



A Conceptual Construct for Values

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Abstract

Values constitute the foundational bedrock upon which the principles of National Education Policy (NEP) 2020 and Sustainable Development Goal (SDG)4 are constructed. Values shape both societies and individuals, track their evolution over time, and explain the motivational foundations of attitudes and behaviour. Positive Psychology underscores the significance of values in enhancing the comprehensive development of young adults. Values can evolve, based on experiences, environmental changes, and personal growth. This study aimed to assess the values of individuals aged 18-29 years. A pilot study was conducted using the Life Values Inventory which did not meet the criteria of reliability and validity. It was concluded that the concept of values is context-specific, and there is a need to develop a framework for precise measurement within the Indian context. Hence, an attempt was made to construct a conceptual framework for the assessment of values in young adults aged 18-29 years in the Indian context



to ensure its accuracy and relevance A rigorous, widely recognized scale development process was followed, considering various dimensions of values within the Indian context to provide an accurate reflection of the underlying construct. A values scale with 17 items with five factors was developed, achieving a good model fit with acceptable construct reliability and validity. Given the subjective nature of values, it is crucial to measure them accurately to evaluate the impact of initiatives designed to influence them effectively. This study indicates that our educational system is not adequately equipped to support Indian youth in navigating their challenges. This is evidenced by the data analysis, which shows no statistically significant difference in values between the 18-year-old and 29-year-old cohorts. This tool can be effectively utilized to assess the role of values in Indian youth, supporting their development and supporting policy decisions.

Keywords: NEP 2020, SDG 4, positive psychology, values, Indian youth, values scale

Introduction

Values are deeply held beliefs and principles that serve as a compass directing an individual's behaviour and decisions shaping how one navigates the world around them. Values can evolve, based on experiences, environmental changes, and personal growth. The core beliefs and principles influence the way people act and respond to different situations. They are the motivational forces that shape one's decisions and define what one finds important in life. Culture, traditions and societal connectedness influence the preferred values. The choices underpin the foundation of a nation, which can either adopt an individualistic attitude or embrace a collectivist approach, characteristic of the Indian mindset.

In India, linguistic, ethnic, and regional factors influence the endurance of subnational entities. This highlights the significance of values in shaping societies and individuals and explains the motivation behind the attitudes and behaviour of young individuals in the Indian context.

The National Education Policy (NEP) 2020 of India places a strong emphasis on values and ethics as foundational elements of education. It focuses on embedding values within the education system to cultivate engaged, productive, and contributing citizens. SDG 4 aligns with



the value of inclusivity and ensures social cohesion ensuring sustainable development. Values and cultural contexts foster a sense of identity and belonging among individuals. It can serve as an effective tool to empower youth, aiding them in navigating challenges and fostering their holistic development.

Review Of Literature

According to Rokeach (1973), values are 'an enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to its opposite or converse'. The distinction between terminal and instrumental values represents the difference between ends and means of attaining them. The total possible universe of human values is larger, but each individual holds a subset of these values.

Kluckhohn (1951) indicates values as justification of desires accounting for the uniqueness of various cultures (Spates, 1983). According to Hopkins (1953), Values are tendencies to action or directions in action. Cieciuch and Schwartz (2017) refer values to as what people find important in their lives.

According to England, (1967), values are a composition of a permanent structure that guides and shapes the individual's actions and disposition (Carlson et al., 2014). Schwartz (1992) defined fundamental values as trans-situational goals, varying in importance, that serve as guiding principles for persons or groups. As motivational constructs, values are expected to influence behaviour (Bardi and Schwartz, 2003; Roccas and Sagiv, 2010, 2017; Cieciuch, 2017). Values are beliefs, representing desirable, abstract goals that motivate behaviour by serving as standards according to which people behave and evaluate actions, other people, and events (Schwartz, 1992, 1996; Schwartz et al., 2012).

(J. Mark Halstead, 1996) defined values as elements considered 'good' in themselves (such as beauty, truth, love, honesty, and loyalty) and personal or social preferences. Values are associated with experiences, objects, and activities that, on balance, promote human well-being (Beck, 1977).



According to Rokeach (1973), the value systems of individuals are generally influenced by gender, social class, social system, education, occupation, religion, culture and political orientation (Sharma, R. 2021). Sinha (1980) emphasizes a comprehensive investigation into the elements that encourage and sustain beneficial changes within a society. Grasping and evaluating these facilitators is essential for promoting positive development.

(Banerjee, 2008) highlights the importance of culture in making the foundation of a society. It leaves a long-lasting influence on the behaviour of its people. (Barman, 2012) highlights the teachings of Vivekananda in describing moral values as standards of ethics that guide an individual's conduct and decisions, distinguishing between right or wrong and good or evil. Klammer (2017) emphasizes that values are qualities inherent in actions, goods, practices, people, and social entities, which are perceived as good, beneficial, important, useful, beautiful, desirable, and constructive.

According to Hitlin (2003), values are central to self-identity and are influenced by both Identity Theory and Social Identity Theory. Identity Theory focuses on individual roles and considers values as key attributes that influence decisions. In contrast, Social Identity Theory emphasizes group membership and demonstrates that group values and norms significantly shape personal values.

Maslow contended that different needs are associated with different values. Maslow's hierarchy of needs comprises a five-tier model of human needs: physiological, safety, security, love and belongingness, esteem, and self-actualization, often depicted as hierarchical levels within a pyramid. The lower needs connect with man's physical existence, and the higher needs constitute the values desirable to one's identity. The lower hierarchy needs must be fulfilled before one can attend a higher level (Louca. E, 2021). In a similar vein, Bhajananda (1996) describes values as 'higher needs and inner imperatives or oughts'. This definition underscores the fundamental and intrinsic role of values in directing behaviour and satisfying deeper psychological needs.



(Hart. L, 2015) captured the essence of the book *The Social Structure of Values*, written by Radha Kamal Mukherjee, explaining the relationship between human needs, behaviour, and values, which comprise a unit. Values are both facts and norms; as facts, they are visible embodiments in social institutions; as norms, they guide our behaviour to specific standards and ideals. Personal values connect with universal oneness that gives relevance and meaning to one's life. They are the guiding beliefs, the attributes of human decisions to lead one's life. The acquisition of values depends on the worth and importance one places on them, although the character and structure of values may be universal. They are broad motivational goals that people strive to attain. The Schwartz theory (Schwartz, 1992) highlights the fundamental or core values that people in all cultures recognise. (Hofstede, 1980) identifies the significance of common factors amongst nations that shape their culture. Nations that focus on an individual's self-growth depict 'Individualism', and countries like India, where the social fabric binds everyone together to form a society, indicate 'Collectivism'. Tafarodi and Swann (1996) emphasize that values like connectedness, social interdependence, and prioritizing common goals over individual ones are crucial in shaping behaviour and attitudes in collectivist societies.

However, little research has explored the specific role of values in the Indian context to enhance youth well-being. (Bhajananda, 1996) comprehensively combined the views of Indian researchers and philosophers to define values as the higher normative needs of humanity, which are experienced as inner moral or aesthetic imperatives or goal-seeking by people. Moral values serve as a guide that inspires, motivates, and engages individuals to fulfil their duties and responsibilities. They not only serve as a guiding tool for ethical behaviour that encompasses a set of principles to help individuals distinguish between fair and unfair but also shape our judgments, intentions, and actions. From an evolutionary psychology perspective, moral values are seen as integral to the cultural evolution of human societies. They are found to have an impact on the cultural framework with traditions, rituals, beliefs, and behavioural patterns (Mandal.T, 2021).



The National Education Policy emphasizes traditional Indian & constitutional values namely, Seva, Ahimsa, Swachchhata, Satya, Nishkam karma, Shanti, Sacrifice, Tolerance, Diversity, Pluralism, Righteous conduct, Gender sensitivity, Respect for elders, Respect for all people and their inherent capabilities regardless of background (NEP, 2020). The fundamental aim of education is the transformation of life at individual, social, secular, and spiritual levels (Gautamananda, 1996).

Methods

The assessment of values in the targeted population was done through the Life Values Inventory (LVI) having 42 items that measure 14 relatively independent variables namely Achievement, Belonging, Concern for the Environment, Concern for others, Creativity, Financial prosperity, Health & Activity, Humility, Independence, Interdependence, Objective Analysis, Privacy, Responsibility, and Spirituality. Assessment involves the rating and ranking of values in order of importance measured on a 5-point Likert scale (Brown, Duane & Kelly Crace, 2002). The scale has satisfactory internal consistency as well as convergent & discriminant validity. Data collection was done in online mode using a Google Forms survey from 156 participants through purposive and snowball sampling techniques. Informed consent was taken before data collection. Demographic details included age, marital status, level of education, working/studying and the area of residence to ensure reliable and valid data. Confirmatory factor Analysis was done to ensure the applicability of the Life Values Inventory as illustrated in Figure 1.

Figure 4 Method for measuring Values using Life Values Inventory



Results:

A CB SEM model (covariance-based) was created using the scale and data obtained from the survey to ascertain the confirmatory factor analysis of the scale in Smart PLS4 for the 14 observed variables in the Life values inventory tool. The model is depicted in Figure 2. The model fit could not be achieved even after the usage of covariances on error terms. The P Value for RMSEA was 0.000 signifying it to be insignificant (Refer Table 1). The analysis further showed that the Composite Reliability for the factors namely, Independence, Humility and Belonging did not meet the criteria of 0.7 (Refer Table 1).

In addition, the Convergent Validity was not met for the factors: Independence, Humility & Belonging (Average Variance Extracted (AVE) less than 0.4). The following factors were found to be statistically indistinguishable: Concern for others and Loyalty to Family or group; Concern for others and Independence; Achievement and Independence; Objective Analysis and Responsibility; Achievement and Responsibility; Objective Analysis and Independence; Privacy and Independence; Independence and Humility; Independence and Responsibility; Independence and Creativity. Therefore, the data did not meet the Discriminant Validity criterion.

Figure 5 Model construct based on Life Values Inventory and data of 156 respondents

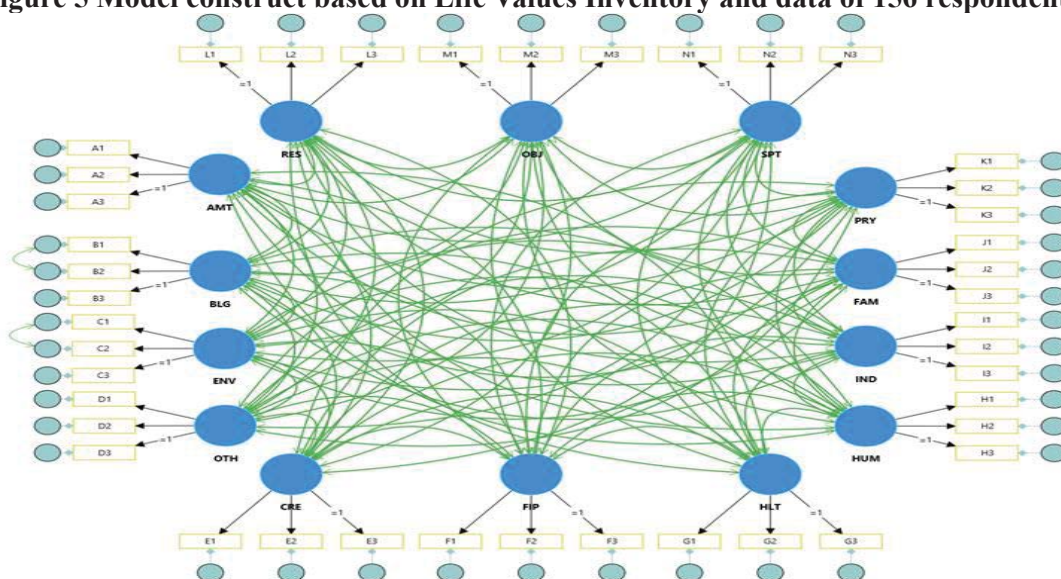




Table 2 Model fit for Life Values Inventory

Quality Characteristic	Estimated model
Chi-square	1283.585
Number of model parameters	177.000
Number of observations	156.000
Degrees of freedom	726.000
P value	0.000
ChiSqr/df	1.768
RMSEA	0.070
GFI	0.737
AGFI	0.672
PGFI	0.592
SRMR	0.061

Discussion

Based on the above analysis, it is clear that the Model fit was not achieved. The Construct validity did not meet the Reliability, Discriminant and Convergent Validity criteria. This also indicates that the concept of Values is context-specific and involves the development of a framework for accurate measurement within the Indian context. Given this context, we made a conscious decision to expand the parameters of our study. The authors found it crucial to develop a new tool for the assessment of values tailored specifically for the Indian population.

Values Scale Construction & Development: Methods

Churchill (1979) articulated the widely recognised scale development process and Gerbing and Anderson (1988) released an updated paradigm for scale development, to create a comprehensive new scale. We have used this approach to ensure that the Values scale was



rigorously constructed, taking into account various dimensions of Values in the Indian context to reflect the underlying construct accurately.

Defining Values

We operationalized the definition as follows: Values are deeply held beliefs that guide an individual's decision-making, offering a framework for understanding behaviour and evaluating situations.

Generation of Dimensions

A thorough literature survey was done to understand the framework of the Values construct. We followed the steps and a comparative study of the following tools and aligned with the Values mentioned in the National Education Policy (NEP, 2020) to identify the dimensions and to generate a pool of items.

Milton Rokeach (1973) developed the Rokeach Values Survey having 36 items to categorize them into 18 Terminal values to consolidate desired end states of existence or what a person aims to achieve during their lifetime and 18 Instrumental values to define an individual's means of achieving their terminal values. They refer to preferable modes of behaviour. These are preferable modes of behaviour or means of achieving the terminal values.

Schwartz Value Survey (SVS) (1992) consists of 10 dimensions with 57 items having two sets of values. The first set focuses on identifying values that are most important to you and the second set allows the respondents to rate how important each of the following values is for you as a guiding principle in your life.

Life Values Inventory (Brown, Duane & Kelly Crace, 2002) contains 14 dimensions and 42 items.

PVQ 21/ESS21(Schwartz, S., 2003) consists of 21 items based on 10 basic values and 4 higher-order values dimensions.



The 24 Character Strengths- VIA Institute on Characters (Peterson & Seligman, 2004) consists of 6 dimensions and 24 items.

The Short Schwartz's Value Survey (Lindeman & Verkasalo, 2005) consists of 10 dimensions with 46 items.

Portrait Values Questionnaire (PVQ 40) (Schwartz, S., 2009), consists of 10 dimensions with 40 item list.

PVQ-RR- 57 items (Schwartz et al., 2012) consists of 57 items categorised based on 2 principles, 2 areas of focus, 4 higher order values, 10 basic dimensions and 19 refined dimensions.

Following a comprehensive comparative analysis of various scales, Our Values Scale includes eight dimensions: Creativity, Curiosity, Security, Responsibility, Humility, Acceptance, Kindness, and Adaptability. We defined the eight dimensions of the construct.

Open-mindedness- readiness to consider and accept new ideas, perspectives, or information without rigidly adhering to preconceived notions or biases. Their definition is mentioned below:

Security- state of being protected from harm, danger, or threats and focus on measures to ensure the safety and well-being of an individual.

Integrity- quality of being consistent with one's values, beliefs, and actions, reflecting a person's commitment to ethical principles and a sense of responsibility.

Responsibility- being accountable for one's actions and fulfilling one's obligations.

Humility- the quality of profound self-acknowledgment of one's self-view without seeking to assert superiority over others

Respect- recognition and consideration of the inherent worth and dignity of oneself and others.

Kindness- the act of treating others with compassion, consideration, and goodwill.



Adaptability- the ability to thrive in a dynamic environment by embracing change and being open to new experiences.

Generation of the Sample Items

After finalizing the dimensions and operationalizing their definitions, the next step was to capture the items that best fit these dimensions. Clark and Watson (1995) emphasize including a broad range of items to capture all aspects of the construct that can be later refined to identify the most relevant and representative items of each dimension. We focused on framing the positive questions and filtered the negative items. The language used for the items is simple, and relatable to the target population (Angleitner and Wiggins 1985; Comrey 1988; Kline 1986). We created a bank of items theoretically relevant to the eight dimensions of values. Items were adapted items from the Portrait Values Questionnaire (PVQ 40), (Schwartz et al. 2012), PVQ 21/ESS21 (Schwartz, 2003), and Life Values Inventory (Brown & Kelly, 1996), The 24 Character Strengths (Peterson & Seligman, 2004), and aligned with National Education Policy (NEP, 2020) policy to get the Indian relevant items based on Indian values. The response format employed was a 5-point Likert scale (from 1 as 'Strongly disagree' to 5 as 'Strongly agree').

The items were refined and modified as per the definition of the dimensions that were simple to understand and fit best in the Indian context. Each dimension encapsulated 5 items. The construct underwent validation by thirty experts from diverse fields such as homemaking, medicine, corporate industry, and academia. Their insights ensured content validity in terms of clarity in language and proper alignment of each item with its corresponding dimension. This affirmed that the tool developed to assess values in the Indian context accurately captured the intended concepts. This collaborative effort sought to enhance the tool's reliability from various perspectives. Based on the feedback received, the dimensions of Creativity, Acceptance and Curiosity were, replaced with Open-mindedness, Respect and Integrity. A few items were dropped, some were rephrased to better fit the new dimensions, while others were relocated from the eliminated dimensions. Table 2 illustrates the dimensions and the coded sample items.



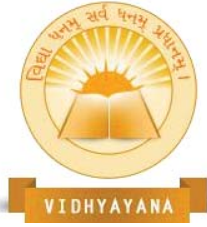
Table 3 Values scale with 8 dimensions and 40 Items

Dimensions	Code	Items
Open-mindedness	OM1	1. I actively seek out and consider different perspectives
	OM2	2. I embrace new ideas, even if they challenge my current beliefs
	OM3	3. I am willing to listen and learn from people with opposing viewpoints.
	OM4	4. I explore unconventional options for problem-solving
	OM5	5. I frequently adapt my opinions based on new information or experiences
Security	SE1	6. I feel at ease to discuss my ideas with others
	SE2	7. I am fortunate to have parents who provide me with unwavering support.
	SE3	8. I value the deep connections with my friends and the reciprocal care within our relationships.
	SE4	9. I approach my inner circle for timely help.
	SE5	10. I feel secure with those I care about.
Integrity	IN1	11. I believe in following the rules even when no one is watching.
	IN2	12. I strive to present myself as I am
	IN3	13. I prefer being truthful than lying.
	IN4	14. I prioritize standing up for what is right over compromising for short-term gains.
	IN5	15. I never compromise on ethics, even if it means foregoing opportunities or experiencing the loss of friends.
Responsibility	RE1	16. I can develop a plan to complete a task and ensure it is done.
	RE2	17. I can persist in completing tasks on time.
	RE3	18. I proactively take initiative by guiding groups towards meaningful goals and fostering positive relations among them.
	RE4	19. I usually self-regulate to meet deadlines.
	RE5	20. People can rely on me.
Humility	HU1	21. I am at ease with admitting my mistakes.



	HU2	22. I avoid being self-centred in conversations and actions.
	HU3	23. I am happy and content with whatever I have.
	HU4	24. I acknowledge we all have our imperfections; however, I treat everyone equally.
	HU5	25. I can hold a deep respect for someone, even if we have differing views on significant matters.
Respect	RP1	26. I accept people as they are.
	RP2	27. I am mindful of differing viewpoints.
	RP3	28. I often arrive on time for my daily engagements.
	RP4	29- I am content with my role and position in my family and groups.
	RP5	30. I am respectful to my family, elders, and other living beings
Kindness	KD1	31. I believe in helping others
	KD2	32. I feel good to take care of others.
	KD3	33. I have a natural tendency to be polite to others.
	KD4	34. I think of everyone in the world as part of one large family.
	KD5	35. I take a stand for someone who needs my support.
Adaptability	AD1	36. I make an effort to learn from feedback from others in a constructive way.
	AD2	37. I try to learn something new each day.
	AD3	38. I can alter my viewpoint, adapting it to face ambiguous situations with a more effective and improved approach.
	AD4	39. My flexible mindset helps me during challenging situations.
	AD5	40. I persist despite setbacks.

The new pool consists of forty items with eight dimensions which were refined and reframed from the newly added adapted items. After the item pool was carefully reframed, further refinement would await the actual data from the participants of this study.



Data Collection

Data collection was done using both online and offline methods. Participants were thoroughly briefed about the study and assured of the confidentiality of their data. For the online data collection, Google Forms was utilized and informed consent was taken. In the offline mode, the researcher personally briefed the participants and collected the data through Google Forms. The data collected was around 650 from which the invalid data was removed and the valid data obtained was from 622 respondents. Demographic details included gender, religion, working/studying, marital status, and the area of study to ensure reliable and valid data. The responses for the constructed values scale were measured on a 5-point Likert scale with (1=Strongly disagree to 5= Strongly agree). The Coefficient alpha factor analysis was done for each dimension and the total construct to assess the quality of the instrument and the reliability of the construct. The recommended measure of internal consistency for a set of items is based on the domain sampling model, which assumes that items within the same domain share a common core, resulting in intercorrelated responses (Cronbach & Meehl, 1955). The value of Cronbach's alpha for the factors was in the range of (0.6-0.8) as illustrated in Table 3. Nunnally (1967) suggests the value of Cronbach's Alpha (0.5-0.6) in the acceptable range in the early stages of basic research.

Table 4 Reliability (Cronbach's Alpha)

	Before EFA	EFA	CFA
Number of Items	40	35	17
Dataset	331	331	291
Adaptability	0.745	0.745	0.750
Humility	0.632	0.609	
Integrity	0.699	0.699	0.690
Kindness	0.743	0.743	0.794
Open-mindedness	0.629	0.629	
Responsibility	0.723	0.723	0.765
Respect	0.670	0.567	
Security	0.658	0.658	0.678



Factor Analysis

We have split the sample (622) into two randomly selected subsamples of almost equal size 331 & 291 for conducting Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) respectively. The Exploratory factor Analysis (EFA) was conducted on the first subsample of 331 respondents that extracted thirty-five items with eight dimensions as depicted in Table 4. After running the Confirmatory Factor Analysis (CFA) on the second sub-sample of 291 respondents, the retained dimensions were five including Security, Integrity, Responsibility, Kindness, and Adaptability having seventeen items as illustrated in Figure 3.

Table 5 Construct Details for Values scale evolution

	Initial	After Content Validity		After EFA (Respondents 331)		After CFA (Respondents 291)	
Items	40	40		35		17	
Dimensions	Creativity	Open-mindedness	OM1	Open-mindedness	OM1		
			OM2		OM2		
	Curiosity		OM3		OM3		
			OM4		OM4		
			OM5		OM5		
	Security	Security	SE1	Security	SE1	Security	
			SE2		SE2		
			SE3		SE3		SE3
			SE4		SE4		SE4
			SE5		SE5		SE5
		Integrity	IN1	Integrity		Integrity	
			IN2		IN2		IN2
			IN3		IN3		IN3
			IN4		IN4		IN4
			IN5		IN5		
		Responsibility	RE1	Responsibility	RE1		RE1



	Responsibility		RE2		RE2	Responsibility	RE2
			RE3		RE3		
			RE4		RE4		RE4
			RE5		RE5		
	Humility	Humility	HU1	Humility			
			HU2				
			HU3		HU2		
			HU4		HU4		
			HU5		HU5		
	Respect	Respect	RP1	Respect	RP1		
			RP2		RP2		
			RP3				
			RP4		RP4		
			RP5				
	Kindness	Kindness	KD1	Kindness	KD1	Kindness	KD1
			KD2		KD2		KD2
			KD3		KD3		KD3
			KD4		KD4		
			KD5		KD5		KD5
	Adaptability	Adaptability	AD1	Adaptability	AD1	Adaptability	AD1
			AD2		AD2		AD2
			AD3		AD3		AD3
			AD4		AD4		AD4
			AD5		AD5		

Figure 6 Construct model after Confirmatory Factor Analysis

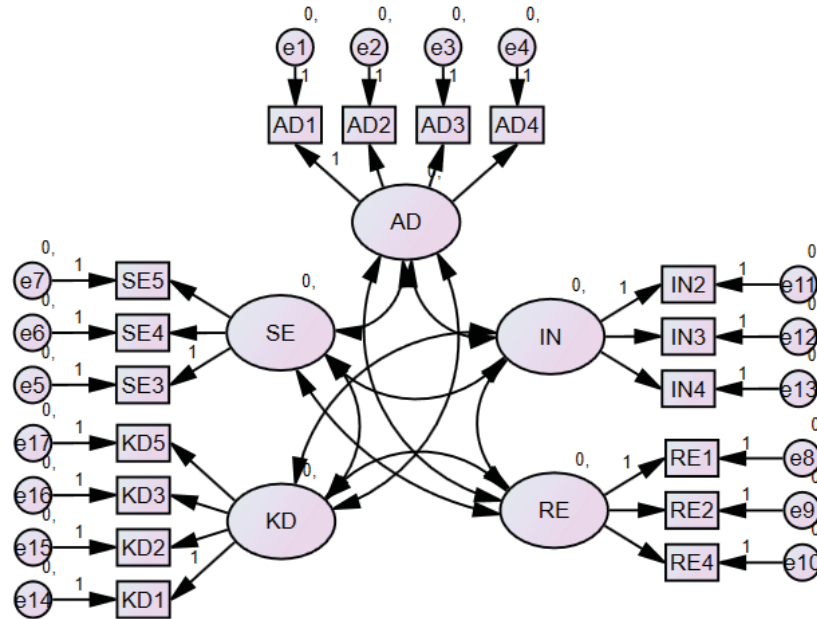


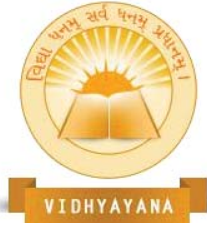
Table 6 Construct Reliability and Validity after Confirmatory Factor Analysis

	CR	AVE	MSV	MaxR (H)	AD	SE	RE	IN	KD
AD	0.749	0.427	0.363	0.750	0.654				
SE	0.678	0.413	0.319	0.679	0.305	0.643			
RE	0.775	0.539	0.301	0.818	0.549	0.316	0.734		
IN	0.692	0.429	0.363	0.698	0.602	0.517	0.505	0.655	
KD	0.801	0.505	0.344	0.818	0.587	0.565	0.164	0.466	0.711

Significance of Correlations: $p < 0.05$

Table 5 highlights the Composite Reliability of the following factors: Adaptability (AD), Security (SE), Responsibility (RE), Integrity (IN), and Kindness (KD) in the range of (0.6-0.8).

The Average Variance Extracted (AVE) is in the range of (0.4-0.5) which is acceptable for



high CR. The Average Variance Extracted (AVE) is generally considered acceptable if it is at least 0.50. However, in some cases, an AVE in the range of (0.4-0.5) can be deemed acceptable if the Composite Reliability (CR) is high. This is because a high CR indicates that the construct is reliable despite the lower AVE (Fornell & Larcker, 1981). Table 6 depicts Discriminant Validity which meets the criteria and is well below the *value* of 0.9.

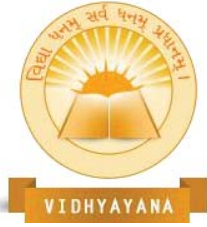
Table 7 Discriminant Validity: HTMT Analysis for Confirmatory Factor Analysis

	<i>AD</i>	<i>SE</i>	<i>RE</i>	<i>IN</i>	<i>KD</i>
<i>AD</i>					
<i>SE</i>	0.306				
<i>RE</i>	0.554	0.352			
<i>IN</i>	0.604	0.522	0.509		
<i>KD</i>	0.617	0.573	0.207	0.475	

Cronbach & Meehl (1955) emphasized that validation is about the principles for making inferences, not just the test itself. We integrated the hypothesis with our theory to get a concrete framework for constructing a robust tool to measure the values of the target population in the Indian scenario.

Discussion

Following the CFA, data was analyzed for factors using the Values scale using ANOVA. The analysis revealed a statistically significant difference in means for the factor 'Security' based on gender (mean difference of 0.16), and for the factor 'Responsibility' based on religion (mean difference of -0.17) and area of study (mean difference of 0.5 between Management and Design students). No significant impact was noted for other factors. Additionally, age, marital status, and gender showed no significant impact. The above results are on the expected lines. Security is culturally more associated with females as evident in this data. The study underscores the



influence of religion on the imbibed values, despite the limited data for religion other than Hinduism. The impact of the area of study on the factor of Responsibility aligns with expectations, as individuals in the design and creativity fields typically approach tasks with greater freedom. Another significant finding is that an age difference of eleven years does not substantially affect values. This highlights the necessity for educational systems to incorporate strategies that assist youth in navigating this transition, ensuring they are better equipped for future challenges.

Conclusion

The findings of this study underscore the necessity of developing region-specific tools to measure values, as these are significantly influenced by regional cultures. In response to this need, a new scale was developed through a comprehensive process involving a literature survey, content validation by experts, exploratory factor analysis, and confirmatory factor analysis. The resulting Values Scale comprises five dimensions and seventeen items. The data analysis revealed that gender, religion, and area of study significantly impact specific dimensions of values, whereas age, marital status, and level of education do not appear to have any significant effect. This suggests that the developmental phase of youth does not substantially alter their values. Consequently, it is imperative to support youth during this transitional phase with values that can prepare them for future challenges. This highlights the necessity for educational systems to implement strategies that assist youth in navigating this transition, ensuring they are better equipped for future challenges. Future studies could include a larger and more diverse sample to enhance the generalizability of the results. Additionally, expanding the range of factors and introducing new items could improve the psychometric properties of the measurement tool.



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