

## **Chapter 4**

### **Analysis, Interpretation and Discussion of Data**

This chapter covers the analysis and interpretations on the basis of research design adopted in chapter third design. The present study evaluates the values and general wellbeing among high school students of male and female and urban and rural students. The population of research consists of all high schools of Rewari block. Out of this population, schools were selected by random sampling. The sample consists of 600 students (300 males and 300 females). The data was collected with the help of standardized questionnaire.

Appropriate statistical techniques like ANOVA, Post-hoc test, Pearson's correlation, linear regression and t-test were used as statistical techniques for quantitative analysis of the data.

**H0= There exist no significant relation in the different values among high school students.**

Table 8

*Correlation Between the Different set of Values among High School Students*

		Gender	Theoretical	Economic	Aesthetic	Social	Political	Religious
Gender	Pearson Correlation	1	.022	-.089*	.028	.042	.013	-.027
	Sig.(2-tailed)		.591	.030	.495	.307	.746	.503
	N	600	599	599	599	599	599	599
Theoretical	Pearson Correlation	.022	1	-.112**	-.767**	-.232**	.555**	-.534**
	Sig. (2-tailed)	.591		.006	.000	.000	.000	.000
	N	599	599	599	599	599	599	599
Economic	Pearson Correlation	-.089*	-.112**	1	-.107**	-.409**	-.294**	-.146**
	Sig. (2-tailed)	.030	.006		.008	.000	.000	.000
	N	599	599	599	599	599	599	599
Aesthetic	Pearson Correlation	.028	-.767**	-.107**	1	.175**	-.744**	.418**
	Sig. (2-tailed)	.495	.000	.008		.000	.000	.000
	N	599	599	599	599	599	599	599
Social	Pearson Correlation	.042	-.232**	-.409**	.175**	1	-.239**	-.038
	Sig. (2-tailed)	.307	.000	.000	.000		.000	.355
	N	599	599	599	599	599	599	599
Political	Pearson Correlation	.013	.555**	-.294**	-.744**	-.239**	1	-.420**
	Sig. (2-tailed)	.746	.000	.000	.000	.000		.000
	N	599	599	599	599	599	599	599
Religious	Pearson Correlation	-.027	-.534**	-.146**	.418**	-.038	-.420**	1
	Sig. (2-tailed)	.503	.000	.000	.000	.355	.000	
	N	599	599	599	599	599	599	599

\*\*Correlation is significant at (0.01) level. \*Correlation is significant at (0 .05) level.

## Interpretation and Discussion

Table 8 depicts the results of Pearson product-moment correlation. The results disclose that there is statistically significant and negative correlation between theoretical values and aesthetic values. This means students having high theoretical values do not have high aesthetic values and vice versa. Moreover, it also shows that there is statistically significant and negative correlation between theoretical values and economic( $r=-.112$ ), aesthetic( $r=-.767$ ), social( $r=-.232$ ) and religious( $r=-.534$ ) values of high school students at 0.01 level, which means that students having high theoretical values do not have high economic, aesthetic, social and religious values or vice versa. On the contrary, there is a statistically significant positive correlation between theoretical and political( $r=.555$ ) values of high school students at 0.01 level.

This further observes that students who have sole aim of enhancing their knowledge have low inclination towards materialistic goods, art, humanity or faith in God. On the other hand, it states that students having higher inclination in gaining knowledge have higher aptitude for leadership, administration and management.

It can be further stated that there is statistically significant and negative correlation between economic values and social( $r=-.409$ ), aesthetic( $r=-.107$ ), religious( $r=-.146$ ) and political( $r=-.249$ ) values at 0.01 level. This means that students having high economic values have less inclination towards social, aesthetic, religious and political values. This states that students who have materialistic and practical approach have less inclination towards humanity, art, religion and knowledge.

Besides, the scores also suggest that there is a positive and statistically significant correlation between aesthetic values with social ( $r= .175$ ) and religious( $r= .418$ ) values at 0.01 level. Students having high aesthetic values have high social and religious values and low political values or vice versa. This means that students

having a love for art and beauty tend to have inclination towards humanity and have faith in God, but have lower aptitude for power, leadership or management and vice versa.

On the other hand, the analysis suggests that political values among high school students have statistically significant positive correlation with theoretical( $r=.555$ ) values and statistically significant negative correlation with other sets of values that include economic( $r=-.294$ ), Social( $r=-.239$ ), aesthetic( $r=-.744$ ) and religious( $r=-.420$ ) values at 0.01 level. This means that students who have inclination towards management, administration and leadership are more inclined towards enhancing their knowledge and skills rather than materialism, humanity, creativity or religion.

Similarly, religious values have statistically significant and negative correlation with theoretical, economic and political values but statistically significant positive correlation with aesthetic values. This indicates that students who are religious and have faith in God do not have an inclination towards theory, power and material things; rather they are more likely to have an aptitude for art and beauty. Thus,  $H_0$  in this case get rejected as a significant relation in the values among high school students exists.

Similarly, Singh (2016) evaluated the value scores by getting the questionnaire "Study of value test" prepared by Dr. R. K. Ojha and Dr. Mahesh Bhargava, filled by secondary residential and non-residential students of Lucknow city. The study reveals that there was no difference in the religious value of the students while there was a difference found in theoretical, economic, aesthetic, social and political values.

Sharma (2015) conducted a research on under-grad students through which three out of six basic interests/ motives in personality: aesthetic, economic and political values- of 300 undergraduate male & female students, studying in fine arts

and business administration streams were observed. The study highlighted that students of fine-arts stream had significantly greater aesthetic value than business administration students. Furthermore, it was also noted that aesthetic values are higher in females in comparison to male students. On the contrary, economic value was greater in business administration students as compared to fine-arts students, but there was no significant difference on the basis of gender. Likewise, there was no significant difference observed in terms of political value, concerning two of the streams, but the male students had a higher political value than female students.

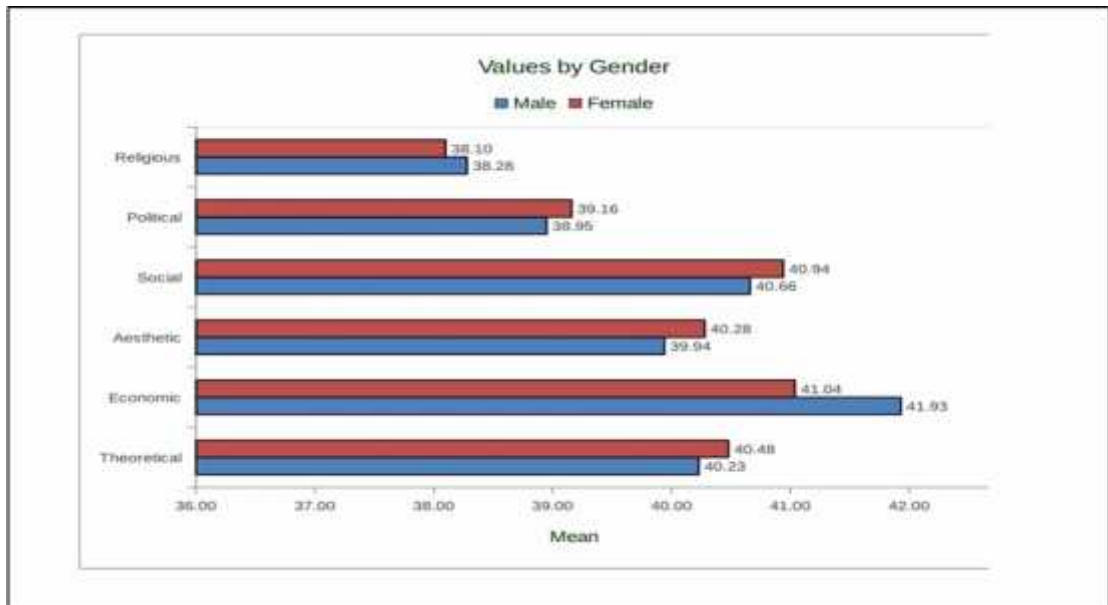
Verma and Bawane (2011) observed that the college students showed very high preferences for hedonistic and aesthetic values. While the average inclination was noticed towards family and religious prestige values, however, most students were not inclined towards health, knowledge and democratic values and least for social value.

**H0= There exists no significant difference in values between high school male and female students.**

Table 9  
*Comparison of Values Between Male and Female High School Students*

	Male	Female	t	p-value
<b>Sample Size</b>	300	300	-	-
<b>Theoretical</b>	40.23	40.48	-0.59	0.555
<b>Economic</b>	<b>41.93</b>	<b>41.04</b>	<b>2.165</b>	<b>0.0308</b>
<b>Aesthetic</b>	39.93	40.28	-0.5987	0.55
<b>Social</b>	40.65	40.94	-0.9659	0.334
<b>Political</b>	38.95	39.15	-0.4092	0.683
<b>Religious</b>	38.28	38.10	0.6977	0.486

Figure 1



*Comparison of Values Between Male and Female High School Students.*

## **Interpretation and Discussion**

Table 9 depicts that there is no statistically significant difference in the values between male female high school students. The p value for theoretical ( $p=0.555$ ), aesthetic( $p=0.55$ ), social( $p=0.334$ ), political( $p=0.683$ ) and religious( $p=0.486$ ) values at 0.05 level are not statistically significant. For all the set of values p is greater than 0.05 ( $p>0.05$ ). However, there exist statistically significant difference in the economic values ( $p=0.030$ ) of male and female students. The results shown in the table 9 indicates that significant difference is found between economic values of male and female high school students ( $p<0.05$ ) at 0.05 significance level. Thus the null hypothesis gets rejected for economic values.

Likewise, Naik (2017) observed significant difference in values of boys and girls. Boys had higher religious, democratic, aesthetic and hedonistic values than the girls. Whereas, adolescent's girls were found to have higher scores in social, economic, knowledge, power, family prestige and health value than their male peers. So the girls have higher economic values than boys.

Similarly Natasha (2013) also observed difference in values of girls and boys students. Adolescent boys gave first preference to social and political values where as adolescent girls' gave first preference to social and political values. Furthermore, the boys gave third preference to religious values and girls gave fourth preference to theoretical. Both boys and girls gave fifth preference to religious values and adolescent boys gave fourth preference to aesthetic values as compared to adolescent girls who gave sixth preference to aesthetic values.

On the contrary, Bhatia et al. (2007) studied the relation of gender on personal values in adolescents. The results of the study did not show any significant differences between male and female students on any of the values.

**H0= There exist no significant difference in values between high rural and urban high school students.**

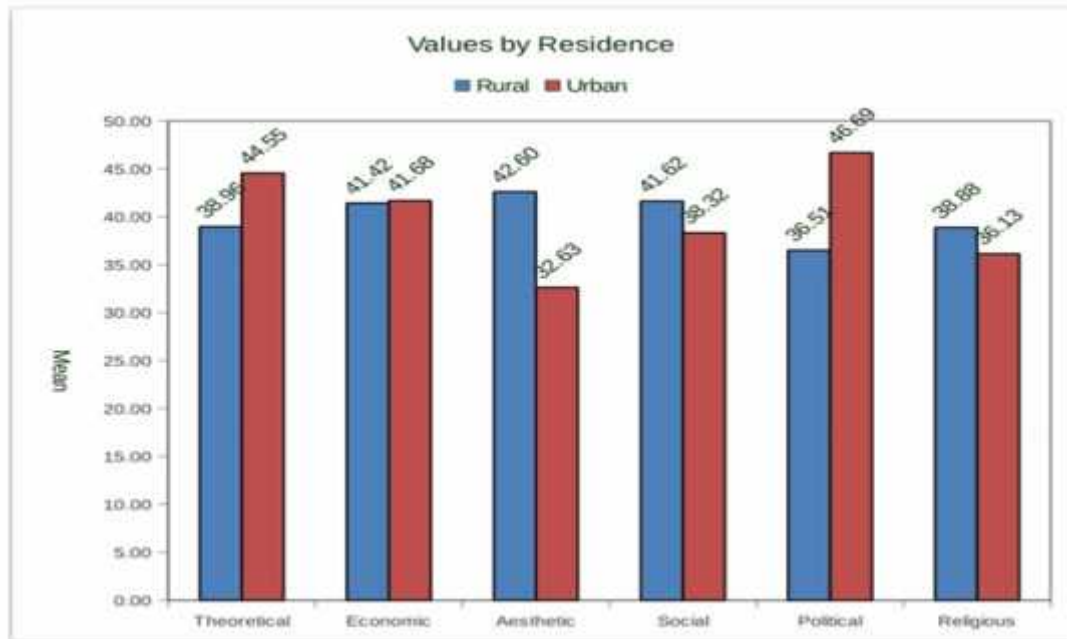
Table 10

*Comparison of Values Between Rural and Urban High School Students*

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed)
Theoretical	Equal variances assumed	4.556	.033	-13.132	598	.000
	Equal variances not assumed			-12.351	231.600	.000
Economic	Equal variances assumed	77.304	.000	-.543	598	.587
	Equal variances not assumed			-.445	193.999	.657
Aesthetic	Equal variances assumed	211.037	.000	19.114	598	.000
	Equal variances not assumed			14.231	176.770	.000
Social	Equal variances assumed	95.145	.000	10.629	598	.000
	Equal variances not assumed			8.068	179.856	.000
Political	Equal variances assumed	202.523	.000	-25.803	598	.000
	Equal variances not assumed			-18.920	174.460	.000
Religious	Equal variances assumed	.185	.667	9.731	598	.000
	Equal variances not assumed			8.600	212.415	.000

Figure 2





*Comparison of Values Between Rural and Urban High School Students.*

### **Interpretation and Discussion**

With the results of table 10 in which Independent Sample t-test is used, it can be stated that there exists statistically significant difference in the theoretical ( $p < .01$ ), aesthetic ( $p < .01$ ), social ( $p < .01$ ), political ( $p < .01$ ) and religious ( $p < .01$ ) values of high school students living in rural and urban area. For all these five values  $p$  is very small. Thus, null hypothesis gets rejected as significant difference is found at 0.01 level ( $p < .01$ ). This states that rural and urban high school students have difference in values. From the figure 2 it can be stated that theoretical ( $M = 44.55$ ) and political ( $M = 46.69$ ) values of urban high school students are higher than rural students. Mean of theoretical and political values of rural high school students is  $M = 38.96$  and  $M = 36.51$  respectively, which is lower than urban students. This shows that urban high school students have more inclination towards acquiring knowledge and aptitude for power and leadership. While social, aesthetic and religious values are higher of rural high school students than urban. This concludes that rural high school students have more faith in God, humanity and social relations and in art. The only

value set in which significant difference was not found is economic value. For economic value ( $p=0.657$ ), which is greater than  $0.05$  ( $p > 0.05$ ) at  $0.05$  level Thus, null hypothesis not get rejected for economic values as significant difference is not found at both levels. This means that both rural and urban high school students have materialistic and practical approach towards life.

Devi and Vig (2014) also observed significant difference in values among rural and urban adolescents. The study highlighted that significantly higher proportion of urban adolescents were inclined towards democratic, hedonistic and religious values, whereas rural adolescents were observed to have an inclination towards family prestige. Furthermore, urban adolescents were found to have more faith in God; they believed in individuality and were against any kind of discrimination on the basis of family, caste, race and sex status. Likewise, a study conducted by Natasha (2013) titled - a comparative study of value pattern among adolescent in which 250 students of 10+1 class from schools Kathu & Samba of Jammu, the adjoining rural areas were surveyed, revealed that there is a significant difference in the value pattern of adolescent of rural & urban area. The study observes that on the basis of means on six values of adolescents it was concluded that adolescents have different value patterns. However, the difference in means was found to be minor. The reason may be that the adolescents are conscious of all these values. Moreover, all the values are ultimately inter-related with each other and thus, no value can be ignored.

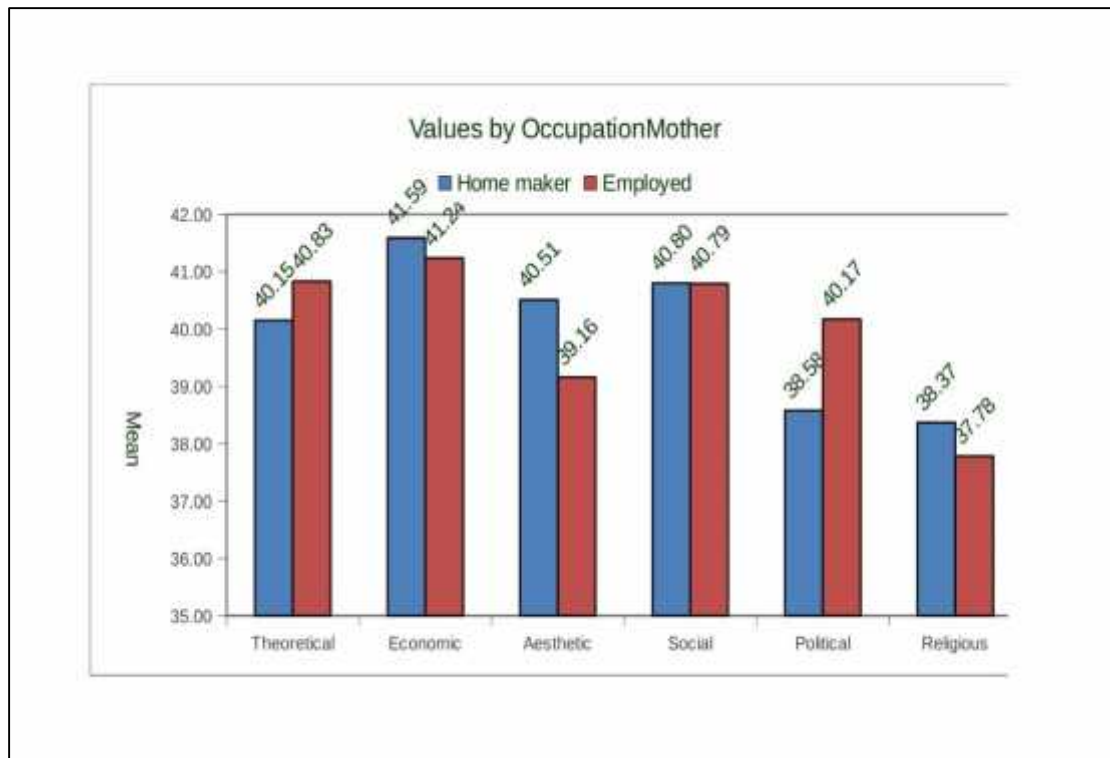
On the contrary of present study Yadav (1999) observed that urban and rural science students had no significant difference in ideological, economic and religious values but the students had significant difference in social, political and aesthetic values.

**H0= There exist no significant difference in values between high school students of employed and home maker mothers.**

Table 11  
*Comparison of Values Between High School Students of Employed and Home Maker Mothers.*

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed)
Theoretical	Equal variances assumed	.003	.959	-1.495	598	.135
	Equal variances not assumed			-1.465	323.500	.144
Economic	Equal variances assumed	3.549	.060	.772	598	.441
	Equal variances not assumed			.744	312.451	.458
Aesthetic	Equal variances assumed	2.240	.135	2.170	598	.030
	Equal variances not assumed			2.101	315.304	.036
Social	Equal variances assumed	2.245	.135	.017	598	.986
	Equal variances not assumed			.017	313.308	.987
Political	Equal variances assumed	6.570	.011	-2.965	598	.003
	Equal variances not assumed			-2.838	307.738	.005
Religious	Equal variances assumed	.007	.933	2.041	598	.042
	Equal variances not assumed			2.002	324.551	.046

Figure 3



Comparison of Values Between High School Students of Employed and Home Maker Mothers

### Interpretation and Discussion

The table 11 above states that there is statistically significant difference in the aesthetic ( $p=.030$ ), political ( $p=.005$ ) and religious ( $p=.042$ ) values of high school students with respect to the working and home maker mothers. As the value of  $p$  for all the three values is less than  $0.05(p<0.05)$ , so there exist a statistically significant difference in the above three value. Thus the null hypothesis gets rejected for aesthetic, political and religious values.

Figure 3 interprets that economic, aesthetic and religious values of high school students of homemaker mothers are higher than working mothers. This means children of homemaker mothers have more materialistic approach, and inclination towards art and religion in comparison to working mothers' high school students. On the other hand theoretical and political values of high school students of working

mothers are higher than students of homemaker mothers. This means children of working mothers are more inclined towards acquiring knowledge and power than children of homemaker mothers.

However there is no statistically significant difference in the economic ( $p=.441$ ), theoretical ( $p=.135$ ) and social ( $p=.986$ ) values among the high school students of working and home maker mothers. As the value of  $p$  for all the three values is greater than  $0.05$  ( $p>0.05$ ). Thus the null hypothesis cannot get rejected for economic, theoretical and social values.

Likewise, Rosa and Preethi (2012) identified significant difference in emotional maturity of children of working and non-working mothers. Children of working mothers possess higher emotional maturity than children of non-working mothers; however, they are more indisposed to stress and strain.

Differently from present study Kumar (2010) observed significant difference in the theoretical, economic and social values of students of working and non-working mothers. The theoretical value of students of working mothers was higher than that of students of non-working mothers while economic and social value of students of non-working mothers was higher than that of students of working mothers. On the other hand, aesthetic, political and religious values of students had no significant difference in reference to the mother's occupation. In line with this, Aizer (2004) has found that in the absence of the adult supervision, children are more engaged in anti-social or potentially dangerous activities.

**H0= There exist no significant difference in values among high school students of government employed, self-employed, private employed and unemployed fathers.**

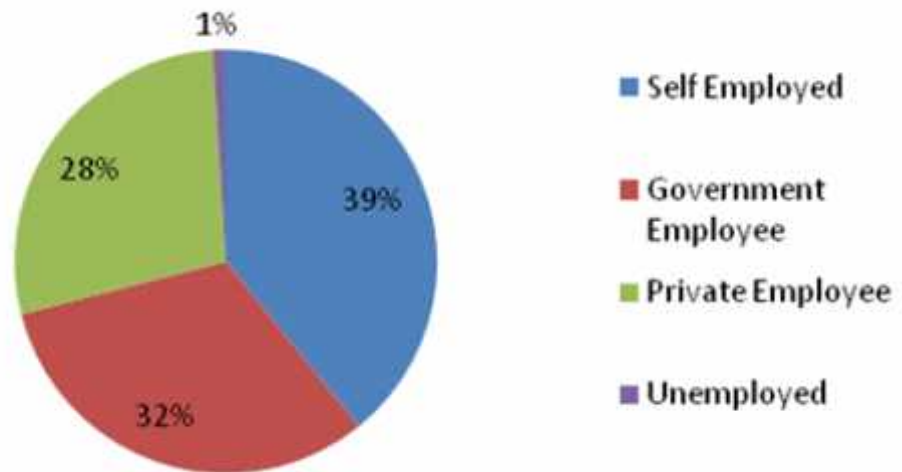
Table 12

*Comparison of Values among High School Students of Government Employed, Self-Employed, Private Employed and Unemployed Fathers (Descriptives Table)*

		N	Mean	Std. Deviation	Std. Error
Theoretical	Self Employed	235	40.60	5.417	.353
	Government Employee	191	39.83	4.544	.329
	Private Employee	168	40.64	5.284	.408
	Unemployed	6	39.83	5.529	2.257
	Total	600	40.36	5.118	.209
Economic	Self Employed	235	41.97	5.196	.339
	Government Employee	191	40.90	5.091	.368
	Private Employee	168	41.38	4.726	.365
	Unemployed	6	44.33	2.338	.955
	Total	600	41.49	5.032	.205
Aesthetic	Self Employed	235	39.30	7.700	.502
	Government Employee	191	41.18	6.136	.444
	Private Employee	168	39.91	6.895	.532
	Unemployed	6	43.00	4.940	2.017
	Total	600	40.11	7.020	.287
Social	Self Employed	235	40.47	3.614	.236
	Government Employee	191	41.43	3.410	.247
	Private Employee	168	40.58	3.723	.287

	Unemployed	6	39.50	2.429	.992
	Total	600	40.80	3.592	.147
Political	Self Employed	235	39.76	6.652	.434
	Government Employee	191	38.26	5.314	.384
	Private Employee	168	39.09	6.050	.467
	Unemployed	6	36.00	2.191	.894
	Total	600	39.06	6.081	.248
	Religious	Self Employed	235	37.89	3.329
	Government Employee	191	38.40	2.998	.217
	Private Employee	168	38.41	3.300	.255
	Unemployed	6	37.33	2.733	1.116
	Total	600	38.19	3.217	.131

Figure 4



*Description of Father's Occupation*

## **Interpretation and Discussion**

From figure 4 it is established that 39% fathers of the sample of high school students are self employed, 32% are government employed, 28% are private employed and only 1% are unemployed.

The descriptive table 12 shows the difference in means of all four groups. It is observed from the descriptive table 12 that mean of theoretical values for high school students of self employed and private employed fathers is higher in comparison to students of government employed and unemployed fathers where as mean of aesthetic values is lower than the govt. employed and unemployed fathers. Economic value is highest and religious value is lowest of students belong to all four groups in comparison to all other set of values. This explains that the high school students of self employed and private employed fathers have more inclination towards acquiring of knowledge and less towards art than students of government employed and unemployed fathers. Moreover students belong to all four groups are more inclined towards materialistic goods and have practical approach and less faith in religion and devotion to God.



Table 13

*Comparison of Values among High School Students of Government Employed, Self-Employed, Private Employed and Unemployed Fathers (ANOVA Table)*

<b>ANOVA Table</b>						
		Sum of Squares	Df	Mean Square	F	Sig.
Theoretical	Between Groups	82.290	3	27.430	1.048	.371
	Within Groups	15605.383	596	26.184		
	Total	15687.673	599			
Economic	Between Groups	171.284	3	57.095	2.269	.079
	Within Groups	14998.610	596	25.165		
	Total	15169.893	599			
Aesthetic	Between Groups	430.162	3	143.387	2.938	.033
	Within Groups	29089.796	596	48.808		
	Total	29519.958	599			
Social	Between Groups	120.602	3	40.201	3.148	.025
	Within Groups	7609.996	596	12.768		
	Total	7730.598	599			
Political	Between Groups	293.920	3	97.973	2.672	.047
	Within Groups	21855.265	596	36.670		
	Total	22149.185	599			
Religious	Between Groups	42.082	3	14.027	1.358	.255
	Within Groups	6156.877	596	10.330		
	Total	6198.958	599			

## **Interpretation and Discussion**

The t-test is useful to study the significant difference between two groups. If the mean differences of more than two groups are needed to be studied in that case One-way ANOVA is an appropriate technique. In the present study, to determine whether there are any statistically significant differences exist between the means of four independent (unrelated) groups by occupation of the fathers (self employed/ unemployed/ government employee/ private employee) in relation to values One-way ANOVA is used.

The ANOVA table 13 illustrates that there is a significant difference between groups regarding aesthetic ( $p=0.033$ ) and social ( $p=0.025$ ) values as the value of  $p$  is below 0.05 ( $p<0.05$ ). Therefore, there is a statistically significant difference exists at 0.05 level, in aesthetic and social values of high school students regarding to different occupations of their fathers.

Table 14

*Comparison of Values among High School Students of Government Employed, Self-Employed, Private Employed and Unemployed Fathers (Multiple Comparisons Table)*

Dependent Variable	(I) Occupation Father	(J) Occupation Father	Mean Difference (I-J)	Std. Error	Sig.
Theoretical	Self Employed	Government Employee	.773	.499	.408
		Private Employee	-.037	.517	1.000
		Unemployed	.767	2.116	.984
	Government Employee	Self Employed	-.773	.499	.408
		Private Employee	-.810	.541	.441
		Unemployed	-.006	2.122	1.000
	Private Employee	Self Employed	.037	.517	1.000
		Government Employee	.810	.541	.441
		Unemployed	.804	2.126	.982
	Unemployed	Self Employed	-.767	2.116	.984
		Government Employee	.006	2.122	1.000
		Private Employee	-.804	2.126	.982
Economic	Self Employed	Government Employee	1.070	.489	.128
		Private Employee	.595	.507	.643
		Unemployed	-2.363	2.074	.665
	Government	Self Employed	-1.070	.489	.128

	Employee	Private Employee	-.474	.531	.808
		Unemployed	-3.433	2.080	.351
	Private Employee	Self Employed	-.595	.507	.643
		Government Employee	.474	.531	.808
		Unemployed	-2.958	2.084	.488
	Unemployed	Self Employed	2.363	2.074	.665
		Government Employee	3.433	2.080	.351
		Private Employee	2.958	2.084	.488
Aesthetic	Self Employed	Government Employee	-1.881 <sup>*</sup>	.681	.030
		Private Employee	-.609	.706	.824
		Unemployed	-3.698	2.888	.576
	Government Employee	Self Employed	1.881 <sup>*</sup>	.681	.030
		Private Employee	1.273	.739	.313
		Unemployed	-1.817	2.897	.923
	Private Employee	Self Employed	.609	.706	.824
		Government Employee	-1.273	.739	.313
		Unemployed	-3.089	2.903	.711
	Unemployed	Self Employed	3.698	2.888	.576

		Government Employee	1.817	2.897	.923
		Private Employee	3.089	2.903	.711
Social	Self Employed	Government Employee	-.962*	.348	.030
		Private Employee	-.105	.361	.991
		Unemployed	.972	1.477	.913
	Government Employee	Self Employed	.962*	.348	.030
		Private Employee	.857	.378	.107
		Unemployed	1.935	1.482	.560
	Private Employee	Self Employed	.105	.361	.991
		Government Employee	-.857	.378	.107
		Unemployed	1.077	1.485	.887
	Unemployed	Self Employed	-.972	1.477	.913
		Government Employee	-1.935	1.482	.560
		Private Employee	-1.077	1.485	.887
Political	Self Employed	Government Employee	1.501	.590	.054
		Private Employee	.668	.612	.695
		Unemployed	3.757	2.504	.438
	Government Employee	Self Employed	-1.501	.590	.054
		Private Employee	-.833	.641	.563

		Unemployed	2.257	2.511	.805
	Private Employee	Self Employed	-.668	.612	.695
		Government Employee	.833	.641	.563
		Unemployed	3.089	2.516	.609
	Unemployed	Self Employed	-3.757	2.504	.438
		Government Employee	-2.257	2.511	.805
		Private Employee	-3.089	2.516	.609
Religious	Self Employed	Government Employee	-.509	.313	.366
		Private Employee	-.521	.325	.376
		Unemployed	.556	1.329	.975
	Government Employee	Self Employed	.509	.313	.366
		Private Employee	-.013	.340	1.000
		Unemployed	1.065	1.333	.855
	Private Employee	Self Employed	.521	.325	.376
		Government Employee	.013	.340	1.000
		Unemployed	1.077	1.335	.851
	Unemployed	Self Employed	-.556	1.329	.975
		Government Employee	-1.065	1.333	.855
		Private Employee	-1.077	1.335	.851

\*Mean difference is significant at (0 .05) level.

### Interpretation and Discussion

The ANOVA table 13 illustrates the significant difference between groups regarding aesthetic and social values as a whole. The Multiple Comparisons table 14 which contain the results of the Tukey post hoc test, further states the honest significant difference in the four groups. It shows which groups differed from each other. There exists a statistically significant difference between groups regarding aesthetic ( $p=0.033$ ) and social ( $p=0.025$ ) values as determined by one-way ANOVA. Tukey post hoc test revealed that difference in aesthetic values is statistically significant between high school students of self employed ( $39.30 \pm 7.70, p = 0.033$ ) and government employed ( $41.18 \pm 6.136, p = 0.033$ ) fathers.

Furthermore, the analysis also states that there is a statistically significant difference in social values of the students whose fathers are self employed ( $40.47 \pm 3.614, p = 0.025$ ) and government employed ( $41.43 \pm 3.410, p = 0.025$ ). Thus, the null hypothesis is rejected as there is statistically significant difference in values among high school students of government employed and self-employed fathers.

On the contrary of this finding of the study, Velmurugan and Balakrishnan (2014) observe that higher secondary students give first preference to political values and least preference to theoretical values, but there is no significant difference between the higher secondary students with regard to varied parental occupation and with regard to diversified parental income in their value preferences.

The finding of present study can be supported by Akinsanya, et al. (2011) and Pfiffner et al. (2001). Akinsanya, et al. (2011) observes that the intellectual development of children could be significantly impacted if they endeavor to follow the career paths of their parents. In such a scenario, occupation of both mother and father directly affects the aspirations of the child. Pfiffner et al. (2001) studied the relation between father absence and familial antisocial characteristics. The study observed that families where the father lives at home presented less antisocial

symptoms on the part of the mother, father and child than families with no or absent father. They concluded that antisocial behavior, by any member of the family, including the child was more likely to happen if the father was absent or non-participatory. Akinsanya, et al. (2011) further show that unskilled occupations engaged in by parents seem to reduce down the contact hours parents have with their children. This in turn may affect the development of these children. Thus, it can be mentioned that occupation of the father may impact the value inculcation indirectly, depending upon their location and timing of the work.



**H0= There exist no significant difference in general wellbeing between male and female high school students.**

Table 15

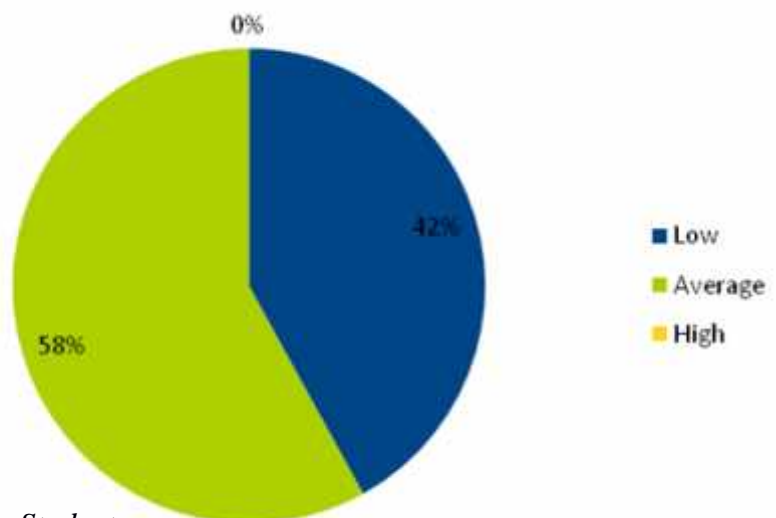
*Comparison of General Wellbeing Between Male and Female High School Students*

*(Descriptives Table)*

Gender Male	GeneralWB			
	Total	Low GWB	Average GWB	High GWB
Sample Size	300	125	175	0
	%	42	58	0

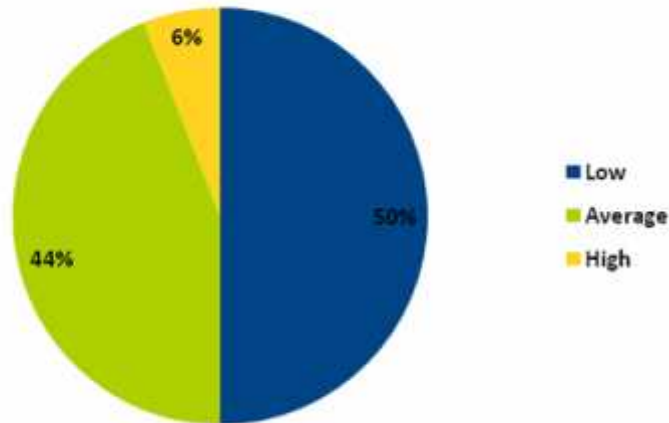
Gender Female	GeneralWB			
	Total	Low GWB	Average GWB	High GWB
Sample Size	300	149	133	18
	%	50	44	6

Figure 5



*General Wellbeing of Male Students*

Figure 6



*General Wellbeing of Female Students*

### **Interpretation and Discussion**

With the above table 15 and figure 5 & 6, it can be demonstrated that 42% male and 50% female high school students fall into low general wellbeing category, scoring lower than 167 and 176, respectively. According to the manual of general wellbeing, low general wellbeing for males means scores range below 167 and for females it means score range below 176. Which means that male's general wellbeing is lesser than females' in low general wellbeing category, whereas it is the other way round in terms of average wellbeing category. 58% male and 44% female high school students have average general wellbeing with scores between 168-230 and 177-225 respectively (according to general wellbeing manual). However, only 6% of the female and no male high school students have high general wellbeing. According to the manual of general wellbeing high general wellbeing for males means scores range between 231-275 and for females it means score range between 226-275. The data depicts that female high school students have lower general wellbeing compare to male and interestingly few show higher general well being as well. However most of the male high school students show average wellbeing.

On the contrary Kantariya (2017) highlighted that there is no significant gender difference in psychological well-being among male and female post-graduate students. Similar to present study, Akhter (2015) observed significant gender

differences in the levels on psychological wellbeing, implying that male and female students of class 10<sup>th</sup> have difference in psychological wellbeing. While Sood and Gupta (2012) contradicts the present study finding and identified that although age has an impact on the wellbeing of students, but gender has no influence on their subjective wellbeing.

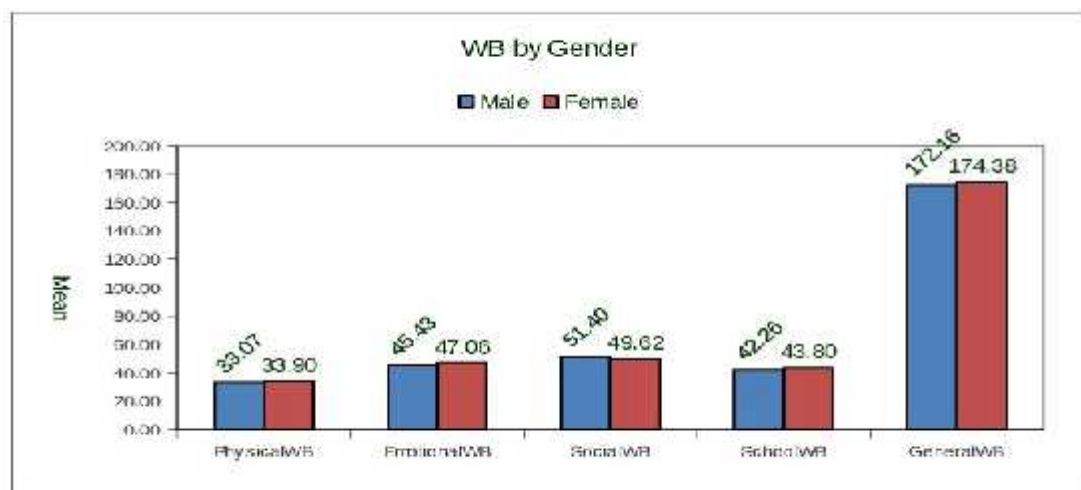
To statistically compare the difference in general wellbeing for male and female high school students Mann-Whitney U test was administered.

Table 16

*Comparison of General Wellbeing Between Male and Female High School Students.*

	GeneralWB
Mann-Whitney U	43176.000
Wilcoxon W	88326.000
Z	-.860
Asymp. Sig. (2-tailed)	.390

*Figure7*



*Comparison of General Wellbeing Between Male and Female High School Students*

### **Interpretation and Discussion**

Although, no male student and only 6% females have high general wellbeing as disclosed by table 15. The results of Mann-Whitney U test in table 16 suggests that there is no statistically significant difference in the general wellbeing of male and female high school students as the value of p is 0.39 ( $p=0.39$ ) which is greater than 0.05 ( $p>0.05$ ). Thus, there exists no statistically significant difference in general wellbeing of male and female high school students. The null hypothesis in this case not gets rejected. Figure 7 shows the comparison of general wellbeing for male and female high school students. The figure clearly depicts that there exist very little difference in all the four dimensions (physical wellbeing, emotional wellbeing, social wellbeing and school wellbeing) of wellbeing and total general wellbeing. Although physical ( $M=33.90$ ), emotional ( $M=47.06$ ), school ( $M=43.80$ ) wellbeing and general wellbeing ( $M=174.38$ ) of female high school students is higher than their counterparts. Only the social wellbeing of male high school students is higher than female high school students.

The finding of the present study can be supported by the study of Parida (2014). On the other hand Akhter (2015), Kohli and Malik (2013) contradicts the findings of the study. Akhter (2015) states significant gender differences in the levels on psychological wellbeing, implying that male and female students have difference in psychological well-being. On the other hand, Parida (2014) observed that there is no influence of gender on adolescent wellbeing.

This finding of the study can be contradicted by the study of Kohli and Malik (2013). The study observed that male adolescents belonging to rural area had significantly higher level of wellbeing as compared to females of rural area. Roothman, Kirsten and Wissing (2003) evaluated the participants on 13 scales that measured psychological wellbeing in affective, physical, cognitive, spiritual, self and

social aspects. It was found that statistically significant gender differences with small to medium practical effects were present. Men scored higher on physical self-concept, automatic thoughts (positive), constructive thinking, cognitive flexibility, total self-concept, and fortitude. On the other hand, women scored higher on the expression of affect, somatic symptoms, and religious well-being. Furthermore, no significant gender differences were found on sense of coherence, satisfaction with life, affect balance, emotional intelligence, self-efficacy, and the social components of self-concept and of fortitude. The results are in line with gender stereotypes and traditional socialization practices and possibly reflect the impact of longstanding social inequity between men and women.

**H0= There exist no significant effect of residence (rural and urban) on general wellbeing of high school students.**

Table 17

*Effect of Residence (Rural and Urban) on General Wellbeing of High School Students on General Wellbeing (Model Summary Table)*

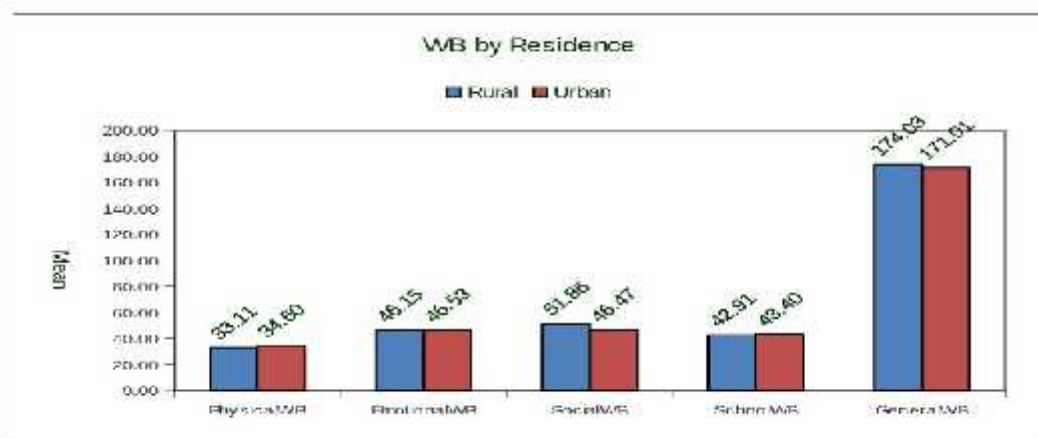
Model Summary Table				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.047 <sup>a</sup>	.002	.001	27.964

Table 18

*Effect of Residence (Rural and Urban) on General Wellbeing of High School Students on General Wellbeing (ANNOVA Table)*

ANOVA Table General Wellbeing and Residence of Students						
Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	1026.045	1	1026.045	1.312	.252 <sup>b</sup>
	Residual	467630.673	598	781.991		
	Total	468656.718	599			

Figure 8



*General Wellbeing of Rural and Urban High school Students*

## Interpretation and Discussion

The above model summary table 17 has reflected the value of  $R$  and  $R$  square. The  $R$  value represents the simple correlation and it is  $R= 0.047$ , that means very low correlation between gender and general wellbeing. The  $R^2$  value indicates how much of the total variation in the dependent variable, can be explained by the independent variable. In this case,  $R^2=0.2\%$ , which is very low. This means only 0.2% of the total variation in the general wellbeing(dependent variable) of high school students can be explained by variation in residence (independent variable).

The ANOVA table 18 indicates that the regression model cannot predict the general wellbeing (dependent variable) significantly well. As the  $p$  value is not significant, it is 0.25 ( $p=0.25$ ), which is greater than 0.05 ( $p>0.05$ ) and indicates that overall the regression model cannot statistically significantly predicts the outcome variable. Thus, the null hypothesis not get rejected as the residence of high school students cannot statistically significantly predicts the general wellbeing of high school students. This finding of the study can be supported by the finding of the study conducted by Kohli and Malik (2013).

Figure 8 shows the comparison of general wellbeing for rural and urban high school students. The figure clearly depicts that there exist very little difference in all the four dimensions (physical wellbeing, emotional wellbeing, social wellbeing and school wellbeing) of wellbeing and total general wellbeing. However the mean of overall general wellbeing of rural high school students ( $M=174.03$ ) is higher than urban high school students ( $M=171.01$ )

The study by Yeresyan and Lohaus (2014) contradicts the finding of the present study. The study observed the stress experiences and psychological well-being of 1850 adolescent students from rural and urban areas of Turkey and Germany. The

research highlighted that adolescent who lives in rural parts experience more stress than their urban counterparts of both countries. In addition to this, adolescents in rural regions report lower wellbeing than adolescents in urban regions. Likewise, Kohli and Malik (2013) observed that adolescents of urban area had significantly higher academic anxiety than the adolescents of rural area, but it does not affect their general wellbeing as no significant difference was found between two groups in general well being and its dimensions.



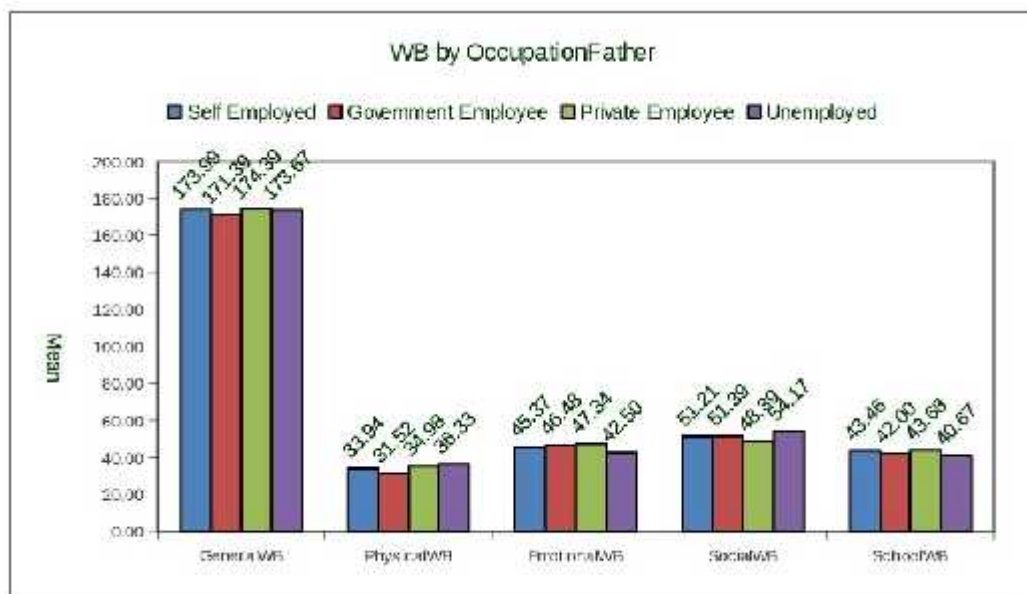
**H0= There exist no significant difference in general wellbeing among high school students of government employed, self-employed, private employed and unemployed fathers.**

Table 19

*Comparison of General Wellbeing among High School Students in Relation to Father Occupation*

General wellbeing	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1006.001	3	335.334	.427	.733
Within Groups	467650.717	596	784.649		
Total	468656.718	599			

Figure9



*Comparison of General Wellbeing among High School Students in Relation to father occupation*

## **Interpretation and Discussion**

With the p value more than 0.05 ( $p > 0.05$ ) the table 19 states that there exists no statistically significant difference in the general wellbeing of high school students of government employed, self-employed, private employed and unemployed fathers. This means that the occupation of the father cannot affect the general wellbeing of the children. Hence, the null hypothesis in this case not gets rejected. Figure 9 shows the comparison of means of different dimensions of wellbeing in relation to father occupation. The figure clearly shows that there is very little difference in all the four dimensions of wellbeing and in overall general wellbeing of high school students with respect to the occupation of father. However, the general wellbeing of high school students of private employed father is highest ( $M=174.39$ ) and for students of government employed father is lowest ( $M=171.39$ ). For self-employed and unemployed it is 173.99 and 173.67 respectively, which is approximately same.

Rothstein (2004) contradicts this finding of the study. Rothstein considered three levels of parent's occupation - the unemployed, self-employed and civil/public servant and concluded that parents of different occupational classes tend to possess different styles of child upbringing.

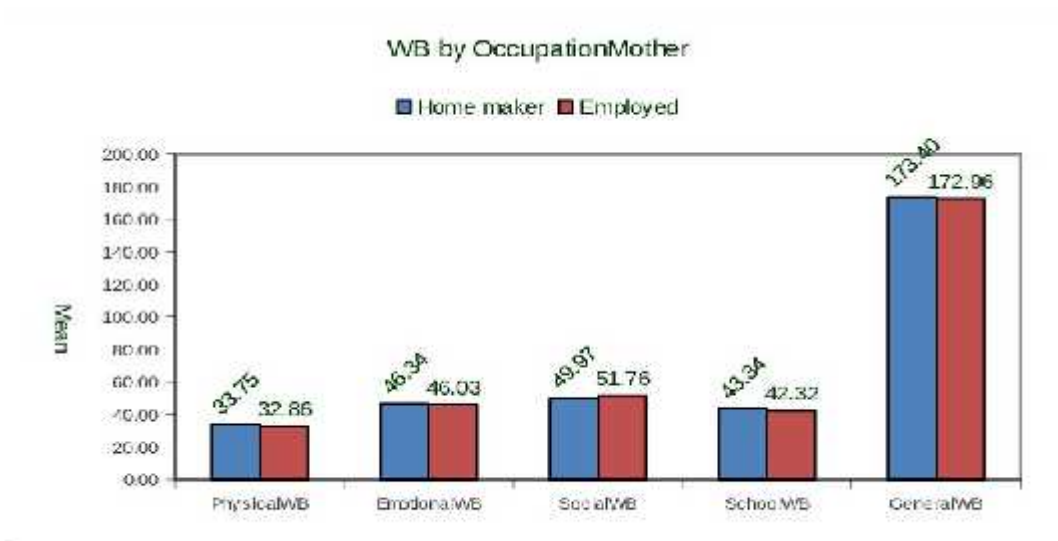
**H0=There exist no significant difference in general wellbeing of high school students of employed and home maker mothers.**

Table 20

*Comparison of General Wellbeing of High School Students of Employed and Home Maker Mothers*

	Home-maker	Employed	t	p-value
<b>Sample Size</b>	420	180	-	-
<b>PhysicalWB</b>	33.75	32.85	0.8084	0.419
<b>EmotionalWB</b>	46.34	46.02	0.2066	0.8366
<b>SocialWB</b>	49.97	51.76	-0.8605	0.39
<b>SchoolWB</b>	43.33	42.31	0.6453	0.519
<b>General WB</b>	173.4	172.9	0.1779	0.859

Figure 10



*Comparison of General Wellbeing of High School Students of Employed and Home Maker Mothers*

## **Interpretation and Discussion**

With the analysis of table 20, it can be inferred that the occupation of mother cannot affect the general wellbeing of the high school students as the value of p is not statistically significant in any category of general wellbeing. The value of p is higher than 0.05 ( $p > 0.05$ ) for all the four dimensions of general wellbeing. Thus the null hypothesis not gets rejected and there exist no significant difference in the general wellbeing of high school students in relation to mother working status. However, from figure 10 depicts that the mean of general wellbeing of high school students of homemaker mothers ( $M=173.40$ ) is little higher in comparison to employed mothers ( $M=172.96$ ). Only the social wellbeing of high school students of employed mothers is higher ( $M=51.76$ ) than home maker mothers ( $M=49.97$ ), rest of the dimensions of general wellbeing have lower mean for high school students of employed mothers than home maker mothers.

Lucas-Thompson, Goldberg and Prause (2010) contradict the finding of present study. The study was a meta-analysis of 69 research studies spanning five decades. The study revealed that early maternal employment was found to be associated with beneficial child outcomes. In those families, children of working mothers showed higher levels of achievement and lower levels of anxiety and depression. However, the families which were not at financial risk the early maternal employment was associated with later risk for child behavioral difficulties.

The finding of present study is supported by Ashar (2017) and Doornik and Dronkers (1999). Studies completed by University of Texas (2005) and American Psychological Association (1999) attempting to 'find the impact of working mothers on children' and did not observe any developmental problems in children whose mothers worked outside the home (Ashar, 2017). Doornik and Dronkers (1999)

conducted research on around 25,000 pupils and observed that the wellbeing of the children is not dependent on the occupation of the mother and the number of hours the mother works. However, there are certain combinations of occupation and working hours, which cause small but yet significant negative effects on the wellbeing of children. Thus, they suggested that instead of focusing on the false dilemma of working or non-working, the nature of mothers' occupation, in combination with the number of working hours should be questioned.

**H0= There exists no significant relation between values and wellbeing among high school students.**

Table 21

*Correlation Between Values and General Wellbeing among High School Students*

		Correlations						
		Theoretical	Economic	Aesthetic	Social	Political	Religious	General WB
Theoretical	Pearson Correlation	1	-.111**	-.767**	-.234**	.557**	-.535**	-.034
	Sig. (2-tailed)		.007	.000	.000	.000	.000	.409
	N	600	600	600	600	600	600	600
Economic	Pearson Correlation	-.111**	1	-.108**	-.409**	-.291**	-.146**	-.045
	Sig. (2-tailed)	.007		.008	.000	.000	.000	.276
	N	600	600	600	600	600	600	600
Aesthetic	Pearson Correlation	-.767**	-.108**	1	.178**	-.746**	.419**	.068
	Sig. (2-tailed)	.000	.008		.000	.000	.000	.095
	N	600	600	600	600	600	600	600
Social	Pearson Correlation	-.234**	-.409**	.178**	1	-.242**	-.036	.005
	Sig. (2-tailed)	.000	.000	.000		.000	.376	.906
	N	600	600	600	600	600	600	600
Political	Pearson Correlation	.557**	-.291**	-.746**	-.242**	1	-.420**	-.025
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.547
	N	600	600	600	600	600	600	600
Religious	Pearson Correlation	-.535**	-.146**	.419**	-.036	-.420**	1	.016
	Sig. (2-tailed)	.000	.000	.000	.376	.000		.694
	N	600	600	600	600	600	600	600
GeneralWB	Pearson Correlation	-.034	-.045	.068	.005	-.025	.016	1
	Sig. (2-tailed)	.409	.276	.095	.906	.547	.694	
	N	600	600	600	600	600	600	600

**Interpretation and Discussion**

The table 21 reflects that no p value related to correlation of values and general wellbeing is significant as p is more than 0.05 ( $p > 0.05$ ) so there is neither positive nor negative statistically significant correlation between any value set and general wellbeing of high school students. Thus, the null hypothesis not get rejected in this case and there exist no significant correlation in values and general wellbeing of high school students. This means values and wellbeing are independent from each other and cannot effected by each other. This finding of present study is supported by Jarden (2010).Where as Chantara, Koul&Kaewkuekool (2014) contradict the finding of present study.

Chantara, Koul&Kaewkuekool (2014) investigated the relationship between lifestyle values (materialism, religiosity, physical well-being and image) and achievement goal orientation of college students enrolled in vocational programs in Thailand. The study indicated associations between various lifestyle values and achievement goal orientation. Jarden (2010) conducted a research to identify the potential importance of values in relation to mood and wellbeing. The research suggested that importance of values as a whole was not associated with subjective wellbeing. However, being satisfied, knowing values, and living in alignment with values were seen to be related to greater subjective wellbeing. Kasser and Ahuvia (2002) studied whether the focus on materialistic values are associated with lower well-being. It was observed that those students who had strongly internalized materialistic values reported lower self-actualization, vitality and happiness and increased anxiety.