

Expressed Values Between High And Low Ses Muslim Adolescents

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Abstract

The purpose of the present study was to study expressed values for education and for means of progress by high and low SES Muslim Adolescents. The sample comprised of 300 male Muslim graduate students of Patna selected through accidental-cum-purposive sampling technique. Results showed that high SES Muslim adolescents had valued very high for value of education whereas low SES Muslim adolescents had valued moderate to education. High SES Muslim adolescents had recognized labour and motivation as the most valuable things for progress in life whereas low SES Muslim adolescents had recognized wealth for progress in life. The results were in the hypothesised direction.

Introduction:

Value is a conception, explicit or implicit, distinctive of an individual or characteristics of a group, which influence the selection from available modes, means and ends of action (Clyde Kluchonn et al. 2010). Thus the values are those conceptions of desirable status of affairs that are utilized as criteria for preference or choice or as justification for proposed or actual behaviour. Values appear as the criteria against which goals are chosen. A value is not just a preference but is a preference which is felt and pre-considered to be justified.

SES is an individual's or group's position within a hierarchical social structure. SES depends on a combination of variables, including occupation, education, income, wealth and place of residence. Sociologists often use SES as a means of predicting behaviour. Examinations of SES often reveal inequities in access to resources plus issues related to privilege, power and control.

According to Super (1998), Singh (2015) and Allport, Vernon & Lindge (1951) expressed values in practical life situation is also more

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important in the development of personality. Studies that have been conducted go to show that identification with particular class influences the values of individuals. Our social class has assigned different models and roles for high and low socio-economic status individuals. Havighurst (1952) confirmed such findings by saying that SES has direct effect on personality development which prepared the individual to deal with the problems of life. Singh (2010) concluded that the low SES was associated with larger number of problems whereas the middle and high SES groups had less number of problems. The subjects of middle SES had comparatively lesser number of problems than those of low SES in the area of total problems. He explained that socio-economic status facilitates as well as hinders the growth of mental and physical development. High SES has facilitative effect whereas low SES produces hindrances in the personality development of individuals.

Purpose : The purpose of the present study was to study expressed values for education and for means of progress by high and low SES Muslim adolescents.

Hypotheses : On the basis of personal experiences and review of previous researches following two hypotheses were framed :

- i) There would be significant difference between high and low SES Muslim adolescents in respect of value for education.
- ii) There would be significant difference between high and low SES Muslim adolescents in respect of their value and perception for means of progress.

Methods :

(a) Sample : Altogether 300 Muslim male students studying in B.A. (Hon's) classes which age ranged was between 18 to 22 were selected for sample by incidental-cum-purposive method. The college included in the study belonged to Patna town (Oriental College, Patna City) a Muslim Minority Degree College.

(b) Tests Used :

i) **Personal Data Sheet (PDS) :** PDS made by present author was used to get informations with regard to age, religion, most important thing in life, value for education, value and perception for means and progress etc.

ii) **Socio-Economic Status Scale :** The SES Scale developed by Bhardwaj (2006) was used to measure SES of Muslim students.

Procedure : After collecting the data SES scores were arranged and the median was compared to find cut off point of the groups. The

adolescents who were obtained above median score were grouped as high SES whereas below median scores were grouped as low SES. Then the two groups were compared on value for education and perception for means and progress. The obtained results have been presented in two tables.

Results : In order to test the first hypothesis the frequencies of responses were arranged and Chi-square was computed. The results are presented in Table – 1.

Table – 1

Chi-square value of the High and Low SES Muslim adolescents for their Value of Education

Groups	Frequencies			Total
	Very high	Moderate	Very low	
High SES	75	47	28	150
Low SES	61	78	11	150
Total	136	125	39	300

$$\chi^2 = 9.22; df = 2; p = <.01$$

It is evident from above table that χ^2 value is significant beyond .01 level of confidence. The two SES groups differ significantly with respect to value for education. The high SES adolescents gave very high value to education (75) whereas lower SES adolescents gave 78 moderate value to education. The persons of high SES is reared with high motivation and interest and attends better school while the lower SES group adolescents lacks those facilities and mostly go to government schools. Hence, they value moderate to education.

In order to test the second hypothesis of the study the frequencies of responses were arranged and Chi-square was computed. The results are presented in Table – 2.

Table – 2

Chi-square value of the High and Low SES Muslim adolescents for their Value and Perception for means of Progress

Groups	Frequencies			Total
	Enough wealth	Labour and Motivation	Luck	
High SES	41	92	17	150
Low SES	83	44	23	150
Total	124	136	40	300

$$\chi^2 = 7.83; df = 2; p = <.05$$

The Table – 2 shows significant difference between two groups. The high SES group of adolescents have recognized labour and motivation as the most valuable things for progress in life whereas low SES group has preferred for wealth as the valuable thing for progress.

Conclusions :

- (i) High SES adolescents have valued very high for value of education whereas low SES adolescents have valued moderate to education.
- (ii) High SES adolescents have recognised labour and motivation as the most valuable things whereas low SES adolescents have recognised wealth for progress in life.

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