



A STUDY OF THE VALUE ORIENTED BEHAVIOR OF ADOLESCENTS BASED ON THEIR GENDER

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Abstract

The paper uses the premise of Difference in the Kohlberg and Giligan's Theories on Moral Development in male and females that states that male and female are differs when it comes to perceiving a situation and reacting to it. Kohlberg's theory proposes that the changes in moral development occurring at various stages are mainly due to critical thinking in both male and that post-conventional stage is not attained by females. Whereas, Gilligan's theory contests that no post-conventional level of moral thinking can be dealt based on the two types of thinking. She also said that Kohlberg's theory is only limited few moral values and does not consider the other values that are equally important in development of an individual's character and personality. This paper examines the gender differences in the fundamental value orientations of adolescent students from class Eight. It focuses on the values such as Peace, Compassion, Truth, Patience and Perseverance that have remained as constants in the human condition throughout the centuries. Since the cognitive and other developments required to understand and practice these values develop post middle childhood adolescents were chosen as sample for this study. A Descriptive Survey method was used to collect data from 193 students from class eight of English medium State Board schools across Mumbai. The tool used was a situational analysis survey scale on their Value Oriented Behavior. The Descriptive Analysis of the data was conducted using - Mean, SD, Skewness and Kurtosis. The Inferential Analysis was carried out with 't' test. Through the study it was found that there is a significant difference in the value oriented behavior of adolescents on the basis of their gender.

Key words: Adolescents, Values, Value Orientation, Gender difference



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Introduction

Values are said to be the pillars of any civilized society. Without them the society and all its societal structures will crumble and fall apart leading to the breakdown of the civilization and the society. A perfect scenario in which chaos and evil prospers. In a multicultural and diverse country like India with its rich culture and heritage, it becomes even more pertinent to have a society that is aligned to the values that are inherent in our culture and enshrined in

our constitution. In ancient India the elements of character training were reflected in the overall programme of courses of studies under the Guru. The trend continues to reflect in the modern education system as evident in the values enshrined in our constitution. The National Policy of Education of 1986 and Programme of Action of 1992 by the Government of India has laid considerable stress on the need of inculcation of values as enshrined in the constitution of India, through our school curriculum and has made value education a compulsory part of our education. Around the world too, the concept of Values education' and its vital role in ensuring the wholesome development of a child and shaping his character is widely acknowledged. Schools too try to do their part by providing children with value based environment and giving opportunities to practice these values through their conduct in the school. Though being a part of the same environment it is often noted that boys behave very differently than girls. More often than not it is boys who get into trouble and face disciplinary actions. Not just in school but also at home we can hear parents saying how different their kids belonging to different sexes behave. Recent studies have shown that there are some differences between the way the brains of boys and girls are wired, thereby making them behave differently under a similar situations (Ellis John 2015). Since our behavior is nothing but a reflection of our belief system and values, Researcher was keen to understand the underlying values of the adolescents that motivate and drive their behavior.

Rationale of the study

Professor Jean Piaget's study on evolution of thinking pattern of individual human beings and its influence on moral development of the person is an interesting subject of psychology. Highly appreciative of Piaget's view, Lawrence Kohlberg in 1960 constituted a six stage model to demonstrate how individual's morality develops through the stages. Kohlberg's study of moral evolution was based on rationality and justice. However Kohlberg's model is male centric, and does not give complete picture of the process of moral development of human beings. Gilligan challenged this and constituted separate model of women and formulated her own theory of moral development, based on the basic tenet that, female psychology, values, and even moral structure differ from that of males. She claims that women are inherently inclined towards care and responsibility to others (Watt Kayla & Rindon Monica 2014). The researcher was keen to know if this can be used to explain the

differences that we see in the way the boys and girls behave. Since, values are the key factor that underlies preferences and choice behavior (cf. Henshel 1971; Homer and Kahle 1988; Rokeach 1973; Rosenberg 1956; Wickert 1940, cited in Jones, 2002, p. 135) the Researcher wanted to understand the value orientation of these children through their behavior as exhibited in the schools and find out if they really differ or no.

Objectives:

- To develop a Value Orientation Behavioral scale
- To compare scores of male and female adolescents on the Value Orientation Behavioral scale.

Hypothesis:

H1. There is no significant difference in the value oriented behavior of adolescents on the basis of their gender.

Research question:

R1. Is there any difference in the value oriented behavior of adolescents on the basis of their gender?

Definitions of the terms:

Adolescents

In the present study the students of std. VIII, who are in the age group of 12 + years and are experiencing the onset of adolescence, are considered as the adolescents

Values

In the present study the values refers to some of the basic moral and social values expected in adolescents, such as Compassion, Truthful, Patience, Responsible, Equality, Perseverance, Environmental Consciousness.

Value oriented behavior

In the present study it refers to the way in which one acts or conducts oneself, especially towards others, based on the value system inherent in him.

Gender Difference

In the present study it refers to the difference in the value oriented behaviour of male and female adolescents based on their gender.

Methodology

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Research Method

Descriptive method was used in the present study. This method of research describes situations. It does not make accurate predictions neither does it determine cause and effect. Out of the three main types of descriptive methods: observational methods, case-study methods and survey methods, the present study was conducted using Survey Method.

Sample and Data Collection

In the present study simple random probability sampling technique was used. 193 students from standard VIII of English medium schools of Maharashtra State Board, falling under Mumbai city administrative Zone 6 consisting Wards S (Bhandup) and T (Mulund), were chosen as representative sample for the study. Out of 193 students, 89 were females and 104 were male students.

Tools

A situational analysis survey scale 'Value Orientation Behaviour Scale' was prepared by the researcher based on some chosen values like Compassion, Truthful, Patience, Responsibility, Equality, Perseverance and Environmental Consciousness. Tool comprised of twenty-one items with three items under each category.

Each item had four choices out of which one correct response was expected and accordingly scored 1. The wrong answer was scored zero. Minimum to maximum score range was from 0 to 30.

Technique of Data Analysis

The following Descriptive and Inferential statistical techniques were used for data analysis

1. Descriptive Analysis - Mean, SD, Skewness and Kurtosis.
2. Inferential analysis - with 't' test

Statistical Analysis

Testing of Hypothesis

The null hypothesis states that there is no significant difference in the value oriented behavior of adolescents on the basis of their gender.

The statistical technique used to test this hypothesis was 't' test.

The following Table shows the numerical data and significance level for computing difference in the value oriented behavior of adolescents on the basis of their gender.

Gender	N	Mean	S.D.	't' value	l.o.s.
Male	89	14.98	3.58	4.26	0.01
Female	104	12.70	3.90		

Interpretation of 't'

From Table D; For Df = 192

Tabulated 't' at 0.05 level = 1.962 At 0.01 level = 2.581

The obtained 't' is 4.26, which is greater than 2.581 i.e. the calculated 't' is greater than the tabulated 't' at 0.01 level. Hence the null hypothesis is rejected at 0.01 level.

Conclusion:

There is a significant difference in the value oriented behavior of adolescents on the basis of their gender

Findings and of the Study

Through the study it was found that there is a significant difference in the value oriented behavior of adolescents on the basis of their gender. It was found that the females in the sample are more likely than male to express concern, care and display a sense of responsibility for the well-being of others and also in general. It was also found that males are prone to reckless behavior and had less regard for others around them. Girls preferred to be more patient and sought peaceful ways to resolve a conflict whereas boys were more tend to exhibit machoism and ended up choosing the confrontation to resolve any issues. However both male and females had similar views about perseverance and chose to persevere than giving up easily when faced with difficulties and challenges. However, both chose almost similar positive replies on Truthfulness. Environmental consciousness value too saw girl scoring more as compared to boys, displaying responsible behaviour towards environment preservation, protection and sustenance. The value of equality drew almost similar responses from both boys and girl.

Discussion and Suggestions:

Issues of fundamental sex differences in genetics, hormones, brain structure and its effect on various aspects human functions and behaviour have been extensively explored by psychologists over years by both empirical and non-empirical methods. Numerous studies and articles have been published with many concluding there is no significant difference in

the way the sexes make moral decisions. However we also find equal numbers if not more studies contending the significance of cultural conceptions of masculinity and femininity to moral and social psychology. Meta-analysis on gender differences of value orientation have found that women tend towards a more care based morality while men tend towards a more justice based morality (Jaffee, Sara; Hyde, Janet Shibley (2000). This is usually based on the fact that men have a more slight utilitarian reasoning while women have more deontological reasoning which is largely because of greater female affective response and rejection of harm-based behaviours (Friedorf, R.; Conway, P.; Gawronski, B. (2015). A meta-analysis published in the 2013 journal of Ethics and Behaviour after reviewing 19 primary studies also found women have greater moral sensitivity than men (You, Di; Maeda, Yukiko; Bebeau, Muriel J. (2011). Women have also been found to be more punishment sensitive and men higher in sensation seeking and behavioural risk-taking (Cross, Catharine P.; Copping, Lee T.; Campbell, Anne. 2011).

The findings of the present study completely corroborates with the Gilligan's theory is based on the two main ideas, the care-based morality - usually found in women and the justice-based morality - usually found in men (Engineering ethics –Gilligan's Theory) and also with above studies that gender difference definitely has an impact on the value oriented behaviour of male and females. It was found that Male and female adolescents differed in their choices quite significantly on many values however the researcher also noted a considerable overlap between male and female responses over some of the values like equality, truth and perseverance.

The difference in the value oriented behaviour possibly can be due to a complex interplay of biological, developmental, and cultural factors. However the significantly higher scores of girls in the study sure makes the researcher think about the way the children are being brought up at homes and also the teachers' perception and attitude towards the different sexes in the classrooms. Are we still bringing up our children based on stereotypical gender assigned roles? Do parents subconsciously indulge in gender-typed expectations regarding personality traits, abilities, activities and roles? Also as a society, are we collectively still enforcing the set ideas about how children are supposed to behave based on their gender? These questions need to be seriously pondered on by all the stake holders in our children's' lives. As parents

we might have to be more mindful about bringing up our children in a more gender neutral environment. So must the other powerful sources of socialization in a child's life, the school, teachers and the policy makers must make conscious efforts to foster more gender neutral, flexible gender roles in children to help them develop a wholesome socioemotional and psychological personality.

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