

## Relation between Personal Values and Socio Economic Status

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### **Abstract**

In this study it is aimed to find and compare the values of secondary school students according to their socio-economic status. Personal Values varies statistically according to their socio-economic status has been tested in the study. The study was performed on 200 participants of secondary school students. Descriptive method has been used for the study and simple random sampling technique has been adopted for the collection of the data. Data in the study were collected through two standardized tools one for Personal Value questionnaire by Sherry and Verma to obtain value scores. This test is according to Indian situations and is specially designed for Indian population to assess the following 10 values. Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health. And the other socioeconomic status scale by Gynendra Shrivastava. It comprises eight questions. Students above 25 score have high socio-economic status and students below 24 score have low socio-economic status. In this study; data were analyzed with statistical processes such as t- test. The investigator finds the fact There is significance difference in the religious, democratic, economic, knowledge, hedonistic, family prestige and health values of high socio-economic status and low socio-economic status of the students of high socio-economic status found to be higher on religious values where as students of low socio-economic status were found to be higher on democratic, economic, knowledge, hedonistic, power, family prestige.

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**Key words-** Personal Values and Socio Economic Status.

### **INTRODUCTION-**

Education according to Indian tradition is not merely means to earning a living nor is it only nursery of thought or a school for citizenship. It is initiation into the life of spirit, a training of human souls in the pursuit of truth and practice of virtue. It is a second birth “dvitiyam janam”

Our great Indian philosophers like Swami Vivekanand, Mahatma Gandhi and Rabindranath Tagore were the great educators. All of them had given importance to spiritual development of individual. Morality has been given an unexceptional importance in Indian Society. The vast form and shape of society comes into being by rearing, by bringing up and also by building each and every individual.

It proves that our Indian culture and tradition has given more importance to spiritual development. This development is not being made at middle stage of growth and development of child. It is started right from the beginning i.e. from childhood stage. Various agencies of education play an important role for the spiritual development of child. They are family, society, peer-group, school, college, newspapers, television, etc. However, the school is the only center where conscious efforts to

inculcate values are possible; it is the only place where favourable atmosphere could be created to inculcate values.

#### **SIGNIFICANCE OF THE PROBLEM:-**

Students have very good approach towards national integration. They have respect for every religion, culture, national emblem of the country. Though students know what patriotism is, it is inculcated among them they are away from the feeling of sacrifice, devotion and pride for the nations. Today's world is very competitive and every minute we are facing some threats and opportunities in our lives. The world comes closer and various opportunities are available now. Students are aware all of it and therefore they know the real value of time. They know time is worth and once it is spent we cannot get it back. Therefore they are having good approach for the honesty, punctuality. As there are many religions, castes and communities in India secondary students are aware of it they know about our traditions, culture and history of freedom. They have understanding about having respect for other religions. In short, values gave the shape of the personality of an individual. The term value in the present study means a pattern of generalized attitudes with real independent existence indicating the desirability of behavior in terms of social and psychological needs.

#### **REVIEW OF RELATED LITERATURE-**

**Peck** and **Hurst** studied the aspects of moral development stages of the children and conclude that there are five stages of moral development of children: the first is moral, second is expedient, third is conformity, fourth is irrational and consciousness, and fifth one is rationally altruistic. **kaur (1994)** found that moral science has a definite impact on behaviors, co-operativeness, honesty, kindness, sacrifice and egoistic attitude of students. And also found that the moral instruction programme develops the inner self of individuals. **kaur (1998)** found that the adolescents' from joint families were found higher score on moral value in comparison to adolescents from nuclear families and also found adolescent girls from joint families had higher moral values in comparison to adolescent boys from joint families. **Thomas (1993)** found that there is no significant difference in the relationship of fathers' perceived value orientation and students' value formation and mothers' perceived value orientation and students' value formation. The comparison of the correlation between fathers' perceived value orientation and students' value formation with teachers' perceived value orientation and students' value formation shows that the difference is significant as far as moral values are connected but the difference is not significant in social, scientific and political values.

#### **STATEMENT OF THE PROBLEM:-**

A study of personal values of secondary school students in relation to their socioeconomic status.

#### **OBJECTIVES:-**

1. To find out the values of secondary school students.
2. To find out the socio-economic status of secondary school students.
3. To compare the values of secondary school students according to their socio-economic status.

#### **HYPOTHESIS:-**

1. There is no significant difference in the values of students having high socio-economic status and low socio-economic status.

#### **LIMITATION OF THE STUDY-**

The study is not a comprehensive one but is confined to 200 secondary school students of Mumbai city.

#### **DESIGN OF THE STUDY:-**

Descriptive method has been used for the study and simple random sampling technique has been adopted for the collection of the data. A total sample of 200 secondary school students has been drawn from various schools of the Mumbai city.

**TOOLS USED:-**

For data collection, the researcher used two standardized tools .one for Personal Value questionnaire by Sherry and Verma to obtain value scores. This test is according to Indian situations and is specially designed for Indian population to assess the following 10 values.religious, social, democratic, aesthetic, economic.knowledge, hedonistic, power, family prestige and health. And the other socioeconomic status scale by Gynendra Shrivastava.it comprises eight questions. Students above 25 score have high socio-economic status and students below 24 score have low socio-economic status.

**DATA ANALYSES AND INTERPRETATION:-**

Table 1. Showing the Mean and SD. of different types of Personal Values of secondary school students according to their socio-economic status.

Sr. no.	Values	SES group	N	Mean	S.D.	t-value	LOS	Hypothesis
1.	Religious	HSES LSES	121 79	11.88 8.11	3.8 4.64	6.18	significant	Rejected
2.	Social	HSES LSES	121 79	12.71 12.41	3.01 3.04	0.71	Not significant	Accepted
3	Democratic	HSES LSES	121 79	12.81 14.56	2.88 1.83	5.64	Significant	Rejected
4.	Aesthetic	HSES LSES	121 79	9.21 9.23	2.16 2.28	0.06	Not significant	Accepted
5.	Economic	HSES LSES	121 79	9.70 14.85	2.64 3.32	12.26	Significant	Rejected
6.	Knowledge	HSES LSES	121 79	11.12 17.4	2.64 7.78	19.73	Significant	Rejected
7.	Hedonistic	HSES LSES	121 79	9.21 14.12	3.14 1.28	15.85	Significant	Rejected
8.	Power	HSES LSES	121 79	10.43 15.98	2.15 2.07	1.86	Not significant	Accepted
9.	Family Prestige	HSES LSES	121 79	11.02 16.89	2.19 2.15	20.96	Significant	Rejected
10.	Health	HSES LSES	121 79	9.77 8.78	1.91 2.33	3.3	Significant	Rejected

**FINDINGS:-**

1. There is significance difference in the religious, democratic, economic, knowledge, hedonistic, family prestige and health values of high socio-economic status and low socio-economic status of the students
2. Students of high socio-economic status found to be higher on religious values where as students of low socio-economic status were found to be higher on democratic, economic, knowledge, hedonistic, power, family prestige.
3. There is no significant difference between the students of high socio economic status and low socio- economic status in the social, aesthetic and power values.

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