

# Analyzing maternal education and value pattern of school going adolescents

Dr. Sushil Kumar Singh

Asst. Professor, LFEH, School of Education  
Lovely Professional University, Punjab, India  
[drsushil3300@gmail.com](mailto:drsushil3300@gmail.com)

**ABSTRACT:** Mother is considered as the first teacher in the life of a child and it is anticipated that mother's education level may have some influence on the personality of a child. Therefore, the present investigation was intended to study the impact of maternal education on the value pattern of adolescents. The study was conducted on senior secondary school students of the age group of 15-18 years of Himachal Pradesh (India). The data was collected from the students of twelfth class by using simple random sampling technique. It was assumed that the students having different levels of their maternal education do not differ significantly in their value pattern. For the analysis of data the statistical technique of two-way ANOVA was used. The results of the study indicated that the students whose mothers are illiterate or educated up to primary level have significantly higher mean of political value pattern scores than those whose mothers are educated up to matriculation and higher level, whereas the students whose mothers are educated up to matriculation level have significantly higher mean of social value pattern scores than those whose mothers are educated up to primary level and higher level of education respectively. Students do not differ significantly in their economic and religious value pattern scores at different levels of their maternal education. Maternal education and sex do not interact significantly with respect to political, economic, social and religious value pattern scores of students.

**KEYWORDS:** Maternal Education, Value Pattern, Adolescent.

## INTRODUCTION

The nature of education of an individual is determined not only by his inherited powers and capacities but also in a great measure by the environment in which he grows up. In case of Indian civilization it is the oldest and richest with a great deal of diversity in thoughts, beliefs, and creeds and, a deep and general appreciation of values. In the beginning years of individual's life, parental education constitutes an essential determining factor in development and self-construction. It has rightly been observed that, educating a man means educating an individual but educating a woman means educating the whole family and thereby educating the whole generation. What the parents communicate in the process of primary socialization appears to the child to be the components of an only world possible. Although the child does not remain passive in socialization, it does not choose its educational partners and, indeed, it is those partners who define the content which is passed on to the child.

Today's children are the citizens, voters, parents and teachers of tomorrow. The adequacy and quality of their future service and leadership are being determined by the extent to which they are becoming intelligently self-directive. One of the most important factors in the development of this quality is the formation of a wholesome, socially desirable pattern of values or operational principles guiding actions.

Parental education is the major factor which has a great influence on the overall development of the personality of the individual. Parental education includes educational level of father and mother. Educational status of the parents leaves indelible impression on the career aspiration of the children. In the family, education of father is crucial, because it influences all the family members in one-way or the other. Educational status of the parents may affect the socio-economic life of the students. Education plays an important role in shaping the values and attitudes of an individual. It is very important to quote here that the education of mother is much more vital in the process of socialization of the children. Children being closed to their mothers from the very young age (birth) are more influenced by their educational levels.

Kapoor and Puniah (1997) observed that as the educational level of the respondents' parents goes up, the relative percentage of the students for higher studies also increases. This might be due to the fact that educated parents consider higher education a status symbol and a remunerative proposition. Educated parents seemed to have guided their children in a right perspective to get the higher education in future.



Diwedi (1983) found that (i) the place of residence i.e. rural or urban had a close relationship with values; religious, ethico-cultural, political and educational. (ii) girls were more religious, ethical, cultured and keenly interested in societal problems as compared to the boys. On the other hand boys were higher in political values than those of girls. Dingman (2003) found that students develop academic and personal skills, including critical thinking and ability to take initiative. They increased their values of community involvement in their personnel and professional lives. Not least, students' attitudes towards their role as a volunteer, the effectiveness of service and people of diverse backgrounds were affected.

Value pattern is the important constituents of the personality of an individual. Values are guiding principles, which are conducive to one's physical, social, and mental health and which enable us to make notable adjustment with our environment (Singh, 2004). In fact, values are beliefs upon which man acts by preference. Realizing the importance of mothers' education in the life of a child and its impact on the value pattern of the new generation, it becomes essential to analyze the maternal education and value pattern of the adolescents. Keeping in mind the above discussion the researcher conducted a study on the following objectives:

1. To study the difference in the value pattern of students at different levels of their maternal education with respect to:

- i. Political values.
- ii. Economic Values.
- iii. Social Values.
- iv. Religious values.

2. To study the significance of difference in the value pattern scores of male and female students with respect to:

- i. Political values.
- ii. Economic Values.
- iii. Social Values.
- iv. Religious values.

3. To study the interactional effect of maternal education and sex on the value pattern of students with respect to:

- i. Political values.
- ii. Economic Values.
- iii. Social Values.
- iv. Religious values.

### HYPOTHESES

Observing the nature of the study in hand the following null hypotheses were formed.

1. Students with different levels of their maternal education do not differ significantly in their value pattern with respect to:

- i. Political Values.
- ii. Economic Values.
- iii. Social Values.
- iv. Religious Values.

2. Male and female students do not differ significantly in their value pattern scores with regard to:

- i. Political values.
- ii. Economic Values.
- iii. Social Values.
- iv. Religious values.

3. Maternal education and sex do not interact significantly in terms of the value pattern of students with respect to:

- i. Political Values.
- ii. Economic Values.
- iii. Social Values.
- iv. Religious Values.



## METHOD

**Sample:** The sample consisted of male and female adolescents (students) studying in senior secondary schools of Himachal Pradesh, India. Owing to the vast educational diversity among the mothers of the adolescents, the sample was selected using simple random sampling and data was gathered from the students studying in twelfth class.

**Tool:** The 'Value Pattern Scale' by Singh and Singh (2004) was used to measure the behaviour related value aspects of students. This test consists of 58 items and each item is meant to study the political, economic, social and religious value patterns of the subjects. The split-half reliability coefficients for the political, economic, social and religious values in the value pattern scale are 0.74, 0.88, 0.64 and 0.90 respectively. The test-retest reliability coefficients for political, economic, social and religious value in the value pattern scale are 0.69, 0.72, 0.59 and 0.82 respectively. The content, criterion and construct validity of the scale was also found out. Positive relationship with criterion test signifies that the present test has the power to measure the dominance of a particular value as determined by Ojha's Study of Values Test (1970). Also, the dominant value preferences exhibited by the contrasted groups (politicians, businessmen, social workers and religious persons), showed that value pattern test has construct validity, to differentiate people in terms of their preferences for political, economic, social and religious values.

**Procedure:** The value pattern test was administered to the selected students. Respondents were asked to read all the four alternatives of each item and rank those in order of preferences i.e. rank 1 to most preferred, 2 to preferred, 3 to less preferred and 4 to least preferred. After that scoring was done by converting ranks given by the respondents to the different alternatives on each test item on value pattern scale into numerical data by giving 4 marks to rank 1, 3 to rank II, 2 to rank III, and 1 to rank IV. Data were tabulated as per requirement in 4x2 factorial design involving 4 levels of maternal education i.e. illiterate, primary, matriculation & higher and 2 levels of sex i.e. male and female keeping in view the objectives of the study.

In order to study the main effects of maternal education and sex along with their interactional effect on the political, economic, social and religious value pattern of students, statistical technique of analysis of variance (4x2 factorial design involving 4 levels of maternal education i.e. illiterate, primary, matriculation & higher and 2 levels of sex i.e. male and female) was applied on the means of political, economic, social and religious value pattern scores respectively. The analysis of variance was followed by t-test in order to find out the significance of difference in different pairs of comparison, where the ANOVA was found to be significant at any level of significance i.e. 0.05 or 0.01 levels of significance.

## FINDINGS

### 1. MAIN EFFECTS

**(a1) Maternal Education and Political Value Pattern of Students:-** The computed value of 'F' for the main effect of maternal education on the political value pattern scores of students, irrespective of their sex, for df 3 and 312, came out to be 5.12, which is much higher than the table value (3.83) even at 0.01 level of significance. Hence, the hypothesis that "The students with different levels of their maternal education do not differ significantly in their political value pattern scores" was rejected. It may be said that the students differ significantly in their means of political value pattern scores at different levels of their maternal education. Further, to find out the differences in the means of political value pattern scores of students at different levels of their maternal education, 't' test was applied. The results are shown in Table-III.

It has been found that the computed value of 't' for comparing the means of political value pattern scores of students whose mothers are illiterate and those whose mothers are educated up to matriculation, for df 158, came out to be 2.31, and also the obtained value of 't' for comparing the means of political value pattern scores of students whose mothers are illiterate and those whose mothers are educated up to higher level, for df 158, came out to be 2.56, which are both significant at 0.05 level of significance. Hence, it may be interpreted that the students whose mothers are illiterate have significantly higher mean of political value pattern scores than those whose mothers are educated up to matriculation or higher level.

It has also been observed that the calculated value of 't' for comparing the means of political value pattern scores of students whose mothers are educated up to primary level and those whose mothers are educated up to matriculation level, for df 158, came out to be 2.91, and also the calculated value of 't' for comparing the means of political value pattern scores of students whose mothers are educated up to primary level and those whose mothers are educated up to higher level, for df 158, came out to be 3.16, which are both higher than the table value even at 0.01 level of significance. Hence, it may be interpreted that the students whose mothers are educated up to primary level have significantly higher means of political value pattern scores than those whose mothers are matriculates or educated up to higher level.

It may be concluded that students with different levels of their mothers' education differ significantly in their political value pattern scores. Students having illiterate mothers have significantly higher means of political value pattern scores than those whose mothers are educated up to matriculation and higher levels. Students whose mothers are educated up to primary level have significantly higher



mean of political value pattern scores than those whose mothers are educated up to matriculation and higher levels of education. However, students with illiterate mothers when compared with students whose mothers are educated up to primary level do not differ significantly. Similarly, students with matriculate mothers do not differ significantly from those whose mothers are educated up to higher level of education.

**(a2) Maternal Education and Economic Value Pattern of Students:-** The computed value of 'F' for the main effect of maternal education on the economic value pattern scores of students, irrespective of their sex, for df 3 and 312, came out to be 0.78, which is much below the table value (2.63) even at 0.05 level of significance. Hence, the hypothesis that "The students with different levels of their maternal education do not differ significantly in their economic value pattern scores" was accepted. However, from the means Table-I, it is evident that students whose mothers have educational level more than matriculation have highest mean of economic value pattern scores (126.90) followed by those whose mothers are illiterate (124.03), matriculates (123.97) and primary (122.06) respectively, but these differences are not significant statistically.

**(a3) Maternal Education and Economic Value Pattern of Students:-** The computed value of 'F' for the main effect of maternal education on the social value pattern scores of students, irrespective of their sex, for df 3 and 312, came out to be 2.85, which is higher than the table value (2.63) at 0.05 level of significance. Hence, the hypothesis that "The students with different levels of their maternal education do not differ significantly in their social value pattern scores" was rejected. It may be interpreted that the students differ significantly in their social value pattern at different levels of their maternal education.

Further, to find out the differences in the means of social value pattern scores of students at different levels of their maternal education, 't' test was applied. The results are shown in Table-III.

It has been observed that the observed value of 't' for comparing the means of social value pattern scores of students whose mothers are matriculates and those whose mothers are educated up to primary level, for df 158, came out to be 2.79, which is higher than the table value at 0.01 level of significance. And also the observed value of 't' for comparing the means of social value pattern scores of students whose mothers are matriculates and those whose mothers are educated up to higher level, for df 158, came out to be 2.00, which is significant at 0.05 level of significance. Hence, it may be interpreted that the students whose mothers are matriculates have significantly higher mean of social value pattern scores than those whose mothers are educated up to primary level or higher level.

From the foregoing discussion, it may be concluded that mean of social value pattern scores of students differ significantly when compared at different levels of their maternal education. Social value pattern scores of students whose mothers are illiterate do not differ significantly from those whose mothers are educated up to primary, matriculation and higher level. However, students whose mothers are matriculate have significantly higher mean of social value pattern scores than those whose mothers are educated up to primary level and those whose mothers are educated up to higher level.

**(a4) Maternal Education and Economic Value Pattern of Students:-** The computed value of 'F' for the main effect of maternal education on the religious value pattern scores of students, irrespective of their sex, for df 3 and 312, came out to be 0.49, which is much below the table value (2.64) even at 0.05 level of significance. Hence, the hypothesis that "The students with different levels of their maternal education do not differ significantly in their religious value pattern scores" was accepted. However, from the means Table-I, it is evident that students whose mothers are highly educated have highest means of religious value pattern scores (153.06) followed by those whose mothers are educated up to primary level (151.43), matriculation (151.27) and illiterate (149.48) respectively, but these differences are not statistically significant.

**(b) Sex:-** The calculated value of 'F' for the main effect of sex on the political, economic, social and religious value pattern scores of students, irrespective of the level of their maternal education for df 1 and 312, came out to be 5.86, 5.29, 5.26 and 4.64 respectively, which are higher than the table value (3.86) at 0.05 level of significance. Hence, the hypothesis that, "The male and female students do not differ significantly in their political, economic, social and religious value pattern" was rejected. It may be interpreted that male students have significantly higher mean of political value pattern scores (140.17) than their female counterparts (136.00) and they have significantly higher mean of economic value pattern scores (126.73) than their female counterparts (121.74). Whereas female students have significantly higher mean of social value pattern scores (168.07) than their male counterparts (164.54) and also they have significantly higher means of religious value pattern scores (153.56) than their male counterparts (149.07).

## 2. INTERACTIONAL EFFECT (MATERNAL EDUCATION & SEX)

The obtained value of 'F' for the interactional effect of maternal education and sex on the political, economic, social and religious value pattern scores of students, for df 3 and 312, came out to be 1.04, 0.08, 0.01 and 0.73 which are below the table value (2.63) even at 0.05 level of significance. Hence, the hypothesis that, "Maternal education and sex do not interact significantly with regard to the political, economic, social and religious value pattern of students" was accepted. It may be interpreted that there are approximately the same differences in the means of political, economic, social and religious value pattern scores of students at different levels of their maternal education i.e. illiterate, primary, matriculation and higher regardless of their sex i.e. male and female.



### CONCLUSION

It can be concluded from the above analysis and discussion that the students differ significantly in their value pattern scores at different levels of their maternal education with respect to the political and social values. The students whose mothers are illiterate have significantly higher mean of political value pattern scores than those whose mothers are educated up to matriculation and higher level. The students whose mothers are educated up to primary level have significantly higher mean of political value pattern scores than those whose mothers are matriculates and educated up to higher level respectively. The students whose mothers are educated up to matriculation level have significantly higher mean of social value pattern scores than those whose mothers are educated up to primary level and higher level of education respectively. Students do not differ significantly in their economic and religious value pattern scores at different levels of their maternal education. Maternal education and sex do not interact significantly with respect to political, economic, social and religious value pattern scores of students.

Students whose mother are illiterate and educated up to primary level have significantly higher mean of political and social value pattern scores than the students whose mothers are matriculates or have education level higher than matriculation. It may be because of the fact that these mothers are mostly house wives, and are involved in agriculture. They live in an environment of coordination and their minimum needs are fulfilled as a result of their associations and inter-dependence with their neighbours. Isolation has no place in their life. So, the children of the less educated mothers usually get chance to take initiative in various situations and are more decisive and social because of such environment at their homes. Whereas the adolescents whose mothers are well educated may be getting a very rare chance to take initiative in different decisive situations. They may be influenced by the over-protective and over-supportive behaviour of their mothers. Thus, it recommended that adolescents should be given every chance to participate in social activities and decisive situations. Also, the adolescents should be provided sufficient moral and religious education so that their personalities may be developed in a balanced way.

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# APPENDIX

**TABLE-I**

Means of Political, Economic, Social & Religious Value Pattern Scores of Male and Female Students at Different Levels of their Maternal Education

S r · N o ·	Ma ter nal Ed uca tio n  Sex	Political V P Scores					Economic V P Scores					Social V P Scores					Religious V P Scores				
		Illiter ate	Pri ma ry	Matr icula tion	Hi gh er	T ot al	Illiter ate	Pri ma ry	Matr icula tion	Hi gh er	T ot al	Illiter ate	Pri ma ry	Matr icula tion	Hi gh er	T ot al	Illiter ate	Pri ma ry	Matr icula tion	Hi gh er	T ot al
1 ·	Male	142. 30	143. 62	135.67	139 .10	14 0. 17	126. 52	124. 65	127.22	128 .55	12 6. 73	165. 22	161. 77	167.95	163 .22	16 4. 54	149. 05	149. 70	149.15	148 .37	14 9. 07
2 ·	Female	139. 07	140. 67	134.45	129 .82	13 6. 00	121. 55	119. 47	120.72	125 .25	12 1. 74	168. 80	165. 17	171.17	167 .17	16 8. 07	149. 92	153. 17	153.40	157 .75	15 3. 56
3 ·	Total	140. 68	142. 14	135.06	134 .46	13 8. 08	124. 03	122. 06	123.97	126 .90	12 4. 24	167. 01	163. 47	169.56	165 .19	16 6. 30	149. 48	151. 43	151.27	153 .06	15 1. 31



**TABLE-II**  
**Summary Table of Analysis of variance**

Sr.No.	Source of Variation	df	Political V P Scores			Economic V P Scores			Social V P Scores			Religious V P Scores		
			SS	MS (V)	F-Ratio	SS	MS (V)	F-Ratio	SS	MS (V)	F-Ratio	SS	MS (V)	F-Ratio
1.	Maternal Education	3	3644.40	1214.80	5.12**	907.21	302.40	0.78	1627.32	542.44	2.85*	512.80	170.93	0.49
2.	Sex	1	1390.27	1390.27	5.86*	2035.15	2035.15	5.29*	1001.10	1001.10	5.26*	1615.49	1615.49	4.64*
3.	Interaction (Maternal EduX Sex)	3	743.07	247.69	1.04	88.99	29.66	0.08	5.78	1.93	0.01	760.40	253.47	0.73
4.	Error variance	312	73996.63	237.17		119904.78	384.31		59424.55	190.46		108594.43	348.05	
5.	Total	319	79774.37			122936.13			62058.75			111483.12		
<p align="right">* Significant at 0.05 level of significance</p> <p align="right">** Significant at 0.01 level of significance</p>														



**TABLE-III**

Pairs of Comparison, Mean Differences, Standard Error of the Difference Between Means and 't' Ratios.

S. No.	Pairs of Comparison	Maternal Education and Political Value Pattern			Maternal Education and Social Value Pattern		
		Mean Difference	Standard Error of the Difference Between Means	't' Ratio	Mean Difference	Standard Error of the Difference Between Means	't' Ratio
1.	Primary-Illiterate	1.46	2.43	0.60	3.54	2.18	1.62
2.	Illiterate-Matriculation	5.62	2.43	2.31*	2.55	2.18	1.17
3.	Illiterate-Higher	6.22	2.43	2.56*	1.82	2.18	0.87
4.	Primary-Matriculation	7.08	2.43	2.91**	6.09	2.18	2.79**
5.	Primary-Higher	7.68	2.43	3.16**	1.72	2.18	0.79
6.	Matriculation-Higher	0.60	2.43	0.24	4.37	2.18	2.00*
* Significant at 0.05 level of significance							
** Significant at 0.01 level of significance							

