

Gender Impact of Personal Values among Secondary Level Students: A Critical Analysis

Subhas Kumar Samanta^{1*}, Dr. Mita Howladar²

ABSTRACT

Personal values are core ideas that shape attitudes and behaviours. They define what is important and influence decision-making, helping to shape one's identity, relationships, and overall life path. In this study, the main objectives on personal values and its dimensions commitment, challenge, problem-solving, group work, discipline, hard work, honesty, punctuality, self-dependence, and cooperation of secondary level students impact on gender disparities in West Bengal. Using a Cross-sectional survey study design to collect data from different districts of West Bengal. This study, a total number of 350 samples collect through randomly basis of secondary level school students. Results also revealed that Except Problem solving and discipline the dimensions of personal value female students have showed higher personal value than male students and commitment the dimensions of personal values were found to be statistically significant. In summary, this study provides vital knowledge about how personal values develop in teenagers, with a particular focus on the impact of gender and the need for fairer educational approaches in West Bengal.

Keywords: *Personal Values, Cross-sectional survey, Secondary level Students, Commitment*

Personal values, fundamental convictions that guide individual behavior and choices, are shaped by cultural background, family upbringing, personal experiences, and societal norms. These values, which include honesty, integrity, compassion, respect, responsibility, and fairness, play a crucial role in shaping the attitudes and actions of secondary level students globally (Schwartz, 2012). The UNESCO report (2015) underscores the significant role of education systems worldwide in fostering values that enhance cultural understanding, tolerance, and global citizenship. This is further supported by Park and Peterson (2006), who found notable cultural differences in the assimilation of character strengths, a key component of personal values. In the Indian context, personal values education is vital, reflecting the country's diverse cultural fabric and emphasis on ethical learning (Kumar & Ojha, 2010). The Indian education system, with its focus on holistic development, imparts values such as respect and empathy, aligning with the National Curriculum Framework of India (2005). Balasubramanian (2014) emphasizes the importance of value-based education in nurturing responsible citizenship. Environmental consciousness is also a key focus, as highlighted by Singh's (2017) discussion on

¹Research scholar, Department of Education, Jadavpur University, WB

²Assistant Professor, Department of Education, Jadavpur University, WB

*Corresponding Author

Received: February 12, 2024; Revision Received: March 22, 2024; Accepted: March 26, 2024

Gender Impact of Personal Values among Secondary Level Students: A Critical Analysis

environmental education in Indian schools. In West Bengal, the unique cultural and historical context significantly influences personal values education. The state's intellectual and artistic heritage informs its education policies, fostering values like intellectual curiosity and social responsibility (Chatterjee & Nath, 2018). Influenced by educational philosophies of luminaries like Rabindranath Tagore and Ishwar Chandra Vidyasagar, West Bengal's approach to education prioritizes moral and ethical development alongside academic learning (Banerjee & Basu, 2019). This comprehensive approach prepares students to be conscientious citizens, capable of positively impacting both local and global communities.

Dimensions of Personal Values

The PVQ-DP (2013) is designed to target dimensions that are essential in both personal and professional settings. The dimensions encompassed in this context are commitment, challenge, problem-solving, group work, discipline, hard work, honesty, punctuality, Self-Dependence, and cooperation.

- **Commitment:** Commitment refers to an individual's unwavering dedication and allegiance towards a specific cause, task, or relationship. This value is crucial for comprehending individuals' level of commitment to their duties and their willingness to persist.
- **Challenge:** Challenge refers to an individual's propensity for engaging in demanding work and their ease with ambiguity and intricacy. It pertains to an individual's inclination towards expanding their knowledge and acquiring new skills.
- **Problem-Solving:** This dimension evaluates an individual's method of identifying solutions and overcoming problems or difficulties. Understanding how individuals address challenges and their ability to innovate is of utmost importance.
- **Group Work:** Emphasises an individual's aptitude and inclination for collaborating in team environments. It pertains to the evaluation of teamwork, communication, and interpersonal skills.
- **Discipline:** Discipline encompasses the capacity for self-restraint and the aptitude to conform to established regulations and criteria. This value is crucial for comprehending an individual's dependability and steadfastness.
- **Hard work:** Hard work is a manifestation of the importance attributed to exertion and perseverance. It reflects an individual's work ethic and their attitude towards putting forth effort to accomplish goals.
- **Honesty:** Honesty refers to the quality of being truthful and having integrity. Understanding this dimension is crucial for comprehending trustworthiness and ethical norms in both personal and professional encounters.
- **Punctuality:** Punctuality refers to the effective management of time and the consideration for others' time. The practical value of reliability and professionalism greatly influences how individuals are seen.
- **Self-Dependence:** This dimension evaluates the extent to which individuals depend on their own abilities and resources. It addresses elements of autonomy and self-reliance.
- **Cooperation:** Cooperation is the act of collaborating harmoniously with others in order to achieve a shared objective. Comprehending an individual's team spirit and their capacity to compromise and harmonise with group aims is crucial.

Rationale of the study

This study is crucial because it not only adds to the wider discussion on gender and value formation in teenagers, but also offers specific insights that are pertinent to the distinct

Gender Impact of Personal Values among Secondary Level Students: A Critical Analysis

socio-cultural environment of West Bengal. West Bengal provides a distinctive environment for studying how gender impacts the formation of personal values in teenagers, due to its unique cultural, educational, and social systems. Personal values, which are long-lasting ideas or standards that influence behaviour and decisions (Schwartz, 1992), play a crucial role in shaping an individual's identity and social interactions. Within the framework of West Bengal, these principles are frequently intricately connected with cultural conventions, customs, and gender expectations that are unique to the area. The influence of gender on the formation of values in adolescents is widely acknowledged worldwide. Societal norms and expectations have a key role in shaping the development of values, with distinct effects observed in boys and girls (Eagly & Wood, 1999; Gilligan, 1982). Within the framework of West Bengal, this influence may be more conspicuous because of the region's distinct cultural and social dynamics. The cultural narratives and practices in West Bengal have a significant impact on the conventional roles and expectations of males and females. This, in turn, can form the value systems of boys and girls in secondary schools in a distinct manner. Moreover, comprehending the influence of gender is essential for educational policymakers and practitioners in West Bengal. It can contribute to the design of curricula and educational practices that not only acknowledge and value the cultural background of the region, but also advance gender equality and inclusiveness. This is particularly relevant in secondary education, a crucial stage for the personal and social growth of adolescents. Consequently, this research has important ramifications for the educational system in West Bengal. By elucidating the disparities in value systems between male and female students, it can assist educators in developing more comprehensive and empathetic learning settings that recognise and tackle these disparities. Moreover, it can offer valuable perspectives for parents and community leaders in comprehending the changing moral and ethical principles of the younger cohort, so enabling more efficient communication and assistance.

Delimitations of the study

- i. The present study was delimited to only one district i.e., Purba Medinipur in West Bengal was surveyed only.
- ii. The study was delimited to only 350 secondary level students were considered as a sample.
- iii. The study was delimited to only one independent or demographic variable i.e., gender.
- iv. Only descriptive and parametric tests were used to show the real nature of the data and the research process.

Objectives of the study

- i. To know the present status of personal value among students.
- ii. To examine the Commitment among students concerning gender.
- iii. To examine the Challenge among students concerning gender.
- iv. To examine the Problem solving among students concerning gender.
- v. To examine the Group work among students concerning gender.
- vi. To examine the Discipline among students concerning gender.
- vii. To examine the Hard work among students concerning gender.
- viii. To examine the Honesty among students concerning gender.
- ix. To examine the Punctuality among students concerning gender.
- x. To examine the Self-Dependence among students concerning gender.
- xi. To examine the Co-operation among students concerning gender.

Hypothesis of the study

- **H₀₁:** There exists no significance mean difference in Commitment by their gender.

Gender Impact of Personal Values among Secondary Level Students: A Critical Analysis

- **H₀₂**: There exists no significance mean difference in Challenge by their gender.
- **H₀₃**: There exists no significance mean difference in Problem solving by their gender.
- **H₀₄**: There exists no significance mean difference in Group work by their gender.
- **H₀₅**: There exists no significance mean difference in Discipline by their gender.
- **H₀₆**: There exists no significance mean difference in Hard work by their gender.
- **H₀₇**: There exists no significance mean difference in Honesty by their gender.
- **H₀₈**: There exists no significance mean difference in Punctuality by their gender.
- **H₀₉**: There exists no significance mean difference in Self-Dependence by their gender.
- **H₀₁₀**: There exists no significance mean difference in Co-operation by their gender.

METHODOLOGY

The main purpose of the study to find out the present state of personal value among secondary level students in Purba Medinipur district of West Bengal. To achieve the objective of this study, a cross-sectional survey design was employed. The population of the study consisted of secondary level school-going adolescents in Purba Medinipur District, West Bengal, and only 350 samples of secondary level school-going adolescents were randomly selected. In this study, personal value, and its dimensions commitment, challenge, problem-solving, group work, discipline, hard work, honesty, punctuality, self-dependence, and cooperation were regarded as the dependent variable, which was hypothesized to be related to demographic or independent variable such as gender.

Tools for Data Collection

Highly reliable and standardised multilingual measuring tools were utilised to assess personal value, a crucial dependent variable. Dr. Archana Dubey and Mahendra Patidar's Persona Value Questionnaire (PVQ-DP, 2013) was used to assess personal values among secondary level students. This quiz has 30 items with three options, totalling 90 options. The tool evaluates eleven personal values, including commitment, problem-solving, discipline, honesty, self-dependence, challenge, group work, hard work, punctuality, and cooperation.

Analysis and Interpretation of Data

Descriptive Statistics

Table 1 Descriptive statistics regarding personal value and its dimensions of students.

| Variable | Dimensions | Category | Number of students | Mean | Std. Deviation | Std. Error Mean |
|----------|-----------------|----------|--------------------|------|----------------|-----------------|
| Gender | Commitment | Male | 153 | 6.78 | 2.084 | .169 |
| | | Female | 197 | 7.45 | 2.487 | .177 |
| | Challenge | Male | 153 | 8.73 | 2.437 | .197 |
| | | Female | 197 | 8.96 | 2.282 | .163 |
| | Problem solving | Male | 153 | 9.76 | 2.682 | .217 |
| | | Female | 197 | 9.76 | 2.825 | .201 |
| | Group work | Male | 153 | 7.07 | 2.242 | .181 |
| | | Female | 197 | 7.39 | 1.878 | .134 |
| | Discipline | Male | 153 | 9.16 | 2.493 | .202 |
| | | Female | 197 | 8.81 | 2.263 | .161 |
| | Hard work | Male | 153 | 8.82 | 2.166 | .175 |
| | | Female | 197 | 9.21 | 6.859 | .489 |
| | Honesty | Male | 153 | 9.64 | 2.496 | .202 |
| | | Female | 197 | 9.21 | 2.462 | .175 |
| | Punctuality | Male | 153 | 8.21 | 2.142 | .173 |
| | | Female | 197 | 9.28 | 7.755 | .553 |
| | Self-Dependence | Male | 153 | 8.41 | 2.184 | .177 |
| | | Female | 196 | 9.61 | 9.359 | .669 |

Gender Impact of Personal Values among Secondary Level Students: A Critical Analysis

| Variable | Dimensions | Category | Number of students | Mean | Std. Deviation | Std. Error Mean |
|----------|--------------|----------|--------------------|-------|----------------|-----------------|
| | Co-operation | Male | 153 | 9.93 | 2.586 | .209 |
| | | Female | 197 | 10.17 | 10.026 | .714 |

Figure 1 Showing Descriptive statistics regarding personal value and its dimensions of students.

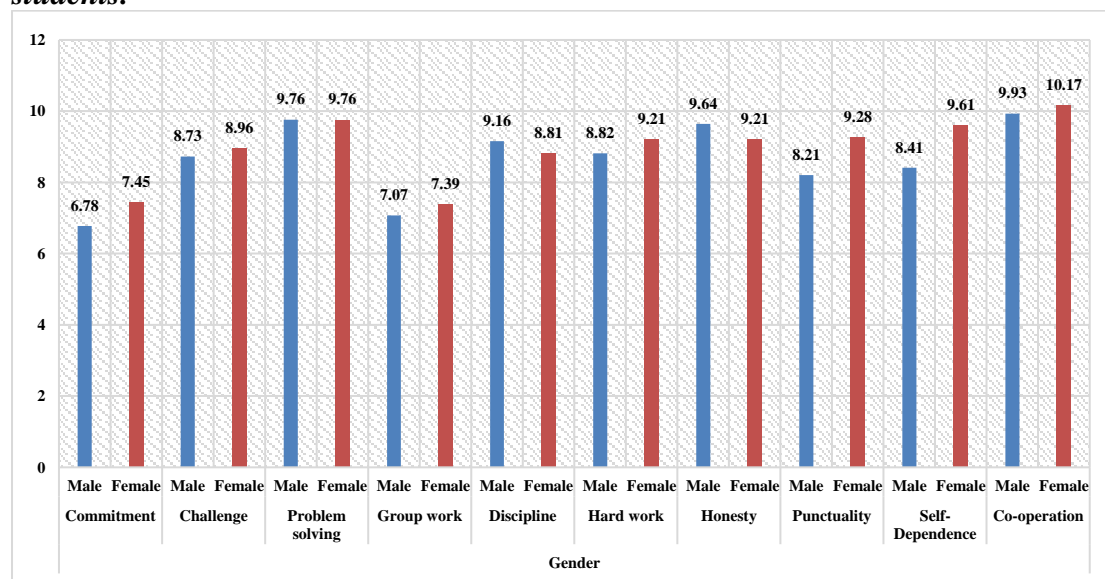


Table 1 and Figure 1 Showed that compares male and female students in terms of different aspects of personal values. The assessed categories comprise Commitment, Challenge, Problem Solving, Group Work, Discipline, Hard Work, Honesty, Punctuality, Self-Dependence and Co-operation. Mean scores between male and female students exhibit discernible disparities across diverse categories. Female students exhibit a greater average score in Commitment, Challenge, Group Work, Hard Work, Honesty, Punctuality, Self-Dependence and Co-operation. In contrast, male students exhibit superior average scores in Problem Solving and Discipline.

Hypotheses Testing

Table 2 Showing Independent sample t-test of personal value and its dimensions based on gender.

| Independent sample t-test | | | | | | |
|---------------------------|--------------------|--------|-----|-----------------|-----------------|----------------------|
| Independent Variable | Dependent Variable | t | df | Sig. (2-tailed) | Mean Difference | Remarks (0.05 level) |
| Gender | Commitment | -2.676 | 348 | 0.008 | -0.669 | Rejected |
| | Challenge | -0.943 | 348 | 0.346 | -0.239 | Failed to Reject |
| | Problem solving | 0.028 | 348 | 0.978 | 0.008 | Failed to Reject |
| | Group work | -1.448 | 348 | 0.149 | -0.319 | Failed to Reject |
| | Discipline | 1.377 | 348 | 0.169 | 0.351 | Failed to Reject |
| | Hard work | -0.688 | 348 | 0.492 | -0.396 | Failed to Reject |
| | Honesty | 1.620 | 348 | 0.106 | 0.432 | Failed to Reject |
| | Punctuality | -1.658 | 348 | 0.098 | -1.070 | Failed to Reject |
| | Self-Dependence | -1.553 | 348 | 0.121 | -1.200 | Failed to Reject |
| | Co-operation | -0.288 | 348 | 0.774 | -0.239 | Failed to Reject |

Table 2 showed that the computed value of the independent samples t-test comparing the mean scores of gender among students with respect to personal values dimensions commitment, challenge, problem-solving, group work, discipline, hard work, honesty,

Gender Impact of Personal Values among Secondary Level Students: A Critical Analysis

punctuality, self-dependence, and cooperation. The dimensions wise, except commitment the null hypothesis was not statistically significant ($p > 0.05$). Therefore, the null hypothesis except commitment was failed to reject at 0.05 level of significance.

Major findings of the Study

Overall

- The overall personal value of secondary level students was found to be 87.84.

Based on Gender

- Except Problem Solving and Discipline the dimensions of personal value female students have showed higher personal value than male students and commitment the dimensions of personal values were found to be statistically significant.

DISCUSSION AND CONCLUSION

The study provides profound insights into the influence of gender on personal values among secondary level students in West Bengal, India. An important discovery is the significant disparity in commitment across genders, with female students demonstrating higher levels. This is consistent with cultural beliefs that frequently link women with higher levels of commitment and faithfulness in different positions. Nevertheless, this generalisation may also indicate the impact of cultural factors unique to West Bengal, where conventional gender norms and societal expectations could potentially contribute to these variations. Conversely, attributes such as challenge, problem-solving, group work, discipline, hard effort, honesty, punctuality, self-dependence, and cooperation exhibited no notable disparities across genders. This implies that there is an equal representation of gender in these personal values among pupils, which shows a potential change in cultural norms or the successful implementation of gender-neutral value education in the area. The absence of disparity in problem-solving and discipline is particularly remarkable, given that these abilities are frequently associated with gender stereotypes. The similarity in scores between genders may suggest the presence of changing societal norms or the impact of modern educational methods that foster equality. The higher aggregate personal value score among female students, with the exception of problem-solving and discipline, is a noteworthy element. This suggests that although all genders possess similar abilities in practical and cognitive capabilities, there may be a variation in the importance placed on certain values depending on gender. The disparity in dedication is essential for educators and policy-makers, underscoring the necessity for gender-sensitive methodologies in value education.

Ultimately, the study serves as a reminder to policy-makers and educators to improve their methods of value education, taking into account gender subtleties and fostering an inclusive atmosphere. These endeavours are crucial not only for individual growth but also for moulding socially conscious and compassionate future members of society. The study's findings enhance our comprehension of how gender impacts the development of values in teenagers, providing a foundation for more efficient and fair educational approaches.

REFERENCES

- Schwartz, S. H. (2012). An Overview of the Schwartz Theory of Basic Values. *Online Readings in Psychology and Culture*, 2(1).
- UNESCO. (2015). Global Citizenship Education: Topics and Learning Objectives.
- Park, N., & Peterson, C. (2006). Character strengths and happiness among young children: Content analysis of parental descriptions. *Journal of Happiness Studies*, 7(3), 323-341.

Gender Impact of Personal Values among Secondary Level Students: A Critical Analysis

- Kumar, A., & Ojha, P. (2010). Cultural and Ethical Values in Education: The Indian Context. *Journal of Education and Ethics in Teaching*.
- National Curriculum Framework. (2005). NCERT, New Delhi.
- Balasubramanian, A. (2014). Value-Based Education for Human Development. *EduTracks*, 13(7).
- Singh, A. (2017). Environmental Education in Indian Schools: A Study. *International Journal of Environmental Education*.
- Chatterjee, R., & Nath, S. (2018). Education and Social Change in West Bengal. *Indian Journal of Social Development*.
- Banerjee, R., & Basu, B. (2019). The Role of Education in Promoting Social Values in West Bengal. *Indian Journal of Educational Studies*.
- Bertsch, A., Ondracek, J., Saeed, M., Hulm, J., Borud, D., McCloud, M., Cushing, J., & Jisheng, L. (2021). Exploring Similarities and Differences in Big 5 Personality Traits of Students' Declared University Major at a Regional U.S.A. University. *DELHI BUSINESS REVIEW*. <https://doi.org/10.51768/dbr.v22i2.222202107>.
- Sharma, K. (2015). A Comparative Study of Aesthetic, Economic and Political Values of Undergraduate Students., 2. <https://doi.org/10.25215/0202.008>.
- Dafare, P., & Bhende, R. (2016). Gender Difference in values, Self-concept and Creativity among the rural College going students. *International Education and Research Journal*, 2.
- Jahangiri, J., & Zarei, A. (2016). The Relationship between Value Orientation and Attitudes toward the Environment Case Study: Shiraz University Students. *International journal of humanities and social sciences*, 3, 850-861.
- Eaton, T., & Giacomino, D. (2001). An Examination of Personal Values: Differences between Accounting Students and Managers and Differences between Genders. *Teaching Business Ethics*, 5, 213-229. <https://doi.org/10.1023/A:1011444127775>.
- Borg, I. (2019). Age- and gender-related differences in the structure and the meaning of personal values. *Personality and Individual Differences*. <https://doi.org/10.1016/J.PAID.2018.10.013>.
- Kadic, A., & Jusic, M. (2018). Sociodemographic and other Correlates of Terminal Values among Social Pedagogy students. *Zbornik radova 16*. <https://doi.org/10.51728/issn.2637-1480.2019.16.285>.
- Posner, B., & Munson, J. (1981). Gender Differences in Managerial Values. *Psychological Reports*, 49, 867 - 881. <https://doi.org/10.2466/pr0.1981.49.3.867>.
- Volkova, T., & Kuzina, E. (2020). Features of Value Orientations of Banking Employees Depending on Their Gender Differences. *Economics Profession Business*. <https://doi.org/10.14258/epb201998>.
- Aiat, M., & Hassan, E. (2013). Attitudes of Bedouin Youth Graduates Towards Self-Employment., 18, 201-229. <https://doi.org/10.21608/JPD.2013.42569>.
- Sinaga, S. (2022). The Effect of Father's Education on Increasing Knowledge, Attitudes, and Practice of Health Protocols in Preventing COVID-19 in Nursing Students. *Jurnal Keperawatan Komprehensif (Comprehensive Nursing Journal)*. <https://doi.org/10.33755/jkk.v8i2.305>.
- Stamenkovic, Z., Djikanovic, B., Laaser, U., & Bjegović-Mikanović, V. (2016). The role of mother's education in the nutritional status of children in Serbia. *Public Health Nutrition*, 19, 2734 - 2742. <https://doi.org/10.1017/S1368980016000768>.

Gender Impact of Personal Values among Secondary Level Students: A Critical Analysis

Acknowledgment

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

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Samanta, S.K. & Howladar, M. (2024). Gender Impact of Personal Values among Secondary Level Students: A Critical Analysis. *International Journal of Indian Psychology*, 12(1), 2231-2238. DIP:18.01.202.20241201, DOI:10.25215/1201.202