

STUDY OF VALUE PATTERN AMONG ADOLESCENTS IN RELATION TO SOCIO-ECONOMIC STATUS

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ABSTRACT

The present study is an investigation of study of value pattern among adolescents in relation to socio economic status. The present study has been conducted on 120 adolescents taken randomly from Moga District of Punjab. In the present study for the collection of data the tools were used Value Test by Ohja (1971) and Socio Economic Status Scale by Bhardwaj (2001). The present study utilized the descriptive survey method to investigation in order to ascertain the value pattern of adolescents in relation to socio economic status.

Keywords: Value pattern and Socio economic status.

Education makes a man complete man. It makes a man a fit person for society. It is an ever widening concept. It is an important activity. It was born with the birth of the human and shall continue to function as long as the human race lives. The main aim of education is a good life. Education ultimately aims at enabling us to differentiate between good and bad, right and wrong and provides good values also. Values play a very significant role in the life of a person. There is no sphere of education which does not inculcate values.

Values are the principles that lay a solid foundation for a civilized and caring society. A society is said to be a cultured one, if it follows a set of norms that are for the welfare of its individual member; on the contrary, a society which cares least for its members and where the principle of might is right, is predominant, cannot be said to be a cultured society. In such a society, human dignity finds low priority and the society becomes less caring for its individual members who need attention and care because of the conditions that are beyond their control. Values means whatever is actually liked, prized, esteemed, and desired approached or enjoyed by anyone at any time and it is the actual experience of enjoying desired objects or activity. If a society is to be made for all, values must become an integral and inseparable part of each individual,

values thus, are as important for living a happy life, as food is important for a healthy body. There is no formless or valueless personality and that personalities are best known through study of values. Human life harbors six main types of values and these appeals in varying degrees to individuals who build the unity of their lives around such values. Hence there is an urgent need to initiate voluntary efforts for inculcating values in society.

Socio economic state is the level indicative of both social and economic achievements of an individual group. Thus, SES has an effect on education and education is important to develop certain values patterns in an individual so there seems to be a direct relation between socio-economic status and values pattern of students undergoing some educational process. Socioeconomic status (SES) is probably the most widely used contextual variable in education research. Increasingly, researchers examine educational processes, including academic achievement, in relation to socioeconomic background (Bornstein and Bradley, 2003). Socioeconomic status (SES), an index of one's overall social status or prestige in society, is one of the most widely studied constructs in the social sciences. It is usually measured alongside education, occupational status, and income (Conger and Donnellan, 2007). Over the past decades, the relationship between SES and child

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development has been well documented (Bradley and Corwyn, 2002; Hackman, Farah and Meaney, (2010; Aizer and Currie, 2014). Compared to children and adolescents growing up in families with high SES, those growing up in families with low SES demonstrated an increased health risk (Chen, Matthews and Boyce, 2002), higher rates of anxiety, depression, and conduct disorders (Wadsworth and Achenbach, 2005). Numerous studies also associated SES with the IQ level and academic achievement of children and adolescents (National Institute of Child Health and Human Development, 2005; White, Reynolds, Thomas and Gitzlaf, 1993). Socio-economic status refers to a cluster of factors which include occupation income and cultural features of the home. Socio-economic status is a ranking of an individual by the society he lives in. A family's Socio-economic status is based on family income, education level, occupation and social status in the community such as contacts within the community, group association and the community's perception of the family. Socio-economic status and sociological combined total measure of a person's work experience and of an individual or family economic and social position in relation to others, based on income, education and occupation. Socio-economic status as the hierarchy of social position which describes a person's social standing or class.

There is a definite relationship between the vocational aspiration and the socio-economic condition of the family. Vocational aspirations of the adolescent are greatly affected by the S.E.S of their parents' value aptitudes, attitudes, interests, skill concept and even intelligence are likely to change in our S.E.S. An individual gets some value from his family which guides and inspires his behavior. These values affect the vocational aspiration and also play a significant role in the vocational adjustment.

Social life has undergone a radical change. If our education is to have any meaning for life it must pass through an equally complete transformation behind such demands. There are several assumptions. One is that there is a necessary connection between

social ethos and educational system, so that, it is argued, as in the post change have been reflected in the other the change which have been brought about recently in the structure of society demand that there should be a corresponding change in education. A pedagogic ideal are explained by social structures which education should realize a person is not the man such as nature has made him but as the society wishes him to be: and it wishes him such as its internal economy calls for.

There are moreover further considerations of a more general nature. Because as a matter of fact, certain changes take place in the social structure the education is not morally obliged not follow them unless he is persuaded. It is pointed out, however, that social change likewise involves alteration in the value system and these too can create, modify or reduce the perception of problem. Human organisms are not a piece of stone but a living and dynamic organism which keeps adjusting to the changing pattern.

In recent years, there seems to be a crisis of value. Values cannot be imparted through books. They can't be taught, they are caught-caught from the lives and attitude of parents, teachers and the society at large. Values are highly related with adolescents and their home environment. It is constantly being reminded that there has been a substantial corrosion of values. The fabrics of society being turn and age old ties are breaking up. The contemporary world is caught up growing violence, terrorism and because modern man become as a slave of emotions and passions. In the present scenario, there is no harmony between the human hearts. Socio-economic status is one of the factors for erosion of social values. Every person wishes to enjoy good economic status at the cost of values. So the investigator felt a dire need to study the values pattern of adolescents in relation to their socio-economic status. At present research is required to explore the value of students. The investigator has chosen senior secondary school students because this age belongs to life physical, mental, social,

emotional and moral etc. to adolescents' stage of human development. This stage is a transitional period in a child's life where he experiences a number of changes in different spheres.

Objectives of the Study

1. To study the relationship between values, pattern and socio-economic status of adolescents.
2. To study the difference in value pattern among adolescents in terms of gender.
3. To study the difference in value pattern among adolescents in terms of types of school.
4. To study the difference in socio-economic status among adolescents in terms of gender.
5. To study the difference in socio-economic status among adolescents in terms of types of school.

Method

The present study utilized the descriptive survey method to investigate in order to ascertain the value pattern of adolescents in relation to socio economic status. Relationships of the two variables are found with Moment of Pearson Correlation technique in order to know and compare the value pattern of adolescents in order to their socio economic status, the statistical technique of t-ratio was employed.

Sample

In the present study a sample of 120 students was selected from senior secondary school of Moga district of Punjab by ample random sample techniques. The sample was further equally categorized into boys and girls and it was further categorized into rural and urban students.

Measures

Following tools used for data collection in the present study were:

1. Value Test by Ohja (1971)
2. Socio Economic Status by Bhardwaj (2001)

Results and Discussions

Table 1: Coefficient of correlation between value pattern and socio-economic status of adolescents

Variable	N	Mean	Correlation	Level of Significant	
				0.05	0.01
Value Pattern	120	162.265	0.392	0.174	.228
Socio-Economic Status	120	256.365			

Table 1 revealed that the coefficient of correlation between value pattern and socio-economic status was 0.392 which is significant given that there exists a significant relationship between value pattern and socio-economic status.

Therefore the hypothesis 1 stating that there will be no significant relationship between value pattern and socio-economic status of adolescent stands rejected.

Table 2: Significant difference between means in value pattern among adolescent in terms of gender

Gender	N	M	S.D.	SE _M	t-value	Level of Significant
Male	60	54.88	8.14	1.72	1.313	Non-Significant
Female	60	51.14	7.75			

Table 2 revealed that the mean scores of male and female among adolescents as 54.88 and 51.14 respectively. The t-value is 1.313 which is non-significant. This revealed that a significant difference does not exist between mean scores of male and female in value pattern among adolescents.

Therefore hypothesis 2 stating that there will be no significant difference in value pattern among adolescents in terms of gender stands accepted. As mean score among female adolescents is significantly lower than that of male adolescents on the variable of value pattern, it may further be concluded that male adolescents have more value pattern as compared to their female counterparts.

Table 3: Significance of the difference between means of value pattern among adolescents in terms of types of school

Group	N	M	S.D.	SE _M	t-value	Level of Significant
Govt.	60	60.15	8.24	1.24	1.79	Non-Significant
Private	60	62.38	9.23			

Table 3 revealed that the mean scores of the value pattern of government and private among adolescents as 60.15 and 62.38 respectively. The t-value is 1.79 which is non-significant. This revealed that significant difference does not exist between mean scores of value patterns of government and private adolescents.

Therefore the hypothesis 3 stating that there will be no significant difference in value pattern among adolescents studying in govt. and private Schools stands accepted. As mean score of govt. among adolescents is significantly higher than that of private among adolescents on the variable of value pattern, it may further be concluded that private among adolescents have more value pattern as compared to their government counterparts.

Table 4: Significance of the difference between means in socio-economic status among adolescent in terms of gender

Group	N	M	S.D.	SE _M	t-value	Level of Significant
Male	60	70.42	9.52	1.65	10.18	Significant at 0.01 level
Female	60	53.62	6.73			

Table 1.4 revealed that the mean scores of socio-economic status of male and female among adolescents as 70.42 and 53.62 respectively. The t-ratio is 3.92 which is significant at 0.01 level of confidence. This revealed that a significant difference exists between mean scores of socio-economic status of male and female.

Therefore hypothesis 4 stating that there will be no significant difference in socio-economic status among adolescents in terms of gender stands rejected. As mean score among male adolescents is significantly higher than that of female adolescents

on the variable of socio-economic status, it may further be concluded that male adolescents have more socio-economic status as compared to their female counterparts.

Table 5: Significance of the difference between means in socio-economic status among adolescents studying in Govt. and Private schools

Group	N	M	S.D.	SE _M	t-value	Level of Significant
Govt.	60	149.09	14.51	1.85	7.86	Significant at 0.01 level
Private	60	163.64	11.45			

Table 5 revealed that the mean scores of socio-economic status of govt. and private among adolescents as 149.09 and 163.64 respectively. The t-ratio is 7.86 which is significant at 0.05 and 0.01 level of confidence. This revealed that a significant difference exists between mean scores of socio-economic status of govt and private.

Therefore the hypothesis 4 stating that there will be no significant difference in socio-economic status among adolescents in terms of type of school stands rejected. As the mean score of private adolescents is significantly higher than that of govt among adolescents on the variable of socio-economic status, it may further be concluded that private adolescents have more socio-economic status as compared to their govt. counterparts.

Conclusions

The result indicate that:

1. There exists a significant relationship between means scores in value pattern and socio-economic status of adolescents.
2. There exists no significant difference between means scores in value pattern among adolescents in relation to gender.
3. There exists no significant difference between means scores in value pattern among adolescents studying in govt. and private Schools.

4. There exists a significant difference between means scores in socio economic status among adolescents in relation to gender.
5. There exists a significant difference between means scores in socio economic status among adolescents studying in govt. and private Schools.

Educational Implications

As per the finding of the study there is a positive relationship between the value pattern and socio-economic status. It is very essential that students and other students of the school must be careful in providing values to their children. Value patterns play a very important role in our life. In today's age our values are deteriorating so the investigator has taken this topic to know the value pattern of students in relation to socio-economic status. In the present study investigator found that there is correlation in the value pattern and socio-economic status.

Value pattern is positively correlated with social, political and aesthetic values. We all live in a society, we get social acceptance of society and also learn values from school so it is correlated. According to this study, value pattern avoidance influences the socio-economic status of students negatively. But there is a low negative correlation. In this situation, students can play an important role in the development of socio-economic status.

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