



A COMPARATIVE STUDY ON SEX DIFFERENCE IN VALUES PATTERN OF TRIBAL STUDENTS

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Abstract:

The present research intends to find out the real measure of values in tribal and non-tribal adolescent students. The total sample consisted of 873 tribal and non-tribal adolescent students in the areas of different districts of Karnataka. These subjects are in the age range of 13 to 22 years. The results indicate that in theoretical and religious values, non-tribal adolescents have significantly higher mean scores than the corresponding mean scores of tribal adolescents.

Key Words: Tribal and non-tribal family, Values, Adolescents

1. Introduction:

In the purview of modernisation, the true nature of Indian Society is being thwarted. The Tribal family system is becoming uncongenial day by day. Tribal people do not have a proper aim in their lives. They are very much cautious about their own role but they are not ready to accept the Role of others. In the changing society, Tribal people are far away from their old traditions, customs and rituals. The adolescents of modern age are living in the stage of uncertainty as they have not been given proper affection as well as guidance to cope with new situations.

Values are the salient features of the behaviour. In the society, we observe various types of individuals. There are basic individual differences which are noted in personality, make-up, attitudes, likings, behaviours, views, values, beliefs etc. The value is a learned 'good'. It is a type of norm found in various cultures along with other patterns of behaviour. In general terms, we may think of values as the more enduring cluster of wants that a given individual strives for.

Though it has been established by many studies that there is considerable difference between boy and girl adolescent students, there are very few studies which give complete accounts of values of Tribal boys and Tribal girls compared with non-tribal boys and *non-tribal* girls adolescents. A good number of investigators such as Beg (1964), Convas (1971), Garsee and Glixman (1967), Kakkar and Gorden (1966) have tried to study the cross cultural effect on the values of students. These studies reported some significant differences in the values of students belonging to different cultures. In the study of values, Manso et. Al (1984) found vast difference between boy and girl adolescent students regarding their values. Palmen et. Al (1983); Maestas, Leo, C. (1983), Spates (1985) and Milchell (1984) have seen significant difference between boys and girls adolescent students of different strata of society.

The present research intends to find out the real measure of values in tribal and non-tribal adolescent students.

2. **HYPOTHESIS**

The hypothesis are:

- 1) There would be a significant difference in values among tribal and non-tribal adolescent students.
- 2) There would be a significant difference in values of tribal boy and tribal girl adolescent students.
- 3) There would be a significant difference in values of non-tribal boy and non-tribal girl adolescent students.

3. METHODOLOGY

Sample: The total sample consisted of 873 tribal and non-tribal adolescent students in the areas of different districts of Karnataka. These subjects are in the age range of 13 to 22 years. The subjects were chosen on the basis of stratified random sampling from the different districts of Karnataka.

Tool: In the present study, the scale of value has been used, and developed by Dr. S.P.Kulshreshta on the lines of Allport-VernonLindzey scale of values. This scale consists of 45 items. This value scale is a measure of six different values viz., theoretical, economic, aesthetic, social, political and religious.

Procedure : This scale was administered to selected subjects. Each item was scored with the help of scoring key. The data, thus, collected were tabulated to arrive at meaningful inference.

4. RESULTS

The collected data were tabulated and analysed in Table No.1 below.

Table - 1
Mean, Standard Deviation and 't' values for different measures on value scale for Tribal and Non-tribal adolescent students

Variables	Non-Tribal		Tribal		't' values	Significant at Variables
	Mean	SD	Mean	SD		
Theoretical	41.88	7.25	40.34	6.46	3.46	0.01
Economic	38.37	6.54	38.39	6.52	0.05	N.S.
Aesthetic	37.85	7.83	36.70	6.86	2.31	0.05
Social	40.88	6.77	41.33	6.26	2.38	0.05
Political	41.57	6.49	41.16	6.21	1.37	N.S.
Religious	42.15	7.06	39.28	6.02	3.58	0.01

Number = 873

Df = 871

In Table No.1 above, the statistical analysis reveals that the mean score for theoretical, religious and aesthetic value of non-tribal adolescent is higher than the corresponding mean scores of tribal adolescents. These differences are significant beyond .01 and .05 level. The mean scores for social values of tribal adolescents are higher than the corresponding mean scores of non-tribal adolescents. These differences are significant beyond .05 level. The mean score of tribal adolescent is slightly higher than that of non-tribal adolescent for Economic value, but the mean score of Non-tribal adolescents is

slightly higher than that of Tribal adolescents for Political values. The 't' values of these two groups are not significant even at 0.05 level for economic and political value.

Table - 2

Mean, Standard Deviation and 't' value for different measures on values scale for Tribal boy and Tribal girl adolescents

Variables	Non-Tribal		Tribal		't' values	Significant at Variables
	Mean	SD	Mean	SD		
Theoretical	41.28	6.53	39.51	6.36	2.63	0.01
Economic	38.61	6.45	36.79	6.04	2.39	0.05
Aesthetic	37.00	6.84	35.90	6.85	1.60	N.S.
Social	41.00	6.16	42.72	6.40	2.61	0.01
Political	41.13	6.03	41.19	6.67	0.09	N.S.
Religious	39.66	7.92	41.88	5.95	3.35	0.01

Number : 498

Df: 496

In Table No.2, the mean difference for the six values scale and their level of statistical significance has also been shown. First let us note that in two values, out of the six values viz., Theoretical and Economic, the mean score of the Tribal boys are significantly higher than the corresponding mean scores of the Tribal girls. These differences are beyond .01 and .05 level. In social and religious values, the mean scores of the tribal girls are significantly higher than the corresponding mean scores of the Tribal boys. These differences are beyond .01 and .05 level. In political values, the mean scores of Tribal girls are slightly higher than that of tribal boys but 't' values of these mean scores are not significant even at .05 level.

Table - 3

Mean, Standard Deviation, and 't' values for different measures on values scale for non-tribal boys and non-tribal girls

Variables	Non-Tribal		Tribal		't' values	Significant at Variables
	Mean	SD	Mean	SD		
Theoretical	42.17	7.05	41.55	7.44	0.83	N.S.
Economic	37.63	6.75	39.02	6.27	2.05	0.05
Aesthetic	38.00	7.43	39.69	8.24	3.58	0.01
Social	41.36	6.16	43.47	7.06	3.73	0.01
Political	41.12	6.21	39.95	6.75	1.74	N.S.
Religious	41.60	6.78	40.65	7.32	1.30	N.S.

Df = 373

In Table No.3, the mean difference for the values scale and their level of statistical significance have also been shown. Economics, Aesthetic and Social values of Non-tribal girls are higher than the corresponding mean scores of non-tribal boys. These differences are significant beyond .04 and .05 level. The mean score of non-tribal boys is slightly higher than that of non-tribal girls for theoretical, political and religious but 't' values of these mean score are not significant even at 0.5 level.

5. DISCUSSION

The results indicate that in theoretical and religious values, non-tribal adolescents have significantly higher mean scores than the corresponding mean scores of tribal adolescents. Here, we can mention that these two groups have different educational backgrounds. This is the reason that the non-tribal have better knowledge about their surroundings. In social and aesthetic values, tribal adolescents have significantly higher mean scores. This means that the pattern of tribal society where the soul of India lies, is culturally and traditionally more effective than that of non-tribal society.

In Political and Economic values, the mean difference of non-tribal and tribal adolescents are not significant even at 0.05 level. But in Political value, non-tribal adolescents have shown just a higher trend indicating superior outlook. This means that non-tribal adolescents are slightly more aware of the Political affairs. In Economic values, the Tribal adolescents have just a higher trend, since they think that economic advancement is essential in the present system.

The results of Table No.2 reveal that Tribal boys have got significantly higher mean score than those of tribal girls in theoretical and economic values. The higher mean scores of tribal boys in these values are due to the influence of Tribal culture and Tribal Society where Tribal boys have better opportunity for their education in different spheres of life. Therefore, their visions of Cognition, affection and conation are different and also higher than those of tribal girls. In other two values viz., Social and Religious, Tribal girls have higher mean scores than those of tribal boys. These differences are also significant at .01 level.

The results of Table No.3 reveal that non-tribal girls have got significantly higher mean scores than those of non-tribal boys in economic, aesthetic and social values. This is the reason that non-tribal girls are very positive culturally, traditionally and more economic.

6. CONCLUSION

On the basis of the global picture of the findings, we can safely reject these three null hypothesis. It is worthwhile to note that the mode of Tribal population and sex affect the value of Tribal High School going students.

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