

The Study of Value Conflicts among Adolescents of 12th Standard Students of Dehradun District

¹Miss. Abhilasha Tiwari , ²Ms. Ritu Nautiyal, ³Dr. Geetika Mehrotra, ⁴Ms. Pushpa Bhatt

^{1,2}*Research Scholar H.N.B. Garhwal (Central) University Srinagar (Garhwal)*

^{3,4}*Pestle weed college of information technology Dehradun*

Abstract: *Value conflict is part and parcel of human life and is inevitable to avoid. When adolescents, people, groups, organizations, and nations interact there are chances that some form of a value conflict may take place. 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 well-being of the humanity, they can be said to be value-conflict. The present study is done on the value conflicts among adolescents. On the basis of the findings derived from statistical analysis, the conclusion was drawn as there is no significant difference between adolescent boys & girls on various dimension of value conflict. Conflicts over values, beliefs and expectation rank high on the list in adolescence, A value is something that is important or has significant worth to us. The problem is that many times, what adolescent's value and what parents' value are not the same. The most several conflicts can occur over the value of family Vs. Friends & peers.*

Adolescence is the period of the great stress & strain storm. As a child grows into adolescence, he or she undergoes a lot of changes. These changes are physical, mental, social and psychological. They need proper guidance during this period so that their personality develops properly, their characters is strong and praiseworthy, and their conduct and behaviour exemplary. The advice and counsel of elders, especially parents and teachers, become very important for the children of this age group. They should be made to understand that these changes are normal and that everybody goes these changes are normal and that everybody goes through this phase. They must be given the necessary moral support, especially love and affection, understanding and consideration. This counseling can be done by teachers. The teachers are the pillars of the society because they make the lawyers, doctors, engineers, scientists, politicians. In fact, they can make a child a loving, kind, understanding child, or a jealous, greedy, arrogant, proud child. It is in the hands of the teacher to make or mar the future of his or her wards. It is therefore necessary that the teacher should think clearly and act calmly. It is hoped that the teaching community takes this very seriously, learn these values themselves first and also help the authorities in inculcating values in the students.

Social behaviour of an adolescent seems to be interpersonal and determined by attitudes, beliefs and values. Adolescents can be both humanly pro-socio-cultural and destructively anti-social as they are not necessarily aware of all their basic values, some may be held sub-consciously and many even conflict with conscious values. If their value assumptions are unclear or contradictory, or they have little faith in them, they would likely face untold difficulties in making their choices towards certain goals and life situations. The necessity of making a choice among values 'commonly involves' cognitive strain; it is difficult to 'to make up one's mind' especially when each alternative offers values that the others does not and the choice is an important one (Coleman, 1976). It is at times minimal or immense; at times hidden or open and at times constructive or destructive, any time in making a choice at the cost of another, value-conflict is a perceived incompatibility of actions and goals (Myers, 1993) that prevents another, obstructs, interferes, injures or in some ways make another activity less likely or less effective. It occurs at all levels of human social functioning and, thus, value-conflict is natural and inevitable.

Value conflict is part and parcel of human life and is inevitable to avoid. When adolescents, people, groups, organizations, and nations interact there are chances that some form of a value conflict may take place. 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 well-being of the humanity, they can be said to be value-conflicts. It involves incompatible principles, ideologies, religion, socio-politico-aspirations and cultural possessions. Since value-conflicts lie at the very root of an individual's identity, they are extremely difficult to resolve and descalation of the conflicts become an essential need for the welfare of mankind because they hold the seed of personality disorganization (Trehub, 1959); inversely related to adjustment (Nakshian and Weiner, 1969) and are found responsible for the promotion of social tensions (Bhardwaj, 1991; 1994; Chauhan and Bhardwaj, 1992) and unrest.

Value conflict can be defined as ‘the perceived and/or actual incompatibilities of needs interests, and/or goals between two/more interdependent individuals’. Value conflict may also be defined as an ‘incompatibility of goals or values between two or more individuals in a relationship, combined with attempts to control each other and antagonistic feelings toward each other’ (Fisher, 1990)

The concept of value-conflict can be well perceived as : “The assumption that value conflict is always unhealthy or dysfunctional is frequently fallacious. Value conflicts have functional aspects too. They have also therapeutic value. For adolescents to be productive, certain amount of value conflict is always necessary. An optimum level of level conflict prevents stagnation, stimulates creativity, allows tension and stress to be released, and initiates the seeds for change. It also facilitates critical thinking among group members, makes a group more responsive to the needs for change, and provides similar other benefits that can enhance group and individual performance of teenagers.

I. Objectives

To study the various value conflicts between adolescent boys and girls. These were selected as a sample for the present study.

II. Hypothesis

Adolescents boys and girls of private schools don't differ in various facts.

III. Sampling

The presented study consisted on the sample of 300 students, which were selected from the five different schools of District Dehradun. The researcher tried to compare the boys and girls of 12th class of different schools on the basis of their respective value-conflicts. The present study is delimited to the students of class 12th only. This study is delimited to the students of English Medium.

IV. Design of the study

The present study is in survey study in nature. Random Sampling technique is employed for study. 300 students of class 12th were selected from 5 private schools of Dehradun which were selected through lottery method.

V. Tools

To assess the value conflicts, the value conflict scale prepared and standardized by R. L. Bhardwaj was employed in the present study.

VI. Data Collection

The tool was administered to the selected groups of students the collected data.

Value conflict scale related to six dichotomous modes of value probability of every day life viz. Evasion v. Fortitude, Dependence Vs. Self Reliance, Selfishness v. Profity, Hate vs. Love, Fear Vs. Assertion and Pragmatism Vs. Idealism.

The value conflict scale has 24 items to measure six dichotomous value conflict, where four relevant items could measure each value – conflict in reference to both the negative or the positive dimensions.

Statistical Analysis and finding

Table I analysis of adolescent boys on various value dimensions

	Value Dimension	N	M	Sd
1.	Evasion Vs. Fortitude	100	5.3	1.16
2.	Depending Vs Self Reliability	100	5.3	1.881
3.	Selfishness Vs. Probability	100	5.23	1.716
4.	Hate Vs Love	100	5.25	1.466
5.	Fear Vs. Assertion	100	6.3	1.516
6.	Patriotism Vs. Idealism	100	4.35	1.10

Table II analysis

	Value Dimension	N	M	Sd
1.	Evasion Vs. Fortitude	50	4.92	1.578
2.	Depending Vs Self Reliability	50	4.75	2.143
3.	Selfishness Vs. Probability	50	5.64	1.454
4.	Hate Vs Love	50	5.02	1.728
5.	Fear Vs. Assertion	50	5.79	1.778
6.	Patriotism Vs. Idealism	50	4.76	1.478

Analysis of Adolescent Boys and Girls On Value Conflicts

Subject	N	M	S.D.	Value	Level of Significance
Boys	100	5.92	1.68	1.611	Significant at 0.5 and 0.01 level
Girls	50	5.41	1.910		

It can be seen from Table that there does not exist a significant difference between adolescent boys and girls on value-conflicts because the 't' value 1.611 is low than the table value at 0.05 and 0.01 level of significance for 148 of freedom. Hence, the proposed hypothesis for the present study is accepted.

VII. Findings of the study

On the basis of the findings derived from statistical analysis, the following conclusion was drawn as there is no significant difference between adolescent boys & girls on various dimension of value conflict. Conflicts over values, beliefs and expectation rank high on the list in adolescence, A value is something that is important or has significant worth to us. The problem is that many times, what adolescent's value and what parents' value are not the same. The most several conflicts can occur over the value of family Vs. Friends & peers.

Parents tend to place a high premium on family time and togetherness. Adolescents however after place a higher value on being with friends and being involved in their own activities. This results in 'conflict',

VIII. Beneficiary Implications

On the basis of findings the following suggestions would be recommends.

1. The finding of the present study clearly revealed that the high achievement have humanistic value system. So obtaining the more fruitful results, the school authorities provided the more facilities of the comprehensive and futuristic value based programme including orientation, counseling, parents -mela and interaction etc.
2. The finding of the present study are very helpful to the school authorities in creating a healthy school environment where the students expressed better adjustment, holistic development and value involvement.
3. The research finding obtained through present study strongly suggested that the reaches should make efforts to know the difficulties faced by the recharges due to value conflicts.
4. Teacher & parents together can trace the real causes for the raised value conflicts, value involvement. So there should be frequent put in should organized in school.

References

- [1] Chan, Felix T.S. & Kumar, Niraj, 2007. "Global supplier development considering risk factors using fuzzy extended AHP-based approach," Omega, Elsevier, vol. 35(4), pages 417-431, August.
- [2] Sevastjanov, P. & Figat, P., 2007. "Aggregation of aggregating modes in MCDM: Synthesis of Type 2 and Level 2 fuzzy sets," Omega, Elsevier, vol. 35(5), pages 505-523, October.
- [3] Partovi, Fariborz Y., 2006. "An analytic model for locating facilities strategically," Omega, Elsevier, vol. 34(1), pages 41-55, January.
- [4] Jiménez, Antonio & Mateos, Alfonso & Ríos-Insua, Sixto, 2009. "Missing consequences in multiattribute utility theory," Omega, Elsevier, vol. 37(2), pages 395-410, April.
- [5] Geldermann, Jutta & Bertsch, Valentin & Treitz, Martin & French, Simon & Papamichail, Konstantinia N. & Hämäläinen, Raimo P., 2009. "Multi-criteria decision support and evaluation of strategies for nuclear remediation management," Omega, Elsevier, vol. 37(1), pages 238-251, February.
- [6] Colin Camerer & George Loewenstein & Drazen Prelec, 2003. "Neuroeconomics: How neuroscience can inform economics," Levine's Bibliography 50643900000000484, UCLA Department of Economics.
- [7] Colin Camerer & George Loewenstein & Drazen Prelec, 2005. "Neuroeconomics: How Neuroscience Can Inform Economics," Journal of Economic Literature, American Economic Association, vol. 43(1), pages 9-64, March.
- [8] Alberto Franco, L., 2009. "Problem structuring methods as intervention tools: Reflections from their use with multi-organisational teams," Omega, Elsevier, vol. 37(1), pages 193-203, February.
- [9] Day, Jamison M. & Daniel Wright, P. & Schoenherr, Tobias & Venkataramanan, Munirpallam & Gaudette, Kevin, 2009. "Improving routing and scheduling decisions at a distributor of industrial gasses," Omega, Elsevier, vol. 37(1), pages 227-237, February.
- [10] Gomes da Silva, Carlos & Figueira, José & Lisboa, João & Barman, Samir, 2006. "An interactive decision support system for an aggregate production planning model based on multiple criteria mixed integer linear programming," Omega, Elsevier, vol. 34(2), pages 167-177, April.
- [11] Xia, Weijun & Wu, Zhiming, 2007. "Supplier selection with multiple criteria in volume discount environments," Omega, Elsevier, vol. 35(5), pages 494-504, October.
- [12] Canbolat, Yavuz Burak & Chelst, Kenneth & Garg, Nitin, 2007. "Combining decision tree and MAUT for selecting a country for a global manufacturing facility," Omega, Elsevier, vol. 35(3), pages 312-325, June.
- [13] Wenstop, Fred & Magnus, Per, 2001. "Value focused rationality in AIDS policy," Health Policy, Elsevier, vol. 57(1), pages 57-72, July.
- [14] Shimshak, Daniel G. & Lenard, Melanie L. & Klimberg, Ronald K., 2009. "Incorporating quality into data envelopment analysis of nursing home performance: A case study," Omega, Elsevier, vol. 37(3), pages 672-685, June.
- [15] White, Leroy & Bourne, Humphrey, 2007. "Voices and values: Linking values with participation in OR/MS in public policy making," Omega, Elsevier, vol. 35(5), pages 588-603, October.
- [16] Wang, Tien-Chin & Chen, Yueh-Hsiang, 2007. "Applying consistent fuzzy preference relations to partnership selection," Omega, Elsevier, vol. 35(4), pages 384-388, August.
- [17] Baron, Jonathan & Spranca, Mark, 1997. "Protected Values," Organizational Behavior and Human Decision Processes, Elsevier, vol. 70(1), pages 1-16, April.
- [18] RoyD.K.,1980 Ph.D.Edu.Culcutta Univ, A study of some factors and process involved in development of values.
- [19] Gupta R. 1989 Ph.D.Edu Agra univ., A study of values of moral judgment of adolescents of two representative centers of eastern & western U.P.