: The author declared no conflict of interests.

REFERENCES

- George Davis Value Education: Build The Pillars Of Character
http://www.frdavis.in/2013/08/inspirational-quotes-from-dr-fr-davis_16.html
- Patel. M.G. (1981) : 'A study of the prevalent value system of the students of south Gujarat studying of south Gujarat studying in standard X & XI', Ph.D (Education) South Gujarat Uni, Surat, Gujarat, University Values (Indian), *Indian and Philosophical Annual (19S__860) Vol. 18*; pp.15-32.
- Zamen G.S. (1982) : 'A study of social, religions and moral values of students of class XI and their relationship with moral character grants and personality adjustment', Ph.D (Edu) Avadh Uni, U.P., India. M.B. Buch (Edn) IV *Survey of Research and in Edn. Vol, 1*, P217, New Delhi, NCERT)

How to cite this article: Paul E, Upadhyaya H (2017), Gender Wise Relationship between Value and Self Identity of High School Students, International Journal of Indian Psychology, Volume 4, Issue 2, No. 88, ISSN:2348-5396 (e), ISSN:2349-3429 (p), DIP:18.01.078/20170402, ISBN:978-1-365-74161-6