

# A Study on Value Conflict in the Context of Types of Family.

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*The study is intended to understand the status of value conflicts in adolescents. The sample taken for the study is 120 ( 60 boys and 60 girls). The result revealed that students belonging to both types of family's value conflict is same and type of family do not play any role in value conflict. It also says that boys' value conflict is seen higher than girls. The reason may be that boys are more socially exposed than girls.*

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## **Introduction**

It is observed that value erosion is one of the major factors of social problems in our society. Society being dynamic in nature, social change influenced by people and people influenced by society are independent and effected by the changes. Growth and development of any society is based on its values and norms of civilization. Values are the foundation of the society and values are the pillars on which a healthy society stands. Unfortunately, the young generation is not been in maintaining the standards and their inclination towards value based life is losing and they are influenced by the external force of violence, greed and other elements. Home and school teach them values and when they expose to society their experience with society confuse them of their conduct. Hence, value conflicts do happen in their minds. To deal with this conflict they have to develop their social, emotional intelligence. It is the school

and home who can help them to deal with their conflict. The study of values and value conflict has become significant due to the confused state of children in the modern society.

It is indeed terrifying to think of the social, political and economic malaise fabricated by the contemporary man afflicting the whole human society. Social and domestic violence is growing an alarming rate. Eradication of poverty, illiteracy and disease remain mere rhetoric words and are yet to be realized in reality. The only way out of value crisis in society in general and in education in particular is value oriented education. Its importance has been duly recognized by different education commissions and committees approved by government. Way back in 1929 itself the Hartog committee felt that moral instruction could be given in common schools outside the school hours. The secondary Education commission's report in 1953 favored that

religious and moral instruction should be given in schools outside the school hours on voluntary basis. The Sri Prakasa committee on Religious and moral instruction had recommended that moral education should be imparted in all educational institutions. The education commission of 1964-66 has also strongly recommended the direct and indirect teaching social, moral and spiritual values to school children.

### **Parents Role in Value Education**

The parents must provide education, which inculcates universal and ethical values like compassion, courage, honesty, tolerance and truthfulness that will help in developing balanced individual and in creating a human society. Parents are the child's first teacher and home is the first school where a child learns his basics. The parents must role models for their children. They cannot become role models unless they practice what they preach. Hence, it is practice first and precept next.

The parents must train their children to be masters in controlling the senses but not becoming slaves to the senses. The parents must train their children to overcome ego, anger, jealousy, hatred, selfishness, unhealthy comparison, greed and pride. The thoughts in the head, the feelings in the heart and actions of the hand must correlate and this is the character. Character is power. Nothing can be more powerful than character. A strong virtuous character cannot be carved from the study of textbooks. It has to be earned only through intimate movement with society. Good acts and habits are the basis of good character and therefore character formation is continuous process from birth to death.

### **Value Conflict**

Conflict is a perceived incompatibility of action and goals that prevent, obstructs, interferes, injures. Internal or interpersonal conflict that occurs in circumstances in which personal values are at odds with those of patients colleagues or the institution. A clash or encounter between the intrinsic and extrinsic conditions regarding value applications may be termed as value conflict. Conflict as a state of being torn between competing forces or in which more than one response tendency is aroused for expression where satisfaction of one drive is accompanied by frustration of another drive. Every conflict has a definite predisposition to escalate, to become more intense and hostile. A great deal of human accomplishment comes from the productive and cumulative behavior of non conflict.

Whenever two or more incompatible goal, motives, activities or impulses are active at the same time in relation to desirable or pro-social aspect of the well being of the humanity, they can be said to be the value-conflict. Skelton, Alan (2012) explores value conflicts that people experience when teaching in higher education, considers the relationship between values and teaching. Sophia Fieke Harinek & Daan Scheepers (2011) presented two studies demonstrating the implications of having different values. In a situation where people take conflicting positions. Study-1 examined how people respond to a range of conflict issues that were framed either as referring to conflicting values or as referring to conflicting interest. Study-2 used a more immersive methodology, in which participant were led to consider either their values or interest in taking up a particular position. Results of both studies converge to demonstrate that

framing a particular conflict issue in term of value conflict and resolved the conflict by emphasizing instrument rather than value differences. Liping Fang (2002) approach to dynamic conflict analysis is presented that integrates value-focused thinking and the graph model for conflict resolution. among average number Karen A Jehn and Client Chadwick (1997) investigated value congruence and demographic dissimilarity among group members as factors which influence various types of conflict within workgroups. They also examine whether it is beneficial for members to be different or alike to agree or disagree in order to foster work visible individual demographic differences (i.e. sex, age) increase relationship conflict, while information demographic differences (i.e. education) increase task focused conflict. Value congruence of members decreased both relationship and task conflict and the specific content of the values held by members influenced performance.

**The study is intended to investigate on the following objectives:**

- To study the variation in the value conflict

between the students belonging to the joint family and nuclear family.

- To study the variation in value conflict of students with respect to gender.

**The following research questions were formed to investigate value conflict in children:**

- Is there any difference in the value conflict of the students belonging to joint family and nuclear family?
- Is there any difference in the value conflict of students with respect to gender?

**Sample**

120 students were selected as sample from the schools of Bhilai township.

**Tool**

For the present study the investigator has used Hindi version of value conflict inventory standardized by R.L. Bharadwaj, professor of D.S. College, department of psychology, Aligarh. The tool is used to measure value conflict among the male and female students.

**Results and Interpretation**

**Table 1**

Statistical differential showing the score on the value conflict between joint family & nuclear family.

SL No.	Description	No. Of Student	Mean	SD	't' Value	Level Of Significant
01.	Joint Family	60	86.18	5.89		Not
02.	Nuclear Family	60	86.36	6.27	0.16	Significant
df = 118		P > .05				

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The difference in the value conflict of students belonging to both types of families is not significant at 0.01 or 0.05 level of significance. Hence, it can be interpreted that students belonging to both types of family's value conflict is same

and type of family do not play any role in value conflict.

To test the above question, means standard deviation and 't' test were calculated from the scores which are shown in the following table.

**Table 2**

Statistical differential showing the score on the value conflict between Boys & Girls.

SL No.	Description	No. Of Student	Mean	SD	't' Value	Level Of Significant
01.	Boys	60	90.06	5.16	8.81	Significant
02.	Girls	60	82.48	4.26		
df = 118		P > .05				

The difference in value conflict with reference to gender shows significant difference with mean scores of boys 90.06 and 82.48 of girl's. The 't' value is 8.81, which shows significant difference. Boys' value conflict is seen higher than girls. The reason may be that boys are more socially exposed than girls.

**Conclusion**

From the review of the literature, we understand that motivation conflict is seen in Indian students in the study of Manfred & Claudia (2011) and conflict situation in school and past time activi-

ties also noted by them. In a study by Balakrishnan (2010) teachers of high school have given priority to social values. In a study by Bangladeshi woman (2009), the woman was shown inclination to large families. The present study also resulted in a significant difference in the value conflict of with reference to gender. This was supported by the study of Patrick and Agnes (2007) gender in a significance factor in value orientation even though the present study shows no deference in the conflict with respect to locale.

## **References**

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