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A Comparative Study of Value level of High School Students with Relation to Their Gender

An attempt has been made to measure the value level of high school students with relation to their gender. The sample consisted of 200 students- 100 boys and 100 girls of high schools of Patan city. The value level was measured by K. G. Agrawal's value test. The outcomes of the study indicates the significant difference between the refinement value, conscience value, stability value, and masculine-feminine value but no significant difference is found between power value and political ideology value.

Keywords: refinement value, conscience value, stability value, and masculine-feminine value, power value and political ideology value, gender

For a long studies have been made to understand behavior of an individual. Research and studies on mental behavior are being done. Much emphasis has been put on mental traits, attitudes, inclinations, prejudices of individual in psychology. It has been given importance. We can see that an individual life develops keeping certain values in focus and it is because of this focus differences among individual person are found in their personality, behavior, and individual traits. 'Value' the concept is mostly related with social or ethical things. There are many forms of values and every individual selects his/her significant set of values from his religion, culture etc. He/she gives importance to such values. He learns from religion or culture. These values guide individuals in forming their personality. For example, an artist's individual life gives prominence to aesthetical values i.e. values to beauty. Similarly he person with ethical values would give importance to truth, integrity, love and such values.

Thus in person's behavior the reflection of his values can be seen. The study of values has become very interesting as the result many values measuring tests have been evolved.

Springier has classified six major fields as follows.

- Principle values
- Economic values
- Aesthetic values
- Social values
- Political values
- Religious/ Spiritual values

A man of a principle values searches the truth. A man with economic value searches the utility of things and concentrated on earning money. A man with aesthetic vision tries to find out form and harmony in the object while a man with social values think of a person's welfare and is interested in making contacts with them. A politician is interested in achieving power where as a religious minded person tries to unify all experiences and understand the entire world as whole.

Objective:

Prime objectives of this study are as under:

- To determine the role of gender on the development of refinement value.
- To determine the role of gender on the development of conscience value.
- To determine the role of gender on the development of stability value.
- To determine the role of gender on the development of power value.
- To determine the role of gender on the development of masculine- feminine value.
- To determine the role of gender on the development of political-ideology value.

Hypothesis:

- There is no significant difference between the refinement value of boy and girl students of high schools.
- There is no significant difference between the conscience value of boy and girl students of high schools.
- There is no significant difference between the stability value of boy and girl students of high schools.
- There is no significant difference between the power value of boy and girl students of high schools.
- There is no significant difference between the masculine- feminine value of boy and girl students of high schools.
- There is no significant difference between the political- ideology value of boy and girl students of high schools.

Sample:

The sample consisted of 200 students- 100 girls and 100 boys of high schools of Patan city of Gujarat state.

Material:

To measure different values, K. G. Agrawal's value test was used. The test was developed by K. G. Agrawal. It measures six different types of values.

- Refinement value
- Conscience value
- Stability value
- Power value
- Masculine- feminine value
- Political- ideology value

There are 23 value based words on 7 point scale in it. The subject has to put his/her self on one of seven of those.

Procedure:

The sample of 200 high school students was selected randomly and with equal number of boys and girls drawn from the different high schools of Patan city of Gujarat state. After giving them proper instructions, the test was administered and obtained data were analyzed.

Result and discussion:

Table 1.
Showing Mean, S.D., and 't' value of Refinement value of boys and girls of high schools.

Groups	N	Mean	S.D.	T	Sign. level
Boys	100	3.5	0.91	6.25	0.05
Girls	100	3.6	0.92		

As can be seen from table 1 mean for 100 boys and 100 girls students are 3.5 and 3.6. The S.D. for 100 boys is 0.91 and for 100 girls is 0.92. The 't' value of 6.25 is significant so two groups differ significantly in relation to gender. The hypothesis that, "There is no significant difference between the refinement value of boy and girl students of high schools" is rejected. The girls are having more refinement value than the boys.

Table 2
Showing Mean, S.D., and 't' value of Conscience value of boys and girls of high schools.

Groups	N	Mean	S.D.	T	Sign. Level
Boys	100	4.0	1.06	5.21	0.05
Girls	100	3.4	0.95		

As can be seen from table 2 mean for 100 boys and 100 girls students are 4.0 and 3.4. The S.D. for 100 boys is 1.06 and for 100 girls is 0.95. The 't' value of 5.21 is significant so two groups differ significantly in relation to gender. The hypothesis that, "There is no significant difference between the conscience value of boy and girl students of high schools" is rejected. The boys are having more conscience value than the girls.

Table 3
Showing Mean, S.D., and 't' value of Stability value of boys and girls of high schools.

Groups	N	Mean	S.D.	T	Sign. Level
Boys	100	3.9	1.02	3.19	0.05
Girls	100	3.3	0.86		

As can be seen from table 3 mean for 100 boys and 100 girls students are 3.9 and 3.3. The S.D. for 100 boys is 1.02 and for 100 girls is 0.86. The 't' value of 3.19 is significant so two groups differ significantly in relation to gender. The hypothesis that, "There is no significant difference between the stability value of boy and girl students of high schools" is rejected. The boys are having more stability value than the girls.

Table 4
Showing Mean, S.D., and 't' value of power value of boys and girls of high schools.

Groups	N	Mean	S.D.	T	Sign. Level
Boys	100	3.4	0.87	1.57	N.S.
Girls	100	3.7	1.04		

As can be seen from table 4 mean for 100 boys and 100 girls students are 3.4 and 3.7. The S.D. for 100 boys is 0.87 and for 100 girls is 1.04. The 't' value of 1.57 is not significant so two groups do not differ significantly in relation to gender. The hypothesis that, "There is no significant difference between the power value of boy and girl students of high schools" is accepted.

Table 5
Showing Mean, S.D., and 't' value of masculine- feminine value of boys and girls of high schools.

Groups	N	Mean	S.D.	T	Sign. Level
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Boys	100	3.7	1.10	4.61	0.05
Girls	100	3.1	0.99		

As can be seen from table 5 mean for 100 boys and 100 girls students are 3.7 and 3.1. The S.D. for 100 boys is 1.10 and for 100 girls is 0.99. The 't' value of 4.61 is significant so two groups differ significantly in relation to gender. The hypothesis that, "There is no significant difference between the masculine- feminine value of boy and girl students of high schools" is rejected.

Table 6
Showing Mean, S.D., and 't' value of political- ideology value of boys and girls of high schools.

Groups	N	Mean	S.D.	T	Sign. Level
Boys	100	3.7	0.93	1.76	N.S.
Girls	100	3.4	0.90		

As can be seen from table 6 mean for 100 boys and 100 girls students are 3.7 and 3.4. The S.D. for 100 boys is 0.93 and for 100 girls is 0.90. The 't' value of 1.76 is not significant so two groups do not differ significantly in relation to gender. The hypothesis that, "There is no significant difference between the political ideology value of boy and girl students of high schools" is accepted.

Conclusion:

Boys and girls do differ in their refinement value, conscience value, stability value and masculine-feminine value. And they do not differ in their power value and political- ideology value.

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