



“A comparative study of value-conflict of senior secondary school students of Sirsa district.

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Abstract

In this study researcher discuss on a serious issue, that is value conflict. Today’s civilization is maybe sitting on the peak of a cliff and is in front of several challenges in bringing about a vigorous culture. Every one today appears to be extra anxious than in the past, moreover due to be deficient in understanding and assurance among themselves or because of psychopathic morbidities like blood relation child connection, loveless familial life, broken families, worldwide violence and narrow considerations. The aim of the study to strike upon out value-conflict of senior secondary students of Sirsa district of Haryana. Researcher preferred the Descriptive survey method and selected 200 students of xi & xii from govt. senior secondary school students of Sirsa district randomly. The data was collected through value-conflict scale by R.L. Bharadwaj. The tabulated data was analyzed and interpreted through the usage of statistical techniques, mean, standard deviation and t test. The study affirms the distinction in value-conflict of rural and urban boys and girls. It is suggested that teachers should educate students to keep in mind their value-conflict. In this study value-conflict of girls of urban senior secondary school students is better than boys of urban senior secondary school students in Sirsa District.

Keywords:

Value-conflict, conflict of interest, morality, school conflict, psychological-conflict.

Introduction:

Value-conflict occurs when an individual is faced with two opposing values i.e. when the values in query are contradictory of each other and he has to opt one as in opposition to the other but he finds both of them eye-catching at the same time for example a student may be faced with desire to study hard and score high marks and watch movie with friends and maintain peer relations at the same time of day. Now he has to select one and delay other but he is in conflict which one to opt and defer as both are significant for him.

Value-conflict:

Conflict may be clear as a state of associations in which two or other ill-assorted behavior trends are evoked that cannot be fulfilled fully at the same time. Psychological conflict is a position of stress brought by the occurrence in the individual of two or more opposing needs.” Sources of conflict-Family, Sex and School conflict. inhospitable school setting, central or obedience role of the teachers, defective methods of teaching, contradiction of opportunities for self appearance. clashing load of the teachers and age group are some of the bases which may give birth to conflicts. Over competition (or) Under competition in the school, Over control (or) Under control in the class ,Teachers technique of managing the class, Co-education ,Children with particular problems of regulation.

Rationale of the study

Values play a vital role in students life. In this circumstances value-conflict is major trouble in schooling. Every adolescent is go through from conflict. They try to be free from every kind of conflict. Today's problematical difficulty of value-conflict must be solved. Therefore value-conflict becomes an crucial topic for research. So the problem of the study has been stated as "A comparative study of value-conflict of senior secondary school students of Sirsa district.

Objectives of the Study-

- 1 To study and compare the value-conflict between rural and urban senior secondary school students.
- 2 To study and compare the value-conflict between boys and girls of urban senior secondary school students.
- 3 To study and compare the value-conflict of rural senior secondary school students.

Hypothesis:-

1. There is no significant difference of value-conflict between rural and urban senior secondary school students.
2. There is no significant difference of value -conflict between boys and girls of urban senior secondary schools.
3. There is no significant difference of value-conflict between boys and girls of rural senior secondary schools.

Review Related Literature:

Renu Somal (2013) In a study on parenting approach, value-conflict and belligerence reported that on the whole low positive correlations have been observed between value conflict and belligerence scores for boys and girls. momentous positive correlations have been observed between violence scores and self-centeredness vs. honor for both girls and boys i.e., higher value conflict on self-centeredness vs. honor is seen linked with higher violent tendencies . The hypothesis of the research stands proved in case of this exacting value conflict. central conflicts can direct to disturbance and destructive dispositions against the world at bulky or in a exacting communal circumstance. Fontaine's (2006) explanation lend support to this pronouncement. It was reported that substantial technical and contribution awareness has been rewarded to judgment and decision building systems connected with destructive manners in youth. The more differing values which engage complicated assessment building may be uttered throughout violent behavior i.e., the human being will react uncompromisingly in connections. In the current study, just one value conflict i.e., self-centeredness vs. honesty has exposed noteworthy optimistic correlation with anger in equally boys and girls.

A Garg (2014) deliberate the bond between value- conflict and violence among teenagers & their family atmosphere with the help of Value conflict scale by R L Bhardwaj (2001), Manifest Aggression Scale by Singh (1986) & family climate scale by Shah (1990). It was originate that there is important negative correlation between family atmosphere and value conflicts of teenagers. It is also set up that momentous negative correlation exists between family atmosphere and violence among teenagers.

Paul M. Kellstedt, Mark D. Ramirez, Arnold Vedlitz and Sammy Zahran (2017) examine "Does Political Sophistication Minimize Value Conflict? facts from a Heteroskedastic Graded IRT Model of Opinions toward Climate Change" When populace clutch numerous values appropriate to their strategy opinions, they may practice value conflict, value settlement or formulate a value swap. Yet, it is uncertain which

folks are capable to handle their various values in these ways. They hypothesize a sophistication-interaction premise of value pluralism where the most politically sophisticated persons are able to settle the way of life of compound values, thus escalating the permanence of their strategy opinions. They analysis this hypothesis using a chain of heteroskedastic graded article comeback theory models of community belief on the way to policies associated to environment vary. They hit upon that citizens organization their plan preferences in the direction of atmosphere vary policies in values on the way to the surroundings and the financial system, but solitary the the majority of complicated people are capable to settle the latent clash between these values.

Irina Caunenco, Lucia Gasper (2019) premeditated “The System Of Values and Perception of Time in Transitional Society: Socio-Psychological Issues and Perspectives” The observed study of the moment and values structure observation in diverse public racial and age groups offers the prospect to recognize the prospective prejudice of groups in intermediary society. The purpose of the investigate was the study of time sensitivity, values system in dissimilar age and cultural groups in the midway society. The methodological foundation of the research is the systemic approach and social constructivism. Social groups were studied – age groups (teenagers, younger’s, adults); racial groups (Gagauz people, Ukrainians, Bulgarians, Russians). In sort to bring out the experimental research, standardized methods and semi-structured interrogate were practical: “The Scale of Time Attitudes” Nutten J.; semi-structured interview on time perception; the method elaborated by E. B. Fantalova. It was exposed that the groups of Russians, Bulgarians are characterized by a encouraging insight of current time, but the Gagauz people and Ukrainians perceived less optimistic the current time. Time point of view of these groups is small – from one year to five years – that can be an proof of difficulties met by these groups in today transitional certainty of the country. There were determined groups of younger on time perception from positive to social-anxious (the given type, possible for movement). The study of morals structure of teenager respondents from rural areas (most have parents functioning overseas) showed the value of such morals as fitness, cheerful kin living and at the similar moment, the difficulty of their fundamental needs’ approval.

Methodology

The method chosen in the current study was Descriptive survey method.

Population

All the toddlers of senior secondary schools of Sirsa District of Haryana selected population of the current study.

Sample and Sampling Method

In the current study 200 toddlers are elected throughout Random Sampling method as the sample of the study. Initially, investigator go for 7 govt. Senior Secondary schools of Sirsa District sited in Haryana. 100 boys and 100 girls have been selected.

Tools Used

In this study the following tools were used:

value-conflict scale is prepared by R.L. Bharadwaj department of psychology, D.S college, Aligarh.

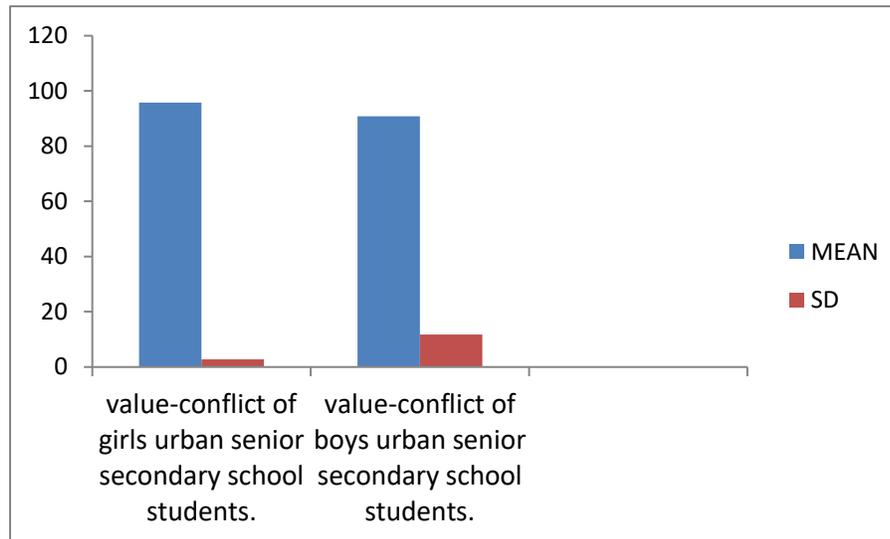
Statistical Technique Used

In this study Mean ,S.D., t- test techniques have been used.

Analysis and Interpretation of Data

1. **Hypothesis No.1.1** There is no significant difference of value-conflict between rural and urban senior secondary school students.

Interpretation : Table 1.2 shows that the mean and S.D of value-conflict of urban Girls and Boys of senior secondary school students is 95.72, 2.81 and 90.86, 11.79 respectively the calculated 't' value is 2.8 which is more than standard table value at .05 level of significance. So Hypothesis no 1.2 is rejected there is significant difference between Girls and Boys of urban senior secondary school students regarding value-conflict. Further the mean value of urban girls senior secondary school Students is more than urban Boys senior secondary school Students regarding value-conflict so it is finally concluded that value-conflict of urban Girls of senior secondary school Students is better than urban Boys of senior secondary school Students.



Hypothesis no.1.3 There is no significant difference of value-conflict between girls and boys of rural senior secondary school students.

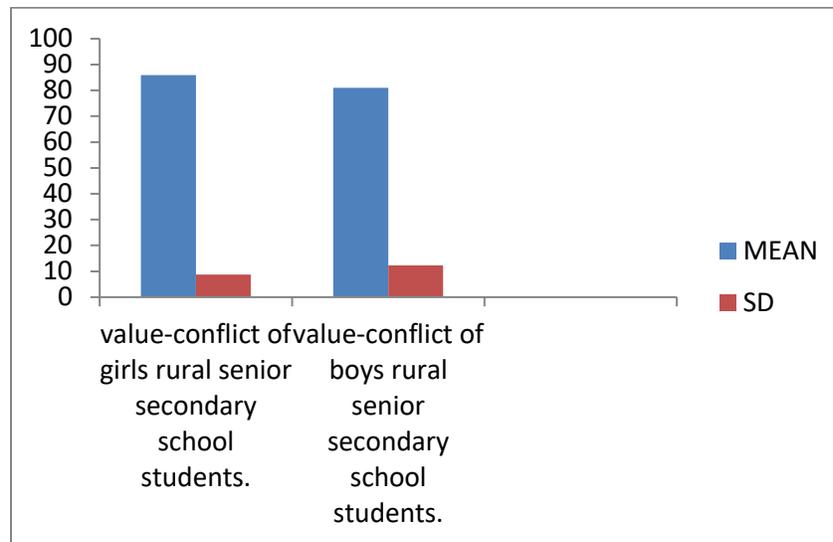
| Students | N | Mean | S.D | df | t value | Level significance of |
|--|----|-------|-------|----|---------|-------------------------------------|
| value-conflict of girls of rural senior secondary school students. | 50 | 85.94 | 8.77 | 98 | 2.34 | Significant difference at 0.5 level |
| value-conflict of boys of rural boys senior secondary school students. | 50 | 80.96 | 12.25 | | | |

Df=98

.05=1.96

Interpretation : Table 1.3 shows that the mean and S.D of value-conflict of rural Girls and Boys of senior secondary school students is 85.94, 8.77 and 80.96, 12.25 respectively the calculated 't' value is 2.34 which is more than standard table value at .05 level of significance. So Hypothesis no.1.3 is rejected there is significant difference between Girls And Boys of rural senior secondary school students regarding value-conflict. Further the mean value of rural girls senior secondary school Students is more than rural Boys senior secondary school Students regarding value-conflict so it is finally concluded that value-

conflict of rural Girls of senior secondary school Students is better than rural Boys of senior secondary school Students



Main Findings:

1. In hypothesis no. 1, It is clear that the value-conflict of urban senior secondary school students is better than rural senior secondary school students of Sirsa District of Haryana.
2. In hypothesis no. 2, It is clear that the value-conflict of girls of urban senior secondary school students is better than boys of urban senior secondary school students of Sirsa District of Haryana.
3. In hypothesis no. 3, It is clear that the value-conflict of girls of rural senior secondary school students is better than boys of rural senior secondary school students of Sirsa District of Haryana.

Educational Implications

The objectives of educational research is to broaden the situation of education by implementing the outcome of the research studies. It is recommended to instructor that he should understand the conflict level of students. In the current study considerable variations found in value-conflict between rural and urban students and boys and girls of rural and urban areas of Sirsa District of Haryana. The schemer should plan consequently to bring together a healthy situation of campus.

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