

Analyzing family values among government senior secondary school students of Chandigarh in relation to their socioeconomic status

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Abstract

Family values have changed a lot over the past few decades. The main reason for that is because society has been changing and becoming open there for change occurs in family and individual. The family is the first to affect the individual. It is the family, which gives the child his first experience of living. It gets him when he is completely uninformed, unprotected, before any other agency has had a chance to affect him. The influence of the family on the child is, therefore, immense. The influence of other agencies is although indispensable but it must build upon the ground work furnished by the family. Socio-economic status is defined as "an individual's or group's position within a hierarchical social structure. Socioeconomic status depends on a combination of variables, including occupation, education, income, wealth, and place of residence. The sample was comprised of 100 students of Govt. school. In direction of the basic aim of study, Family values, of students were examined in relation to their socio-economic status. For analyzing the data correlation, t-test and anova was used. The results revealed there is no correlation between Family values and Socio-economic status, which means if socio-economic status is high, average and low, it doesn't affect the Family values. But girls are having more family values in comparison to boys. The F-ratio was also not significant at 0.05 level of significance, which further reveals that IX class student of Government Senior secondary school Chandigarh having no affect of high, average and low socio-economic status on their family values.

Keywords: family values, socio-economic status, adolescents, gender, govt school students etc

Introduction

Education is the best legacy a nation can give to her citizens especially the youth specially adolescents. The reason behind this is the development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis for any true development must commence with the development of human resources. Family may be regarded as the first training centre of child's all round development. In this training centre the child is encouraged in activities of intellectual curiosity, emotional maturity, originality and constructiveness. Much then is said that formal education remains the vehicle for social-economic development and socialization in any society. Socio-economic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to other, based on income, education, and occupation. When analyzing a family's SES, the household income, earner's education, and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed (National Center for Educational Statistics, 2008).

Family Values

Traditional family values are usually passed on from one generation to the next, giving children the structure and boundaries in which to function and thrive. Family time, love, play and work give children this foundation. Take the time to share your family values and traditions with your children. Schedule family meetings together, share meals together where the family gets together to talk about the day, schedule recreation and relaxation into your day-to-day

life. The definition of family values is the social standards defined by the family and a history of traditions that provide the emotional and physical basis for raising a family. Work together within your family to identify and create your own family values.

Murphy and Newcomb (1937) view value as maintenance of a set towards attainment of a goal. Value is a motivation which sustains individual efforts to achieve a particular goal. It implies a person to make persistent efforts to achieve a defined goal. Therefore, it is a value for him.

Main Factors of Socio-economic Status

Socio-economic status is defined as "an individual's or group's position within a hierarchical social structure. Socioeconomic status depends on a combination of variables, including occupation, education, income, wealth, and place of residence" (Cited in, The American Heritage® New Dictionary of Cultural Literacy, Third Edition).

Income

Income refers to wages, salaries, profit, rents and any flow of earnings received (Wikipedia, 2004) ^[11].

Education

Educational attainment is preferable to analyze for SES because it can be figured for all individuals. (Wikipedia, 2004) ^[11].

Occupation

Occupational prestige as one component of SES encompasses both income and educational attainment. (Wikipedia, 2004) ^[11].

Wealth

Wealth reflects intergenerational transitions as well as accumulation of income and savings. Income, age, marital status, family size, religion, occupation, and education are all predictors for wealth attainment (Wikipedia, 2004) [11].

Caste

Though used less often, the term caste is also related to SES because caste tends to convey one's social class, status, or position (Arrow, Bowles and Durlauf 2000) [1].

Technology and Gadgets

Socioeconomic disparity affects students' access to technology and their technology competence (Sun, C.Y. and Benton, D. 2008) [10]. Staying constantly connected to one another through technology has become a normal part of everyday life, so it's inevitable that owning the latest products has become a status symbol.

Social class or status of the family refers to the hierarchical distinctions between individuals or groups in societies or cultures. Social class influences socio-economic status because low people are treated depending on the class they come from, which may be determined various factors. Socio-Economic Status strongly influences the varying student education. The probability of students on the value and attending schools of higher attending school of higher education can also be an indicator of socio-economic status is based on income, but too is connected to race as well.

Review of related Literature

Methana (1985) [7]. Studied values as function of sex and family's socioeconomic status. Results showed that males were higher on theoretical, economic and political values as compared to females. Females were higher on aesthetic, social and religious values as compared to males. There was no significant difference on any of six values of students from different socio-economic status, i.e. as regards annual income or residence. But when they were classified by their parents' occupation, significant differences were found in economic and aesthetic values.

Kumar and Mutha (1986) [4]. Studied values of college students. It was found that there was no significant difference among their socio-economic status regarding social, political and religious values. Students belonging to upper and lower class differed significantly on their theoretical, economic and aesthetic values. Upper and middle class students differed on economic and cultural values. Theoretical and economic values of middle and lower class students differed significantly.

Kaur (1987) [3]. conducted study of value dimensions of primary school teachers in relation to their socio-economic status and sex. The value dimensions of primary school teachers are related to their socio-economic level and there was no difference in the value dimensions of male and female primary school teachers. Found that socio-economic status and education have been found to be significant correlating factors with child rearing values. People in lower classes tend to value conformity, whereas middle-class parents tend to value self-determination and autonomy.

Kumari and Srivastava (2011) [5]. Found in her study that socio-economic status and family values were measured through standardised psychological tools. The data were analysed by percentage, mean, standard deviation, t-values and Karl

Pearson 'r'. The analysis revealed that the socio-economic status affected the family values. There is positive relation between them.

Lucifora and Meurs (2012) [6]. Investigated the links between family values, social needs and individual preferences for welfare using data from the 2005 French "Generation and Gender Survey" (GGS). The relevance of family values is shown to be not significant to different socio-economic circumstances, such as: financial distress, bad health or family size. Using long term cultural determinants of selected ethnic and religious groups as instruments for family values, we provide evidence for causal effects.

Methana (1985) [7]. Kumar and Mutha (1986) [4]. Kaur (1987) [3]. Lucifora and Meurs (2012) [6]. all these researchers found no correlation between socio-economic status and family values. But in contrast to above Studies and Kumari and Srivastava (2011) [5]. Found that socio-economic status affects family values. There is very less work has been done on family value and socio-economic status. Here are some studies which found significant relationship and other found insignificant relationship, so the researcher decided to work on these two variables among Govt. Senior secondary school students of Chandigarh.

Objectives of the study

1. To study the gender difference on the Family values of IX class students.
2. To study the gender difference on the Socio-economic Status of IX class students.
3. To study the significant difference in the Family Values of IX class students with High, Average and low Socio-economic Status.
4. To study the relationship between Family values and Socio-economic Status of IX class students.

Hypotheses

1. There is no significant gender difference on the Family values of IX class students.
2. There is no significant gender difference on the Socio-economic Status of IX class students.
3. There is no significant difference in the Family Values of IX class students with High, Average and low Socio-economic Status.
4. There exists no significant relationship between Family Values and Socio-economic status of IX class students.

Delimitations of the study

1. It was restricted to Chandigarh only.
2. It was restricted to IX class students of three government schools of Chandigarh only.

Design of the study

Method

The present study was descriptive in nature. The purpose of the study was to examine Family Values of adolescents in relation to Socio-economic Status.

Sample

Government schools of Chandigarh were selected as the population for the present study. Three schools of Chandigarh were selected randomly. The present study was carried out on 100 (50 girls and 50 boys) students studying in class IX class were taken for data collection.

Tools used

In the present study these tools were used

1. Family Value scale developed by the researcher.
2. Socio-economic Status scale developed by the researcher.

Procedure of the study

In order to collect data, the researchers personally visited to the sample schools and distributed the questionnaires among participants. They were told to give appropriate response. The

entire data was collected from the Government school students with due permission from the principal of each school. All the students were made to fill in the data individually in order to avoid duplication of the data in their sheets. Those sheets were collected and scoring was done by using the scoring procedure. Descriptive statistic, Pearson’s coefficient of correlation and t-test was used to analysis the data statistically

Analysis and Interpretation of the results

Table 1: Mean, Median, Standard Deviation, Skewness and Kurtosis on the variable of Family Values and Socio-economic Status

Statistics			
		Family Values	Socio-economic Status
N	Valid	100	100
	Missing	13	13
Mean		126.4700	131.1700
Std. Error of Mean		1.66196	2.92458
Median		125.0000	130.0000
Std. Deviation		16.61960	29.24576
Skewness		.532	.055
Std. Error of Skewness		.241	.241
Kurtosis		-.650	-.697
Std. Error of Kurtosis		.478	.478

Hypothesis 1 There is no significant gender difference on the Family values of IX class students.

Table 2: T-ratio between boys and girls on the variable Family Values

	Gender	N	Mean	Std. Deviation	Std. Error Mean	t-ratio	Level of Significance
Family Values	Boys	50	122.52	15.96455	2.25773	2.435*	Significant 0.05 level
	Girls	50	130.42	16.47272	2.32959		

Table 2 shows that t-ratio between the boys and girls; on the variable family values is 2.435 which is more than the table value. So t-ratio is significant at 0.05 levels of significance. So here null hypothesis “There is no significant gender difference on the Family values of IX class students” is rejected. It means there is a significant difference between boys and girls on the

family values. Girls follow more in comparison to boys there family values.

Hypothesis 2 There is no significant gender difference on the Socio-economic Status of IX class students.

Table 3: T-ratio between boys and girls on the variable Socio-economic Status

	Gender	N	Mean	Std. Deviation	Std. Error Mean	t-ratio	Level of Significance
Socio-economic Status	Boys	50	131.02	28.49453	4.02974	.051	Not Significant
	Girls	50	131.32	30.26714	4.28042		

Table 3 shows that t-ratio between the boys and girls on the variable Socio-economic Status is .051 which is less than the table value. So here null hypothesis “There is no significant gender difference on the Socio-economic Status of IX class students” is accepted. It means there is no significant difference

in the socio-economic status of boys and girls. So t-ratio is not significant at 0.05 and 0.01 both levels of significance.

Hypothesis 3 There is no significant difference in the Family Values of IX class students with High, Average and low Socio-economic Status.

Table 4: Showing Anova for Family Values with respect to High, Average and Low Socio-economic Status.

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	59.960	2	29.980	.107	.899
Within Groups	27284.950	97	281.288		
Total	27344.910	99			

Table no 4 for calculating family values in term of socio-economic status the Socio-economic status was divided into three categories High, Average and Low SES. The value of F-ratio came out to be.107 which is not significant at 0.05 level of significance. It shows that no significant difference in Family values of IX class students with respect to three categories of socio-economic status i.e High, Average and Low SES. So, null

hypothesis “There is no significant difference in the Family Values of IX class students with High, Average and low Socio-economic Status” is accepted.

Hypothesis 4 There exists no significant relationship between Family Values and Socio-economic status of IX class students.

Table 5: Co-efficient of Correlations

		Family Values	Socio-economic Status
Family Values	Pearson Correlation	1	.026
	Sig. (2-tailed)		.801
	N	100	100
Socio-economic Status	Pearson Correlation	.026	1
	Sig. (2-tailed)	.801	
	N	100	100

Table 5 showing the coefficient of correlation (r=.026) which convey that there is no significant relationship between family value and socio-economic status of IX class govt. school’s students of Chandigarh. It means students family values are not affected by high, average and low Socio-economic Status. So null hypothesis, “There exists no significant relationship between Family Values and Socio-economic status of IX class students” is accepted.

Conclusion

The results of the present study reveal that adolescent’s family values are not affected by high, average and low socio-economic status. Inequities in wealth distribution, resource distribution and quality of life are increasing in the India and globally. Methana (1985)^[7], Kumar and Mutha (1986)^[4], Kaur (1987), Lucifora and Meurs (2012)^[6]. All these researchers found no significant relationship between socio-economic status and family values.

Life and people are always changing, but the main values and bases of the concept of family should always remain present. To many people, the definition of the word family is a unity among a group of people who care and tend to each other’s needs, while forming an unbreakable bond. Therefore, family values are important and should be cherished and nurtured. Love, support, friendship, and guidance are key qualities necessary to form a family bond. Society benefits from an increased focus on the foundations of socioeconomic inequities and efforts to reduce the deep gaps in socioeconomic status in the India and abroad.

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