

## Study of Personal Value Orientation among Adolescents as a Function of Gender Effect

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### ABSTRACT

The present study contemplated to ascertain significance of personal value orientation in the life and determine the effect of gender on various dimensions of personal value orientation among adolescents. Study conducted on 450 adolescent boys and girls of senior secondary school of Aligarh. A stratified random sampling technique used to select 30 percent of school population. Personal Value Questionnaire (PVQ) of Sherry and Verma (1989) used to collect data. The data analyzed by using t- test, since it seems suitable statistical method to compare the groups and draw conclusion. The results appeared that boys and girls did not differ significantly on religious value, knowledge value, hedonistic value, power value, family prestige value and health value whereas two groups differed significantly on Social Value, democratic value, aesthetic value and economic value. Adolescent boys showed significantly more orientation towards social value as compared to adolescent girls. On the other hand, adolescent girls showed significantly more orientation towards democratic value, aesthetic value and economic value than adolescent boys did. Further results are discussing in detail under discussion parts.

**Keywords:** *Adolescent, Effect, Gender, Value, Value Orientation.*

One of the key concerns of educators in the present era is the value orientation among adolescents. The fast pace of change in the society is going through erosion of traditional values which has both positive and mostly negative impact. The adolescents are alienated from their family, religion, and exhibits attributes of irresponsibility, insincerity and dishonesty. He sometimes revolts from the norms of the society and culture. Several people put emphasis on social and cultural values and recognized that modern education failed to produce character, civilized philosophy of life and also worldwide cry for going 'back to basic values' (Singh & Thakur, 2002 and Pathania & Pathania, 2006).

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### ***Value Orientation***

Human being lives in the society and gives weight age to things, which he likes more in the society. Thus, value is a desired state of feeling for a particular object in the society. Since values are the qualities which contribute to the well-being at individual and social level. Value does not exist as an object in the space and time but judgments established it, by judging things, qualities, events or actions from a personal point of view. The term value defined and interpreted in different ways by different thinkers and theorists as a set towards attainment of a desired goal, a feeling as well as an activity, generalized and dominant interest, the relative prominence of subject's interest (Murphy and Newcomb, 1937; Everett, 1918; Freeman, 1962 and Allport et al. 1951). Rokeach (1973) a leading advocate of value, defined, as "A value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or an end-state of existence. A value system is an enduring organization of beliefs concerning preferable modes of conduct or end-state of existence along a continuum of relative importance."

Rokeach considers value system as an enduring organization of beliefs concerning preferable modes of conduct or end-state or existence. Allport (1961) has also emphasized the belief aspect, when he says, "A value is a belief upon which man acts by preferences." Values are referred to as moral preferences; Kluckhohn (1951). "A value is not just a preference but is a preference which is felt and or considered to be justified morally or by reasoning or by aesthetic judgments, usually by two or three of these." (Parsons and Shils, 1952).

Hofstede (1984) define values "as a broad tendency to prefer certain states of affairs over others". A more elaborate definition is given by Schwartz (1992) as "desirable states, objects, goals, or behaviors, transcending specific situations and applied as normative standards to judge and to choose among alternative modes of behaviours". An important merit of this latter definition is that it distinguishes values from attitudes by pointing at their generalized nature. Attitudes are people's beliefs about specific objects or situations (Hollander, 1971). They can be considered as taking a lower place in the person's hierarchy of beliefs (Rokeach, 1973). Another difference is that attitudes can be positive or negative, whereas values are always positive, i.e. in favour of something. Less specific than attitudes but more specific than values is 'interest' (Davis, 1991 and Roe, 1981). This notion has widely used in the domain of work in connection with vocational choice, and refers to a person's preference or liking for particular types of occupational activities.

Kluckhohn (1951), Rokeach (1973) and Schwartz (1992), Schwartz and Bilsky (1987, 1990) defined human values as desirable goals, varying in importance that serve as guiding principles in people's lives. Extensive researches on value orientation suggests that preference will be given cannot affected by situation but there is social motive (Li et al., 2013) and influenced by considerations of others' outcomes and fairness (Bieleke et al., 2016). Hence, seek outcomes benefiting both themselves and others (Murphy and Ackermann, 2014).

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It was not found significant effect of gender, stream of study: arts, science and commerce on social value, aesthetic value, economic value, knowledge value, hedonistic value, family prestige value, health value and political values (Gaur et al. 1989; Adhikari, 1991; Singh, 1991; Sah, 2003 and Maiti, 2008). On the other hand significant difference appeared on the social value (Banui, 1992 and Rathore et al. 2005). A number of studies conducted in this direction, in some cases difference observed on certain value dimension and in others cases did not observed on the same value dimensions.

Self respect and individualistic value orientation was given very high value preference by English medium and urban students compared to Hindi medium, rural and tribal students (Singh and Soni, 1999 & Mathur and Bhadoria, 2001). It was observed that economic value, social value and democratic value emerged the most important factor followed by power value, social value, democratic value and the least preference given to family prestige value preceded by hedonistic value and religious value (Rizvi, 2007; Maiti, 2008 and Saxena, et al. 2008)

### **Objectives:**

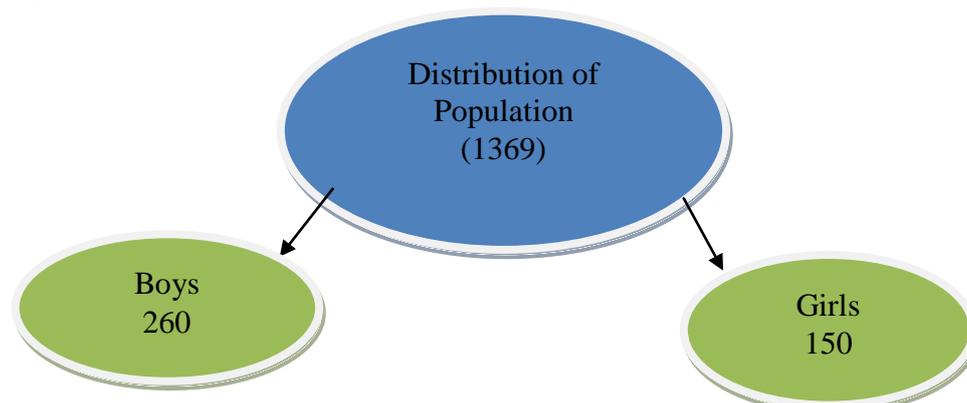
Study the significance of value orientation in the life of adolescents and determine the orientation of adolescents towards various dimensions of value. Make a comparison between the scores of adolescent boys and girls on different facets of value orientation.

## **METHODOLOGY**

This is the blue print of any scientific enquiry though researchers have already highlighted the concepts and reviewed relevant literature in order to probe the objectives of the present study.

### **Sample:**

A sample is any number of persons, objects or events selected to represent the population according to certain rules. A good sample is one which is unbiased and representative of the whole population. Since, sample is the selection of small group of individuals, objects or events from a population, the sample size is the most important factor for empirical investigation that plays a significant role in statistical analysis and in drawing inferences from the results obtained. Keeping in view the objectives of present study proportionate stratified random sampling technique used in selection of 410 subjects. The total number of students constituting the population was 1369. The boys and girls are 867 and 502 respectively.



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The present sample consists of 410 adolescents, which is 30 percent of population. Thus, the sample of present study constituting the number of boys and girls are 260 and 150 respectively. Researcher assured them that their responses will keep confidential and it will only be use for academic purpose.

### *Psychometric Measure:*

Personal Value Questionnaire (PVQ) of Sherry and Verma found suitable to measure value orientation of subject. This questionnaire consists of 40 questions with three response categories constituting 10 values orientation dimensions: Religious value, Social value, Democratic Value, Aesthetic Value, Economic Value, Knowledge Value, Hedonistic Value, Power Value, Family Prestige Value and Health Value. The reliability and validity of questionnaire was established.

### *Data Analysis:*

Selection of suitable statistical method is utmost important for data analysis. To probe the objectives of the study t- test found suitable over other statistical method.

## RESULTS AND DISCUSSION

The obtained results presented in the table followed by description and discussion.

*Table-1: Mean, Sd. and t- ratio on religious value among adolescent boys and girls.*

Groups Compared	N	Mean	SD.	t-value
Boys	260	14.32	3.90	.40 <sup>NS</sup>
Girls	150	13.63	3.97	

df=408, Not significant.

The results showed in the Table-1 that mean of adolescent boys and girls are 14.32 and 13.63 on religious value with Sd. 3.90 and 3.97 respectively. The two groups compared with respect to mean t- value found .40, which is not significant. The result may interpreted that both the groups of adolescent expressing the similar feeling in terms of faith in God, fear of divine wrath and they are acting according to ethical code prescribed in religious books. Present result supported the earlier researches of Rizvi (2007) and Saxena (2008) whereas Hartman observed that males have less value orientation towards religion as compared to females.

*Table-2: Showing Mean, Sd. and t- ratio on Social Value among adolescent boys and girls.*

Groups Compared	N	Mean	SD.	t-value
Boys	260	13.81	7.63	3.12**
Girls	150	11.75	2.77	

df=408, \*\*significant at .01 levels.

It is evident from above table-2 that the mean and Sd. of adolescent boys were found 13.81 and 7.63 whereas mean and Sd. for adolescent girls were found 11.75 and 2.77 on social value. Two groups of adolescents compared on social value and a t- ratio found 3.12. The

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mean score of boys on social value is greater than the mean score of girls but standard deviation is very high that showed higher degree of variation in the distribution of scores on social values among boys. However, mean difference between boys and girls appeared significant at .01 levels. The result interpreted that boys are significantly more oriented towards charity, kindness, love and sympathy for the people in comparison to girls. Boys paid comparatively greater degree of weight age to social value by providing social services to mankind, sacrificing their personal comforts and get relieve the needy and misery of other people. Though girls are also sharing the same feeling but degree is less than their counterparts. Banui (1992) also found significant difference between boys and girls on social value.

**Table-3: Showing Mean, Sd. and t- ratio on democratic value among adolescent boys and girls.**

Groups Compared	N	Mean	SD.	t-value
Boys	260	13.21	3.23	
				3.91**
Girls	150	14.62	3.68	

df=408, \*\*Significant at .01 levels.

It appears from table-3 that mean of boys and girls are 13.21, 14.62 and Sd. 3.23, 3.68 respectively on democratic value. Two groups compared on mean value significant difference was found ( $t= 3.91$ ,  $P< .01$ ). The democratic value can be for individuality and absence for discrimination. The girls are significantly more value oriented towards democratic value as compared to boys. Patel (1979) observed that youngster moved for democratic value as compared to older in age. The result of present study interpreted that girls are not ready to accept the decisions of others imposed on them they need their participation in decision making and should not be discrimination among people on the basis of gender, religion, caste, creed, colour, family status and ensuring equal social, political and religious rights to all. Though boys are also sharing the same feeling but girls are significantly more democratic orientation than their counterparts.

**Table-4: Showing Mean, Sd. and t-ratio on aesthetic value among adolescent boys and girls.**

Groups Compared	N	Mean	Sd.	t-value
Boys	260	11.35	3.12	
				3.73**
Girls	150	12.47	2.85	

df=408, \*\*Significant at .01 levels.

Table-4 present the result that mean score of boys found 11.35 with Sd. 3.12 and mean score of girls was found 12.47 with Sd. 2.85. The mean difference between boys and girls on aesthetic value was found significant ( $t=3.73$ ,  $P< .01$ ). Adolescent girls are found significantly more oriented towards aesthetic value than adolescent boys are. The result might be attributed appreciation of beauty, love of fine arts, drawing, painting, music, dance,

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sculpture, poetry and architecture, love for literature, decoration of home and surroundings, neatness and systems in the arrangement of the things. In contrast to the present finding Dixit and Sharma (1969) found male teachers scored significantly higher on aesthetic value than female teachers. On the other hand, present study supported Hartman (1970) that females having more aesthetic value than males. The sense of aesthetic value dominating among adolescent girls more than adolescent boys (Banui, 1992 and Rathore et al. 2005).

**Table-5: Showing Mean, Sd. and t-ratio on economic value among adolescent boys and girls.**

Groups Compared	N	Mean	SD.	t-value
Boys	260	12.07	3.52	
				4.29**
Girls	150	13.55	3.35	

df=408, \*\* Significant at .01 levels.

The results shown in table-5 indicate the Mean and Sd. scores of boys and girls on economic value. The mean score of boys on economic value found 12.07 with sd. 3.52 whereas mean scores of girls on economic value found 13.55 with sd. 3.35. The mean scores of two groups compared t- ratio found 4.29, which is significant at .01 levels. The girls are found significantly more oriented towards economic value than boys are. Higher degree of economic value among girls may be characterized, as girls are significantly more desire for money and material gains than boys are. The result might be interpreted that as a person high economic value is guided by material gain in the choices of his/her job. Attitude towards rich persons is favourable and consider them helpful for the progress of the nation. Studies shown preference of economic value over the other values (Ganguly, 1967; Pal, 1969; Kaul, 1973; Adisheshaiah, 1976 and Kumari, 1981). Adhikari (1991) observed that boys and girls differ significantly on economic value. Contrary to present research finding, Hartman (1970) found males having more economic value than females.

**Table-6: Showing Mean, Sd. and t-ratio on knowledge value among adolescent boys and girls.**

Groups Compared	N	Mean	SD.	t-value
Boys	260	13.39	7.16	
				.66 <sup>NS</sup>
Girls	150	13.72	2.87	

df=408, Not significant.

Table-6 presents the mean of adolescent boys and girls on knowledge value 13.39 and 13.72 with Sd. 7.16 and 2.87 respectively. Two groups of boys and girls compared on mean, t- ratio found .66, which is not significant. The result may be interpreted that subjects showed the love for knowledge of theoretical principle of any activity and discovery of the truth. In the light of obtained result it may be interpreted that some boys showed high orientation towards knowledge of theoretical principles underlying a work essential for success in it. The result may be generalized that both the group of boys and girls having values hard work in studies

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because it helps them to develop ability, skill to find out new facts and relationships and aspire to be known as the seeker of the knowledge. Banui (1992) has also observed that different streams of students did not differ significantly on knowledge value but boys and girls differ significantly with respect to orientation of knowledge value.

**Table-7: Showing Mean, Sd. and t-ratio on hedonistic value among adolescent boys and girls.**

Groups Compared	N	Mean	SD.	t-value
Boys	260	11.00	2.99	
				1.84 <sup>NS</sup>
Girls	150	10.40	3.29	

df=408, Not significant.

It appears from table-7 that Mean score of boys found 11.00 with Sd. 2.99 and Mean score of girls found 10.40 with Sd. 3.29 on hedonistic value. There was no significant difference observed between the two groups of subjects (t- 1.84). The result illustrated that both the groups having similar orientation of hedonistic value with the conception that they desired pleasure and avoided pain. The result interpreted in the light of Freud's principle of "Id" that an individual seeks pleasure and avoids pain, and strives for immediate gratification of needs. It is important to mention here that hedonist believe more in present than future.

**Table-8: Showing Mean, Sd. and t-ratio on power value among adolescent boys and girls.**

Groups Compared	N	Mean	SD.	t-value
Boys	260	8.99	2.87	
				1.13 <sup>NS</sup>
Girls	150	8.64	3.10	

df=408, Not significant.

The result shown in the table-8, represents the Mean and Sd. on power value among boys and girls as 8.99, 8.64 and 2.87 and 3.10 respectively. The two groups did not differ significantly with respect to power value (t- 1.13). In the present era of materialistic world mean score of boys and girls on power value were the lowest within the various dimensions of value orientation. The result interpreted that subjects did not show the desire of ruling and leading others. The low mean scores represent their feelings as not to exercise authority over others. They believe in democratic value system that fear of law of land. Contrary to present finding Banui (1992) observed that boys and girls differed significantly on power value.

**Table-9: Showing Mean, Sd. and t-ratio on family prestige value among adolescent boys and girls.**

Groups Compared	N	Mean	SD.	t-value
Boys	260	12.33	3.07	
				1.79 <sup>NS</sup>
Girls	150	12.94	3.44	

df=408, Not significant.

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It appears from table-9 that Mean score on family prestige value of boys found 12.33 with Sd. 3.07 and Mean score of girls was 12.94 with Sd. 3.44. The two groups did not differ significantly on family prestige value ( $t=1.79$ ). The observed behavior might be characterizing as the roles, functions and relationships are family prestige value, and subjects would not deviate from the specified norms of the family. They believe in the family prestige, which implies the respect for the roles that are traditional characteristics of different castes, religions and races of Indian society. Orientation of family prestige also implies the maintenance of purity of the family blood by avoiding inter-caste marriages. The result indicated that both the group of subjects paid respect for the conservative outlook as inculcated in the traditional institution of family. Further, no significant difference observed on family prestige value between male and female (Banui, 1962 and Rathor et al. 2005). They shared similar family Maryada in Indian context.

**Table-10: Showing Mean, Sd. and t-ratio on health value among adolescent boys and girls.**

Groups Compared	N	Mean	SD.	t-value
Boys	260	8.59	2.70	
				.94 <sup>NS</sup>
Girls	150	7.95	2.56	

df=408, Not significant.

The Mean scores of adolescent boys and girls found 8.59 and 7.95 on health value respectively (ref.table-10). The two groups of adolescents did not differ significantly with respect to health value. The observed lower value on health dimension makes clear that adolescents are not taking much care of their health (Banui, 1962 and Rathor et al. 2005). The result might be interpreted that they are very much concern with their courses and busy schedule of study. They are sharing similar feelings; hence, they did not differ significantly on health value. They are less concern with health and more concern with career.

## CONCLUSION AND SUGGESTIONS

In the present day, value has considered as a generalized and dominant interest in our present day life. Certain psychologists view value as moral preferences. Values consequently may influence our perception and actions. In this sense, value becomes a generalized attitude. A conceptual definition of values by Schwartz (1992) incorporates five formal features of values. Value classified as mean values and end values. Realization of mean values proves instrument for realization of the more fundamental values termed as end or instrumental values (Rokeach, 1973). Value orientation defined as value directions and preferences of individual and it has selective power. Kluckhohn (1951) introduced the concept of value orientation and he observed value orientation is a set of linked proposition embracing both value and existential element. Value orientations guide both actions and behavior of people. On some dimensions of value orientation gender differences appeared whereas on certain dimension differences did not appear. This shows the preferences of adolescents towards dimensions of value orientation in their life.

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The present study did not cover all factors, which may have its impact on personal value orientation of adolescents except gender. All participants selected from one senior secondary school of a city. Further, it has suggested that extensive research plan required and consider all aspects and factors to generalize the findings. A cross-cultural research requires revealing different value preference and socio cultural variables to be consider for future researches. Thus, it would be worthwhile to consider in the future studies.

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### ***Conflict of Interest***

The authors colorfully declare this paper to bear not conflict of interests

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