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### Youth and Their Attitude Towards Home, Family, Culture Value

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**Abstract:** The present study aimed to examine attitudes toward home, family, and cultural values among youth. A total sample of 240 youths was selected using a factorial design. The sample comprised 120 males and 120 females. Each gender group was further categorized according to birth order: first-born, middle-born, last-born, and single child, with 30 participants in each birth-order category. Thus, a  $2 \times 4$  factorial design was employed, with gender (male, female) and birth order (first-born, middle-born, last-born, single child) as independent variables. Attitude towards home and family were assessed using the Attitude towards Home and Family Scale developed by Saraswat and Jain. Cultural values were measured using the Cultural Value Scale developed by Bajpai. Data were analyzed using two-way analysis of variance (ANOVA) to examine the effects of gender and birth order on the study variables. Pearson's product-moment correlation was also computed to assess the relationship between attitudes toward home and family and cultural values. The results indicated a significant effect of gender and birth order on attitudes toward home, family, and cultural values. Furthermore, a positive correlation was found between attitudes toward home and family and cultural values among youth.

**Key Words:** Attitude towards Home and Family, Culture Value, Youth

#### (1) Introduction:

In today's world of modernization and globalization, young people's thoughts, attitudes, and values are changing significantly. Fast technological progress, media influence, and changing lifestyles have shifted how they see home, family, and cultural traditions. Despite these changes, family still stands as the primary social institution where moral, ethical, and cultural values are formed. A young person's views on family responsibilities and cultural practices are largely influenced by their childhood experiences, parental care, and the overall home environment.



A crucial developmental period, youth is characterized by profound changes in psychology, society, and culture. This stage, which emerges between adolescence and early adulthood, is characterized by value internalization, autonomy development, and identity exploration (Arnett, 2000; Erikson, 1968). In this stage, complex interactions between personal psychological processes and more general socio-cultural influences shape attitudes toward the home, family, and cultural values. Since these fundamental social institutions have an impact on intergenerational continuity, well-being, social adjustment, and societal stability, it is crucial to comprehend how young people view them.

From a developmental psychology perspective, adolescence and emerging adulthood are characterized by identity formation and role experimentation. Erikson's (1968) psychosocial theory identifies identity versus role confusion as the central developmental task during adolescence. Family and cultural environments provide the primary context within which identity exploration occurs. Youth internalize norms, beliefs, and behavioral expectations transmitted through family systems, yet they simultaneously seek autonomy and self-definition (Steinberg, 2014). This dynamic often leads to attitudinal shifts regarding authority, tradition, and cultural practices.

According to family systems theory, homes serve as emotional centers where interaction patterns have a big impact on psychological growth (Bowen, 1978). Youth attitudes toward family cohesion and cultural continuity are influenced by parental warmth, communication style, and value transmission (Darling & Steinberg, 1993). Stronger internalization of family values and favorable psychosocial outcomes has been repeatedly linked to authoritative parenting, which is defined by responsiveness and structure (Baumrind, 1991).

Cultural psychology further emphasizes that attitudes toward home and family cannot be understood independently of sociocultural context. In collectivistic cultures, family obligations, respect for elders, and cultural traditions are often central to youth identity (Triandis, 1995). Conversely, individualistic cultures emphasize autonomy, independence, and personal achievement (Markus & Kitayama, 1991). Globalization and digital media exposure increasingly expose youth to diverse value systems, potentially creating intergenerational value conflicts and cultural negotiation processes (Arnett, 2002).

Attitudes toward home and family also have implications for psychological well-being. Research indicates that strong family connectedness is associated with higher self-esteem, emotional regulation, and resilience among adolescents (Resnick et al., 1997). Conversely, family conflict and cultural dissonance may contribute to stress, identity confusion, and behavioral challenges. Therefore, examining youth attitudes toward home, family, and cultural values provides insight into both adaptive development and psychosocial risks.

Given rapid social change, urbanization, and technological advancement, traditional value systems are undergoing transformation. Contemporary youth navigate dual influences: inherited cultural frameworks and modern global ideologies. Investigating their attitudes is therefore crucial for understanding patterns of cultural continuity, generational change, and psychological adjustment. Birth order, referring to a child's position within the family, is an important factor influencing personality development and social attitudes. Psychologists suggest that first-born, middle-born, and later-born children differ in responsibility,



independence, and openness to change, which may affect their views on family and culture. The present study seeks to examine youth attitudes toward home, family, and cultural values in relation to birth order, providing insight into how family dynamics contribute to value formation and help balance traditional values with modern influences. The present study aims to examine youth attitudes toward home, family, and cultural values from a psychological perspective, exploring how developmental, familial, and socio-cultural variables interact in shaping these attitudes. Such research contributes to developmental psychology, family studies, and cultural psychology by clarifying how young individuals negotiate tradition and modernity in forming their Worldview.

## **(2) Review of Literature:**

Previous studies have highlighted the importance of home, family, and cultural environments in shaping adolescents' attitudes and behavior. Sharma and Singh (2015), in a study of 200 adolescents in Delhi, found that a positive attitude toward home and family was associated with lower levels of aggression, whereas negative attitudes were linked to higher aggression; girls were found to hold more positive attitudes than boys. Similarly, Singh and Verma (2023) reported that supportive family cohesion and effective communication among 180 high school students in Rajasthan were significantly related to positive attitudes toward home and family, while poor communication resulted in detachment and dissatisfaction, leading the authors to recommend family counseling and communication training. Supporting the role of socio-cultural context, Saini and Kaur (2019) observed that rural adolescents displayed more positive attitudes toward home and family than their urban counterparts, attributing this difference to stronger emotional bonds and adherence to cultural values in rural settings.

Research has also examined broader cultural and social influences on attitudes and values. Dhakal (2022) noted that Nepali society traditionally assigns dominant roles to men and subordinate roles to women within socio-cultural structures, though increasing access to education has enabled women to strive for leadership positions. Komang and Wayan (2023), through a quasi-experimental study involving 64 primary school students, found that multicultural education in social studies significantly enhanced nationalism and cultural literacy. Additionally, Rathod (2024), studying 320 participants across caste, region, and marital status, reported a negative relationship between spirituality and cultural attitudes, indicating that higher spirituality was associated with lower cultural attitudes and vice versa. Collectively, these studies emphasize the complex interplay of family environment, social structure, and cultural context in shaping attitudes among youth.

## **(3) Importance of research:**

This research is important because it helps us understand how youth think and feel about home, family, and cultural values in a rapidly changing society. Modern lifestyles and technology are influencing young people and affecting their connection with traditional values. By studying these attitudes, we can see how strongly youth remain attached to their roots. Home and family play a major role in shaping emotional growth and moral development. Cultural values guide behaviour, identity, and social responsibility. Understanding these changes is



useful for parents, teachers, and policymakers who support youth development. The research also highlights how birth order may influence attitudes and value formation. It helps identify differences in responsibility, belonging, and cultural awareness among youth. Overall, this study supports efforts to balance modern progress with traditional values for a stronger society.

#### **(4) Methodology**

##### **(4.1) Objectives**

- To examine the Main impact of gender on attitude towards home and family.
- To examine the Main impact of birth-order on attitude towards home and family.
- To examine the internal impact of gender and birth-order variables on attitude towards home and family.
- To examine the Main impact of gender on culture value.
- To examine the Main impact of birth-order on culture value.
- To examine the internal impact of gender and birth-order variables on culture value.
- To check the correlation between attitude towards home and family and culture value.
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##### **(4.2) Null Hypothesis**

- There will be no significant Main impact of gender on attitude towards home and family.
- There will be no significant Main impact birth-order of (first child) (Middle child) (last child) (single child) on attitude towards home and family.
- There will be no significant internal impact of gender and birth-order variables on attitude towards home and family.
- There will be no significant Main impact of gender on culture value.
- There will be no significant Main impact of birth-order (first child) (Middle child) (last child) (single child) on culture value.
- There will be no significant internal impact of gender and on culture value.
- There will be no significant correlation between attitude towards home and family and culture value.
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##### **(4.3) Sample**

The sample for the present study consisted of 240 participants, selected through random sampling. The sample included 120 boys and 120 girls. Participants were drawn from different birth-order, namely first child, Middle child, last child and single child.

##### **(4.4) Research tools**

###### **(4.4.1) Attitude towards home and family**

The Attitude towards home and family Scale, originally developed by Saraswat and Jain (2005). The scale consists of 66 items, with a possible score range from a minimum of 66 to a maximum of 330. The reliability and validity of the scale have been found to be high.

#### (4.4.2) Culture value

The culture value Scale was developed by Dr. Sunil Bajpai. The scale consists of 60 items, with a possible score ranging from a minimum of 0 to a maximum of 120. The reliability of the culture value scale, assessed through the test-retest method after an interval of one month, was found to be 0.71. The validity of this scale was found to be 0.69.

#### (4.5) Data Collection

According to the objectives of the present research, null hypotheses were formulated, and appropriate statistical techniques were selected to obtain reliable data. The main purpose of the study was to examine attitudes toward home, family, and cultural values among youth. For this purpose, the attitudes toward home family Scale developed by Saraswat and Smt. Jain was used. The culture value Scale developed by Bajpai was also used. Both scales were administered for the purpose of data collection.

#### (4.6) Research Design

The purpose of the present research was to measure attitudes toward home, family, and cultural values among youth. A total sample of 240 participants (120boys and 120girls) was selected using the random sampling method. ANOVA was used to examine the difference between the mean scores of the groups. The Karl Pearson correlation method was employed to assess the relationship between the two variables.

### (5) Result and Discussion

**Result Table: 1 Showing f Value of Attitude Towards Home And Family**

Variables	SS	df	MS	f	Sig.
ASS(Gender)	30872.02	1	30872.02	9.54	0.01
BSS (Birth-order)	233643.60	3	77881.20	24.06	0.01
ABSS	26139.25	3	8713.08	2.69	0.05
WSS	750844.87	232	3236.40	-	-
TSS	1041499.73	239	-	-	-

Sig. level df=1 0.05=3.86 0.01=6.70  
df=3 0.05=2.62 0.01=3.83

The analysis of variance (ANOVA) revealed significant differences in attitude towards home and family across gender and birth order. Gender showed a statistically significant effect, ( $F=9.54$ ) indicating that males and females differ meaningfully in their attitudes toward home and family. Birth order also emerged as a highly significant factor ( $F=24.06$ ), suggesting substantial variation in attitudes among first-born, middle-born, last-born, and only children. In addition, the interaction effect between gender and birth order (ABSS) was significant at the .05 level ( $F=2.69$ ), indicating that the influence of birth order on attitude towards home and family varies according to gender.

The significant gender difference may be attributed to differences in socialization patterns, expectations, and roles traditionally assigned to males and females within the family context. Females are often encouraged to develop stronger emotional bonds and responsibilities

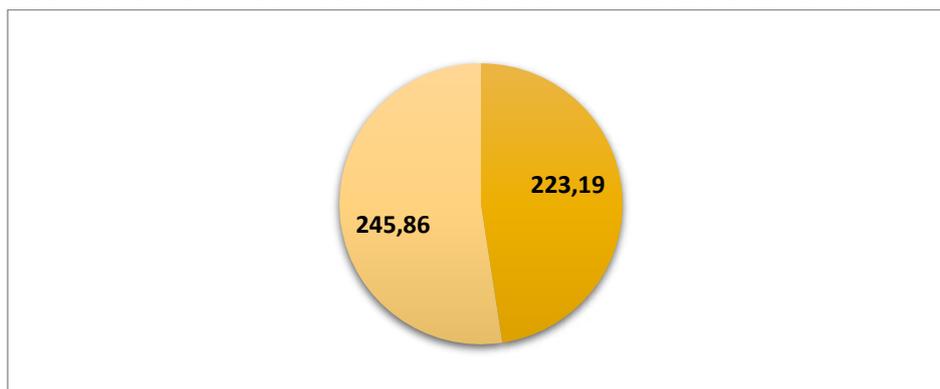
related to home and family, which may lead to more positive or involved attitudes compared to males. The strong effect of birth order could be explained by differential parental treatment, responsibility distribution, and family dynamics; for example, first-born children may develop a stronger sense of duty toward family, while later-born children may experience more flexibility or independence. The significant interaction between gender and birth order suggests that these factors do not operate independently—gender-based expectations may shape how children of different birth orders perceive and value home and family life. Together, these findings highlight the combined role of biological, social, and familial factors in shaping attitudes toward home and family.

### Result Table: 2 Showing $f$ and Mean Difference of Gender Variables of Attitude towards Home and Family

Variable	N	Mean	$f$	Sig.
A <sub>1</sub> (Boys)	120	223.19	9.54	0.01
A <sub>2</sub> (Girls)	120	245.86		

Sig. level 0.01 = 6.70  
0.05 = 3.86

### Graphical Presentation of Mean Score of Gender in Attitude towards Home and Family



### Result Table: 3 Showing Mean Difference of Gender Variables of Attitude towards Home and Family

Sr No.	Pair	Mean dif.	Sig.
1	A <sub>1</sub> Vs A <sub>2</sub>	22.67	0.01

Sig. level 0.01 = 18.94  
0.05 = 14.39

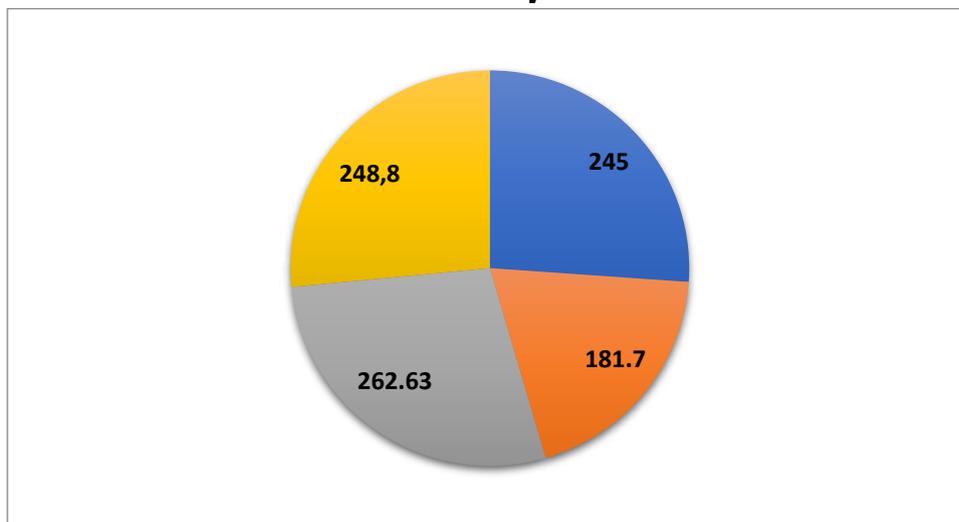
The results indicate a significant difference in attitude towards home and family between boys and girls. The mean score of girls ( $M = 245.86$ ) was higher than that of boys ( $M = 223.19$ ). The obtained  $F$  value of 9.54 was significant at the 0.01 level. Further analysis of mean differences showed that the mean difference between boys and girls was 22.67, which was also significant at the 0.01 level, being greater than the required critical value of 18.94. These findings clearly suggest that girls possess a significantly more positive attitude towards home and family compared to boys.

**Result Table: 4 Showing Mean and f value of Birth-order variables of Attitude Towards Home and Family**

Sr No.	Variables	Mean	N	f	Sig.
1	B <sub>1</sub> (First Child)	245.00	60	24.06	0.01
2	B <sub>2</sub> (Middle Child)	181.70	60		
3	B <sub>3</sub> (Last Child)	262.63	60		
4	B <sub>4</sub> (Single Child)	248.80	60		

Sig. level 0.01 = 3.83  
0.05 = 2.62

**Graphical Presentation of Mean Score of Birth Order in Attitude towards Home and Family**



**Result Table: 5 showing mean Difference Birth-order variables of Attitude towards Home and Family**

Sr No.	Pair	Mean dif.	Sig.
1	B <sub>1</sub> Vs B <sub>2</sub>	63.30	0.01
2	B <sub>1</sub> Vs B <sub>3</sub>	17.63	NS
3	B <sub>1</sub> Vs B <sub>4</sub>	3.80	NS
4	B <sub>2</sub> Vs B <sub>3</sub>	80.93	0.01
5	B <sub>2</sub> Vs B <sub>4</sub>	67.10	0.01
6	B <sub>3</sub> Vs B <sub>4</sub>	13.87	NS

Sig. level 0.01 = 23.68  
0.05 = 20.34

The findings indicate a significant effect of birth order on attitude toward home and family ( $F = 24.06, p < .01$ ). Mean scores showed that last-born children had the most positive attitude, followed by single and first-born children, while middle-born children had the lowest attitude scores. Further analysis revealed that middle-born children differed significantly from first-born, last-born, and single children, whereas no significant differences were found among the other groups. Overall, the results suggest that middle-born children show a comparatively less positive attitude toward home and family than other birth-order groups.

**Result Table: 6 Showing Mean and f value of Gender and Birth-order variables of Attitude Towards Home and Family**

Sr No.	Variables	Mean		N	f	Sig.
		A <sub>1</sub> (Boys)	A <sub>2</sub> (Girls)			
1	B <sub>1</sub> (First Child)	237.00	253.00	60	2.69	0.05
2	B <sub>2</sub> (Middle Child)	152.50	210.90	60		
3	B <sub>3</sub> (Last Child)	258.87	266.40	60		
4	B <sub>4</sub> (Only One Child)	244.40	253.20	60		

Sig. level 0.01 = 3.83  
0.05 = 2.62

**Result Table: 7 Showing Mean Difference of Gender and Birth-order Variables of Attitude towards Home and Family**

Sr No.	Pair	Mean dif.	Sig.
1	A <sub>1</sub> B <sub>1</sub> Vs A <sub>1</sub> B <sub>2</sub>	84.50	0.01
2	A <sub>1</sub> B <sub>1</sub> Vs A <sub>2</sub> B <sub>1</sub>	16.00	NS
3	A <sub>1</sub> B <sub>1</sub> Vs A <sub>2</sub> B <sub>2</sub>	26.10	NS
4	A <sub>1</sub> B <sub>2</sub> Vs A <sub>2</sub> B <sub>1</sub>	100.50	0.01
5	A <sub>1</sub> B <sub>2</sub> Vs A <sub>2</sub> B <sub>2</sub>	58.40	0.01
6	A <sub>2</sub> B <sub>1</sub> Vs A <sub>2</sub> B <sub>2</sub>	42.10	0.01
7	A <sub>1</sub> B <sub>3</sub> Vs A <sub>1</sub> B <sub>4</sub>	14.47	NS
8	A <sub>1</sub> B <sub>3</sub> Vs A <sub>2</sub> B <sub>3</sub>	7.53	NS
9	A <sub>1</sub> B <sub>3</sub> Vs A <sub>2</sub> B <sub>4</sub>	5.67	NS
10	A <sub>1</sub> B <sub>4</sub> Vs A <sub>2</sub> B <sub>3</sub>	22.00	NS
11	A <sub>1</sub> B <sub>4</sub> Vs A <sub>2</sub> B <sub>4</sub>	8.80	NS
12	A <sub>2</sub> B <sub>3</sub> Vs A <sub>2</sub> B <sub>4</sub>	13.20	NS

Sig. level 0.01 = 37.89  
0.05 = 28.77

The interaction effect of gender and birth order on attitude towards home and family was found to be significant; as they obtained *F* value of 2.69 exceeded the critical value of 2.62 at the 0.05 level. The mean scores indicate that girls consistently showed higher attitudes than boys across all birth-order categories, with the highest means observed among last-born girls (*M* = 266.40) and last-born boys (*M* = 258.87), while middle-born boys had the lowest mean (*M* = 152.50). Pair wise comparisons revealed significant differences mainly involving middle-born boys when compared with other gender–birth-order groups, whereas most comparisons among first-born, last-born, and only-child groups were not significant. These results suggest that the combined influence of gender and birth order particularly affects the attitudes of middle-born children toward home and family.

**Result Table: 8 showing f Value Of Culture value**

Variables	SS	df	MS	f	Sig.
ASS(Gender)	5980.02	1	5980.02	9.85	0.01
BSS (Birth-order)	32662.30	3	10887.43	17.94	0.01
ABSS	6227.48	3	2075.83	3.42	0.05
WSS	140789.60	232	606.85	-	-
TSS	185659.40	239	-	-	-

Sig. level      df = 1    0.05 = 3.86      0.01 = 6.70  
                     df = 3    0.05 = 2.62      0.01 = 3.83

The analysis of variance revealed significant main and interaction effects on cultural values. Gender showed a significant effect ( $F= 9.85$ ), indicating that boys and girls differ significantly in their cultural values. Birth order was also found to have a highly significant effect ( $F= 17.94$ ), suggesting meaningful differences in cultural values among first-born, middle-born, last-born, and only children. Additionally, the interaction effect between gender and birth order was significant at the 0.05 level, ( $F=3.42$ ), indicating that the effect of birth order on cultural values varies according to gender.

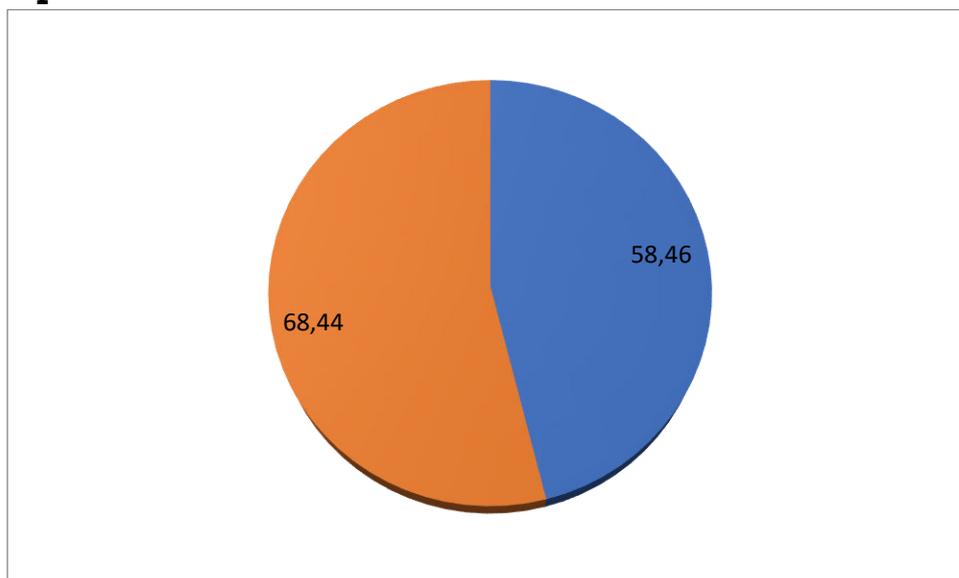
The significant gender difference in cultural values may be attributed to variations in socialization practices, expectations, and role learning within the family and society, where boys and girls are often guided toward different cultural norms and responsibilities. The strong influence of birth order suggests that family structure and sibling dynamics play an important role in shaping cultural values; for instance, first-born children may internalize traditional values more strongly due to greater parental responsibility, while later-born children may be exposed to more flexible or diverse viewpoints. The significant interaction effect further indicates that gender and birth order jointly influence cultural value development, implying that cultural learning is shaped by a combination of individual characteristics and family context rather than by a single factor alone.

**Result Table: 9 Showing f and Mean Difference of Gender Variables of culture value**

Variable	N	Mean	f	Sig.
A <sub>1</sub> (Boys)	120	58.46	9.85	0.01
A <sub>2</sub> (Girls)	120	68.44		

Sig. level    0.01 = 6.70  
                   0.05 = 3.86

**Graphical Presentation of Mean Score of Gender in Culture Value**



**Result Table: 10 Showing Mean Difference of Gender Variables of culture value**

Sr No.	Pair	Mean dif.	Sig.
1	A <sub>1</sub> Vs A <sub>2</sub>	10.04	0.01

Sig. level 0.01 = 8.20

0.05 = 6.23

The results reveal a significant difference in cultural values between boys and girls. Girls (M = 68.44) obtained a higher mean score than boys (M = 58.46). The obtained *F* value of 9.85 was significant at the 0.01 level, as it exceeded the critical value of 6.70. Further, the mean difference between boys and girls was 10.04, which was also significant at the 0.01 level, being greater than the required critical value of 8.20. These findings indicate that girls possess significantly higher cultural values than boys.

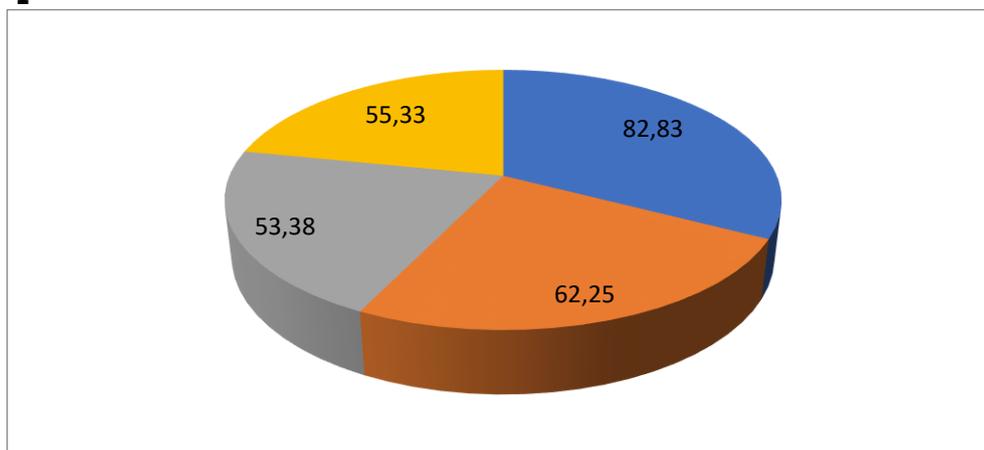
**Result Table: 11 Showing Mean and f value of Birth-order variables of culture value**

Sr No.	Variables	Mean	N	f	Sig.
1	B <sub>1</sub> (First Child)	82.83	60	17.97	0.01
2	B <sub>2</sub> (Middle Child)	62.25	60		
3	B <sub>3</sub> (Last Child)	53.38	60		
4	B <sub>4</sub> (Single Child)	55.33	60		

Sig. level 0.01 = 3.83

0.05 = 2.62

**Graphical Presentation of Mean Score of Birth Order in Culture Value**



**Result Table: 12 showing Mean Difference Birth-order variables of culture value**

Sr No.	Pair	Mean dif.	Sig.
1	B <sub>1</sub> Vs B <sub>2</sub>	20.58	0.01
2	B <sub>1</sub> Vs B <sub>3</sub>	29.45	0.01
3	B <sub>1</sub> Vs B <sub>4</sub>	27.50	0.01
4	B <sub>2</sub> Vs B <sub>3</sub>	8.87	0.05
5	B <sub>2</sub> Vs B <sub>4</sub>	6.92	NS
6	B <sub>3</sub> Vs B <sub>4</sub>	1.95	NS

Sig. level 0.01 = 11.60  
0.05 = 8.80

The results reveal a significant effect of birth order on cultural values ( $F = 17.97, p < .01$ ). Mean scores indicated that first-born children showed the highest cultural values, followed by middle-born, single, and last-born children. Pairwise comparisons showed that first-born children differed significantly from middle-born, last-born, and single children, while differences among the other groups were mostly non-significant. Overall, the findings suggest that birth order influences cultural values, with first-born children exhibiting stronger cultural values than other birth-order groups.

**Result Table: 13 Showing Mean and f value of Gender and Birth-order variables of culture value**

Sr No.	Variables	Mean		N	f	Sig.
		A <sub>1</sub> (Boys)	A <sub>2</sub> (Girls)			
1	B <sub>1</sub> (First Child)	70.63	95.03	60	3.42	0.05
2	B <sub>2</sub> (Middle Child)	54.87	69.63	60		
3	B <sub>3</sub> (Last Child)	53.07	53.70	60		
4	B <sub>4</sub> (single Child)	55.27	55.40	60		

Sig. level 0.01 = 3.83  
0.05 = 2.62

**Result Table: 14 Showing Mean Difference of Gender and Birth-order Variables of culture value**

Sr No.	Pair	Mean dif.	Sig.
1	A <sub>1</sub> B <sub>1</sub> Vs A <sub>1</sub> B <sub>2</sub>	15.76	0.05
2	A <sub>1</sub> B <sub>1</sub> Vs A <sub>2</sub> B <sub>1</sub>	24.40	0.01
3	A <sub>1</sub> B <sub>1</sub> Vs A <sub>2</sub> B <sub>2</sub>	1.00	NS
4	A <sub>1</sub> B <sub>2</sub> Vs A <sub>2</sub> B <sub>1</sub>	40.16	0.01
5	A <sub>1</sub> B <sub>2</sub> Vs A <sub>2</sub> B <sub>2</sub>	14.76	0.05
6	A <sub>2</sub> B <sub>1</sub> Vs A <sub>2</sub> B <sub>2</sub>	25.40	0.01
7	A <sub>1</sub> B <sub>3</sub> Vs A <sub>1</sub> B <sub>4</sub>	2.20	NS
8	A <sub>1</sub> B <sub>3</sub> Vs A <sub>2</sub> B <sub>3</sub>	0.63	NS
9	A <sub>1</sub> B <sub>3</sub> Vs A <sub>2</sub> B <sub>4</sub>	2.33	NS
10	A <sub>1</sub> B <sub>4</sub> Vs A <sub>2</sub> B <sub>3</sub>	1.57	NS
11	A <sub>1</sub> B <sub>4</sub> Vs A <sub>2</sub> B <sub>4</sub>	0.13	NS
12	A <sub>2</sub> B <sub>3</sub> Vs A <sub>2</sub> B <sub>4</sub>	1.70	NS

Sig. level 0.01 = 16.41

0.05 = 12.46

The interaction effect of gender and birth order on cultural values was found to be significant; as they obtained *F* value of 3.42 exceeded the critical value of 2.62 at the 0.05 level. Mean scores show that first-born girls (*M* = 95.03) had the highest cultural values, followed by first-born boys (*M* = 70.63), while comparatively lower and similar mean scores were observed among last-born and single-child groups of both genders. Pairwise comparisons revealed significant differences mainly involving first-born children, particularly between first-born boys and first-born girls, and between middle-born boys and first-born girls. Most comparisons among last-born and single-child groups were not significant. These results indicate that the combined influence of gender and birth order affects cultural values primarily among first-born and middle-born children, whereas differences among later birth-order groups are minimal.

**Table: 15 Mean and Correlation Between Attitude Towards Home And Family And Culture value**

Sr No.	Variables	N	Mean	r	Sig.
1	Attitude Towards Home And Family	240	234.53	0.34	0.01
2	Culture value	240	63.45		

Sig. level 0.01 = 0.15

0.05 = 0.11

The results show a positive and statistically significant correlation between attitude towards home and family and cultural values. The obtained correlation coefficient (*r* = 0.34) is significant at the 0.01 level, as it exceeds the critical value of 0.15. This indicates a moderate



positive relationship, suggesting that individuals with more positive attitudes towards home and family tend to possess higher cultural values. The mean scores further reveal that the overall mean of attitude towards home and family was 234.53, while the mean cultural value score was 63.45, supporting the presence of a meaningful association between these two variables.

#### **(6) Conclusion:**

The results showed that gender and birth order had significant effects on attitude toward home and family, with girls displaying more positive attitudes than boys and middle-born children showing comparatively lower attitudes than first-born, last-born, and single children. A significant interaction between gender and birth order indicated that the influence of birth order on attitudes varied by gender. Similarly, gender and birth order significantly affected cultural values, with girls and first-born children exhibiting higher cultural values than others. The interaction effect of gender and birth order on cultural values was also significant, particularly among first-born and middle-born children. Additionally, a significant positive correlation was found between attitude toward home and family and cultural values.

#### **(7) Limitations of the Research:**

The present research is limited to boys and girls participants from Rajkot city. A sample of 240 participants (120 boys and 120 girls) belonging to the birth order groups first child, Middle child, last child and single child was selected; therefore, the findings of the study cannot be widely generalized. As the research was conducted only on boys and girls' youth, the results cannot be applied to adolescents or children's populations. The study was carried out using the questionnaire method, and hence it is possible that the respondents provided socially desirable answers rather than accurate responses. Furthermore, the cross-sectional design of the study limits the understanding of developmental changes over time.

#### **(8) Suggestions for Future Research:**

In the present research, 240 participants (120boys and 120girls) were included; however, by increasing the sample size, more accurate and generalizable results may be obtained. In the current study, data were collected using the questionnaire method; future research may employ alternative methods such as the interview method and the observation method to conduct more in-depth investigations. The present research included only boys and girls participants from the birth order groups first child, Middle child, last child and single child; future studies may also focus on male and female. Furthermore, as the present study included only adult males and female, future research may be conducted on male and female, or may focus exclusively on boys or girls 'populations.



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