

A STUDY OF VALUES IN CONTEXT TO SOCIO-ECONOMIC STATUS OF COLLEGE GOING GIRLS

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Abstract

Values are the set of principals through which the conduct is directed and regulated. Values give life a concrete direction, meaning and profundity. Values shape student's inner sense of what is right and what is wrong. There is generally seen a great impact of socio-economic status on value orientation and formation of attitudes. The present study aims at to focus the effect of socio-economic status upon the formation of values. 400 college going girls from Kanpur city, were selected through random sampling technique. Data were collected through the tools SESS and Personal Values Questionnaire. Results inferred that value is positively related to socio-economic status, as all the groups differs to each other regarding social value and hedonistic value. The social value of elite class, higher middle class and middle class group are higher than that of lower middle class group. Regarding hedonistic value elite class and higher middle class group are found to be highly hedonistic than middle class and lower middle class group. Hedonistic value positively affects that socio-economic status as results show the positive relationship between hedonistic value and socio-economic status.

Key-words: Values, Socio-Economic Status, College going girls.

Introduction:

Values are related to a person's behaviour, function ideal activities and needs. Human values are attached with the conduct through which life style and personality of a person has been affected. Values are the set of principles through which the conduct is regulated and directed. The culture and traditions are the original source of human values. Changing values are related to nation, religion, caste, creed and person and it changes time to time while eternal values are forever like truth, affection, non-violence, humanity, justice, integrity etc. A person adopts these values through his teachings and environment and these make an attitude and ideals towards like; then he will be able to judge what is good and right ; because the foundation of selection are values.

Values are directly linked with utility and importance. A person makes some principles according to his experiences; by and by these principles become the philosophy of like and thus terminate in values. Every society has its beliefs, ideals, principles and behaviour norms. Man has to adopt these to live in that society. When a person behaves according to these values automatically these become his own values.

The factors which affect man's values are called 'Sanskar'. In psychology these are called the hereditary traits coming since birth. Other factors are the habits of family members and family ethos which produces great effect on child and values him cherishing.

The most important factor which effect the values are educational institutions and social ethos. It works directly and indirectly through society. The education, social-political approach, historic-scientific approach, nation's economy, science, culture religion, philosophy, art, literature etc. play a great role in determining social ethos.

The growing erosion of social, ethical and moral values in the generation as is being witnessed today is bound to results into serious social, ethnic and ethical conflicts. The Education Commission

(1964) has rightly remarked that 'while a combination of ignorance with goodness may be futile, that of knowledge with a lack of essential values may be dangerous'. Cheng, (1990) admitted that values are key element to shape the behaviour of human beings. From an individual perspective values are regarded as key components in belief system, attitudes, personality and self esteem. (Triandis, 1989), (Levine, 1982) Thus values are defined as plans, blue prints, generalized ends that guide behaviours to towards uniformity in what are otherwise diverse. (Montgomery, 1999). Values are not hereditary, they are learnt. Singh (1991) also admitted that values are the doors of perception through which one can look world and interpret the experience to make it intelligible to himself.

The Indian society is full of paradoxes and contradictions. Bullock-carts and Jumbo Jet, computers and blackened wooden slates, doctoral degree holders and illiterates exist together in our society. The traditional dichotomy in norms like taking a dip in the holy water of Ganga and taking a sip of alcohol in a posh restaurant, pleading for the instruction in one's mother tongue from public forum and sending own children to English medium school etc. strike a '*Schizophrenic*' role at the contemporary Indian values system. Probably it is because of transition that the Indian society is passing through it, however, these contradictions in social values are leading to create value ambiguity and behavioural incongruity in the persons. The youth especially appear to be the greater victims of the transition, because the youth are increasingly growing restless about the decadent value system in our society. They want change but they not sure of the directions whether it is for better or worse. Values teach the youth to laugh at their miseries and be sympathetic to other's miseries and also teach that besides knowledge and skill a positive attitude and human way of action is requisite to succeed in life. Socio-economic status plays an important role in development of attitudes. Socio-economic status is actually a ranked position in social hierarchy and it is determined by a person's earning's, property, power, and possession of land or wealth, occupation, knowledge, skills, efficiency, education and fame. There had been long period gap while the advanced changes adversely taken place in social status system. Such circumstances motivated researcher to tryout the values of college going girls in context to socio-economic status recently.

Objectives:

1. To determine the social values and hedonistic value of socio-economically lower middle class, middle class, higher middle class and elite class college going girls.
2. To find out the difference to social values and hedonistic value of socio-economically lower middle class, middle class, higher class and elite class college going girls.

Hypotheses:

For the present research study, following null hypotheses have been framed.

Ho₁ There is no significant difference among socio-economically lower middle class middle class, higher middle class and elite class college going girls regarding social values.

Ho₂ There is no significant difference among socio-economically lower middle class, middle class and elite class college going girls regarding hedonistic value.

Method: To conduct the study researcher used survey research method, as it being more suitable especially for the purpose of fulfilment of the requirements of objective and for testing the hypotheses.

Sample: The total sample of 400 college going students have been drawn from the colleges of

Kanpur city of different socio-economic status through random sampling. The total number of college going girls' were, 100 in each, lower middle class, middle class higher middle class and elite class status groups.

Tools: For the collection of data following tools were used in present study:

- (i) Socio-economic Status Scale-self made.
- (ii) Personal Value Questionnaire – G.P. Sherry & R.P. Verma

Procedure: Socio-Economic Status Scale was individually administered on college going girls to frame the groups. After the formation of four socio-economic groups, the personal value questionnaire was administered on the groups.

Statistical Techniques: The Mean and ANOVA were applied to analyses the data.

Analysis of Data: The data analysis has been given in below given tables.

TABLE – 1: ANOVA OF SOCIAL VALUE

Source of Variance	Degree of Freedom (df)	Sum of Square (SS)	Mean Sum of Square (SS)	F-Ratio
Between Groups	3	10.85	3.62	7.16**
Within Groups	396	199.94	0.50	

** Significant at 0.01 level of significance.

The obtained F-ratio for 'between group' which is 7.16 found to be significant at the level of 0.01 .Hence the null hypothesis that 'There are no difference among the four group means of college going girls with respect to social values' is rejected it means that there are significant differences among the four group means with respect to social value.

TABLE – 2: MEANS OF SOCIAL VALUE

Sub Groups of the Sample	Lower Middle Class	Middle Class	Higher Middle Class	Elite Class
Means	11.66	12.03	12.04	12.05

$$SE_D = 0.100$$

$$C.D_{.05} = 0.197$$

From above table of means it is observed the highest average social value (12.05) is that of the elite class followed by these of higher middle class (12.04) and middle class (12.03). All these three groups have been found to be statistically at par. The lowest average social values (11.66) is that of lower middle class and significantly lower than the averages social values of the remaining three groups.

TABLE – 3: ANOVA OF HEDONISTIC VALUE

Source of Variance	Degree of Freedom (df)	Sum of Square (SS)	Mean Sum of Square (SS)	F-Ratio
Between Groups	3	12.37	4.12	4.81**
Within Groups	396	339.63	0.86	

** Significant at 0.01 level of significance.

The obtained 'F' ratio for 'between groups' which is 4.81 has been found to be significant at the level of 0.01. Hence the Null hypothesis that there are no differences among the four group means of college going girls with respect to hedonistic value is rejected. It means that there are significant differences among the group means with respect to Hedonistic value.

TABLE – 4: MEANS OF SOCIAL VALUE

Sub Groups of the Sample	Lower Middle Class	Middle Class	Higher Middle Class	Elite Class
Means	11.26	11.43	11.56	11.74

$SE_D = 0.131$

$C.D_{.05} = 0.258$

Above table of means shows that the average hedonistic value of elite class (11.74) is the highest and significantly higher than the average hedonistic value of lower middle class and middle class but statistically at par with the mean hedonistic value of higher middle class (11.56) which is significantly higher than the higher hedonistic value of lower middle class but statistically at par with the average hedonistic value of middle class. The minimum, average hedonistic value (11.26) is that of lower middle class and is statistically at par with the average hedonistic value of middle class;

Findings:

The analysis and interpretation of data led to the following findings: -

The results reveal that social values are positively related to socio-economic status as elite class, higher middle class and middle class group have high social values, but the lower middle class is significantly lower than above all groups regarding social values.

The result indicates that hedonistic value positively related to socio-economic status as elite class group and higher middle class group are found to be highly hedonistic in their attitudes. The lower middle class and middle, middle class group are significantly lower than above both groups regarding hedonistic value.

Discussion:

The findings reveal that values are positively related to socio- economic status as all the groups differ to each other regarding values. The social value of elite class, higher middle class and middle class is found to higher than that of lower middle class while regarding hedonistic value elite class

and higher middle class group are highly hedonistic in their attitudes than that of lower middle class group.

Thus the class system significantly affects the values of a person and performs an important role in value inculcation. Regarding social value elite class, higher middle class and even middle class groups have been found to have intensity to serve mankind. They love to help needy persons. This is the impact of education. Goel (2002) also agreed that modern youths have high values than that of other values. Though the lower class may have feeling to serve but they have no means to act according to their feelings. With limited means of life the lower class of society spend their whole life in struggle to earn livelihood. They arrange formal education any how for their children. They find no extra time and money to think about anything.

Regarding hedonistic value elite class and higher middle class have desirability of loving pleasure and avoiding pain. They give more importance to present instead of future. They believe in 'enjoy today and leave tomorrow' (Heffron, 1998). The attitudes of youth are totally materialistic. While the middle class and lower middle class believe in savings. Their belief in spending is that much only as they need.

Thus values are highly affected by socio-economic status and it had been found that there is a great role of Indian class system in value determination. Ideals, goals, feelings, beliefs, modes of action, selection and desires of college going students are highly impressed by socio-economic status.

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