

Study of Value-Conflict among Degree College Students in Relation to their Socio- Economic Status

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ABSTRACT

The main aim of the present paper was to study value-conflict in relation to their socio-economic status of rural and urban college students. Total 200 students from different colleges of Moga district has been taken as a sample. Data was collected by using Value-conflict scale by R.L. Bharadwaj and Socio-economic status scale by Meenakshi (1985). The results showed that there exists difference between value-conflict and socio-economic status of rural and urban students.

Keywords: Value-Conflict, Socio-Economic status, Rural and Urban students.

INTRODUCTION

Presently humanity is facing many multifaceted challenges. Every day appears to be more problem oriented than the past one. Due to lack of understanding and confidence besides narrow consideration differing from man to man and with one's space. Social behaviors happens to be inter personal and determined by attitudes believes and values. Values are the object of social cultural analysis or links. Between needs and actions related to the frame of social cognition serve to allocate attention and efforts by various needs and goals.

Value-conflict:-Value-conflicts lie at the very root of a people's identity, they are extremely difficult to resolve and de-escalation of the conflicts become an essential need for the welfare of mankind because they hold the seed of personality disorganization, inversely related to adjustment and are found responsible for the promotion of social tensions and unrest.

Conflict as a state being tom between competing forces or in which more than one response tendency is aroused strive simultaneously for expression where satisfaction of one drive is accompanied by frustration of another drive, happens to be a central factor in human existence. Every conflict has a definite predisposition to escalate, to become more intense and hostile, to proliferate more issues and to involve stronger and more destructive attempts to control hence it evolves controlled and specified application of sanctions in a fashion of "increasing magnitude over time" and de-escalation involves the some process with a "decreasing magnitude over time". Some conflicts come and go due to their momentary situation, others endure for a life time because they stem from the very nature of man or from the relation of the individual to that environment, hence they vary in degree and significance. A great deal of human accomplishment comes from the productive and cumulative behavior of non-conflict. The opposition of basic impulses by a rigid conscience shows a wide spread effect on the functioning and growth of personality and may serve positive as well as negative functions. It is important to note that a restricted view is one way or the other is not justified.

Boulding,(1977) stated that conflicts come and go due to their momentary situation, others endure for a lifetime because they stem from the very nature of man or for relation of the individual to the environment, hence they vary in degree and significance. A great deal of human accomplishment comes from the productive and cumulative behavior of non-conflict.

Socio-Economic Status:-The term socio-economic status includes many factors in the life of individual. It may refer to the individual's past and involves study over a period concerning the socio- economic conditions of his home including such factor as social, economic or educational which influences the development of the child for the time being or permanently status is a prestige, position or rank with in a group. It may be formality imposed by group that is organizationally imposed through titles or amenities. In social two types of status decided namely ascribed status and achieved status. When an individual enjoys a particular amount of prestige from his family or the group to which he belongs is stated as ascribed status. If an individual acquires some position then he is holding the achieved status. It derives the prestige from that position then he is holding the achieved status. It refers to the social and economic positions.

MacIver (1955) stated that socio-economic status as a position in social scale that determine for its processor, a part from its personal or social service, a degree of respect, prestige and influence.

Eroglu Susran Erkan (2009) studied that life satisfaction depending on socio-economic status and gender among Turkish students found that there was a significant difference between the life satisfaction and socio-economic status of the respondent students.

Value-conflict and socio-economic status: Values are beliefs that people use to give meaning to their lives. Differing values need not cause conflict. People can live together in harmony with different value systems. Value-conflict is part and parcel of human life and is inevitable to avoid. Whenever people, groups, organizations and nations interact, there are chances that some form of a value conflict would take place. Value conflicts are caused by perceived or actual incompatible belief systems.

Socio economic status (SES) is a composite measure of an individual's economic and sociological standing. It is a complex assessment measured in a variety of ways that account for a person's work experience and economic and social position in relation to others, based on income, education, and occupation. Socio economic status has been a powerful determinant of health; as a general rule, wealthy people tend to be in better health than people of poorer status.

Need of the study: Today, humanity is facing many multifaceted challenges in bringing about a healthy society. Everyday appears to be more problem-oriented than the past one due to lack of understanding and confidence besides narrow considerations differing from man to man and with his space social behavior happens to be interpersonal and determined by attitude, beliefs and values.

Since adolescence is period of stress. They have to face various complexities in their life. They are trained in a special set of beliefs and values. They obey the teachings of his parents, without questioning. But with the advancing age, they critically examine the beliefs and starts questioning. This leads to conflicts, in their mind. The adolescents are very sensitive to their feelings. So, there is great gulf between the value and teachings preached by the society so the investigator to find out the relationship between value conflict and socio-economic status.

OBJECTIVES :

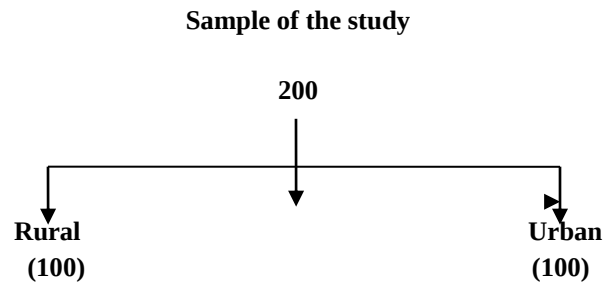
- 1.To study the value-conflict of rural and urban students.
2. To study the socio-economic status of rural and urban students.

HYPOTHESIS:

1. There is no significant difference between the value-conflict of rural and urban students.
2. There is no significant difference between the socio-economic status of rural and urban students.

METHOD

Sample: In the present study, random sample of 200 students from different colleges of Moga district has been taken.

**Tools used:**

1. Value-conflict scale by R.L. Bharadwaj(2001).
2. Socio- economic status scale by Meenakshi (1985).

Value-conflict scale: This scale was prepared by R.L. Bharadwaj. Whenever two or more incompatible goals, motives, activities or impulses are active at the same time in relation to desirable or pro-social aspects of the wellbeing of the humanity, they can be said to be the value-conflict. It involves incompatible principles, ideologies, religion political-aspiration and culture possessions. Since value-conflicts lie at the very root at a people's identity, they are extremely difficult to resolve and de-escalation on the conflicts become an essential need for the welfare of mankind because they hold the seed of personality disorganization.

Types of value conflict:

- Evasion Vs. fortitude
- Dependent Vs. self-reliance
- Selfishness Vs. probity
- Hate Vs. love
- Fear Vs. assertion
- Pragmatism Vs. idealism

This scale can be administered individually or to a large group at a time. There is no time limit to the scale for recording the responses and the average time needed to give responses is usually around 25 minutes.

The scoring of value-conflict scale is based on the line of likert's five point scale. The reliability of this scale was determined by test and retest method with an interval of fifteen days or a sample of 100 elements. The content validity of this value-conflict scale is high as the areas and then h the selected items in the scale are based on research proven techniques.

Socio-economic status scale (SAS): This scale was prepared by Meenakshi in 1985. It is largely assumed that important ingredients of human situation are an individual's economic potential and social status. These two factors

serve as vital predictors of growth and behavior; his personal reaction and also accomplishments, his promoters as well as restrictors. Hence the importance of this variable of socio cum-economic status in human affairs. This composite variable consists of four areas namely (a) finance (b) property (c) education (d) social status in life. The questionnaire which has been designed for this purpose is a point-scale; points ranging between 3 and 10 depending upon the component of the variable under assessment.

The test-retest reliability of this scale has been 1.1, $r=0.82$, with a time interval of 10 days. The content validity of this socio-economic scale is high. There is no time limit for this tool. Usually respondents take 50-60 minutes in filling the whole scale.

Design: The present study was descriptive survey in nature.

RESULTS:

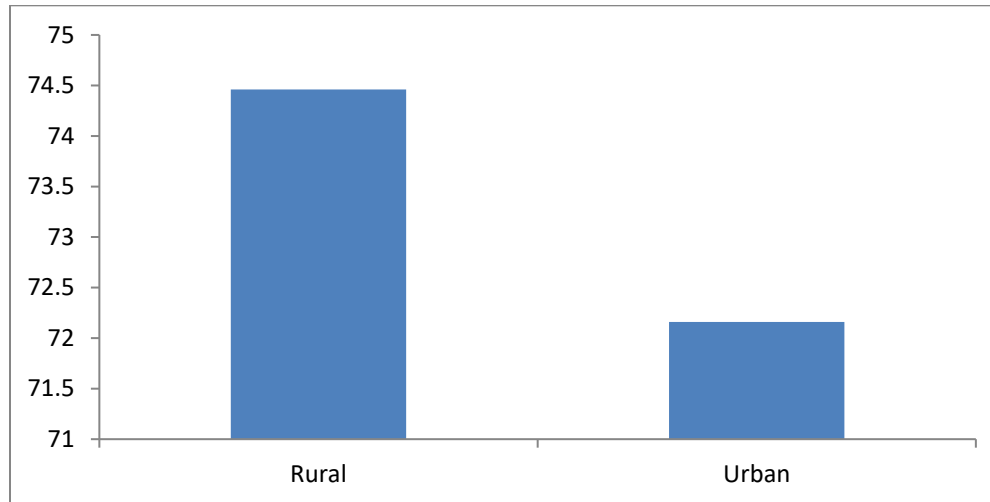
TABLE 1: Showing mean scores of value-conflict of rural and urban students.

Group	N	Mean	Std. Deviation	S.E.D.	t-ratio
Rural	100	74.46	4.16	0.45	5.11**
Urban	100	72.16	1.76		

**=Significant at 0.01 level

In the above table 1, shows the mean score of value-conflict of rural students are 74.46 and of urban students are 72.16. The S.D. of value-conflict of rural students is 4.16 and of urban students is 1.76. The S.E.D. of both the groups is 0.45. t-value calculated 5.11, which is higher than the t-tabulated value at both 0.05 and 0.01 levels of significance. This shows that there existed significant difference between the mean scores of value-conflict of rural and urban students. Hence, hypotheses: There is no significant difference between the value-conflict of rural and urban students was rejected. Hence there is significant difference between value- conflict of rural and urban students.

Figure: 1 Graphical representation of mean scores of value-conflict of rural and urban students.



The bar graph (Figure 1) was drawn to show the mean score difference of value-conflict of rural and urban students.

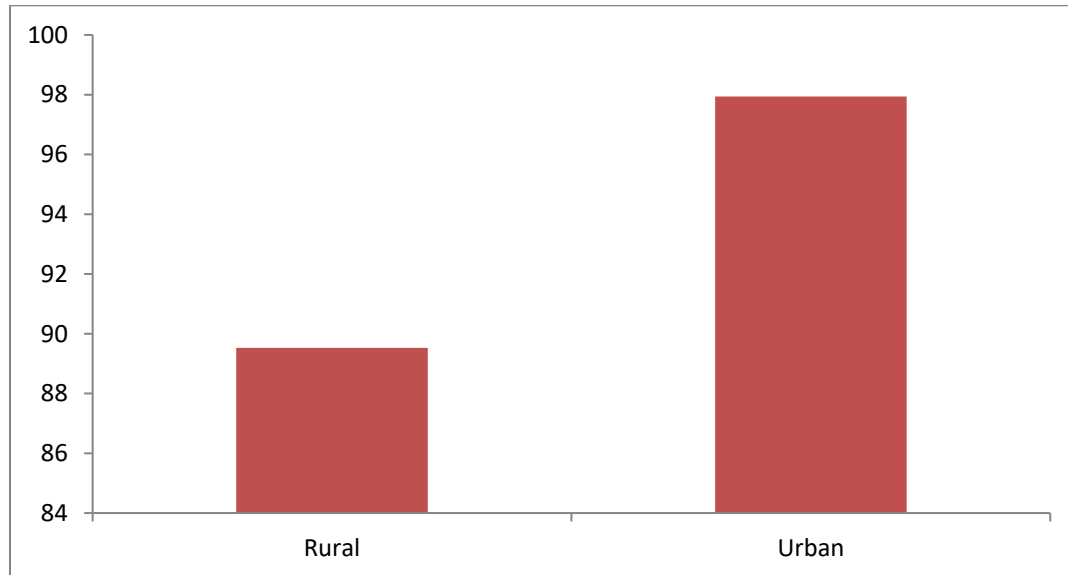
TABLE 2: Showing mean scores of socio-economic status of rural and urban students.

Group	N	Mean	Std. Deviation	S.E.D.	t-ratio
Rural	100	89.53	10.006	1.50	5.60**
Urban	100	97.94	11.3		

****=Significant at 0.01 level**

In the above table 2, shows the mean score of socio-economic status of rural students are 89.53 and of urban students are 97.94. The S.D. of socio-economic status of rural students is 10.006 and of urban students is 11.3. The S.E.D. of both the groups is 1.50. t-value calculated 5.60, which is higher than the t-tabulated value at both 0.05 and 0.01 levels of significance. This shows that there existed significant difference between the mean scores of value-conflict of rural and urban students. Hence, hypotheses: There is no significant difference between the socio-economic status of rural and urban students was rejected. Hence there is significant difference between socio-economic status of rural and urban students.

Figure: 2 Graphical representation of mean scores of socio-economic status of rural and urban students.



The bar graph (Figure 2) was drawn to show the mean score difference of socio-economic status of rural and urban students.

Discussion of the results: Hypothesis 1, “There is no significant difference between the value-conflict of rural and urban students.” was rejected. Hence there exists significant difference between value-conflict of rural and urban students. This finding is well supported by the studies earlier conducted by Savita Rathour and Tejpreet K. Kang (2015) and Fries et al (2005).

Hypothesis 2, “There is no significant difference between the socio-economic status of rural and urban students.” was rejected. Therefore there is significant difference between socio-economic status of rural and urban students. This finding is supported by previous conducted studies by Ramesh (1977) and Yang and Yang (2003).

Conclusion:

Everyday appears to be more problem oriented than the past one due to lack of understanding and confidence besides narrow considerations differing from man to man and with his space social behavior happens to be interpersonal and determined by attitudes, beliefs and values. Values as the object of socio-culture analysis or as the like between needs and actions related to the frame of social cognition serve to allocate attention and efforts to various needs and actions relate to the frame of social cognition serve to allocate attention and actions are rooted in values which happen to be the worth or the excellence or the degree of worth ascribed to an object or activity or what individuals consider good or beneficial to their well being.

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