

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

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### **Abstract**

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Personal 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 motivation of adolescents to varied behaviors. The schools can play a pivotal role to provide adequate counseling and guidance so that proper values are inculcated by students. 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. They have low health value and very low social value, which is a matter of concern. Gender 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.

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### **Introduction**

Values are the guiding principles of life which are conducive to all Round development. They give direction and firmness to life and bring joy, satisfaction and peace to life. Value are like the rails that keep a train on the track and help it move smoothly, quickly and with direction. They bring quality of life. Personal value are implicitly related to choice; they guide decisions by allowing 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. Personal values developed early in life may be resistant to change. They may be derived from those of particular groups or systems, such as culture, religion and political party. However, personal values are not universal; one's genes, family, nation and historical environment help determine one's personal values. This is not to say that the value concepts themselves are not universal, merely that each individual possess a unique conception of them i.e. a personal knowledge of the appropriate values for their own genes, feelings and experience. Personal values are the beliefs, values, and philosophies that we hold about life, its purpose, and our own purpose. As we grow up, we take on board the personal values of others around us until we reach the teen years and start to accept or reject such values as being a part of who we are, or not a part of our own selves. It is easy, however, to pass by the active recognition and sorting of personal values, and to just accept those values that were ingrained in us by parents, teachers, society, etc. We can do this because the fit is comfortable and easy. 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. Rekha Yadav (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. S.L.Kaushal and Yasmin Janjhua (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**

1. To find the difference in personal values between the boys and girls secondary school students.
2. To find the difference in personal values between secondary schools from urban and rural areas.

### **Hypotheses**

1. There is no significant difference between the boys and girls secondary school students in personal values such as
2. 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.

### **1 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 is 8.92 and 8.55. There is no significant difference between the boys and girls in social values at 0.05 level 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 indicate 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 level 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 is 11.59 and 11.25. There is no significant difference between the boys and girls in knowledge value at 0.05 level 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 level 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 level 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 level 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 level with df 232. This shows that boys are more concerned of keeping the body fit and give importance to good physical health.

## 2 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	Locale	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 level 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 level 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 level with 232. Thus the null hypothesis is accepted.

Mean scores of students from Urban and rural areas in Aesthetic Value is 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 is 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 indicate 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 is 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 is 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 is 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 indicate 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 is 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 inter 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 people around him. If the social environment is not good, then it becomes very difficult for him to display ethics and values in his behaviour. 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. What is right, what is wrong, what is true, what is false, what is respectable and noble and what is not – it is the mother who imparts these lessons. Then, when the child enters the school at the age now of four or five, the 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. 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 social, knowledge, hedonistic and health value. The study pointed out that students 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.

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