

# A STUDY OF THE VALUE ORIENTATION OF DEGREE COLLEGE STUDENTS

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*The present study has been conducted to investigate the value orientation of degree college students. The sample consisted of 200-degree college students from Anantapur District in Andhra Pradesh. The data so collected was analysed using Mean, S.D. and t-test. The findings of the study revealed that value orientation of degree college students differed with age. The study also showed that the value orientation of degree college students did not differ with reference to sex and type of family variables. The study also projected that the degree College students preferred venturesome values while least preference was shown for traditional values.*

**KEYWORDS:** Values, Value Orientation, Degree College Students

## INTRODUCTION

Education is a continuous and dynamic process. It is a process that leads to the all round development of man and creates a sound mind in a sound body. It assists in discovering lasting values and modification of behaviour. Values are standards, rules, criteria, attitudes, guidelines, desirable ideas, beliefs and important things, which play a crucial role in shaping the life of an individual. "Man has learnt to fly like bird, swim like a fish but he has not learnt to live as a human being", these words of Dr. S. Radha Krishnan are very much relevant to present situations. Today man has achieved tremendously in economic, political, scientific, cultural and technical fields but what about values among

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human beings? This question worries everybody particularly the youth who are the future of the country. It is obvious that youth need continuous guidance to pave their way of development. This is evident from incidents of value degradation in the society. There is a dire need for enriching the values. This is possible only when the value orientation of youth is known. The term 'Value' is derived from Latin word 'Valerie' which means to be worth, to be strong and vigorous. The term value has different meanings in Economics, Philosophy, and Sociology. In Economics 'vale' means "price". The theory of values is almost similar to "the theory of price". The Philosophical treatment of value is part of ethics, Philosophy and aesthetics. In Sociology the term values represent constituent parts of social structure. According to Oxford Dictionary values means "Worth" and the Encyclopaedia of Social Science refers to value as interest, pleasures, desires, needs and many other modalities of social orientation. (Williams, 1968). Values have been described as ideas tied to feelings and are the organizing factors within a personality. Especially in relation to morals and character. (Garrison, 1982). In the words of Mukerjee "Values are socially approved desires and goals that are internalized through the process of conditions, learning, socialization and become subjective preferences, a standard and also aspirations".

### **STRATEGIES FOR IMPARTING VALUES IN HIGHER EDUCATION**

General education can be transferred, but value based education should be transformed in higher education. Values are caught rather than taught. But, the Kothari commission report of 1996 suggests values should be taught to students / youth. While the National Policy on Education (1986) has recommended various radical changes in the present educational set-up and included in the policy. Values can be inculcated directly, indirectly or incidentally. Direct value inculcation refers to deliberate, systematic instruction given during the time of formation. Indirectly, value orientation can be imparted through the regular subjects of curriculum. Also value education will not be treated as an independent subject in curriculum, but it should lead to integrated development of effective value based curriculum. The different values can be developed through different subjects, through the subject Science values like, scientific temper, logical reasoning, critical thinking deserving, systematic work, reflective thinking, appreciation of beauty etc., can be taught and learnt. Similarly through the subject Social Science the students can develop patriotism, loyalty, religious tolerance, National Integration, truth, honesty etc. Through the subject Mathematics students can learn values like logical thinking, reasoning, analysis etc. and by studying health and physical education we can make the students to be self-disciplined and healthy. Through craft education the students develop

values like aesthetic, beauty, perfection, dignity of labour, work ethics, co-operation, etc. The students can also imbibe values by exposure and involvement in various co- curricular and extra- curricular activities like NCC, physical Education, meditation (yoga) or prayer, various cultural programs like drama, songs, music, mimicry, art, film shows, inter college competition, religious festivals, celebrating birth / death anniversaries of the priests and prophets, youth exchange programs, field trips and excursions to the historical places.

### **REVIEW OF RELATED LITERATURE**

Over the years, numerous studies had been carried out on values of degree college students. Some of them are discussed in this section.

Yadav and Gupta (2012) in a study entitled “Adjustment and value patterns of adolescent male and female students” found that there was significant difference between boys and girls in the case of aesthetic, knowledge, family prestige and health values.

Sharma and Kumar (2006) conducted a study on “The value patterns of male and female senior secondary students'. It was found by them that female students tend to go more towards the religious and Knowledge values than male students who intend to be more towards social, power and health values.

Geethanath (1988) conducted a study of moral judgement in relation to some selected variables. The major findings of the study were Students of different age groups differ significantly in their moral judgement.

### **NEED FOR THE STUDY**

Of late it is observed that there is progressive erosion of values. Value crisis is a hard reality and a cause of serious concern to the country. Weakening of moral values in the contemporary education and in social life creates social and ethical conflicts. The intellect is sharpening, but the spirit is becoming darker every day. Modernization has led to the change of life styles, thinking process, traditions and cultural norms, inequalities persist between rich and poor, men and woman, urban and rural. Over consumerism, selfishness, materialistic complexes are detaching man from real values of life. Advancement of science and technology, globalization, though has positive side of development, it also has negative impact like misuse leading to degradation of the society. Other factors like personal greed, mind set, selfishness, indifference to other's interest and laziness have brought about large scale corruption in almost all spheres of life – personal and public, economic and political, moral and religious.

The teacher educators and teachers need to be clearly oriented towards human values and value system. So that the schools and colleges become value

centres along with examination centres otherwise the graduates may run after money, power and material desires without caring for values. The value crisis mentioned above has led to a degradation in the quality of life. Concern for the development of human kind had led to various studies on values. A study on value orientation of the degree college students will help to identify the orientation and the weakness and also the difference in the value orientation among them. Hence the researchers proposed to study on the value orientation of degree college students.

### **OBJECTIVES OF THE STUDY**

The objectives of the study are:

1. To study the value orientation of degree college students with reference to age difference.
2. To study the value orientation of degree college students with reference to sex difference.
3. To study the value orientation of degree college students with reference to type of family.

### **HYPOTHESES OF THE STUDY**

The hypotheses of the study are:

1. There would be no significant differences in the value orientation of degree college students with reference to age.
2. There would be no significant differences in the value orientation of degree college students with reference to sex.
3. There would be no significant differences in the value orientation of degree college students with reference to type of family.

### **RESEARCH METHODOLOGY**

The survey method was employed for the purpose of accomplishing the objectives of the study.

### **SAMPLE**

The sample for the present study consisted of 200 degree college students from Anantapur District in Andhra Pradesh. The sampling technique used was simple random sampling.

## TOOL USED

To gather the pertinent data required for the present study the tool used was “Value Orientation Scale” prepared by Chauhan, Aurora and Mathur (1997).

The tool consisted of lower value end (L - Localism, F - Fatalism, NV - Non-venturesome, T - Traditionalism, A - Autocrat's, NE - Non-empathy) and higher value end (C - Cosmopolitanism, S- Scientism, V - Venturesome, P - Progressivism, D - Democratism, E - Empathy). From the raw scores the Mean scores were calculated to find the value ends. The Mean scores below 6.5 was considered to have lower value end and above 6.5 the higher value end.

## RESULTS OF THE STUDY

To find the value orientation of the sample, data was collected, scored, tabulated and analysed. The analysis was done using Mean, Standard Deviation and t-test to see the difference between the variables. Results are presented in the following sections.

### 1. Value Orientation of Degree College Students with Reference to Age.

To study the difference in value orientation of degree college students with regard to age, mean values were calculated for collected data and interpreted.

**Table 1**

#### Value Orientation of Students According to their Age.

<i>Variables</i>	<i>I (L-C) Mean</i>	<i>II (F-S) Mean</i>	<i>III (NV-V) Mean</i>	<i>IV (T-P) Mean</i>	<i>V (A-D) Mean</i>	<i>VI (NE-E) Mean</i>
Age 18 - 20 (N=130)	7.20 Cosmopolitanism	7.22 Scientism	7.96 Venturesome	7.24 Progressivism	7.92 Democratism	7.56 Empathy
Age 21 - 22 (N=70)	7.28 Cosmopolitanism	7.35 Scientism	7.28 Venturesome	6.80 Progressivism	6.90 Democratism	7.14 Empathy

Data in Table 1 depicts the values projected by the sample of two age groups that is 18-20 and 21-22 years. The samples of age group 18-20 showed more of Venturesome tendency (7.96) while the sample between the age group 21-22 showed Scientism (7.35) values. The hierarchy of values depicted by 18-20 age group of students was Venturesome (7.96), Democratism (7.92), Empathy (7.56), Progressivism (7.24), Scientism (7.22) and Cosmopolitanism (7.20) while the hierarchy of values depicted by 21 - 22 age group was Scientism (7.35), Venturesome (7.28), Cosmopolitanism (7.28), Empathy (7.14), Democratism (6.90) and Progressivism (6.80).

## 2. Difference in Value Orientation of Degree College Students with Reference to Age.

To study the difference in value orientation of degree college students with reference to age; mean, standard deviation and t- values were computed and presented in Table 2.

**Table 2**

**Means, Standard Deviation and 't' Value Scores of Students Classified According to their Age.**

S. No.	Age	Number	Mean	Standard Deviation	t
1	18 - 20	130	45.32	6.51	2.78*
2	21 - 22	70	42.90	5.60	

\*Significant at 0.01 level.

From Table 2 it can be seen that the mean scores of age group 18 – 20 in value orientation was 45.32 and the Mean scores of age group 21 – 22 in value orientation was 42.90 with standard deviation 6.51 and 5.60 respectively. The difference between the two mean scores was 2.78 which was tested for its significance or otherwise. The calculated value was (2.78) which was greater than the table value of 't' at 0.01 level. Hence the hypothesis is rejected and it can be concluded that there is a significant difference in the value orientation of degree college students with reference to age. The findings are similar to the ones reported by Geethanath (1988).

## 3. Value Orientation of Degree College Students with Reference to Sex.

To study value orientation of degree college students with reference to Sex; mean values were computed and data is shown in Table 3.

**Table 3**

**Value Orientation of Students According to their Sex.**

Variables	I (L-C) Mean	II (F-S) Mean	III (NV-V) Mean	IV (T-P) Mean	V (A-D) Mean	VI (NE-E) Mean
Girls (N= 100)	7.36 Cosmopolitanism	7.33 Scientism	7.93 Venturesome	7.36 Progressivism	7.68 Democratism	7.23 Empathy
Boys (N=100)	7.01 Cosmopolitanism	7.21 Scientism	7.68 Venturesome	6.92 Progressivism	7.38 Democratism	7.61 Empathy

Results in Table 3 depict the values projected by the sample with reference to sex variable. The sample of girls and boys i.e. both the groups showed more of Venturesome values (7.930 and 7.680) respectively. The hierarchy of values depicted by boys was Venturesome (7.900), Democratism (7.860), Progressivism (7.370), Cosmopolitanism (7.360), Scientism (7.330) and Empathy (7.230). While the hierarchy of values depicted by girls was

Venturesome (7.680), Empathy (7.610), Democratism (7.38), Scientism (7.20), Cosmopolitanism (7.01) and Progressivism (6.92).

**4. Difference in Value Orientation of Degree College Students with Reference to Sex.**

To study the difference in the value orientation of degree college students with reference to Sex; mean, standard deviation and t- values were computed and data is shown in Table 4.

**Table 4**  
**Means, Standard Deviation and 't' Value Scores of Students Classified According to their Sex.**

S.No	Sex	Number	Mean	Standard Deviation	t
1	Boys	100	43.79	6.34	1.54
2	Girls	100	45.16	6.22	

From Table 4 it can be seen that the mean scores of boys is 43.79 with Standard deviation of 6.34 and the mean scores of girls is 45.16 with Standard deviation 6.22. By applying 't' test the calculated value (1.54) was found to be less than the table value of 't' at 0.05 level. Hence the hypothesis was accepted and it was concluded that there is no significant difference in the value orientation of degree college students with reference to sex. The findings confirm with those of Sharma and Kumar (2006) and Yadav and Bhawana (2012).

**5. Value Orientation of Degree College Students with Reference to Type of Family.**

To study the value orientation of degree college students with reference to Type of Family; mean values were computed as shown in Table 5.

**Table 5**  
**Value Orientation of Students According to the Type of Family.**

Variables	I (L-C) Mean	II (F-S) Mean	III (NV-V) Mean	IV (T-P) Mean	V (A-D) Mean	VI (NE-E) Mean
Joint Family (N= 91)	7.20 Cosmopolitanism	7.15 Scientism	7.42 Venturesome	6.89 Progressivism	7.22 Democratism	7.32 Empathy
Nuclear Family (N=109)	7.25 Cosmopolitanism	7.32 Scientism	8.08 Venturesome	7.35 Progressivism	7.81 Democratism	7.56 Empathy

The results in Table 5 depict the values projected by the sample with reference to type of family variable. The sample from joint family and nuclear family showed more of Venturesome with the values (7.42 and 8.08)

respectively. The hierarchy of values depicted by joint family students was Venturesome (7.42), Empathy (7.32), Democratism (7.22), Cosmopolitanism (7.20), Scientism (7.15) and Progressivism (6.89). While the hierarchy of values depicted by nuclear family, students was Venturesome (8.08), Democratism (7.81), Empathy (7.56), Progressivism (7.35), Scientism (7.32) and Cosmopolitanism (7.25).

### 6. Difference in Value Orientation of Degree College Students with Reference to Type of Family

To study the difference in the value orientation of degree college students with regard to type of family; mean, standard deviation and t- values were computed as shown in Table 6.

**Table 6**

**Means, Standard Deviation and 't' Value Scores of Students Attitude Towards Value Oriented Education Classified According to their Type of Family.**

S. No.	Type of family	Number	Mean	Standard Deviation	t
1	Joint	91	43.43	5.79	2.16 *
2	Nuclear	109	45.33	6.61	

*\* Significant at 0.05 level.*

From Table 6 it can be seen that the mean score of joint family students is 43.43 with standard deviation of 5.70. The mean score of nuclear family students is 45.33 with standard deviation of 6.61 respectively. On applying the test of significance of the difference between means the 't' value is 2.16 which is greater than the table value at 0.05 level. Hence the hypothesis was rejected and it can be concluded that there is a significant difference in the value orientation of degree college students with respect to type of family.

The study thus reveals that among the sample of age group 18-20 students showed more of Venturesome values where as the sample between the age group of 21-22 years showed Scientism values. There is a significant difference in the value orientation of degree college students with reference to age. With reference to sex variable both boys and girls showed Venturesome values. The results also show that there is no significant difference in the value orientation of degree college students with reference to sex. With reference to type of family, both joint family and nuclear families showed Venturesome values. Thus there is a significant difference in the value orientation of degree college students with reference to type of family.



## CONCLUSIONS

From the above findings one may accept the trend that there is highest preference for Venturesome values, but it is a matter of concern that Traditionalism is at the lower end in the value orientation scale of the students. This clearly depicts the influence of technology. It is also observed that the students projected higher values for Cosmopolitanism, Scientism, Venturesome values, Progressivism, Democratism and Empathy. The study showed that students in the age group of 18-20 years had higher value ends than their counter parts. This finding throws light on the back drop of adolescence behaviour with preference for venturesome than traditionalism. Similarly students from nuclear families exhibited venturesome values than traditionalism. This shows less exposure to traditionalism by elders and others in the family.

It can be concluded that the degree college students are influenced by technology and Metropolitan culture. It also projects the open mindedness and mixture of cultural practices. The students are perceived to have come out of traditional bindings. This observation is a matter of concern. With the value degradation observed among the youth at large in the present society clearly depicting lack of traditionalism, it is necessary that the scientific factors related to tradition be instilled in the students. Moral values embedded curricular and co-curricular activities will help the youth to refine their values. Programmes like, exhibitions, joint celebrations of the festivals for religious tolerance would develop a sense of unity and upgradation of values.

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