

3. Effect of Values on Personal- identity of Adolescent Students of Jabalpur district

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Abstract

The main purpose of the study was to find out gender -wise individual and joint effect of Values on Personal - identity of Adolescent student of Jabalpur district. For achieving the objective, the Investigator selected six M.P. Board Higher Secondary Schools of Jabalpur district. Schools were selected through random sampling procedure and from selected schools, 300 students of class IX and X were selected through purposeful sampling. After selection of the sample the Investigator administrator Value test (which was developed by K. Vasishtha and A. Jaideep) on all 300 students and after scoring of Value Test all students were divided into i.e. High, Average and Low Value groups on the basis of value scores, than test of Personal-identity, which was developed & standardized by the Investigator, administered on High, Average and Low Value groups (300 selected students) of M.P. Board Higher Secondary School of Jabalpur district. After scoring two way ANOVA was used for analyzing the data and verifying the hypothesis. SPSS was used for calculation by the Investigator. The result revealed that there were significant effect found for gender, value and interactional effect of value and gender at 0.01 level of significance, respectively.

Key words: Value and Personal- identity, Investigator, administer

Introduction:

Recently the society is facing a crisis of lowering of values. The main problem in degradation of values is the teenagers affected by it. Gurudev Ravindra Nath Tagore saying is "Education must aim at the development of moral, spiritual and ethical values and we should seek them in our own heritage as well as in other cultures and civilization. Indian thoughts must be rooted to the ideals self forth in the great writings and works of other sages, poets and philosophers".

It's true, but in education system, it appears has no place for development of spirituality which has resulted in the development of incomplete personality of the students. Due to this the

students are facing the problem in which they are unable to cop up with themselves, as a result a false perception about themselves. As studied by **S. Adoli (2023)** found that "How the identity of children and teenagers is formed". **Pearson & Nicholson (2000)** found that children must follow discipline up to certain level where they learn to gratitude helpfulness and cooperation from others. Similarly **Havighurst (1972)** found in his social development theory he said that most of the children realized what is correct and incorrect in early childhood before they reach structured schools.

Pearson & Nicholson (2009) stated that, "how in middle childhood students learn to get along with their classmates and develop a conscience and attitude about the friendship group".

There is no question that, there has been drastic development in science and technology but then the wearing a way of values is influenced adolescents in many ways. Psychologist has found that initial years of life are more crucial in this development of the child when the self concept development takes place. This is the time when the child spends most of the time with his parents and with other family members. Personal- identity is also developed during this time only. Hence Personal identity may be called as self- assembly, self - image or more briefly as self- concept.

The above explanation clearly exhibits the significance of values in development of a child in all respects. It can be said that value trim our relationship, behavior, choices and sense of who we are? It's true that the high positive our values, as the high positive our actions. It systematizes the needs for the students to achieve in a ambitious world and the need to be compassionate to his peers. While present society faces many pressure and pulls of modern day's advancement of education with its highly competitive making system is creating a marketing approach society. Children are being groomed to be professionals to capture the high salary jobs in the market. All the same while it is necessary to teach the child to how to earn money instead of teaching him values that make a man.

As humans, everybody needs to develop a personal - identity that distinguishes children from others. Who am I? / Why am I here? /What is the purpose of my life? are crucial understanding about ourselves. These are worthwhile research questions. Very few studies have been done in this field especially in Indian context; therefore the Investigator is keen to know that what the relationship between Value and Personal - identity is ?

Statement of the Problem:

"Effect of values on personal identity of adolescent student of Jabalpur district"

Objective:

To study gender wise individual and joint effect of Values on Personal - identity of Adolescent students of Jabalpur district.

Hypothesis:

There is no significant gender wise individual and joint effect of High, Average and Low Values on Personal- identity of Adolescent students of Jabalpur district.

Delimitation of the Study:

- 1) the field of the studies was confined only Jabalpur district.
- 2) Definition of the variables were adopted and used.
- 3) Variables: i. independent variable – value,
ii. Dependent variable - Personal - identity.
- 4) Tools used : i) Value test - Kamla Vashistha and A. Jayadeep.
ii. Personal- identity: Self-made standardized test develop by the investigator.
- 5) Class: 9th and 10th Class
- 6) Age group: 14 to 16 years.
- 7) Gender: boys and girls both

Research method and design:

Descriptive survey research method and 2 x 3 factorial Research design was used for the study.

Population framework:

The population of the study was confined only 9th and 10th classes of MP board Higher Secondary School of Jabalpur district.

Sample:

4 MP Board higher secondary schools were selected randomly (lottery system) from the list of total MP Board Higher secondary Schools of Jabalpur district. After selection of the schools, 300 students of the selected schools were selected as a sample through purposeful sampling method.

Research Procedure:

The research procedure was completed in the following steps:

- 1) Value test was administered on 300 adolescent students of MP board Higher secondary School students (150 boys and 150 girls).
- 2) After scoring of the value test all students, on the basis of scores obtained were divided into high value group, average value group and low value group.
- 3) Then the investigator administered a self made standardized Personal- identity test on all three groups e i. High value group, Average value group, and Low value group of adolescence students of Jabalpur district.
- 4) After scoring the Personal- identity test rawscores were obtained and tabulation of data according to the objectives of the study. Two way ANOVA was used for testing the null hypothesis. SPSS was used for the calculation by the investigator.

Result:

The main purpose of the study was to find out gender - wise individual and joint effect of Value on Personal - identity of adolescent students of MP board Jabalpur district. There were three levels of Values name as High, Average and Low value group as a dependent variable and two levels of gender i.e. boys and girls (generic variable), and Personal -identity as dependent variable.

Table No. 1

Gender and value wise number mean and standard deviation of adolescence Student of Higher secondary Schools of Jabalpur district

Gender	Value	N	Mean	S.D.
	High	56	46.93	1.34
Boys	Average	70	34.48	2.96
	Low	38	25.42	3.59
	Total	164	37.76	9.95
	High	39	46.79	1.32
Girls	Average	50	34.36	2.55
	Low	47	23.48	2.86
	Total	136	34.17	9.56
	High	95	46.89	1.33
Total	Average	120	34.41	2.66
	Low	85	24.51	3.39
	Total	300	36.13	9.92

Table No. 2

Summary of 2 x 3 factorial design ANOVA of Personal - identity of adolescence student of Jabalpur district.

Source of Variance	df	SS	MS	F	Level of significance
Gender	1	37.05	37.05	6.02**	0.01
Value	2	25735.33	12867.66	2089.24**	0.01
Gender x Value	2	51.76	25.88	42.20**	0.01
Error	294	1810.75	6.16		
Total	300	421106.00			

Table No. 3

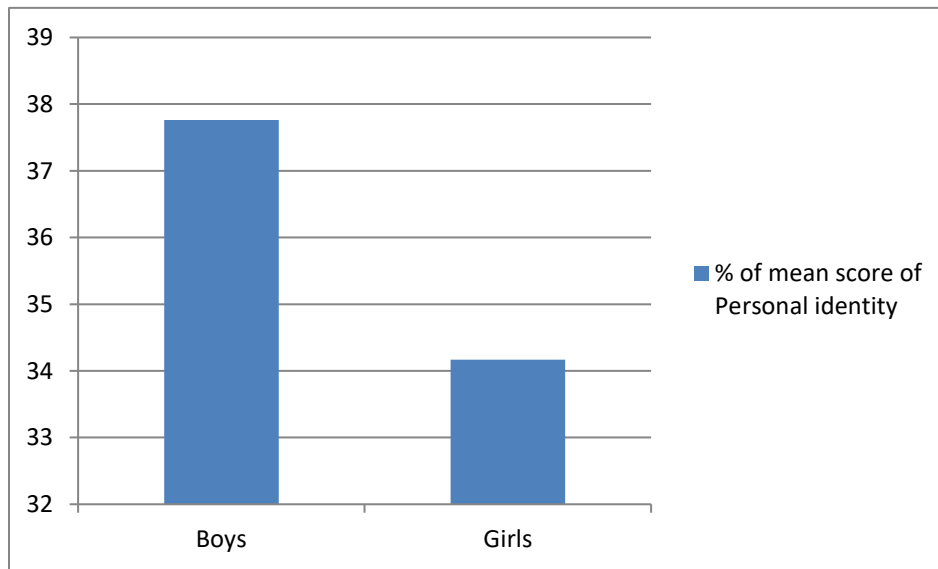
Duncan multiple range test for significant difference among Value groups of adolescence students of Jabalpur district.

Value Group	N	Mean	Averagw	Low
High	95	46.89	** (0.01)	** (0.01)
Average	120	34.40		** (0.01)
Low	85	24.50		

** = Significant at 0.01 Level of significance

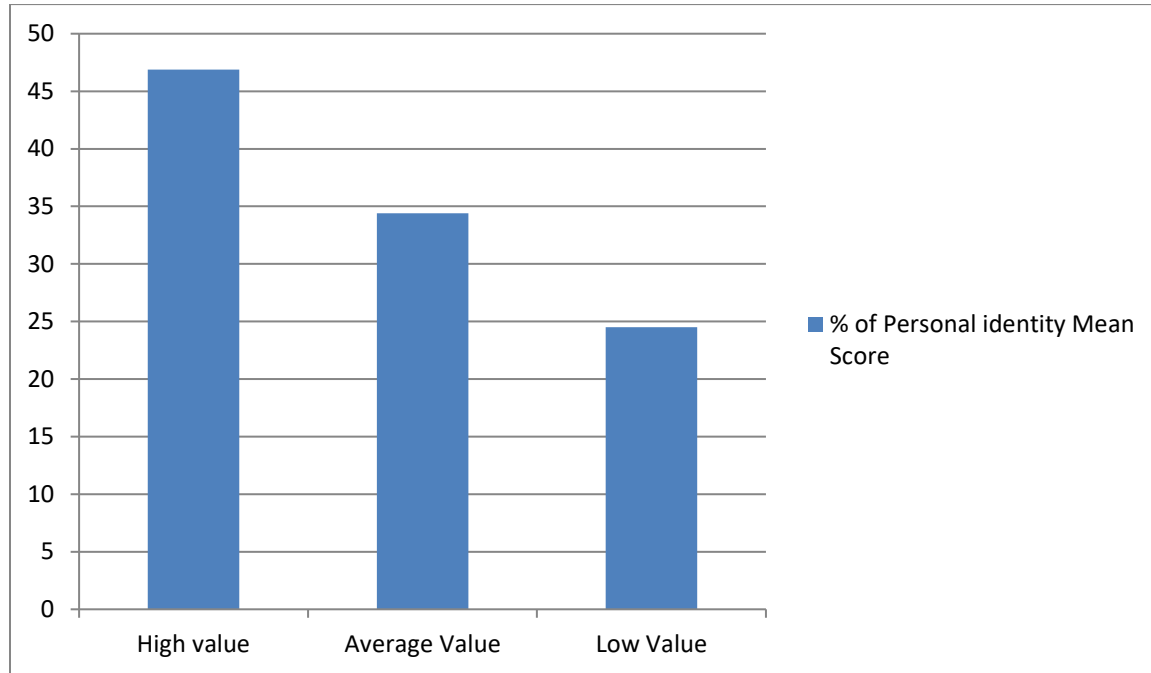
Graph No. 1

Gender-wise Mean Score of Personal – identity of Adolescent Students of Higher Secondary School of Jabalpur District



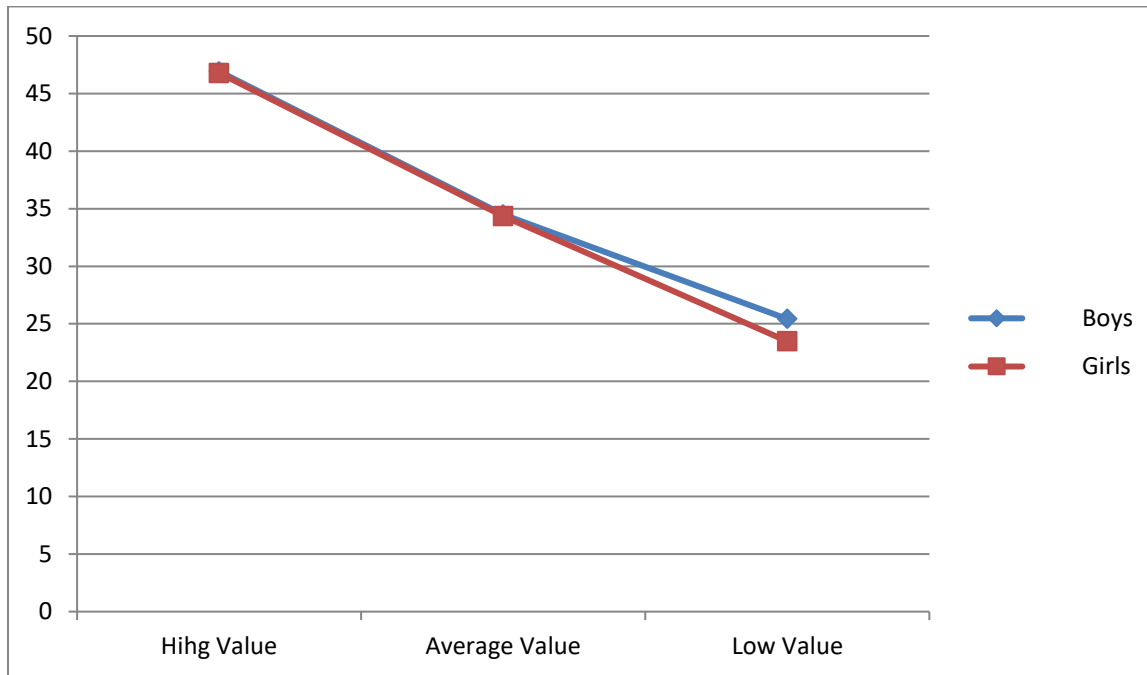
Graph No. 2

Value group wise Mean Score of Personal – identity of Adolescent Students of Higher Secondary School of Jabalpur District



Graph No. 3

Gender & Value wise Mean Score of Personal – identity of Adolescent Students of Higher Secondary School of Jabalpur District



As clearly exhibited in Table number 2, the F value for gender ($df=1/299$) is 6.0 16 which is significant at 0.01 level of significance, it indicates that mean score of Personal - identity of male and female Adolescent students differs significantly. Further it is clearly shown in Table No. 1 the main score of Personal- identity of boys is 37.76 which is significantly higher than mean score of Personal- identity of girls which is 34.16, as clearly stated in graph No. 1. Therefore the formulated **Sub Null hypothesis 1(a)**"There is no significant gender wise individual effect of Values on Personal- identity of high school Adolescent students of Jabalpur district" **is rejected**.

As indicated in Table no. 2 the F value for the Value ($df 2/298$) is 2089.24, which is significant at 0.01 level of significance, it indicates that the mean score of Personal- identity of High Value group, Average Value group and Low Value group differs significantly. Further the mean score of Personal - identity of High Value group is 46.89, which is significantly higher

than the Personal - identity of Average value group, which is 34.41 and Personal - identity of low Value group which is 24.51. This clearly shows that Personal - identity of Average Value is significantly higher than the Personal - identity of Low Value group, as indicated in Table No. 1. For testing significant differences among Value groups that are High, Average and Low Value groups the Duncan multiple range test was used for Value level of Personal- identity of adolescent Students of Jabalpur district (wide Table No. 3), it is clearly stated that personal - identity of Adolescent students who belongs to High Value group higher than the Personal - identity of Adolescence student of Jabalpur district from Average and Low Value groups, as clearly shown in the graph No. 2. Thus the **sub Null hypothesis 1(b)"** There is no significant individual effect of High, Average and Low Values on Personal - identity of high school Adolescent Students" **is rejected.**

Table No. 2 also signifies that the F value of the interactional effect of Gender and value at df 2/298, is 4.202 which is significant at 0.01 level of significance, it indicates that mean score of Personal - identity of boy and girl students belongs to High, Average and Low Value groups differ significantly. Further mean- score of Personal - identity of Adolescent boys of High Value is 46.93 which is significantly higher than the means- score of Personal- identity of Adolescent girls of High Value group which is 46.79. Similarly, the Personal - identity of Adolescent boys of Average value group is 34.48 which is significantly higher than the Personal - identity of Adolescent girls of Average Value group which is 34.36 and the Personal - identity of Adolescent boys of Low Value is 25.42 which is significantly higher than the Personal - identity of adolescent girls of low value group, which is 23.4. As it is clearly indicated that the means score of Personal- identity of Adolescent boys of High, Average and Low Value groups is significantly higher than the mean score of Personal- identity of girls of High, Average and Low Value groups, as shown in Table No. 1 and Graph No .3. Therefore, the formulated **sub Null hypothesis No. 1(c)."** There is no significant gender wise interactional effect of High, Average and Low Values on Personal- identity of High school Adolescent students of Jabalpur district " **is rejected.**

Discussion & Interpretation: (From Table No. 1 to 3 & Graph No. 1 to 3) As, it is clearly

stated in Table No 1& Graph No. 1, that the mean - score of Personal- identity of adolescent boys is 37.76 which is significantly higher than that of mean- score of Personal- identity of adolescent girls which is 34.16. Hence it can be concluded that Adolescent boys have a higher level of high Personal - identity, than the adolescent girls. Personal- identity is to know about the self, it consists of several questions like, who I am? What am I? Where do I belong? etc, this means that the Adolescent boys have a higher curiosity of knowing themselves than the Adolescent girls. The finding of **Brewe & Gardner (1996)** supported the present result, as mentioned in their article "Who Is This We"? They stated that the way people view themselves.

From Table no.2 also shows that the means- score of Personal- identity of High, Average and Low Values differs significantly it is clearly shown in Table number 1 that the mean of score of personal identity of High value is 46.89 is Average value is 34.40 and Low value is 24.51 as shown in graph number 2. This clearly shows that the Personal -identity of High Value group is significantly higher than the Personal - identity of Average and Low Value groups. It means that the Adolescent students who have high curiosity about their Personal - identity have High values The findings of **Ronald (1992) & Schwartz (2005)** stated that how personal identity developed in adolescence, supported the present findings.

It is also indicated from Table No.2 that the mean - score of Personal- identity of boys and girls adolescent students who belong to High, Average and Low Value groups differs significantly wide Table No. 1, for the mean score of Personal- identity of adolescent boy students of High Value group is 46.93, Average Value group is 34.48 and Low value group is 25.42 and Personal -identity of adolescent girl students of High Value group is 46.79, Average Value group is 34.36 and Low Value group is 23.48, as clearly shown in Graph No. 3. It can be concluded that the Personal - identity of adolescent boy students who belong to High, Average and Low Value group is higher than the Personal - identity of adolescent girl students who belong to High, Average and Low Value groups.

Conclusions:

On the basis of our result it is concluded that:



- 1) Personal - identity of Adolescent boy students was higher than that of adolescent girl students.
- 2) The adolescent boy students showed High Values in comparison of adolescent girl students.

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