

CHAPTER IV

:
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:
:----- ANALYSIS, INTERPRETATION AND
DISCUSSION - 1

- 4.1 INTRODUCTION
- 4.2 COMPARISON OF THE RURAL AND URBAN ADOLESCENTS
- 4.3 COMPARISON OF THE SCHOOL AND COLLEGE
ADOLESCENTS
- 4.4 COMPARISON OF THE MALE AND FEMALE ADOLESCENTS
- 4.5 COMPARISON OF THE GENERAL AND SCIENCE STREAM
ADOLESCENTS

CHAPTER IV

ANALYSIS, INTERPRETATION AND DISCUSSION - 1

4.1 INTRODUCTION

The present chapter on results and interpretation deals with comparison of rural and urban groups, school and college groups, male and female groups, and groups belonging to general and science streams. They were all asked to rate each value using a five point scale with five denoting the highest degree of importance and one denoting lowest degree. Five sets of values, viz., personal, social, instrumental, terminal and work values were considered for rating for the degree of importance. The score for any value ranged from 1 to 5. These scores were analysed using 'F' test separately for each value. The results based on 'F' analysis are presented in this chapter. First, rural and urban groups will be compared with respect to the degree of importance they attached to each value. This will be followed by a comparison between school-going and college-going adolescents. After this male and female subjects will be compared and lastly respondents belonging to general and science streams will be compared. The next chapter is prepared to discuss the results based on factor analysis.

4.2 COMPARISON OF THE RURAL AND URBAN ADOLESCENTS

TABLE 6

Showing the Comparison of the Rural and
Urban Adolescents on Personal Values

| Sr. No. | Personal Values | M ₁ Rural | M ₂ Urban | F | Signi- ficant |
|------------|-----------------------------|-------------------------|-------------------------|-------|------------------|
| 1. | Cleanliness | 4.43 | 4.50 | 1.89 | |
| 2. | Dignity of labour | 3.83 | 3.79 | 0.40 | |
| 3. | Diligence | 4.10 | 4.20 | 2.76 | |
| 4. | Punctuality - regularity | 3.75 | 4.26 | 21.17 | ** |
| 5. | Honesty | 3.59 | 3.56 | 0.21 | |
| 6. | Nature appreciation | 3.50 | 3.83 | 16.49 | ** |
| 7. | Victory in suffering | 3.97 | 4.40 | 11.84 | ** |
| 8. | Fortitude | 3.97 | 4.04 | 1.22 | |
| 9. | Maturity | 3.79 | 4.20 | 10.41 | ** |
| 10. | Courage | 3.86 | 3.98 | 3.72 | |
| 11. | Ambition | 4.30 | 4.22 | 1.42 | |
| 12. | Self-reliance | 4.12 | 4.12 | .01 | |
| 13. | Excellence | 3.83 | 4.77 | 13.06 | ** |
| 14. | Hope | 2.96 | 3.47 | 15.67 | ** |

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p < .05

p < .01

As can be seen from Table 6, six of the personal values are significant at .01 level. These values are punctuality - regularity, nature appreciation, victory in

suffering, maturity, excellence and hope.

Looking further into the mean scores of both the rural and the urban groups with respect to the value punctuality - regularity, it can be seen that the mean score of 4.50 is higher in case of the urban group in comparison to the rural mean score of 4.43.

In case of the value victory in suffering, it can be seen that the mean score of 4.40 is higher in case of the urban group in comparison to the mean score of 3.97 of the rural group.

The value nature appreciation as seen in the Table shows that the mean score of 3.83 is higher in case of the urban group in comparison to the mean score of 3.50 in case of the rural group.

So far as the value maturity is concerned the two adolescents groups differ significantly. The urban group has a higher mean score (4.20) than the mean score of the rural group (3.79).

In case of the value excellence, the rural adolescent group differs significantly from the urban adolescent group in this tendency. The mean score of the urban group is 4.77 and that for the rural group is 3.83.

The mean score of the value hope, for the urban and the rural groups are 3.47 and 2.96 respectively. The

urban group is significantly higher than that of the rural group.

Considering the significant value differences between the rural and urban groups, it appears that the urban group is more highly oriented towards competence and maturity. The values punctuality - regularity, victory in suffering, maturity, excellence and hope are all indicative of competence, courage and maturity. Some of the values which are considered to be equally and highly important by both the groups are cleanliness, diligence, ambition and self-reliance. Similarly, some of the values which are considered to be just important by both the groups are dignity of labour and courage. The values highly emphasised by the rural group (mean rating equal to or higher than 4.0) are cleanliness, diligence, ambition and self-reliance. Similarly, the values more highly emphasised by the urban group are cleanliness, diligence, punctuality - regularity, victory in suffering, fortitude, maturity, ambition, self-reliance and excellence. Thus, it could be seen that the urban group besides having healthy practices and work related habits, also show more competence, courage, and maturity in comparison to the rural group. It should also be noted that hope is least emphasised by both the groups but it is less emphasised by the rural group.

TABLE 7

Showing the Comparison of Rural and Urban
Adolescents on Social Values

| Sr. No. | Social Values | M ₁ Rural | M ₂ Urban | F | Signi- ficant |
|------------|---------------|-------------------------|-------------------------|-------|------------------|
| 1. | Harmony | 3.36 | 3.56 | 5.52 | * |
| 2. | Love | 3.79 | 4.07 | 7.23 | ** |
| 3. | Sympathy | 3.91 | 4.00 | 3.27 | |
| 4. | Tolerance | 3.35 | 3.68 | 7.28 | ** |
| 5. | Peace | 3.56 | 3.56 | 0.01 | |
| 6. | Service | 4.08 | 4.19 | 2.39 | |
| 7. | Co-operation | 4.17 | 4.25 | 1.31 | |
| 8. | Sincerity | 3.60 | 3.89 | 14.14 | ** |

p < .05

p < .01

The Table 7 shows four of the social values are significant at .01 and .05 levels. These values are harmony, love, tolerance and sincerity.

Looking into the mean scores of both the rural and the urban groups with respect to the value harmony, it can be noted that the mean score of 3.56 is higher in case of the urban group in comparison to the rural mean score of 3.36

In case of the value love, it can be seen that

the mean score of 4.07 is higher in case of the urban group in comparison to the mean score of 3.97 in case of the rural group. The difference between these two mean score is significant.

So far as the value tolerance is concerned the two adolescent groups differ significantly. The urban group has a higher mean score (3.68) than the rural group (3.35).

Further, the rural adolescent group differs significantly from the urban adolescent group in the value sincerity. The mean score of 3.89 is higher in the urban group in comparison to the mean score of 3.60 in the rural group.

Thus, harmony, love, tolerance and sincerity are the social values which show significant differences between the rural and the urban groups. The urban group is having a higher mean score on all these values. The values more highly emphasised by both the groups are sympathy, service and co-operation. Of the four significant values two, viz., harmony and love involve others whereas tolerance and sincerity are more personal. In case of the urban group service, co-operation and sympathy are considered to be most important whereas in case of the rural group sympathy, service and co-operation are considered to be important. Thus, both in a personal and a social sense the urban group in comparison to the rural



group is more highly oriented towards maintaining harmonious relations and being more affectionate towards others with sincerity and capacity to tolerate discrepancies in social relations.

TABLE 8

Showing the Comparison of Rural and Urban Adolescents on Instrumental Values

| Sr. No. | Instrumental Values | M ₁ Rural | M ₂ Urban | F | Significant |
|---------|---------------------|-------------------------|-------------------------|-------|-------------|
| 1. | Ambitious | 3.84 | 4.33 | 19.22 | ** |
| 2. | Broad-minded | 3.62 | 3.59 | 0.24 | |
| 3. | Capable | 4.23 | 4.13 | 3.44 | |
| 4. | Cheerful | 3.70 | 4.16 | 18.45 | ** |
| 5. | Clean | 4.15 | 4.40 | 5.93 | * |
| 6. | Courageous | 4.11 | 4.14 | 0.21 | |
| 7. | Forgiving | 3.70 | 3.79 | 0.33 | |
| 8. | Helpful | 3.60 | 3.96 | 15.27 | ** |
| 9. | Imaginative | 3.55 | 3.67 | 2.17 | |
| 10. | Honest | 3.84 | 4.02 | 6.50 | * |
| 11. | Independent | 3.84 | 4.34 | 20.16 | ** |
| 12. | Intellectual | 3.33 | 3.89 | 25.83 | ** |
| 13. | Logical | 4.15 | 4.50 | 7.67 | ** |
| 14. | Loving | 4.09 | 4.04 | 0.50 | |
| 15. | Polite | 3.46 | 3.82 | 10.44 | ** |
| 16. | Obedient | 4.02 | 4.15 | 3.76 | |
| 17. | Responsible | 3.98 | 4.37 | 16.75 | ** |
| 18. | Self-controlled | 3.87 | 3.98 | 3.55 | |

p < .05

p < .01

The results in Table 8 reveal that ten of the instrumental values are significantly different between the two groups. These values are ambitious, cheerful, clean, helpful, honest, independent, intellectual, logical, polite and responsible.

Looking into the values ambitious, the results suggests that the two groups differ significantly. The mean score of 4.33 is higher in case of the urban group when compared with the mean score of 3.84 of the rural group.

So far as the value cheerful is concerned, the two adolescent groups differ significantly. The urban has a higher mean score (4.16) than the rural group mean score of 3.70.

It can further be seen that the mean scores of both the rural and urban groups significantly differ with respect to the value clean. The results reveal that the mean score of 4.40 is higher in case of the urban group in comparison to the mean score of 4.15 in the rural group.

In case of the value helpful, the mean score of 3.96 is higher in the case of the urban group in comparison to the rural mean score of 3.60.

It can also be seen that the value honest is significantly different between the two adolescent groups. The urban adolescents are higher in the mean score (4.02) in comparison to the mean score of 3.84 for the rural group.

In case of the value independent, the mean score of 4.34 is higher in the case of the urban adolescents in comparison to the mean score of 3.84 for the rural adolescents.

The results in the Table further reveal that the two groups are significantly different with respect to the value intellectual. The mean score of 3.89 is higher in case of the urban group when compared with the rural mean score of 3.33.

In case of the value logical both the groups differ significantly. The urban group is higher in the mean score of 4.50 in comparison to the mean score of 4.45 of the rural group.

So far as the value polite is concerned the mean score of 3.82 is significantly higher in case of the urban group when compared with the mean score of 3.46 for the rural group.

In case of the value responsible, it can be seen that both the groups differ significantly. The mean score of 4.37 is higher in the urban group in comparison to the rural group mean score of 3.98.

Considering the values mentioned above, the instrumental values ambitious, independent, intellectual, logical and responsible are all indicative of competence and maturity. The urban group has higher mean scores on all these values and hence it could be said that the urban

group is striving for their goal accomplishment in more mature and competent ways in comparison to the rural group. The other four values showing significant differences between the two groups are cheerful, clean, helpful, honest and polite. In case of these values too the urban group has higher mean scores than the rural group. Some of the values which are equally highly emphasised by both the groups (mean score higher than 4.0) are capable, courageous, loving and obedient. Similarly, the values considered just important by both the groups are broad-minded, forgiving, imaginative and self-controlled. Thus, both the rural and urban groups show competence and maturity but the urban group is on the higher side than the rural group. Relatively the urban set up provides more opportunities for close interaction on a variety of themes. The general atmosphere is more competitive in the urban set up than in the rural set up.

TABLE 9

Showing the Comparison of the Rural and
Urban Adolescents on Terminal Values

| Sr. No. | Terminal Values | M ₁ Rural | M ₂ Urban | F | Signi- ficant |
|------------|--------------------------------|-------------------------|-------------------------|-------|------------------|
| 1. | A comfortable life | 3.78 | 3.78 | 0.25 | |
| 2. | An exciting life | 3.03 | 3.43 | 20.45 | ** |
| 3. | A sense of accomplish- ment | 3.17 | 3.54 | 23.80 | ** |
| 4. | A world at peace | 3.48 | 3.59 | 3.44 | |
| 5. | A world of beauty | 4.41 | 4.20 | 12.61 | ** |
| 6. | Equality | 3.63 | 3.89 | 7.38 | ** |
| 7. | Family security | 3.84 | 3.67 | 8.29 | ** |
| 8. | Freedom | 3.80 | 3.76 | 3.17 | |
| 9. | Happiness | 3.06 | 3.04 | 0.30 | |
| 10. | Inner harmony | 3.92 | 4.26 | 8.89 | ** |
| 11. | Mature love | 3.02 | 3.45 | 18.65 | ** |
| 12. | National security | 3.56 | 3.58 | 0.72 | |
| 13. | Pleasure | 3.86 | 3.80 | 1.76 | |
| 14. | Salvation | 4.02 | 4.03 | 0.04 | |
| 15. | Self-respect | 4.56 | 4.46 | 2.16 | |
| 16. | Social recognition | 4.49 | 4.86 | 19.18 | ** |
| 17. | True friendship | 4.22 | 4.32 | 2.23 | |
| 18. | Wisdom | 2.73 | 2.82 | 2.35 | |

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p < .05

p < .01

The results obtained in Table 9 reveal that only eight values show significant differences in both the groups. These values are an exciting life, a sense of accomplishment, a world of beauty, equality, family security, inner harmony, mature love and social recognition.

With regard to the value an exciting life, the two adolescent groups differ significantly. The mean score of 3.43 is higher in the case of the urban adolescents in comparison to the mean score of 3.03 in the rural adolescents.

The value a sense of accomplishment shows significant differences with the two adolescent groups. The mean score of 3.54 is higher in case of the urban group in comparison to the mean score of 3.17 in the rural group.

In case of the value a world of beauty the two groups differ significantly. The mean score of 4.41 is higher in case of the rural adolescents in contrast with the mean score of 4.20 in the urban adolescents.

With regard to the value equality, it can be seen that the urban adolescents are higher with the mean score of 3.89 in comparison to the mean score of 3.63 in the rural adolescents.

In case of the value family security, the two groups differ significantly. The mean score of (3.84) is

higher in case of the rural group in contrast with the urban group mean score of 3.67.

In regard to the value inner harmony, it can be seen that the two adolescent groups differ significantly. The mean score of 4.26 is higher in case of the urban group in comparison with the mean score of 3.92 in the rural adolescent group.

The two adolescent groups differ significantly with respect to the value mature love. The mean score of 3.45 is higher in case of the urban adolescents in comparison to the rural adolescents mean score of 3.02.

With regard to the value social recognition, it can be seen that the mean score is higher (4.86) in the urban group in comparison to the mean score of 4.49 in the rural group.

Thus, the values showing significant differences between rural and urban adolescents are an exciting life meaning experiencing strong emotions, a sense of accomplishment or result orientation, a world of beauty or nature orientation, equality, family security, inner harmony, mature love and social recognition. Of these significant values, two have higher mean scores in favour of the rural group. These values are family security and a world of beauty. There appears to be more dynamism and strong social orientation among urban than among rural adolescents.

The terminal values which are considered to be highly important by both the groups in common are salvation, self-respect, and true friendship. The values considered to be just important by both the groups in common are a comfortable life, world at peace, freedom, happiness, national security and pleasure. The value wisdom is least emphasised by both the groups. Considering the highly emphasised values in common by both the groups, it appears that both the groups are greatly concerned about developing intimate genuine relationship and self-respect. The two groups are not much concerned about pleasure, comfortable life, happiness, peace and security - all indicating peaceful and comfortable life orientation.

TABLE 10

Showing the Comparisons of the Rural and Urban Adolescents on Work Values

| Sr. No. | Work Values | M ₁ Rural | M ₂ Urban | F | Significant |
|---------|--------------------------|-------------------------|-------------------------|-------|-------------|
| 1. | Prestige | 2.90 | 2.98 | 7.53 | ** |
| 2. | Economic returns | 2.06 | 1.61 | 11.19 | ** |
| 3. | Independence | 3.86 | 3.82 | 0.30 | |
| 4. | Associates | 4.44 | 4.39 | 0.24 | |
| 5. | Variety | 4.50 | 4.27 | 4.83 | * |
| 6. | Advancement | 4.13 | 4.25 | 3.15 | |
| 7. | Achievement | 4.67 | 4.53 | 2.44 | |
| 8. | Altruism | 4.79 | 4.87 | 0.04 | |
| 9. | Intellectual stimulation | 4.89 | 4.95 | 0.39 | |
| ===== | | | | | |
| p < .05 | | p < .01 | | | |

The obtained results in Table 10 indicates that three of the work values are significant at .05 and .01 levels. These values are prestige, economic returns and variety.

The value prestige reveals that the rural adolescent group differs significantly from that of urban adolescent group in this tendency. The mean score of the urban group (2.98) is higher than that of the rural group (2.60).

So far as the value economic returns is concerned, the two adolescent groups differ significantly. The rural group has a higher mean score (2.06) in comparison to the urban group mean score of 1.61.

With regard to the value variety, the mean score of the rural group is higher (4.50) in comparison to the mean score of 4.27 in the urban group.

Among the significant values, prestige and economic returns are not considered to be very important by both the groups although the urban group is more concerned about economic returns. The work value variety is highly emphasised by both the groups but the rural group shows more concern with it than the urban group. The work values which are considered to be highly important by both the groups in common are associates, advancement, achievement, altruism, and intellectual stimulation, showing that the two groups are more highly concerned about achievement orientation.

Looking into the overall pattern of orientation of the adolescents with respect to the personal, social, instrumental, terminal and work values, it can be seen that in case of the personal values, the urban adolescents are more highly oriented to competence and maturity in comparison to the rural adolescents. Similarly, in case of the social values, the urban group is highly oriented towards maintaining harmonious relations and being affectionately disposed with sincerity and tolerance. Further, in case of the instrumental values, the urban group is striving more for their goal accomplishment in more mature and competent ways so far as the terminal values are concerned the urban adolescents are more strongly socially oriented in comparison to the rural adolescents. Lastly, with respect to the work values the rural adolescents are more concerned about economic returns and variety in comparison to the urban adolescents striving more for prestige.

It can, thus, be inferred that on the overall basis the urban adolescents seem to be more highly oriented to the first four sets of values in contrast to the rural adolescents striving more for the work values orientation. This may be attributed to the general environmental setting within which they grow and develop. The urban adolescent atmosphere is full of opportunities for self-development. The urban adolescents have many opportunities for close interaction with a variety of people, they have

many information sources, and they have many resources. The urban atmosphere is, thus, more conducive to the self-development in the sense of developing more matured and competent outlook. In contrast, the rural adolescents grow and develop in a general environmental setting which may not seem to develop in the adolescent to strive more for these values. In case of the work values, the rural adolescents strive more for economic returns and variety while the urban adolescents strive more for prestige. This may be attributed that the urban adolescents hail from higher social background so far as the income, occupation, parental education, etc., which invariably make the urban adolescents to strive more for prestige orientation whereas the rural adolescents are less concerned about their social status among their fellowmen and hence may be more oriented to economic returns and seek variety in their job setting.

4.3 COMPARISON OF THE SCHOOL AND COLLEGE ADOLESCENTS

TABLE 11

Showing the Comparison of the School and
College Adolescents on Personal Values

| Sr. No. | Personal Values | M ₁ School | M ₂ College | F | Signi- ficant |
|------------|-----------------------------|--------------------------|---------------------------|-------|------------------|
| 1. | Cleanliness | 4.53 | 4.28 | 9.80 | ** |
| 2. | Dignity of labour | 3.82 | 3.75 | 0.89 | |
| 3. | Diligence | 4.11 | 4.35 | 5.15 | * |
| 4. | Punctuality - regularity | 4.19 | 4.18 | 0.13 | |
| 5. | Honesty | 3.57 | 3.56 | 0.05 | |
| 6. | Nature appreciation | 3.72 | 3.76 | 0.26 | |
| 7. | Victory in suffer- ing | 4.15 | 4.07 | 1.83 | |
| 8. | Fortitude | 4.02 | 4.04 | 0.09 | |
| 9. | Maturity | 3.90 | 4.18 | 7.48 | ** |
| 10. | Courage | 3.94 | 3.96 | 0.06 | |
| 11. | Ambition | 4.24 | 4.25 | 0.03 | |
| 12. | Self-reliance | 4.08 | 4.02 | 1.52 | |
| 13. | Excellence | 3.92 | 4.87 | 0.03 | |
| 14. | Hope | 3.37 | 3.59 | 15.67 | ** |

p < .05

p < .01

As can be seen from Table 11, four of the personal values are significant at .05 and .01 levels respectively. These values are cleanliness, diligence, maturity and hope.

Looking into the mean scores of both the school and college groups with respect to the value cleanliness, it can be seen that the mean score of 4.53 is higher in case of the school group in comparison to the college mean score of 4.28.

So far as the value diligence is concerned the two adolescent groups differ significantly. The college adolescents have higher mean score of 4.35 than the mean score of 4.11 for the school adolescents.

The results focus on the value maturity. It can be seen that the both the groups differ significantly with a higher mean score of 4.18 in case of the college group in comparison to the mean score of the school group of 3.90.

In case of the value hope, it can be noted that the mean score of 3.59 is higher in the college group in comparison with the mean score of 3.37 for the school group.

It should be noted here that the school - college comparison is the comparison between the early and late adolescents. The values showing significant differences are cleanliness, diligence, maturity and hope. Thus, school adolescents are appreciating the value of tidiness in all its forms more than the college adolescents. The college adolescents seem to be more concerned about applying themselves steadily towards the goals aimed at, college

adolescents also seem to have a stable mind to adapt themselves to changes in life more than the school adolescents, and the college have a more optimistic bent of mind than the school adolescents. The values which are equally and highly emphasised by both the groups are punctuality - regularity, victory in suffering, fortitude, ambition, and self-reliance. These values indicate self-strength. Thus, both the school and college adolescents are more highly oriented towards gaining self-strength. Thus, both the school and college adolescents are more highly oriented towards gaining self-strength and courage in facing situations. The values which are considered to be just important by both the groups equally are dignity of labour, honesty, nature appreciation, and courage, which are equally emphasised by both the adolescent groups.

TABLE 12

Showing the Comparisons of the School and College Adolescents on Social Values

| Sr. No. | Social Values | M ₁ School | M ₂ College | F | Significant |
|---------|---------------|--------------------------|---------------------------|-------|-------------|
| 1. | Harmony | 3.32 | 3.80 | 22.18 | ** |
| 2. | Love | 4.09 | 3.78 | 9.86 | ** |
| 3. | Sympathy | 3.98 | 3.96 | 0.21 | |
| 4. | Tolerance | 3.61 | 3.71 | 2.93 | |
| 5. | Peace | 3.39 | 3.72 | 8.42 | ** |
| 6. | Service | 4.27 | 4.03 | 6.58 | ** |
| 7. | Co-operation | 4.24 | 4.19 | 0.73 | |
| 8. | Sincerity | 3.81 | 3.81 | 0.76 | |

p < .05

p < .01

The results obtained in Table 12 indicate that only four social values are significant at .05 and .01 levels respectively. These values are harmony, love, peace, and service.

Looking into the mean scores of both the school and college groups with respect to the value harmony, it can be seen that the mean score of 3.80 is higher in case of the college group in comparison to the school mean score of 3.32.

In case of the value love, the mean scores of both the groups indicate that the mean score of 4.09 is higher for the school group in comparison with the college group mean score of 3.78.

So far as the value peace is concerned, it can be seen that the mean score of 3.72 is significantly higher for the college group in comparison to the mean score of 3.39 for the school group.

It can further be seen in the value service, the mean score of 4.27 is higher in case of the school adolescents in comparison to the mean score of 4.03 of the college adolescents.

Thus, college adolescents show greater concern for social harmony, peace, and social service. The school adolescents are more concerned about showing warm affection to others. The social values which are not

considered to be highly important by both the groups are sympathy, tolerance and sincerity, and the value equally and highly emphasised by both the groups is co-operation. Hence, the values sympathy, tolerance, sincerity and co-operation are equally important to the two adolescent groups

TABLE 13

Showing the Comparisons of the School and College Adolescents on Instrumental Values

| Sr. No. | Instrumental Values | M ₁ School | M ₂ College | F | Significant |
|---------|---------------------|-----------------------|------------------------|-------|-------------|
| 1. | Ambitious | 3.52 | 3.56 | 0.06 | |
| 2. | Broad-minded | 3.87 | 3.99 | 0.68 | |
| 3. | Capable | 4.11 | 4.06 | 1.02 | |
| 4. | Cheerful | 3.92 | 4.05 | 2.26 | |
| 5. | Clean | 4.41 | 4.32 | 0.49 | |
| 6. | Courageous | 4.17 | 4.44 | 4.49 | * |
| 7. | Forgiving | 3.78 | 3.75 | 0.05 | |
| 8. | Helpful | 3.84 | 3.91 | 0.59 | |
| 9. | Imaginative | 3.52 | 3.51 | 0.01 | |
| 10. | Honest | 3.95 | 4.01 | 0.69 | |
| 11. | Independent | 4.39 | 4.01 | 13.97 | ** |
| 12. | Intellectual | 3.77 | 3.74 | 0.03 | |
| 13. | Logical | 4.05 | 4.15 | 0.24 | |
| 14. | Loving | 4.25 | 3.93 | 9.81 | ** |
| 15. | Polite | 3.74 | 3.75 | 0.58 | |
| 16. | Obedient | 4.10 | 4.11 | 0.56 | |
| 17. | Responsible | 4.21 | 4.13 | 0.52 | |
| 18. | Self-controlled | 3.95 | 3.98 | 1.94 | |
| ===== | | | | | |
| p < .05 | | p < .01 | | | |

The derived results in Table 13 indicate that only three of the instrumental values are significantly different for the two groups under consideration. These values are courageous, independent and loving.

As can be seen for the value courageous, the mean score of 4.44 is higher in case of the college group in comparison with the mean score of 4.17 for the school group.

With regard to the value independent, the mean score of 4.39 is significantly higher in case of the school group in comparison to the mean score of 4.01 for the college group.

In case of the value loving, the results show that both the groups are significantly different. The school adolescents mean score is 4.25 and higher than the mean score of 3.93 for the college adolescents.

Thus, there are only three instrumental values which significantly differentiate between the school and college adolescents. The college adolescents show greater concern for being courageous in facing situations whereas the school adolescents show greater concern for relying on self than others and are more affectionately disposed towards others. The instrumental values which are equally highly emphasised by both the groups are capable, clean, logical, obedient and responsible. Thus, both the groups show greater concern for competence and obedience. The

instrumental values ambitious, broad-minded, forgiving, helpful, imaginative, intellectual, polite and self-controlled are not highly emphasised by both the groups.

TABLE 14

Showing the Comparisons of the School and College Adolescents on Terminal Values

| Sr. No. | Terminal Values | M ₁ School | M ₂ College | F | Significant |
|---------|---------------------------|-----------------------|------------------------|------|-------------|
| 1. | A comfortable life | 3.95 | 3.63 | 8.01 | ** |
| 2. | An exciting life | 3.33 | 3.30 | 0.25 | |
| 3. | A sense of accomplishment | 3.32 | 3.38 | 2.83 | |
| 4. | A world at peace | 3.49 | 3.50 | 0.01 | |
| 5. | A world of beauty | 3.65 | 3.89 | 6.21 | * |
| 6. | Equality | 4.20 | 4.45 | 7.39 | ** |
| 7. | Family security | 3.84 | 3.75 | 1.19 | |
| 8. | Freedom | 3.65 | 3.87 | 4.92 | * |
| 9. | Happiness | 3.84 | 3.55 | 7.58 | ** |
| 10. | Inner harmony | 3.34 | 3.30 | 0.15 | |
| 11. | Mature love | 4.17 | 4.15 | 0.23 | |
| 12. | National security | 3.19 | 3.17 | 0.03 | |
| 13. | Pleasure | 3.56 | 3.61 | 0.23 | |
| 14. | Salvation | 3.83 | 3.78 | 1.66 | |
| 15. | Self-respect | 4.07 | 3.94 | 0.02 | |
| 16. | Social recognition | 4.58 | 4.29 | 3.95 | * |
| 17. | True friendship | 4.56 | 4.50 | 1.48 | |
| 18. | Wisdom | 4.27 | 4.35 | 1.31 | |

p < .05

p < .01

The derived results in Table 14 reveal that the two adolescent groups are significantly different with respect^{to} only six of the terminal values, viz., a comfortable life, a world of beauty, equality, freedom, happiness and social recognition.

Looking into the value a comfortable life, it can be seen that the two groups differ significantly. The mean score of 3.95 is higher in the case of the school adolescent group in comparison to the mean score of 3.63 for the college adolescent group.

So far as the value a world of beauty is concerned, the college adolescents mean score is higher (3.89) in comparison to the mean score 3.65 of the school adolescents.

In case of the value equality, the college group is relatively higher in the mean score of 4.45 than the mean score of 4.20 of the school group.

As far as the value freedom is concerned, the mean score of 3.87 is higher in case of the college adolescents in comparison to the school adolescents mean score of 3.65.

In case of the value happiness, it can be seen that the two adolescent groups differ significantly. The school group has a higher mean score (3.84) in comparison to the college group (3.55).

The value social recognition is found significant between the two adolescent groups. The mean score of 4.58 is higher in case of the school adolescents in comparison to the mean score of 4.29 of the college adolescents.

As stated above, the significant terminal values are a comfortable life, a world of beauty, equality, freedom, happiness and social recognition. In case of the school adolescents the mean scores for a comfortable life, happiness, and social recognition are higher in comparison to the mean scores for these values in case of college adolescents. Thus, school adolescents are more concerned with happiness and social recognition than the college adolescents. The mean differences for the values a world of beauty, equality and freedom are in favour of college adolescents. Thus, college adolescents seem to be more concerned with freedom and nature appreciation.

The terminal values equally and highly emphasised by both the groups are mature love, true friendship and wisdom. These values indicate that both the school and college adolescents are more concerned with developing relationship based on love and affection. The values less strongly emphasised by both the groups in common are an exciting life, sense of accomplishment, a world at peace, family security, inner harmony, national security, pleasure and salvation. These values taken together indicate pleasure and security orientation in a broad

sense with which they are not less concerned.

TABLE 15
Showing the Comparisons of the School
and College Adolescents on Work Values

| Sr. No. | Work Values | M ₁ School | M ₂ College | F | Signi- ficant |
|------------|-----------------------------|--------------------------|---------------------------|-------|------------------|
| 1. | Prestige | 2.89 | 2.96 | 0.64 | |
| 2. | Economic returns | 1.84 | 1.48 | 13.08 | ** |
| 3. | Independence | 3.86 | 3.75 | 2.58 | |
| 4. | Associates | 4.38 | 4.46 | 0.76 | |
| 5. | Variety | 4.28 | 4.42 | 2.94 | |
| 6. | Advancement | 4.12 | 4.35 | 0.25 | |
| 7. | Achievement | 4.43 | 4.87 | 4.85 | * |
| 8. | Altruism | 4.80 | 3.64 | 4.69 | * |
| 9. | intellectual stimulation | 4.89 | 4.61 | 5.04 | * |
| ===== | | | | | |
| p < .05 | | p < .01 | | | |

As can be seen from Table 15, four of the work values are significant at .05 and .01 levels. These values are economic returns, achievement, altruism and intellectual stimulation.

Looking into the mean score of both the school and the college groups with respect to the value economic returns, it can be seen that the mean score of 1.84 is higher in case of the school group in comparison to the

mean score of 1.48 for the college group.

In the value achievement, the two adolescent groups differ significantly in this tendency. The college adolescents mean score is higher (4.87) than the school adolescents mean score 4.43.

So far as the value altruism is concerned, it can be seen that the school adolescents are significantly higher (4.80) in comparison to the college adolescents mean score of 3.64.

In case of the value intellectual stimulation, the school adolescent group/^{mean} score higher 4.87 in comparison to the mean score of 4.61 for the college adolescent group.

Thus, the significant work values are economic returns, achievement, altruism and intellectual stimulation. Although, there is a significant difference between the school and college adolescents for the value economic returns with school adolescents showing more concern with it than college adolescents, the value is not much emphasised by both the groups (mean scores 1.84 and 1.48). In case of the value achievement, college adolescents seem to be more highly concerned with it than school adolescents, but in case of the value intellectual stimulation the school adolescents seem to be more highly concerned with it than college adolescents. Altruism is a work value

indicates strong identification with work and organization. It denotes such things as loyalty to organization, contribution to organizational goals even at the cost of individual goals, seeking opportunities to work for the organization, sacrificing personal goals in the interest of organizational goals, etc. The mean scores for this value indicate that the school adolescents are more altruistic than college adolescents. The work values highly emphasized by both the groups are associates, variety and advancement. Thus, both school and college adolescents show a higher concern for social environment in a work setting, variety in jobs, and career development. The value independence is not highly sought by both the groups. The work value prestige though sought by both the groups, is much less emphasised.

Looking into the overall pattern of orientation of the adolescents with respect to the personal, social, instrumental, terminal and work values, it can be inferred that in case of the personal values, the school adolescents are striving more oriented towards appreciating the value of tidiness in comparison to the college adolescents are striving more for applying oneself steadily to the goals aimed at, having a stable mind and being more optimistic. Similarly, in case of the social values, the school adolescents are more oriented to showing warm affection to other, on the contrary, the college adolescents are striving more for social harmony, peace, and social

service. Further, in case of the instrumental values, the school adolescents are more oriented towards being independent and loving, while, in contrast, the college adolescents are more oriented towards being courageous. So far as the terminal values are concerned, the school adolescents are more oriented towards enjoying happiness and social recognition, while the college adolescents are striving more for freedom and nature appreciation. Lastly, in case of the work values, the school adolescents strive more for economic returns, intellectual stimulation and altruistic in nature in comparison to the college adolescents striving more for achievement orientation.

It can, thus, be inferred from the above major findings that the school adolescents seem to be more oriented towards happiness and social recognition in comparison to the college adolescents striving more for achievement orientation. This may be attributed to the general atmosphere of the environmental setting in which the adolescents grow and develop. The school setting may be such that adolescents are exposed to a very limited knowledge and the rules and regulation of the school is restricted in a limited sense. The other reason could also be that the school comprises of the early adolescents wherein the adolescents follow a self-disciplinary kind of life looking forward to enjoying happiness and a contented life. In contrast, the college adolescents orientation is towards the achievement. The college environmental setting

is such that the adolescents are exposed to a wider sphere of interaction, greater opportunities, specialization facilities, etc. Hence, it may be accorded that the college adolescents seem to strive for the accomplishment of their goals by steadily working towards their goal-task in their job setting.

4.4 COMPARISONS OF THE MALE AND FEMALE ADOLESCENTS

TABLE 16

Showing the Comparisons of the Male and Female Adolescents on Personal Values

| Sr. No. | Personal Values | M ₁ Male | M ₂ Female | F | Significant |
|---------|--------------------------|------------------------|--------------------------|-------|-------------|
| 1. | Cleanliness | 4.29 | 4.58 | 16.80 | ** |
| 2. | Dignity of labour | 3.77 | 3.83 | 0.72 | |
| 3. | Diligence | 3.95 | 4.01 | 0.76 | |
| 4. | Punctuality - regularity | 4.10 | 4.47 | 14.03 | ** |
| 5. | Honesty | 3.58 | 3.71 | 3.61 | |
| 6. | Nature appreciation | 3.52 | 3.85 | 10.08 | ** |
| 7. | Victory in suffering | 4.17 | 4.29 | 2.83 | |
| 8. | Fortitude | 3.99 | 4.06 | 1.46 | |
| 9. | Maturity | 3.86 | 4.25 | 10.32 | ** |
| 10. | Courage | 3.99 | 3.91 | 1.55 | |
| 11. | Ambition | 4.73 | 4.38 | 17.81 | ** |
| 12. | Self-reliance | 4.07 | 4.17 | 0.82 | |
| 13. | Excellence | 4.30 | 4.07 | 6.06 | * |
| 14. | Hope | 3.17 | 3.50 | 16.73 | ** |
| ===== | | | | | |
| p < .05 | | p < .01 | | | |

The derived results in Table 16 reveal that only six of the personal values show significant differences between the two groups. These values are cleanliness, punctuality - regularity, nature appreciation, maturity, ambition, excellence and hope.

As can be seen from the Table, the value cleanliness shows significant differences between the two groups. The mean score of 4.58 is higher in case of the female group in comparison to the mean score of 4.29 of the male group.

In case of the value punctuality - regularity the mean score of 4.47 is higher in the female adolescent group in comparison to the mean score of 4.10 for the male adolescent group.

So far as the value nature appreciation is concerned the two groups differ significantly. The female adolescent group is higher (3.85) in comparison to the male adolescent group (3.52).

In the value maturity the mean score of 4.25 is higher in the female group than in the mean score of 3.86 of the male group.

In case of the value ambition, it can be seen that the mean score of 4.73 is higher in the male adolescent group in comparison to the mean score of 4.38 of the female adolescent group.

So far as the value excellence is concerned the mean score of 4.30 is higher in case of the male adolescent in comparison to the mean score of 4.07 for the female adolescents.

In case of the value hope, it can be seen that both the groups differ significantly with respect to this value. The female adolescents are higher (3.50) in comparison to the male adolescents (3.17).

Thus, the significant value differences are in case of cleanliness, punctuality - regularity, nature appreciation, maturity, ambition, excellence and hope. The female adolescents have higher mean scores in case of cleanliness, punctuality - regularity, nature appreciation, maturity and hope. The male adolescents have higher mean scores in case of ambition and excellence. Comparing the female adolescents, the male adolescents appear to be more ambitious and less mature. The female adolescents appreciate the value of tidiness in all its forms, have more aesthetic sense, are more punctual and regular, and are more mature compared to the male adolescent group. The personal values victory in suffering and self-reliance are equally and highly emphasised by both the groups. The values less strongly emphasised by both the groups are dignity of labour, honesty and courage. On the whole, it appears that the female adolescents are more mature, competent and loving than the male adolescent group.

TABLE 17

Showing the Comparisons of the Male and
Female Adolescents on Social Values

| Sr. No. | Social Values | M ₁ Male | M ₂ Female | F | Signi- ficant |
|------------|---------------|------------------------|--------------------------|-------|------------------|
| 1. | Harmony | 3.30 | 3.64 | 23.41 | ** |
| 2. | Love | 3.93 | 4.22 | 9.90 | ** |
| 3. | Sympathy | 3.85 | 4.21 | 18.39 | ** |
| 4. | Tolerance | 3.44 | 3.84 | 25.52 | ** |
| 5. | Peace | 3.37 | 4.25 | 16.33 | ** |
| 6. | Service | 4.01 | 3.76 | 7.33 | ** |
| 7. | Co-operation | 4.17 | 4.29 | 3.78 | |
| 8. | Sincerity | 3.64 | 3.98 | 25.50 | ** |

=====

p < .05

p < .01

The derived results shown in Table 17 reveal that only seven of the social values are significantly different in both the groups. These values are harmony, love, sympathy, tolerance, peace, service and sincerity.

It can be seen from the Table that the value harmony differs significantly with the two groups. The mean score of (3.64) is higher in case of the female group in comparison to the mean score of (3.30) of the male group.

In case of the value love, the mean score of 4.22 is higher in the female group in comparison to the mean

score of 3.93 for the male group.

The findings further show that the two groups differ significantly with respect to the value sympathy. The mean score of 4.21 is higher in case of the female adolescent group in comparison to the mean score of 3.85 of the male adolescent group.

So far as the value tolerance is concerned that the mean score of 3.84 is higher in the female group in comparison to the mean score of 3.44 for the male group.

In case of the value peace, the female adolescent group is higher (4.25) in comparison to the male adolescent group (3.37).

So far as the value service is concerned the two groups differ significantly. The mean score of 4.01 is higher in case of the male group in comparison to the mean score of 3.76 for the female group.

With regard to the value sincerity the two groups differ significantly. The mean score of 3.98 is higher in case of the female group in comparison to the mean score of 3.64 for the male group.

Thus, except the social value co-operation all other social values show significant differences between the male and female subjects. The mean scores for the

value harmony, love, sympathy, tolerance, peace and sincerity are higher in case of the female subjects. The social value service has a higher mean score in case of the male subjects. Temperamentally also the females are more peace loving, sympathetic, tolerant and sincere. The male subjects are generally more aggressive and other oriented. The aggressiveness and other orientedness are evident in the high degree of importance they attach to co-operation and service.

TABLE 18

Showing the Comparisons of the Male and Female Adolescents on Instrumental Values

| Sr. No. | Instrumental Values | M ₁ Male | M ₂ Female | F | Signi- ficant |
|---------|---------------------|------------------------|--------------------------|-------|------------------|
| 1. | Ambitious | 3.80 | 4.15 | 8.86 | ** |
| 2. | Broad-minded | 3.64 | 3.98 | 23.63 | ** |
| 3. | Capable | 3.99 | 4.31 | 13.19 | ** |
| 4. | Cheerful | 3.84 | 4.18 | 10.03 | ** |
| 5. | clean | 4.48 | 4.55 | 0.93 | |
| 6. | Courageous | 4.11 | 4.15 | 0.42 | |
| 7. | Forgiving | 3.60 | 3.95 | 15.04 | ** |
| 8. | Helpful | 3.62 | 4.11 | 17.82 | ** |
| 9. | Imaginative | 3.30 | 3.34 | 0.58 | |
| 10. | Honest | 3.80 | 4.15 | 20.13 | ** |
| 11. | Independent | 4.00 | 4.35 | 17.42 | ** |

Contd.....

Table 18 (Contd.)

| Sr. No. | Instrumental Values | M ₁ Male | M ₂ Female | F | Signi- ficant |
|------------|---------------------|------------------------|--------------------------|-------|------------------|
| 12. | Intellectual | 3.60 | 3.92 | 20.86 | ** |
| 13. | Logical | 4.20 | 4.14 | 3.17 | |
| 14. | Loving | 3.82 | 4.19 | 16.19 | ** |
| 15. | Polite | 3.77 | 4.04 | 8.70 | ** |
| 16. | Obedient | 4.22 | 4.28 | 1.14 | |
| 17. | Responsible | 4.24 | 4.58 | 17.55 | ** |
| 18. | Self-controlled | 3.81 | 4.42 | 14.72 | ** |
| ===== | | | | | |
| | | p < .05 | p < .01 | | |

The results obtained in Table 18 reveal that thirteen of the instrumental values show significant difference at .01 level. These values are ambitious, broad-minded, capable, cheerful, forgiving, helpful, honest, independent, intellectual, loving, polite, responsible and self-controlled.

Looking into the mean scores of both the adolescent groups with respect to the value ambitious, it can be seen that the female group is higher (4.15) in comparison to the male group (3.80).

In case of the value broad-minded, the mean score of 3.98 is higher in the female group in comparison to the mean score of 3.64 of the male group.

So far as the value capable is concerned the two groups differ significantly. The female group is higher (4.31) in the mean score in comparison to the mean score of (3.99) of the male group.

In case of the value cheerful the mean score of the female adolescent group is higher (4.18) than the mean score of (3.84) for the male adolescent group.

So far as the value forgiving is concerned, it can be seen that the mean score for the female group is higher (3.95) in comparison to the male group mean score (3.60).

With regard to the value helpful, it can be noted that the female adolescents are higher (4.11) in the mean score in comparison to the mean score of 3.62 for the male adolescents.

In case of the value honest, it can be seen that both the groups differ significantly. The mean score of 4.15 is higher in case of the female group in comparison to the mean score of 3.80 of the male group.

So far as the value independent is concerned the mean score of (4.35) is higher in the case of the female group in comparison to the mean score of (4.0) in the male group.

With regard to the value intellectual the two groups differ significantly with respect to this value.

The mean score of 3.92 is higher in case of the female group in comparison to the mean score of 3.60 for the male group.

The two adolescent groups differ significantly with respect to the value loving. The mean score of (4.19) is higher in case of the female group than the mean score of 3.82 in the male group.

In case of the value polite, it can be seen that the female group is higher (4.04) in the mean score in comparison to the male group (3.77).

With respect to the value responsible, it can be seen that the mean score of 4.58 is higher in the case of the female group in comparison to the mean score of 4.24 of the male group.

So far as the value self-controlled is concerned, the mean scores of (4.12) is higher in case of the female adolescents in comparison to the mean score of 3.81 of the male adolescents.

The instrumental values represent the means for the achievement of desired goals. The results indicate that the mean scores for all the significant values are higher in case of female than in case of the male subjects. The values showing insignificant sex differences are clean, courageous, imaginative, logical and obedient. The

values ambitious, broad-minded, capable, independent, intellectual, responsible and self-controlled are indicative of maturity and competence whereas the values cheerful, forgiving, helpful, honest, loving and polite are indicative of a sound character. Thus, female adolescents seem to be more highly oriented towards competence and sound character compared to male adolescent group. Some of the values with which both the groups show high concern are clean, courageous, logical and obedient. The only value with which there is much less concern for both the groups is imaginative.

TABLE 19

Showing the Comparisons of the Male and Female Adolescents on Terminal Values

| Sr. No. | Terminal Values | M ₁ Male | M ₂ Female | F | Significant |
|---------|---------------------------|------------------------|--------------------------|-------|-------------|
| 1. | A comfortable life | 3.58 | 3.89 | 9.10 | ** |
| 2. | An exciting life | 3.20 | 3.43 | 8.46 | ** |
| 3. | A sense of accomplishment | 4.04 | 4.42 | 20.77 | ** |
| 4. | A world at peace | 3.35 | 3.64 | 13.54 | ** |
| 5. | A world of beauty | 3.53 | 3.91 | 24.23 | ** |
| 6. | Equality | 4.16 | 4.36 | 8.09 | ** |
| 7. | Family security | 3.75 | 3.89 | 2.92 | |
| 8. | Freedom | 3.77 | 3.66 | 1.39 | |
| 9. | Happiness | 3.61 | 3.88 | 8.31 | ** |

Contd....2

Table 19 (Contd.)

| Sr. No. | Terminal Values | M ₁ Male | M ₂ Female | F | Signi- ficant |
|------------|--------------------|------------------------|--------------------------|-------|------------------|
| 10. | Inner harmony | 3.35 | 3.44 | 3.50 | |
| 11. | Mature love | 3.98 | 4.36 | 21.21 | ** |
| 12. | National security | 3.19 | 3.18 | 0.91 | |
| 13. | Pleasure | 3.40 | 3.76 | 7.89 | ** |
| 14. | Salvation | 3.62 | 4.98 | 13.29 | ** |
| 15. | Self-respect | 4.17 | 4.22 | 0.50 | |
| 16. | Social recognition | 4.21 | 4.52 | 7.42 | ** |
| 17. | True friendship | 4.37 | 4.62 | 12.69 | ** |
| 18. | Wisdom | 4.11 | 4.41 | 14.56 | ** |
| ===== | | | | | |
| p < .05 | | p < .01 | | | |

The results obtained in Table 19 reveal that thirteen of the terminal values are found significant at .01 level. These values are a comfortable life, an exciting life, a sense of accomplishment, a world at peace, a world of beauty, equality, happiness, mature love, pleasure, salvation, social recognition, true friendship and wisdom.

It can be seen from the table that the two groups differ significantly with respect to the value a comfortable life. The mean score of 3.89 is higher in the case of the female group in comparison to the mean score of 3.58 of the male group.

In case of the value an exciting life, the mean score of (3.43) is higher in case of the female group in comparison to the mean score of 3.20 for the male group.

In case of the value a sense of accomplishment, the female group is higher (4.42) in the mean score in comparison to the male group (4.02) in the mean score. In case of the value a world at peace the mean score of 3.64 is higher in the female group in comparison to mean score of 3.35 in the male group.

With regard to the value a world of beauty the two groups differ significantly. The mean score of 3.91 is higher for the male group than the mean score of 3.53 for the female group.

In case of the value equality, it can be seen that both the groups differ significantly. The mean score is higher (4.36) in case of the female group in comparison to the mean score of 4.16 for the male group.

In case of the value happiness, it shows that the mean score of 3.88 is higher in the female group in contrast to the mean score of 3.61 for the male group.

The two groups differ significantly with respect to the value mature love. The mean score of 4.36 is higher in case of the female group in comparison to the mean score of 3.98 in the male group.

In case of the value pleasure the mean score of 3.76 is higher in case of the female adolescent group in comparison to the mean score of 3.40 in the male adolescent group.

With regard to the value salvation, the female adolescents score is higher (4.68) in comparison to the mean score of 3.62 for the male adolescents.

So far as the value social recognition is concerned, the mean score of 4.52 is higher in case of the female group in comparison to the mean score of 4.21 for the male group.

The results further indicate that in regard to the value true friendship the mean score 4.62 is higher in case of the female adolescent group in comparison to the mean score of 4.37 of the male adolescent group.

With regard to the value wisdom the higher mean score of 4.41 is for the female group than the mean score of 4.11 for the male group.

The terminal values are the end states. The terminal values showing significant differences between male and female subjects are a comfortable life, ^{an} exciting life, a sense of accomplishment, a world at peace, a world of beauty, equality, happiness, mature love, pleasure, salvation, social recognition, true friendship and wisdom.

It, thus, appears that female subjects more than male subjects are having happy and peaceful life orientation. The terminal values a comfortable life, an exciting life, happiness, mature love, pleasure, true friendship, wisdom and equality all indicate a happy, pleasurable and comfortable life orientation on the part of the female subjects in comparison to male subjects. Both the male and female subjects are equally and highly concerned with the value self-respect. The values with which both groups attach relatively less importance are family security, freedom, inner harmony and national security. It should be noted that the peaceful life orientation on the part of the female subjects is aspired through active striving for accomplishing the life goals and social recognition. It is also seen from the results that the difference between male and female subjects are substantial in case of the terminal value salvation. It shows a strong moralistic bent of mind on the part of the female subjects.

TABLE 20

Showing the Comparisons of the Male
and Female Adolescents on Work Values

| Sr. No. | Work Values | M ₁ Male | M ₂ Female | F | Signi- ficant |
|------------|-----------------------------|------------------------|--------------------------|-------|------------------|
| 1. | Prestige | 2.92 | 2.85 | 2.21 | |
| 2. | Economic returns | 1.88 | 1.57 | 12.07 | ** |
| 3. | Independence | 3.82 | 3.84 | 0.09 | |
| 4. | Associates | 4.24 | 4.58 | 17.74 | ** |
| 5. | Variety | 4.27 | 4.37 | 1.60 | |
| 6. | Advancement | 4.10 | 4.19 | 0.98 | |
| 7. | Achievement | 4.60 | 4.53 | 0.05 | |
| 8. | Altruism | 4.75 | 4.80 | 0.08 | |
| 9. | Intellectual stimulation | 4.97 | 4.89 | 1.71 | |

=====

p < .05 p < .01

As can be seen from the Table 20, only two work values reveal significant differences between the two adolescent groups. These values are economic returns and associates.

In case of the value economic returns, it can be inferred that the male group is higher (1.88) in comparison to the female group mean score of 1.57.

So far as the value associates is concerned, the female group has a higher mean score of 4.58 than the mean

score of 4.24 of the male group.

The results indicate that although there is a significant difference between male and female subjects in respect of the work value economic returns, this value is not attached much importance by both the groups. The male subjects appear to be more concerned with economic returns than the female subjects. The female subjects are greatly concerned about developing sound social relationship in a work setting than the male subjects. The work value prestige is not considered to be very important by both the groups. Similarly, the work value independence is relatively considered to be less important. The work values which are equally and highly emphasized by both the groups are variety, advancement, achievement, altruism and intellectual stimulation. Thus, it appears that both the groups attach a high degree of importance to those work values which are related to achievement and advancement through intellectual stimulation.

Looking into the overall pattern of orientation of the adolescents with respect to the personal, social, instrumental, terminal and work values, it can be observed that in case of the personal values, the male adolescents are striving more^{for} ambition, and excellence in comparison to the female adolescents being more oriented to appreciating tidiness, more aesthetic and being more punctual, regular and mature. Similarly, in case of the social

values, the male adolescents are more oriented to service in comparison to the female adolescents striving more towards harmony, love, sympathy, tolerance, peace and sincerity. Further, in case of the instrumental values, it can be observed that all the values seem to be more highly emphasised by the female adolescents in comparison to the male adolescents and reveal that the female adolescents are more oriented towards competence and sound character in comparison to the male adolescents. So far as the terminal values are concerned, the female adolescents are striving more happiness and peaceful life orientation in comparison to the male adolescents. Lastly, in case of the work values the female adolescents are striving more towards gaining economic returns and maintaining sound social relationship in the work setting in comparison to the male adolescents.

We may reasonably expect to find many differences with sex, since there is a great deal of evidence to suggest that society socializes men and women to play their sex roles very differently. Men, for example, are conditioned to place a higher value on achievement and intellectual pursuits; women are conditioned to place a higher value on love, affiliation and the family.

From the results obtained above, it can be inferred that the male adolescents are striving for ambition and excellence in comparison to the female adolescents striving

more for economic returns, sound character, peaceful life, etc. which seem to be related the characteristics of the female sex. The only social values service which seems more in favour of the male adolescents than the female adolescents may be attributed to the general setting in which the adolescents are exposed. The male adolescents may be more eager in serving the helpless and the needy to a greater degree which may be accorded to the changes in the sex-roles in the present generation where women are also striving to reach the goals of the men.

4.5 COMPARISON OF THE GENERAL AND SCIENCE STREAM ADOLESCENTS

TABLE 21

Showing the Comparisons of the General and Science Stream Adolescents on Personal Values

| Sr. No. | Personal Values | M ₁ General | M ₂ Science | F | Significant |
|---------|-----------------------------|---------------------------|---------------------------|------|-------------|
| 1. | Cleanliness | 4.49 | 4.47 | 0.16 | |
| 2. | Dignity of labour | 3.83 | 3.76 | 0.91 | |
| 3. | Diligence | 3.97 | 4.38 | 14.0 | ** |
| 4. | Punctuality - regularity | 4.05 | 4.25 | 3.98 | * |
| 5. | Honesty | 3.53 | 3.62 | 1.50 | |
| 6. | Nature appreciation | 3.75 | 3.71 | 0.32 | |
| 7. | Victory in suffering | 4.11 | 4.15 | 0.41 | |

contd....

Table 21 (Contd.)

| Sr. No. | Personal Values | M ₁ General | M ₂ Science | F | Signi- ficant |
|------------|-----------------|---------------------------|---------------------------|-------|------------------|
| 8. | Fortitude | 3.97 | 4.21 | 4.82 | * |
| 9. | Maturity | 3.90 | 4.14 | 5.15 | * |
| 10. | Courage | 3.76 | 4.07 | 10.00 | ** |
| 11. | Ambition | 4.12 | 4.42 | 20.89 | ** |
| 12. | Self-reliance | 4.06 | 4.21 | 1.81 | |
| 13. | Excellence | 4.85 | 4.94 | 0.22 | |
| 14. | Hope | 3.89 | 3.40 | 2.30 | |

=====

p < .05 p < .01

The observed results in Table 21 reported that only six of the personal values are significant. The two groups differ with respect to the values diligence, punctuality - regularity, fortitude, maturity, courage and ambition.

Looking into the mean scores of the value diligence, it can be seen that the science group are higher (4.38) in their mean score in comparison to the mean score of 3.97 of the general group.

In case of the value punctuality - regularity, the mean score of 4.25 is higher in case of the science stream in comparison to the mean score of 4.05 of the general group.

So far as the value fortitude is concerned, the science group scores ^{are} higher (4.21) in comparison to the general group (3.97).

The value maturity differs significantly with respect to the two groups. The mean score of 4.14 is higher in case of the science stream adolescents in comparison to the mean score of 3.90 for the general stream adolescents.

The results further indicate that in the value courage mean score of 4.07 is higher in case of the science group than the mean score of 3.76 of the general group.

So far as the value ambition is concerned, the science stream group is higher (4.42) in comparison to the general stream group 4.12.

At the school level, the two streams have been introduced, one general stream and two science stream. The general stream consists of arts as well as commerce subjects. The science stream consists of mathematics, physics, chemistry and biology. It has been observed that only those students who score very high in the qualifying examination are admitted to the science stream and those scoring relatively low are allowed to take up arts or commerce subjects. At the college level also the students from general stream join arts and/or commerce disciplines and those from the science stream join science courses.

Thus, there is a difference between the general stream students and science stream students in the level of their performance. It is, therefore, expected that their value orientations also might differ.

Considering the significant personal values, it is observed from the Table that the mean scores for the values diligence, punctuality - regularity, fortitude, maturity, courage and ambition are higher in case of science stream adolescents. Moreover, all the mean scores are on the higher side of the five point scale. These values taken together indicate strong work habits and courage. Thus, the science stream adolescents are characterized as applying themselves steadily to the goals aimed at, conscious of the value of time, enduring any amount of stress, adoptable to changes, courageous, and ambitious. Some of the personal values which are equally and highly emphasised by both the groups are cleanliness, victory in suffering, self-reliance and excellence. These values are held in common by both the groups and they indicate self-strength and high level of performance. Some of the personal values less strongly emphasised by both the groups are dignity of labour, honesty, nature appreciation and hope.

TABLE 22

Showing the Comparisons of the General and
Science Stream Adolescents on Social Values

| Sr. No. | Social Values | M ₁ General | M ₂ Science | F | Signi- ficant |
|------------|---------------|---------------------------|---------------------------|-------|------------------|
| 1. | Harmony | 3.32 | 3.54 | 11.02 | ** |
| 2. | Love | 3.90 | 4.12 | 6.96 | ** |
| 3. | Sympathy | 3.95 | 4.02 | 2.53 | |
| 4. | Tolerance | 3.47 | 3.88 | 22.09 | ** |
| 5. | Peace | 3.60 | 3.50 | 1.80 | |
| 6. | Service | 4.18 | 4.13 | 0.51 | |
| 7. | Co-operation | 4.24 | 4.20 | 0.43 | |
| 8. | Sincerity | 3.76 | 3.88 | 3.23 | |

=====

p < .05 p < .01

The results obtained in Table 22 show that only three social values are significant at .01 level. These values are harmony, love and tolerance.

As can be seen from the table the mean scores of both the general and the science streams are significant with respect to the value harmony. The mean score of 3.54 is higher in case of the science stream group in comparison to the mean score of 3.32 for the general stream group.

In case of the value love, it can be seen that the mean score of 4.12 is higher in the science stream group in comparison to the mean score of 3.90 for the general

stream group.

So far as the value tolerance is concerned, the science stream group is higher (3.88) than the general stream group (3.47).

The significant values, viz., harmony, love and tolerance, have higher mean scores in favour of science stream adolescents. The social values service and co-operation are equally strongly emphasised by both the groups. Some of the social values less strongly emphasised by both the groups are peace and sincerity. Thus, the science stream adolescents orientation is more towards maintaining and practising social relations in comparison to that of general stream adolescents. The science stream adolescents and general stream adolescents both hold strongly the values of assisting and co-operating with others.

TABLE 23

Showing the Comparison of the General and Science Stream Adolescents on Instrumental Values

| Sr. No. | Instrumental values | M ₁ General | M ₂ Science | F | Significant |
|---------|---------------------|---------------------------|---------------------------|------|-------------|
| 1. | Ambitious | 3.92 | 4.15 | 3.95 | * |
| 2. | Broad-minded | 3.80 | 3.87 | 2.10 | |
| 3. | Capable | 4.07 | 4.11 | 0.79 | |
| 4. | Cheerful | 3.95 | 4.02 | 2.84 | |

Contd...

Table 23 (Contd.)

| Sr. No. | Instrumental Values | M ₁ General | M ₂ Science | F | Signi- ficant |
|----------------------|---------------------|---------------------------|---------------------------|-------|------------------|
| 5. | Clean | 4.38 | 4.39 | 0.65 | |
| 6. | Courageous | 4.15 | 4.60 | 0.63 | |
| 7. | Forgiving | 3.76 | 3.69 | 2.11 | |
| 8. | Helpful | 3.84 | 3.91 | 2.35 | |
| 9. | Imaginative | 3.32 | 3.66 | 12.94 | ** |
| 10. | Honest | 3.94 | 4.03 | 1.90 | |
| 11. | Independent | 4.54 | 4.29 | 6.25 | * |
| 12. | Intellectual | 3.71 | 3.79 | 2.00 | |
| 13. | Logical | 4.09 | 4.39 | 8.39 | ** |
| 14. | Loving | 4.03 | 4.08 | 0.24 | |
| 15. | Polite | 3.77 | 3.71 | 0.46 | |
| 16. | Obedient | 3.99 | 4.04 | 1.48 | |
| 17. | Responsible | 4.21 | 4.18 | 0.42 | |
| 18. | Self-controlled | 3.61 | 3.94 | 14.68 | ** |
| ===== | | | | | |
| p < .05 p < .01 | | | | | |

The Table 23 shows that five of the instrumental values are significant with respect to the values ambitious, imaginative, independent, logical and self-controlled.

In case of the value ambitious, it can be seen that the general and science stream adolescents differ significantly. The science stream group mean score (4.15) is higher than the general stream mean score (3.92).

With regard to the values imaginative, it can be noted that the mean score of 3.66 is higher in case of the science stream group in comparison to the mean score of 3.32 for the general stream group.

The value independent further reveals that the general stream adolescents are higher (4.54) in the mean score than the mean score of 4.29 of the science stream adolescents.

The observed results further show that for the value logical, the mean score is higher (4.39) for the science stream group in comparison to the mean score of 4.09 of the general stream group.

So far as the value self-controlled, it can be seen that the mean score is higher (3.94) for the science stream group in comparison to the mean score of 3.61 for the general stream group.

Thus, the significant instrumental values are ambitious, imaginative, independent, logical and self-controlled. The mean score for the instrumental value independent is higher in case of the other significant values the mean scores are higher and in favour of the science stream group. The instrumental values ambitious denotes aspiration, the value imaginative denotes using one's creative faculty, the value logical denotes capability for precise reasoning, and the value self-

controlled denotes a balanced mind. Thus, it appears that the science stream group is more **competent** than the general stream group in respect of the instrumental values.

The instrumental values which are strongly held in common by both the groups are **capable, clean, courageous, loving, and responsible**. These values are also related to self-strength or competence.

The instrumental values which are less strongly emphasised by both the groups are broad-minded, forgiving, helpful, intellectual and polite.

TABLE 24

Showing the Comparison of the General
and Science Stream Adolescents on
Terminal Values

| Sr. No. | Terminal Values | M ₁ General | M ₂ Science | F | Signi ficant |
|------------|------------------------------|---------------------------|---------------------------|-------|-----------------|
| 1. | A comfortable life | 3.96 | 3.66 | 13.29 | ** |
| 2. | An exciting life | 3.31 | 3.33 | 0.08 | |
| 3. | A sense of accomplishment | 4.02 | 4.11 | 2.39 | |
| 4. | A world at peace | 3.46 | 3.39 | 0.45 | |
| 5. | A world of beauty | 3.65 | 3.75 | 3.79 | |
| 6. | Equality | 4.26 | 4.25 | 0.02 | |
| 7. | Family security | 3.77 | 3.88 | 1.81 | |
| 8. | Freedom | 3.54 | 3.97 | 17.78 | ** |

Contd.....

Table 24 (Contd.)

| Sr. No. | Terminal Values | M ₁ General | M ₂ Science | F | Signi ficant |
|---------|--------------------|---------------------------|---------------------------|-------|-----------------|
| 9. | Happiness | 3.87 | 3.53 | 11.70 | ** |
| 10. | Inner harmony | 3.33 | 3.33 | 0.30 | |
| 11. | Mature love | 4.17 | 4.15 | 0.12 | |
| 12. | National security | 3.24 | 3.12 | 2.04 | |
| 13. | Pleasure | 3.55 | 3.62 | 0.66 | |
| 14. | Salvation | 3.49 | 3.53 | 0.15 | |
| 15. | Self-respect | 4.09 | 3.98 | 1.07 | |
| 16. | Social recognition | 4.50 | 4.67 | 4.43 | * |
| 17. | True friendship | 4.51 | 4.58 | 2.17 | |
| 18. | Wisdom | 4.26 | 4.35 | 2.07 | |
| ===== | | | | | |
| p < .05 | | p < .01 | | | |

The derived results in Table 24 reveal that four of the terminal values are significant at .05 and .01 levels. These values are a comfortable life, freedom, happiness and social recognition.

As can be seen for the value a comfortable life, the mean score of 3.96 is higher in case of the general stream adolescents in comparison to the mean score of 3.66 of the science stream adolescents.

In case of the value freedom, the science stream group is higher 3.97 in the mean score in comparison to the mean score of 3.54 for the general stream group.

So far as the value happiness is concerned the results indicate that the mean score of 3.87 is higher in case of the general stream group in comparison to the mean score of 3.53 for the science stream group.

With regard to the value social recognition, the science stream is higher (4.67) than the general stream group 4.50.

The significant terminal values are a comfortable life, freedom, happiness and social recognition. The mean scores for a comfortable life and happiness are higher in favour of general stream group whereas the mean scores for freedom and social recognition are higher in favour of science stream group. Thus, the science stream group is emphasising freedom and social recognition more than the general stream group whereas the later group is emphasising a comfortable life and happiness more than the former group. Thus, the goal of the general stream group is to achieve happiness and comfort whereas the goal of the science stream group is to achieve freedom and recognition.

The terminal values which are equally strongly emphasised by both the groups are a sense of accomplishment, equality, mature love, true friendship and wisdom. These values collectively may be considered to indicate mature social relationships. Thus, both the groups are equally strongly oriented towards gaining mature social relationships.

The terminal values less strongly emphasised by both the groups are an exciting life, world at peace, world of beauty, family security, inner harmony, national security, pleasure, and salvation. Thus, in respect of pleasure and security orientation both the groups attach a relatively low degree of importance.

TABLE 25

Showing the Comparison of the General and Science Stream Adolescents on Work Values

| Sr. No. | Work Values | M ₁ General | M ₂ Science | F | Signi ficant |
|---------|--------------------------|---------------------------|---------------------------|-------|-----------------|
| 1. | Prestige | 2.94 | 2.86 | 2.07 | |
| 2. | Economic returns | 1.78 | 1.66 | 0.98 | |
| 3. | Independence | 3.87 | 3.91 | 1.46 | |
| 4. | Associates | 4.52 | 4.24 | 4.62 | * |
| 5. | Variety | 4.39 | 4.08 | 11.96 | ** |
| 6. | Advancement | 4.30 | 4.37 | 0.80 | |
| 7. | Achievement | 4.66 | 4.64 | 0.36 | |
| 8. | Altruism | 4.76 | 4.83 | 1.08 | |
| 9. | Intellectual stimulation | 4.91 | 4.96 | 0.07 | |

p < .05 p < .01

The results in Table 25 indicate that only two work values show significant differences between the two groups. These values are associates and variety.

As can be seen from the Table with respect to the value associates the mean score of 4.52 is higher in the case of the general stream group in comparison to the mean score of 4.24 of the science stream group.

So far as the value variety is concerned the general stream adolescents are higher (4.39) in the mean score than the science stream adolescents 4.08.

Thus, the significant work values are associates and variety. The general stream group has higher mean scores for both these values. Thus, the tendency towards seeking a job which is full of variety and one in which social contacts are possible is greater in case of the general stream group than in case of science stream group. It is also observed from the Table that the values economic returns and prestige are considered to be much less important by both the groups. The highly emphasised values in common by both the groups are advancement, achievement, altruism and intellectual stimulation. These values indicate a sense of achievement with intellectual striving and deep involvement in the job. Thus, both the groups are equally strongly concerned about self-progress through exercising intellectual capacities and deep involvement. The work value independence is not given relatively more importance by both the groups.

Looking into the overall pattern of orientation of the adolescents with respect to personal, social, instru-

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mental, terminal and work values, it can be inferred that in case of the personal values, the science stream adolescents are characterized as striving for strong work habits and courage in comparison to the general stream adolescents. Similarly, in case of the social values, the science stream adolescents orientation is more towards maintaining and practising social relations in comparison to the general stream adolescents. Further, in case of the instrumental values, the science stream adolescents are more competent oriented than the general stream adolescents. So far as the terminal values are concerned, the science stream adolescents are striving more for freedom and recognition while the general stream adolescents are striving more for happiness and comfort in life. Lastly, in case of the work values, the general stream adolescents are striving more towards seeking a job which is full of variety and social contacts in comparison to the science stream group. On the whole, it can be observed that the science stream adolescents seem to be more highly oriented strong working habits and being more competent with freedom and recognition. The science stream group orientation towards competency may be attributed to the educational environment within which the adolescents grow and develop. At the school level, the two main streams are arts and science streams in which the arts stream consists of arts and commerce subjects whereas the science stream subjects consists of mathematics, physics, chemistry, biology, etc.

The two different streams are expected to follow different orientations to values. It can, thus, be inferred that the science stream adolescents seem to emphasise stronger competent values in comparison to the general stream adolescents. This may be in accord to the reason that the adolescents studying in the science stream tend to possess such characteristics as hard work, steady goals, high ambitions, etc. which may require the science stream adolescents to be more competent in comparison to the general stream adolescents.