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हापुड़ जिले (उत्तर प्रदेश) के स्नातक स्तर पर अध्ययनरत विद्यार्थियों में निहित का उनकी सामाजिक-आर्थिक स्थिति के सन्दर्भ में अध्ययन। डॉ० सितेश सारस्वत	58

A STUDY OF VALUES AMONG FEMALE ADOLESCENTS IN RELATION TO THEIR LOCALITY AT SENIOR SECONDARY LEVEL

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Abstract

The study was undertaken with the purpose of studying values of female adolescent in relation to their locality. This study was conducted on a sample of 150 female adolescents 75 rural female and 75 urban female studying in senior secondary school at Meerut District. Indian adaptation of values inventory were administered on the students. Result confirmed that there was a significant difference between the rural female adolescents and urban female adolescents in regards to their Social, Knowledge, Aesthetic, Power, Family and Health values. Also the urban and rural female adolescents differ significantly in relation to their Religious, Democratic, Economic and Hedonistic values.

Keywords: Values, Female Adolescents, Rural and Urban

INTRODUCTION

The values have been at the essence of perennial philosophy are here accounted as human values; but these are supplemented by the values of Greece-Roman origin, most notably the ideas of justice, natural right and democratic freedom. A value rightly means something that has a price, something precious dear and worthwhile, hence something one is ready to suffer sacrifice for it. In other words values are standards of behavior or set of principles.

Values are like truth, mirror of reality that is not obstructed by any type of prejudice. They are like justice the moral constituents of a state that confer on everybody what is due to him. They enhance the finer side of his potential. They help him live harmoniously and graciously with the fellowmen. They act as a conscience of the community which when kindled with torch of learning would make him relieve the responsibility he owes to the society. They are linked to the behavior that exposes the inner life that promote life and protect life. They foster peace, order dignity beauty, grace and delight. Values in one word are the divine side of man. Values are the symbols of spring from the sublimity of soul. Values in short image the moral personality of an individual. They are sentiments like love that involve feeling and will mind, which are strong deep and enduring.

In the words of Dewey-*"The values means primarily to prize, to esteem (regard) to appraise and to estimate. It means the act of achieving something, holding it and also*

the act of passing judgment upon the nature and amounts of values as compared with something else". Values given direction and firmness to life and bring the important dimension of meaning. Values are control to one's life since they are normative in all of one's actions aid understanding values brings quality to life. A value has three anchor based head, heart and hand. In other words values lead to decision and action. Thus the foundation of values rest upon cognition, Affection (feeling) and conation (Behavior).

The value means primarily to prize to esteem the act of cherishing something holding it dear and also the act of passing judgment upon the nature and among of values as compared with something else. Indian view of values derives from a socio-philosophic tradition with roots deeps in the past. Since every person belongs to the family of humanity, there are certain basic values which are accepted universally without these basic values the character would be lacking in certain primary traits, universal values expressed at the highest level of generality can be formulated in various ways but here are five such high level values.

A values systems contains a set of beliefs about the nature of man beliefs about ideals, about what is good or desirable for its own sake, rules laying down what ought and what ought not to be done and motive that inclines to choose the right and wrong course.

- **JUSTICE VALUE** in European tradition has embraced as one of the highest (e.g. Socrates and Plato). This includes right or wrong, good or ill blame (Responsibility or guiles). A value is usually appears us as a guideline or norms that helps us to judge what is or is not; right or good is any situation.
- **DUTY:** A value is obviously closely related to human behavior. The human values themselves provide the general criterion of good behavior.

2. HYPOTHESIS

- Ho.1 There is no significant difference between the mean score of values of urban and rural student at senior secondary level.
- Ho.2 There is no significant difference in the mean score of religious value between rural female adolescents and urban female adolescents at senior secondary level.
- Ho.3 There is no significant difference in the mean score of social values between rural female adolescents and urban female adolescents at senior secondary level.
- Ho.4 There is no significant difference in the mean score of democratic value between rural female adolescents and urban female adolescents at senior secondary level.
- Ho.5 There is no significant difference in the mean score of aesthetic value between rural female adolescents and urban female adolescents at senior secondary level.
- Ho.6 There is no significant difference in the mean score of economic value between rural female adolescents and urban female adolescents at senior secondary level.

- Ho.7 There is no significant difference in the mean score of knowledge value between rural female adolescents and urban female adolescents at senior secondary level.
- Ho.8 There is no significant difference in the mean score of hedonist value between rural female adolescents and urban female adolescents at senior secondary level.
- Ho.9 There is no significant difference in the mean score of power value between rural female adolescents and urban female adolescents at senior secondary level.
- Ho.10 There is no significant difference in the mean score of family value between rural female adolescents and urban female adolescents at senior secondary level.
- Ho.11 There is no significant difference in the mean score of healthy value between urban female adolescents and rural female adolescents at senior secondary level.

3. OBJECTIVES

- To compare the Study values between rural and urban female adolescents at senior secondary level in relation to their aesthetic value.
- To compare the Study values between rural and urban female adolescents at senior secondary level in relation to their economic value.
- To compare the Study values between rural and urban female adolescents at senior secondary level in relation to their knowledge value. To To Study values between rural and urban female adolescent at senior secondary level.
- To compare and Study values between rural and urban female adolescents at senior secondary level in relation to their religious value.
- To compare and Study values between rural and urban female adolescents at senior secondary level in relation to their social value.
- To compare the Study values between rural and urban female adolescents at senior secondary level in relation to their demo creative value.

4. DELIMITATIONS

- The area of the study limits by only Meerut City.
- The study was run on secondary students.
- Only personal values were measured in this study.
- Value test developed by G.P. Sherry was used.

5. METHOD OF THE STUDY

The participants of this study were 150, class IX student both rural girls (N=75) and urban girls (N=75) studying in two government secondary schools under the UP board system, of Meerut district. All the subjects were personal value questionnaire (PVQ).

School Name	Rural			Urban		
	Arts	Sci.	Com.	Arts	Sci.	Com

SSD Inter College	15	15	05	15	15	05
KLM Inter College	15	15	10	15	15	10
Sub Total	30	30	15	30	30	15
Total	75			75		
Grand Total	150					

6. TOOL USED

Personal value questionnaire by and R.P. Verma and G.P. Sherry was used to measure the values of higher secondary students. This test is according to Indian situations and is specially designed for Indian population to assess the following 10 values. The reliability of the test has been calculated by test retest method and to correlation between two scores was calculated by spearman Brown formula. The reliability of the scale as a whole is 0.76. The content validity of items is high and promising.

7. ANALYSIS & INTERPRETATION OF DATA

The analysis of data was done by computing, Mean, Standard Deviation (S.D.), t-ratio to find significant locality differences on ten personal value questionnaire as well as competencies. The results are presented in table 1.

Table-1: Rural and Urban Adolescent Difference in Personal Values

Variable and Dimensions	Rural girls (N=75)			Urban girls (N=75)			't' ratio	Level of significant (0.05)
	Mean	S.D.	Level of Values	Mean	S.D.	Level of Values		
Religious	13.12	3.37	Average	12.11	2.89	Average	2.1	Significant
Social	13.6	3.40	Blow Average	13.61	3.09	Blow Average	0.03	Not Significant
Democrative	14.61	3.36	Average	15.65	2.56	Average	2.24	Significant
Aesthetic	13.69	2.83	Blow Average	14.55	3.06	Blow Average	1.88	Not Significant
Economic	11.58	3.11	Average	10.55	2.65	Average	2.32	Significant

Knowledge	10.78	2.80	Blow Average	10.05	3.05	Blow Average	1.57	Not Significant
Headnestic	11.06	2.60	Average	10.01	2.62	Average	2.52	Significant
Power	9.41	2.95	Blow Average	10.06	3.02	Blow Average	1.39	Not Significant
Family	11.13	3.37	Blow Average	11.62	3.82	Blow Average	1.21	Not Significant
Health	11.21	2.60	Blow Average	11.72	3.12	Blow Average	1.14	Not Significant

Interpretation

The above table shows the comparison between rural and urban female adolescents in relation to their values. The calculated 't' values for religious value (2.1), democratic value (2.24), economic value (2.32) and hedonistic value (2.52) shows that the respective hypotheses are significant when compared with the table values at 0.05. Hence, the hypothesis 1, 3, 5 and 7 are rejected. The calculated 't' values for social value (0.03), knowledge value (1.57) and aesthetic value (1.88), power value (1.39), family value (1.21) and health value (1.14) are not significant when compared with the table values at 0.05. Hence, the hypotheses 2, 4, 6, 8, 9 and 10 are accepted.

8. FINDINGS

1. There is no significant difference between health value of rural female adolescents and urban female adolescents at senior secondary level had been accepted hence both the rural and urban female adolescents are similar in their health values.
2. There is no significant difference between religious value of rural female adolescents and urban female adolescents at senior secondary level had been rejected hence there rural female adolescents have higher religious values than that of the urban female adolescents.
3. There is no significant difference between social value of rural female adolescents and urban female adolescents at senior secondary level had been accepted hence both rural and urban female adolescents are similar in their social values.
4. There is no significant difference between demo creative value of rural female adolescents and urban female adolescents at senior secondary level had been rejected hence there urban female adolescents have higher demo creative values than that of the rural female adolescents.
5. There is no significant difference between economic value of rural female adolescents and urban female adolescents at senior secondary level had been accepted hence both the rural and urban female adolescents are similar in their economic values.

6. There is no significant difference between knowledge value of rural female adolescents and urban female adolescents at senior secondary level had been rejected hence there rural female adolescents have higher economic values than that of the urban female adolescents.
7. There is no significant difference between aesthetic value of rural female adolescents and urban female adolescents at senior secondary level had been accepted hence both rural and urban female adolescents are similar in their aesthetic values.
8. There is no significant difference between hedonistic value of rural female adolescents and urban female adolescents at senior secondary level had been rejected hence there rural female adolescents have higher hedonistic values than that of urban female adolescents.
9. There is no significant difference between power value of rural female adolescents and urban female adolescents at senior secondary level had been accepted hence both the rural and urban female adolescents are similar in their power values.
10. There is no significant difference between family value of rural female adolescents and urban female adolescents at senior secondary level had been accepted hence both the rural and urban female adolescents are similar in their family values.

9. CONCLUSION

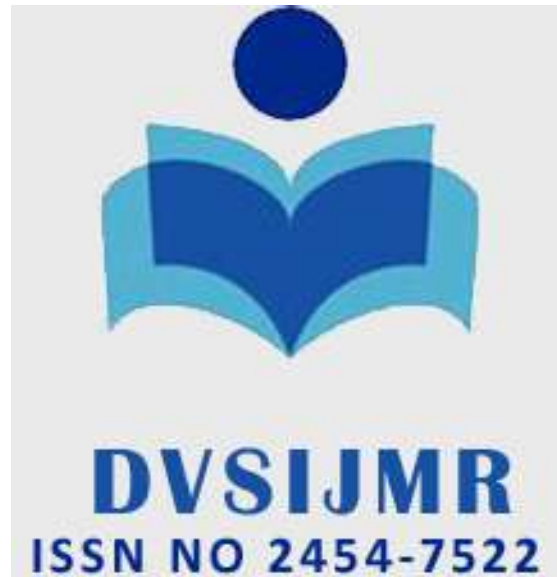
- Values are very important in one's life because they are guiding principal of life which is conducive to all round development. The purpose of this study was to compare the values rural female adolescents and urban female adolescents at Senior Secondary School level. On the basis of findings this study the following conclusions are drawn.
- There was significant different between the rural female adolescents and urban female adolescents in relation to their Religious, Democratic, Economic and hedonistic values and rural females adolescents have higher religious, economic and hedonistic values.
- There was no significant different between the rural female adolescents and urban female adolescents in regards to their Social, Knowledge, Aesthetic, power, Family and Healthy values.

10. EDUCATIONAL IMPLICATIONS

The following activities and programs should be organized in the colleges of education to inculcate values among the female adolescence, so that they carry these values to the schools when the children blossom into citizens.

- Cultural programmers like drama, songs, music, mimicry, dance, theatre, art, etc. should be organized by integrating various cultural themes.
- The physical and health education should be given due importance.
- Desirable learning environment should be providing in the educational institutions.
- The parent -teachers associations and the school and village education committees should be formed.

- Proper guidance and counseling should be arranged to the students to solve the problems of adjustment and to give a right direction.
- The community and social issues should be brought to the notice of all the students to develop awareness among the students.
- Literacy activities to foster the reading habits and knowing the life styles and biographies of eminent role models should be given prior importance in the educational institutions.



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