

# A Comparative Study of Personal Values of Rural and Urban School Adolescents

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**Abstract** – Values are the reflection of the highest principle of mind and thought, and can even be said to be a part of spiritual domain of the individual. They play a very important role in the life of adolescents to varied behaviors. Schools and the teachers there have to give him lessons in universal brotherhood, respect for all religions. There is a need of proper counseling in schools so that students may inculcate values, which helps them to be better person. The study found out that the students of secondary schools of Bhopal have very high economic and power value and have high religious and family prestige value. Gender also plays a significant role in having democratic value and health value, whereas there is significant difference between students from urban and rural areas in religious, social, hedonistic, power and family prestige value.

**Keywords:** - Personal Values, Urban and Rural School, Counseling, Guidance etc.

## INTRODUCTION

Values are very much seen in external behavior of human beings. They make a human beings live comfortably or uncomfortably as they are characteristics that decide their behavior. Values are the guiding principles of life, which are potential to all round development. Value gives direction to our life and brings joy, satisfaction and peace to life. Values give meaning to our life and ideas. They bring quality of life. These are the values which a person cherishes as his own. This category includes joys, ambitions, possessions and pursuits. If these values do not affect others, they are said to be of a higher order. If they are said to be of a lower order. Personal values are definite related to choice; they allow for an individual's choices to be compared to each choice's associated values. Personal values for an individual are reflection of the highest principle of mind and thought, and can even be said to be a

part of spiritual domain. Personal values that are experienced by adolescents are ranked higher in order than the social values which seemed abstract or impersonal. Knowing the personal values of growing students will help the adults and teachers in which direction they are moving and the type of guidance required for them.

## REVIEW OF RELATED LITERATURE

**Yadav Rekha (2011)** conducted a study on “A comparative study of adjustment, value and academic achievement of urban and rural school Adolescents.”The major findings of the study were that there is no difference between the value pattern and adjustment of the rural and urban school adolescents but academically the children of urban schools are better than the children of rural schools.

**Kaushal S.L. and Janjhua Yasmin (2011)** conducted a study on “An Empirical Study

on Relationship between Personal Value and Performance Values” They examined the personal values and performance values of the individual with respect to the profession, gender, age and marital status in the Himachal Pradesh .The result have shown that the dominating personal values by almost all the professional groups are advancement, achievement and cooperation. It can be said that whatever the profession may be, the individuals believe in accomplishing the results and feel energized whenever the task and activities assigned to them are completed.

### **OBJECTIVES OF THE STUDY**

- (a) To find the difference in personal values between the boys and girls secondary school students.
- (b) To find the difference in personal values between secondary schools from urban and rural areas.

### **HYPOTHESES**

- (a) There is no significant difference between the boys and girls secondary school students in personal values such as

- (b) There is no significant difference between secondary schools from urban and rural areas in personal values such as

### **METHODOLOGY**

The study was descriptive method (survey study), where the data was collected using the standardized tool Personal Value Questionnaire developed by Dr (Mrs) G.P. Sherry and Prof. R.P. Verma. The sample of the study included 234 students from the class IX and X of secondary schools of Bhopal and nearest rural areas. The random sampling was used to collect data from the population.

#### **(a) Personal Values of Boys and Girls:-**

Mean, standard deviation and t value was calculated to find the difference in mean scores of boys and girls secondary school students. To test the significance difference in personal values between the boys and girls of secondary schools, a null hypothesis was developed:

**H<sub>0</sub>: There is no significant difference between the boys and girls secondary school students in personal values such as**

**Table 1 Mean Standard deviation and t value of boys and girls secondary school students in Personal values**

Name of Values	Sex	N	Mean	S. D.	t Test	Remark
Religious Value	Boys	127	14.68	2.881	0.16	Not Significant at 0.05 level
	Girls	107	14.62	2.942		
Social Value	Boys	127	8.92	3.108	0.92	Not Significant at 0.05 level
	Girls	107	8.55	3.029		
Democratic Value	Boys	127	18.91	2.984	2.85	Significant at 0.01 level
	Girls	107	17.72	3.353		
Aesthetic Value	Boys	127	12.03	3.434	0.60	Not Significant at 0.05 level
	Girls	107	12.29	3.165		
Economic Value	Boys	127	15.94	3.698	2.06	Significant at 0.05 level
	Girls	107	14.94	3.649		
Knowledge Value	Boys	127	11.59	3.513	0.77	Not Significant at 0.05 level
	Girls	107	11.25	3.233		
Hedonistic Value	Boys	127	14.40	3.252	1.90	Not Significant at 0.05 level
	Girls	107	13.61	3.144		
Power Value	Boys	127	13.95	3.978	1.83	Not Significant at 0.05 level
	Girls	107	13.02	3.809		
Family Prestige Value	Boys	127	13.40	3.650	0.06	Not Significant at 0.05 level
	Girls	107	13.37	3.295		
Health Value	Boys	127	10.28	2.585	2.52	Significant at 0.05 level
	Girls	107	9.42	2.614		

From the table 1, it has been found out that mean scores of boys and girls in religious value is 14.68 and 14.62 and there is no significant difference between the boys and girls in religious values at 0.05 level with df 232, so the null hypothesis is accepted. Mean scores of boys and girls in Social values are 8.92 and 8.55. There is no significant difference between the boys and

girls in social values at 0.05 levels with df 232, therefore the null hypothesis is accepted.

Mean scores of boys and girls in Democratic Value is 18.91 and 17.72. There is significant difference between the boys and girls in democratic values with t value of 2.85 at 0.01 level with df 232. The null

hypothesis is rejected. This indicates that boys are more democratic in nature and believe in impartiality, social justice.

Mean scores of boys and girls in Aesthetic Value is 12.03 and 12.29. There is no significant difference between the boys and girls in aesthetic value at 0.05 levels with df 232. Thus the null hypothesis is accepted.

Mean scores of boys and girls in Economic Value is 15.94 and 14.94. There is significant difference between the boys and girls in economic value with t value of 2.06 at 0.05 level with df 232. Thus the null hypothesis is rejected. This shows that boys are more concerned for money and material gains as compared to girls.

Mean scores of boys and girls in Knowledge value are 11.59 and 11.25. There is no significant difference between the boys and girls in knowledge value at 0.05 levels with df 232. The null hypothesis is accepted.

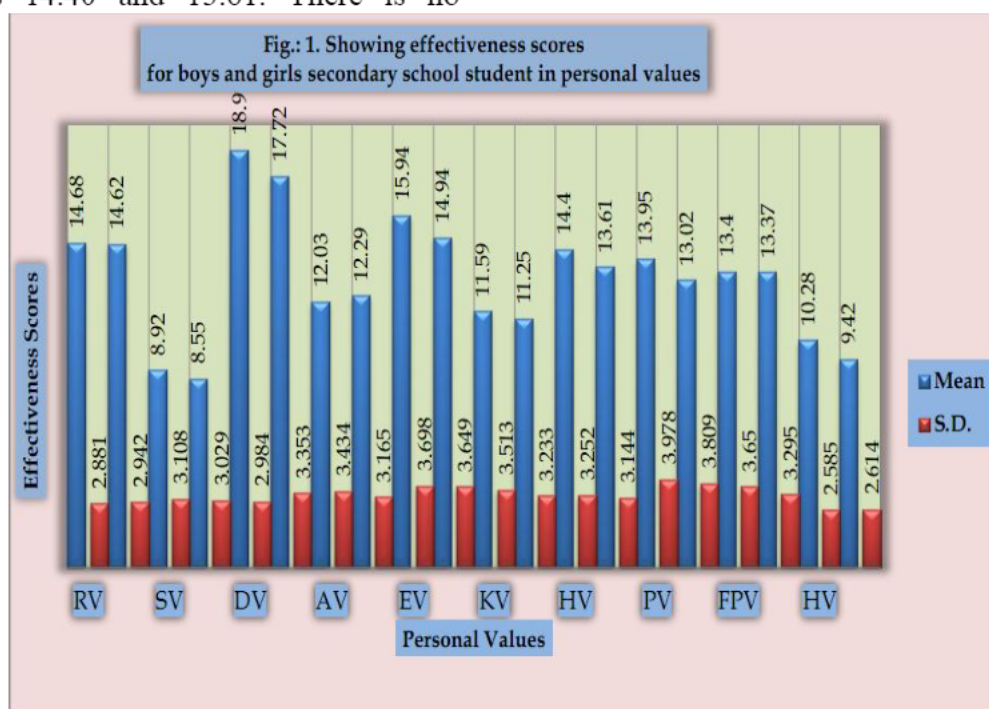
Mean scores of boys and girls in Hedonistic Value is 14.40 and 13.61. There is no

significant difference between the boys and girls in hedonistic value at 0.05 levels with df 232. The null hypothesis is accepted.

Mean scores of boys and girls in Power Value is 13.95 and 13.02. There is no significant difference between the boys and girls in power value at 0.05 levels with df 232. The null hypothesis is accepted.

Mean scores of boys and girls in Family Prestige Value is 13.40 and 13.37. There is no significant difference between the boys and girls in family prestige value at 0.05 levels with df 232. The null hypothesis is accepted.

Mean scores of boys and girls in Health Value is 10.28 and 9.42. There is significant difference between the boys and girls in health value with t value 2.52 which is significant at 0.05 levels with df 232. This shows that boys are more concerned of keeping the body fit and give importance to good physical health.



(b) **Personal Values of students from Urban and Rural areas :-**

Mean, standard deviation and t value was calculated to find the difference in mean scores of secondary school students from urban and rural areas. To test the

significance difference in personal values a null hypothesis was developed:

**H<sub>0</sub>: There is no significant difference between secondary schools from urban and rural areas in personal values such as**

**Table 2 Mean, Standard deviation and t value of secondary school students from Urban and Rural areas**

Name of Values	Local	N	Mean	S. D.	t Test	Remark
Religious Value	Urban	172	14.41	1.991	-2.26	Significant at 0.05 level
	Rural	62	15.31	2.552		
Social Value	Urban	172	8.40	3.139	-3.36	Significant at 0.01 level
	Rural	62	9.74	2.655		
Democratic Value	Urban	172	18.41	3.308	0.33	Not Significant at 0.05 level
	Rural	62	18.26	2.931		
Aesthetic Value	Urban	172	12.01	3.302	-1.06	Not Significant at 0.05 level
	Rural	62	12.53	3.328		
Economic Value	Urban	172	15.15	3.728	-2.38	Significant at 0.05 level
	Rural	62	16.40	3.495		
Knowledge Value	Urban	172	11.49	3.362	0.43	Not Significant at 0.05 level
	Rural	62	11.27	3.470		
Hedonistic Value	Urban	172	13.45	3.200	-5.25	Significant at 0.01 level
	Rural	62	15.66	2.698		
Power Value	Urban	172	12.98	3.933	-3.82	Significant at 0.01 level
	Rural	62	15.03	3.497		
Family Prestige Value	Urban	172	13.01	3.457	-2.83	Significant at 0.01 level
	Rural	62	14.44	3.371		
Health Value	Urban	172	9.79	2.589	-0.93	Not Significant at 0.05 level
	Rural	62	10.16	2.735		

The Table 2 shows that the mean scores of students from Urban and Rural areas in Religious Values 14.41 and 15.31. There is significant difference between students from Urban and rural areas in religious values

with t value -2.26 at 0.05 levels with df 232. Thus the null hypothesis is rejected. This shows that the students from rural areas have more faith on God, believe on simple



living, worshipping God and speaking truth as compared to students from urban area.

Mean scores of students from Urban and Rural areas in Social Values is 8.40 and 9.74. There is significant difference between students from Urban and rural areas in social values with t value -3.36 at 0.05 levels with df 232. Thus the null hypothesis is rejected. This shows that students from rural areas value charity, kindness and sympathy of people and also in sacrificing personal comforts for the need of others.

Mean scores of students from Urban and Rural areas in Democratic Values is 18.41 and 18.26. There is no significant difference between students from Urban and Rural areas in democratic values at 0.05 levels with 232. Thus the null hypothesis is accepted.

Mean scores of students from Urban and rural areas in Aesthetic Value are 12.01 and 12.53. There is no significant difference between students from Urban and Rural areas in aesthetic value at 0.05 level with df 232. Thus the null hypothesis is accepted.

Mean scores of students from Urban and rural areas in Economic Value are 15.15 and 16.40. There is significant difference between students from urban and rural areas in Economic value with t value -2.38 at 0.05 level with df 232. Thus the null hypothesis is rejected. This indicates that students from the rural areas value money and material gains which help them progress.

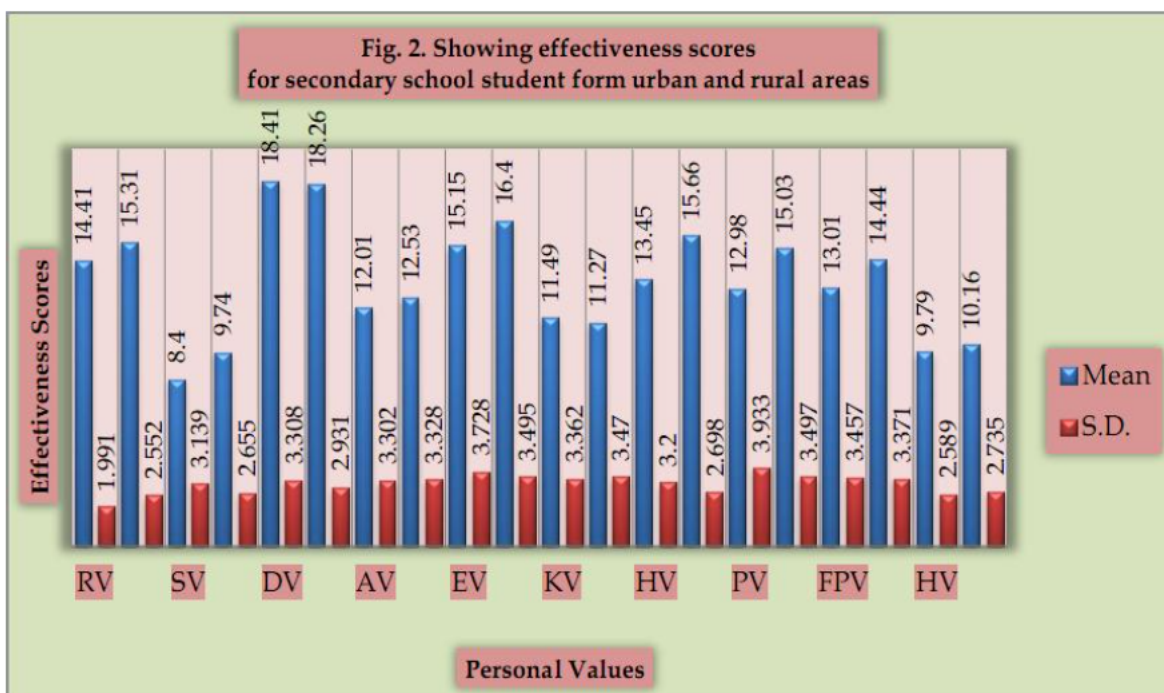
Mean scores of students from Urban and rural areas in Knowledge Value are 11.49 and 11.27. There is no significant difference between students from Urban and Rural areas in Knowledge value at 0.05 level with df 232. Thus the null hypothesis is accepted.

Mean scores of students from Urban and rural areas in Hedonistic Value are 13.45 and 15.66. There is significant difference between students from urban and rural areas in hedonistic value with t value -5.25 at 0.01 level with df 232. Thus the null hypothesis is rejected. It is shown that the students of rural areas love to have pleasure and avoid pain and in the process their outlook for the future becomes bleak.

Mean scores of students from Urban and rural areas in Power value are 12.98 and 15.03. There is significant difference between students from Urban and Rural areas in power value with t value of -3.82 at 0.01 level df 232. Thus the null hypothesis is rejected. This indicates that students have more fear of law and value and respect authority as compared to students from urban areas.

Mean scores of students from Urban and rural areas in Family Prestige value are 13.01 and 14.44. There is significant difference between students from Urban and Rural areas in family prestige value with t value of -2.83 at 0.01 level df 232. Thus the null hypothesis is rejected. This indicates that students from rural area believe in maintenance of purity of family blood avoiding inters caste marriage and they are traditional and conservative in their idea of family.

Mean scores of students from Urban and rural areas in Health value. There is no significant difference between students from Urban and Rural areas in Health value at 0.05 level with df 232. Thus the null hypothesis is accepted.



## CONCLUSION

A child learns a lot from the home, school and people around him. If the social environment is not good, then it becomes very difficult for him to display ethics and values in his behavior. Mother is the first teacher for her child. It is the mother who tends to lend the first lessons and it is on her that rests the foundation-laying responsibility. When child entered in a school there is a need of proper counseling in schools so that students may inculcate values which help them to be better person. Therefore the secondary schools should have counseling cells in schools as it is stated in right to Education Act also.

There are many variables which expresses the personal values. The study highlighted that secondary schools students have high religious, democratic, economic, power and family prestige value whereas the students have low, knowledge, hedonistic social value and health value. Present study pointed out that student required appropriate guidance and counseling in the schools and

at home so that they develop and inculcate such values which help them to be successful. It was also found that boys have significantly high democratic, economic and health values and they do not differ in religious, social, aesthetic, knowledge, hedonistic, power and family prestige values. It was also found that students from rural areas have significantly different Religious, Social. Economic, Hedonistic, Power and Family Prestige value as compared to students from urban areas.

## SUGGESTIONS

The study pointed out that student required appropriate guidance and counseling in the schools and at home so that they develop and inculcate such values which help them to be successful. Literacy activities to foster the reading habits and knowing the life style and biographies of eminent role models should be given prior importance in the educational institutions. Cultural programmes like drama, songs, music, theater etc should be organized in the school. The community and social issues

should be brought to the notice of the entire student to develop awareness among the students. All the teachers should act as the role models to the students in preaching and practicing the value

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