

## **Study of Values Pattern among Adolescents in Relation to Socio-Economic Status**

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### **Abstract**

The present study was conducted on a sample of 120 students of senior secondary school of Moga district of Punjab. Value Test developed by Ohja (1971) and Socio Economics Status test by Sharma (2002) were used to collect the data. The major findings of the study revealed that value pattern avoidance influence the socio-economic status of students negatively. But there is low negative correlation. In this situation, student can play important role in the development of socio-economic status.

**KEYWORDS:** Good Economic Status, Harmony, Value Pattern, Cultural Features, Group Association etc.

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### **INTRODUCTION**

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 good life. Education ultimately aim at enabling us to differentiate between good and bad, right and wrong and provides good values also. Values play very significant role in life of a person. There is no sphere of education which does not inculcate values. Value is a term which has been defined in different ways by different writers and interpreted to be either a set or a felling or an action. Values are the life-blood of a civilized human society. This is the reason why all right thinking individuals regard education as the only means of inculcating right values in the heart and soul of the youth. The essential function of education is to develop among the youth habits, rights, attitude, positive values, desirable skills and interest. A value is what is desired or what is sought; values may be operationally conceived as those guiding principles of life which are conductive to one's physical and mental health as well as to social welfare and adjustment and which are in tune with one's culture.

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. 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 healthy body. Hence there is an urgent need of initiate

voluntary efforts for inculcating values in society. **Good (1959)** opined values are, “a cluster around activities and attitudes which serve needs of the group or a large or dominant portion of the group or secondary about ways of life which have become habitual or customary and therefore require little conscious adjustment from day to day, or thirdly they are intervened with other elements in the cluster that disturbance of one part of the complex threatens others.” **Bingham (2001)** defined “values means whatever is actually liked, prized, esteemed, desired approached or enjoyed by anyone at any time and it is the actual experience of enjoying desired objects or activity”.

Socio economic state is the level indicative of both social and economic achievements of an individual group. Thus, SES has effect on education and education is important to develop certain values pattern in an individual so there seems to be direct relation between socio- economic status and values pattern of students undergoing some educational process. Socio – economic status and sociological combined total measure of a person work experience and of an individual or family economic and social position in relation to other, based on income, education and occupation. **Stephen (1980)** describes, “Socio -economic status refers to a cluster of factors which include occupation income and cultural features of the home.”

## **SIGNIFICANCE OF THE STUDY**

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 erosion 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 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 of life physical, mental, social, emotional and moral etc. to adolescents' stage of human development. This stage is a transitional period in child's life here he experience a number of changes in different sphere

## **OBJECTIVES**

1. To study the relationship between values pattern and socio- economic status of adolescent.
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.

## REVIEW OF THE RELATED LITERATURE

The researcher came across a few studies showing the impact of value on S.E.S. these studies have shown a positive correlation between the S.E.S. of the pupil's namely and socio-metric pattern of acceptance and rejection.

**Jaidka (2015)** conducted a study of value pattern among students as related to parental encouragement. A sample of 200 students of 10 classes from rural and urban area govt. schools of Moga district. The finding of the study revealed that the significant positive correlation between the value pattern and parental encouragement among 10 class students with respect to sex and locale.

**Kaur (2015)** conducted a study of value pattern of high Achievers at secondary stage in relation to school environment. A sample of 500 students of senior secondary school was taken from different districts of Punjab. The finding of the study revealed that the students with high scores in creative stimulation possess higher social values than those in schools with low score in creative stimulation.

**Rather and Sharma (2015)** conducted a study impact of socio- economic status on the Academic grade of secondary level students with sample of 200 secondary school students of Aligarh district of Uttar Pradesh. The findings were that there is an intimate relationship between socio- economic grades of students. Male secondary school students perform better and got better academic grades than their female secondary school student. There is no significant difference between the urban and rural secondary school students in terms of the achievement of grades in their term and examinations and same grades were found to be attained by both the categories of the students.

**Singh (2016)** a comparative study of values economic, Aesthetic, Theoretical, Social, political and non- residential students of school in Lucknow city. A sample of 120 students, 12 class with age group of 17 and 18 from each school. The finding revealed that there was no difference in religious values of the students while. There was a difference found in theoretical, economic, aesthetic, social and political values.

**Verma and Talawar (2016)** conducted a study on value pattern among adolescents: trends and possibilities. A sample of 150 secondary school students was selected. The finding of the study that the adolescents are giving least priority to health value, which is an alarming sign. Find out the gaps and tried to suggest some possible measures to fill the gaps in context to inculcate the values in adolescents.

## HYPOTHESES OF THE STUDY

1. There exists no significant relationship between value pattern and socio- economic status of adolescent
2. There exists no significant difference in value pattern among adolescent in terms of gender
3. There exists no significant difference in value pattern among adolescent in terms of types of school.

4. There exists no significant difference in socio-economic status among adolescent in terms of gender
5. There exists no significant difference in socio-economic status among adolescent in terms of types of school.

### **METHOD**

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 .Relationship of the two variables ere 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

### **DELIMITATIONS**

1. Only one hundred twenty students are taken.
2. Government and private secondary school students are taken for study.

### **SAMPLE**

In the present study a sample of 120 students was selects form Senior secondary school of Moga district of Punjab by sample random sample techniques. The sample was further equally categorized in to boys and girls and it was further categorized in to rural and urban students.

### **TOOLS USED**

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

1. Value Test by Ohja(1971)
2. Socio Economics Status by Sharma (2002)

### **STATISTICAL TECHNIQUES USED**

The statistical techniques were employed to give concise picture of the whole data, so that it could be easily comprehended. Following statistical techniques were used to analyze the data.

1. Mean, Median and Mode
2. Standard deviation
3. t-ratio
4. Coefficient of Correlation

### **ANALYSIS AND INTERPRETATION OF DATA**

#### **HYPOTHESIS 1**

**There will be no significant relationship between value pattern and socio- economic status of adolescents**

**Table 4.1**

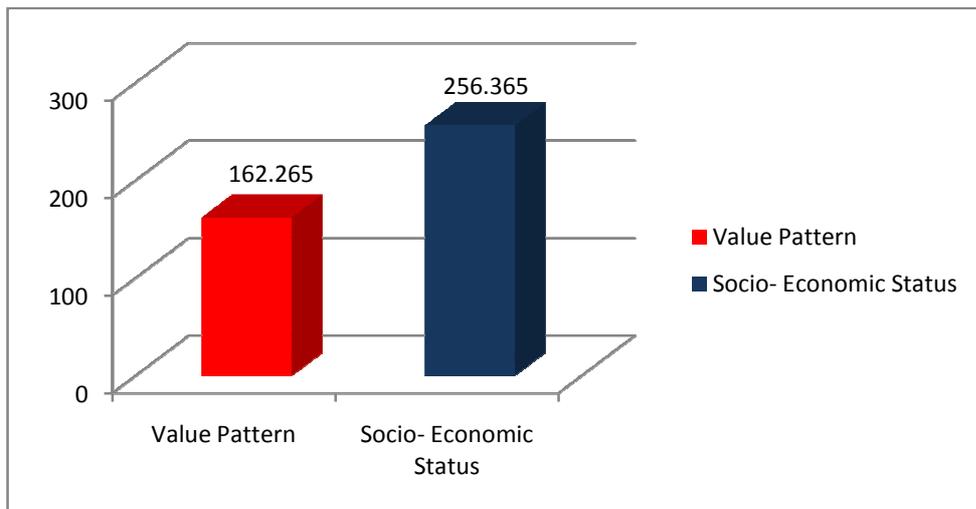
**Coefficient of correlation between value pattern and socio- economic status of adolescents**

| S. No. | Variable              | N   | mean    | Correlation | Level of significant |      |
|--------|-----------------------|-----|---------|-------------|----------------------|------|
|        |                       |     |         |             | 0.05                 | 0.01 |
| 1.     | Value Pattern         | 120 | 62.265  | 0.392       | 0.174                | .228 |
| 2.     | Socio-Economic Status | 120 | 256.365 |             |                      |      |

Table 4.1 revealed that the coefficient of correlation between value pattern and socio-economic status as 0.392 which is significant which that there exists 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.**

**Fig. 4.1**

**Mean scores of value pattern and socio- economic status of adolescents**



**HYPOTHESIS 2**

**There will be no significant difference in value pattern among adolescent in terms of gender**

**Table 4.2**

**Significant difference between means in value pattern among adolescent in terms of gender**

| S. No. | Gender | N  | M     | S.D. | SE <sub>M</sub> | t-value | Level of Significant |
|--------|--------|----|-------|------|-----------------|---------|----------------------|
| 1.     | Male   | 60 | 54.88 | 8.14 | 1.72            | 1.313   | Non-Significant      |
| 2.     | Female | 60 | 51.14 | 7.75 |                 |         |                      |

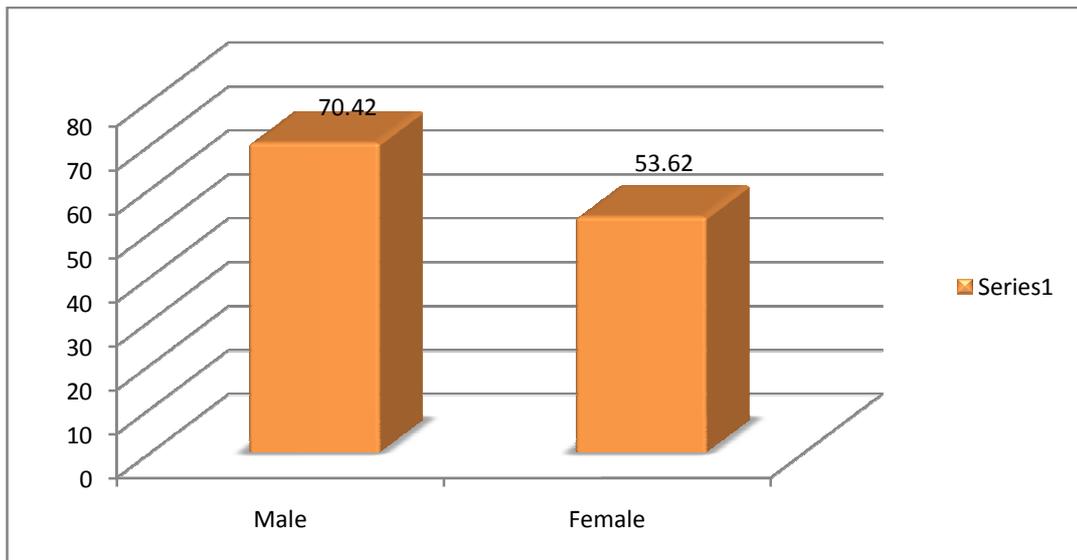
Table 4.2 revealed that the mean scores of male and female among adolescents as 54.88 and 51.14 respectively. The t-value is 1.313 which is non-significant. This revealed that significant difference does not exist between mean scores of male and female in value pattern among adolescent.

**Therefore the hypothesis 2 stating that there will be no significant difference in value pattern among adolescent 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.

**Fig.4.2**

**Bar Graph showing difference between means of value pattern among male and female adolescents**



### HYPOTHESIS 3

There will be no significant difference in value pattern among adolescent in terms of types of school.

**Table 4.3**

**Significance of the difference between means of value pattern among adolescents in terms of types of school.**

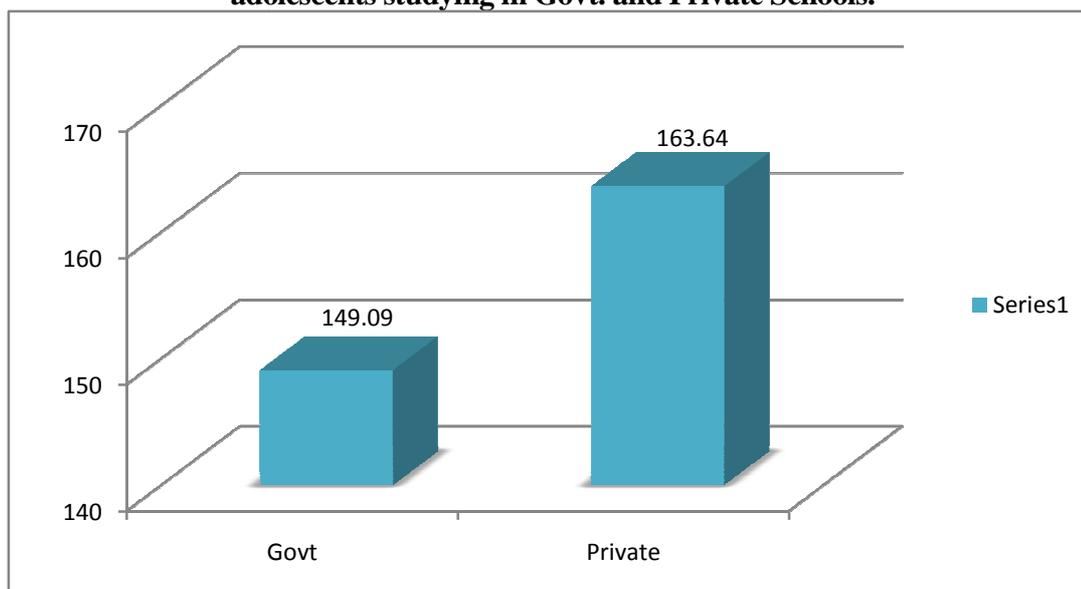
| S.No. | Group   | N  | M     | S.D. | SE <sub>M</sub> | t-value | Level of Significant |
|-------|---------|----|-------|------|-----------------|---------|----------------------|
| 1.    | Govt.   | 60 | 60.15 | 8.24 | 1.24            | 1.79    | Non-Significant      |
| 2.    | Private | 60 | 62.38 | 9.23 |                 |         |                      |

**Table 4.3 revealed that** the mean scores of 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 pattern 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.

**Fig.4.3 Bar Graph showing difference between means of value pattern among adolescents studying in Govt. and Private Schools.**



**HYPOTHESIS 4**

There will be no significant difference in socio-economic status among adolescent in terms of gender

**Table 4.4**

**Significance of the difference between means in socio-economic status among adolescent in terms of gender**

| S.No. | Group  | N  | M     | S.D. | SE <sub>M</sub> | t-value | Level of Significant      |
|-------|--------|----|-------|------|-----------------|---------|---------------------------|
| 1.    | Male   | 60 | 70.42 | 9.52 | 1.65            | 10.18   | Significant at 0.01 level |
| 2.    | Female | 60 | 53.62 | 6.73 |                 |         |                           |

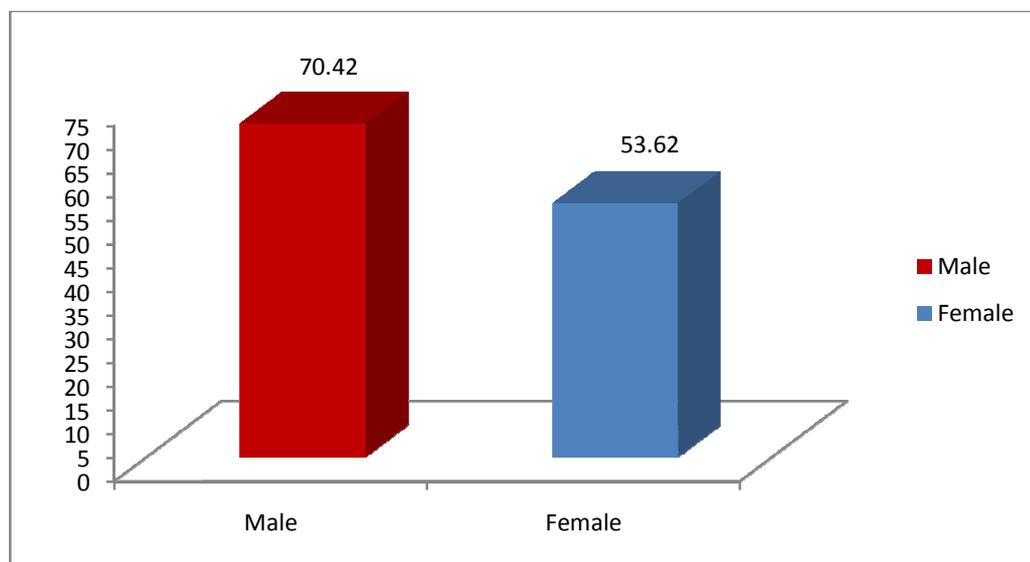
Table 4.4 revealed that the mean scores of socio-economic status of male and female among adolescents as 70.42 and 53.62 respectively. The t-ratio is 3.92 which are significant at 0.01 level of confidence. This revealed that a significant difference exists between mean scores of socio-economic status of male and female.

**Therefore the hypothesis 4 stating that there will be no significant difference in socio-economic status among adolescent 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.

**Fig. 4.4**

**Bar Graph showing difference between means of socio-economic status among adolescent in terms of gender**



**HYPOTHESIS 5**

**There will be no significant difference in socio-economic status among adolescent in terms of type of school**

**Table 4.5**

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

| S.No. | Group   | N  | M      | S.D.  | SE <sub>M</sub> | t-value | Level of Significant      |
|-------|---------|----|--------|-------|-----------------|---------|---------------------------|
| 1.    | Govt.   | 60 | 149.09 | 14.51 | 1.85            | 7.86    | Significant at 0.01 level |
| 2.    | Private | 60 | 163.64 | 11.45 |                 |         |                           |

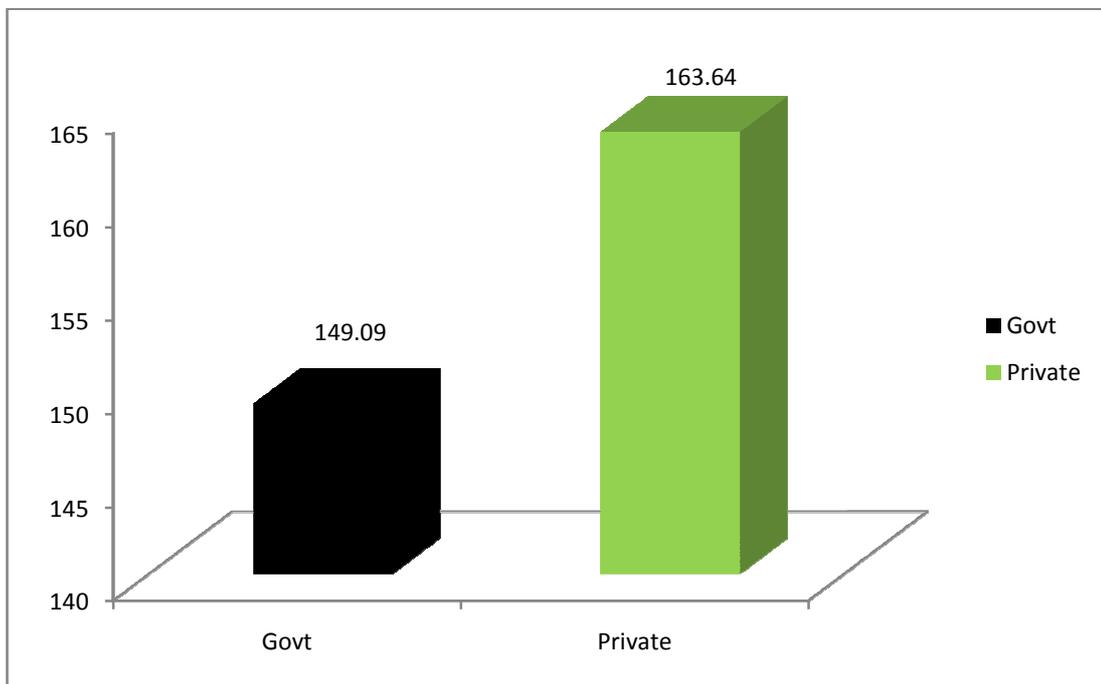
**Table 4.5 revealed that** The mean scores of **socio-economic status** of govt. and private among adolescents as 149.09 and 163.64 respectively. The t-ratio is 7.86 which is significant at 0.05 and 0.01 level of confidence. This revealed that a significant difference exists between mean scores of **socio-economic status** of govt and private.

**Therefore the hypothesis 4 stating that there will be no significant difference in socio-economic status among adolescent in terms of type of school stands rejected.**

As 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.

**Fig. 4.5**

**Bar Graph showing difference between means of socio-economic status among adolescents studying in Govt. and Private Schools.**



## **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

## **SUGGESTIONS FOR FURTHER RESEARCH**

1. Impact of student values on adjustment may be studied.
2. Factors influencing value pattern may be studied.
3. More Districts can be taken for study.
4. Comparative study of urban, rural and semi urban areas may be taken for further research.
5. The investigation may be conducted at different levels - i.e. secondary school level.

### **EDUCATIONAL IMPLICATIONS**

1. 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 student and other students of the school must be careful in providing values to their children. Value pattern plays very important role in our life. In today's age our values are deteriorating so 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.

2. 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 influence the socio-economic status of students negatively. But there is low negative correlation. In this situation, student can play important role in the development of socio-economic status.

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