



VALUE DIMENSIONS OF UNDERGRADUATE STUDENTS OF TECHNICAL COURSES IN RELATION TO THEIR SEX AND PARENTAL OCCUPATION

Md. Afzalur Rahman

Department of Education, Nowgong College, Dist: Nagaon, State: Assam, India,

Dulumoni Goswami

Department of Education, Gauhati University, Gopinath Bordoloi Nagar, Guwahati, State: Assam, India

ABSTRACT

The present study was conducted to identify the value dimensions of undergraduate students of technical courses in relation to their sex and parental occupation. Standardized scale measuring values in six dimensions namely Theoretical, Economic, Political, Aesthetic, Social and Religious was administered on 107 male and 35 female sample students selected at random. For measuring parental occupation a self structured questionnaire was employed. The collected data were then analyzed through using 'Mean', 'sd', 't-test' and 'Pearson's Correlation' technique. The findings revealed existence of significant sex difference with regard to aesthetic value where female group outscored the male group. Moreover, parental occupation is found to have significant correlation (positive) with economic value dimension of male undergraduate students of technical courses. The study further revealed significance of difference in the relationship of parental occupation and economic value between male and female undergraduate students of technical courses. Thus, the present findings may help the parents and educational policy makers in developing strategies to inculcate right values among the youths.

Keywords: Value dimensions, Undergraduate students, Technical course, Sex, Parental occupation

INTRODUCTION

Today, there is hue and cry everywhere about value crisis. Someone very truly said that if a tree reaches the sky (Heaven) its root might reach the Hell. Science and technology opened new vistas as a result of which rapid and visible changes have been taken place extensively in almost all walks of human activity and endeavor. But, the most important wealth of humanity that we have lost is a big measure of our character, ethics and values. Human virtues like love, sympathy, honesty, purity, selflessness, wisdom, mercy, humility, faithfulness, obedience, sincerity etc. remain only

the words of dictionary. The barbaric qualities like selfishness, clashes, corruption, nepotism, hypocrisy etc. are dominating our lives.

India is a country with diversified culture which was rich in its traditional beliefs and value systems. It is the land which is known to the whole world as the custodian of the 'soul', is now becoming the land without soul. The Ancient Indian system of education entirely concentrated on moral and spiritual development of minds. The whole of Vedic education and even the post-Vedic lectures like the Ramayana, the Mahabharata, the Geeta etc. are the treasure house of values. The holy Quran also stresses the importance of human values. The fundamental Islamic norms and values provide effectiveness and solidarity to the community. The Islamic approach for the establishment of peace and welfare of humanity emphasize on the establishment of social peace, moderation and snubbing all destructive activities and permitting only the positive actions (Pakeeza and Chishti, 2012). The importance of value education has been duly recognized by different committees and commissions on education from time to time. The Hartog Committee (1929), the Central Advisory Broad of Education in 1946, Secondary Education Commission (1953), the Sri Prakasa Committee, Kothari Commission (1964-66) all have emphasised the direct or indirect instruction of social, moral, and religious values in educational institutions. In this connection the National Policy of 1986 stated that--

"The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values." (Govt of India, 1986)

But in spite of the steady efforts, value education is being neglected to a great extent. The majority of educational institutions have failed in evolving an integrated approach in the curricular and co-curricular programmes for the all round development of human personality. Our present educational system with all its complexities and intricacies, have proved to be deficient so far, as it neglects or does not give deserving importance to values in human life. (Venkataiah, 2005).

Underlying much of the research studies it is implicit that value dimensions are essentially related, influenced and shaped by factors like sex, level of aspiration, type of education received, home environment, intelligence and some other socio-economic and psychological factor. Students perusing different types of education may possess different value pattern as education system is one of the most potent factor in determining values of individual. It is with this background an attempt is made in this paper to identify the value preferences of undergraduate students of technical courses. As such the study is entitled as *"Value Dimensions of Undergraduate Students of Technical Courses in relation to their Sex and Parental Occupation"*

LITERATURE REVIEW

Verma *et al.* (1993) in their study of the main effect of sex and rural/urban inhabitation on the values of adolescent students found that male adolescents were higher on truth, non-violence and love value than female adolescents but no significant difference was observed between male and female subjects with respect to right conduct value and peace value.

Schludermann *et al.* (2000) reported no significant gender differences among adolescents in family religion, religiosity, social adjustment or personal adjustment. However, girls endorsed social values much more than did boys. The study further revealed that religiosity has much higher correlations with social values and social adjustment among boys than among girls.

Bobowi (2011) conducted a study on personality and parents' values as the predictors of students' personal values. The findings of the study revealed a greater contribution of multicultural personality to the variance in stimulation, self-direction, universalism and achievement values in comparison to the impact of parental values, whereas an opposite pattern was found for power, benevolence, and conformity. Furthermore, the study reported that overall trait-like parents' values were better predictors of the offspring's trait-like values and the same effect held for parental societal values that predicted better the offspring's societal values.

Iglesias and Ricardo (2011) found differences in personal and interpersonal values across generational cohorts, gender and ethnic group. The study further revealed that male nurses are likely to take fewer risks and show a tendency toward congruence with the predominant organizational culture.

Shagufta and Mariya (2012) argued that due to modern developments and fast changing role of parents, it has been very difficult for parents to inculcate significant values in their child and as such value oriented education needs to be realistically achievable in consonance with the academic framework of a school. The authors advocate that a judicious combination of academics, culture and value education will be an ideal approach to education and value education needs to be integrated within the school curriculum.

Objectives

- I. To identify the value dimensions of male and female undergraduate students of technical courses.
- II. To examine whether there is significant difference between male and female undergraduate students of technical courses in their value dimensions.
- III. To determine the relationship between value dimensions and parental occupation of male and female undergraduate students of technical courses.

- IV. To examine whether there is significant difference in the relationship of value dimensions and parental occupation between male and female undergraduate students of technical courses.

Hypotheses

- Ho-1: There is no significant difference between male and female undergraduate students of technical courses in their value dimensions.
- Ho-2: There is no significant relationship between value dimensions and parental occupation of male and female undergraduate students of technical courses.
- Ho-3: There is no significant difference in the relationship of value dimensions and parental occupation between male and female undergraduate students of technical courses.

METHODOLOGY

The present study was conducted under descriptive method.

Population and Sampling Design

The present study aimed at a study of the value dimensions of undergraduate students of technical courses. It was also delimited to the three undergraduate colleges from Guwahati city affiliated to Gauhati University. As such the study included all the students irrespective of sex and area/specialization of study enrolled in the three colleges during the study period 2011-2012 as its population.

Stratified Random Sampling was employed in drawing the samples for the study. Total numbers of students enrolled in the three colleges are 2830 of which 2132 are male and 698 are female. Applying proportionate allocation, 5% of students from both strata---- 'Male' and 'Female' has been taken from each of the colleges separately to guarantee a more representative distribution of students throughout the colleges. Thus, the final sample for the study consisted of 142 college students of which 107 are male and 35 are female students.

Tools

The following tools were employed considering the objectives of the study and feasibility of their use.

- a) Study of Values Test by Dr. R. K. Ojha and Dr. Mahesh Bhargava.

The Study of Values Test is a standardized scale that measures values in six dimensions. These are Theoretical, Economic, Aesthetic, Social, Political and Religious.

- b) Self- Structured Questionnaire to measure Parental Occupation.

Scores assigned to different types of occupation is as follows:

| Item | Scores Assigned | | | | | Govt./ Govt./Corporate Service | Ex |
|------------------------------|-----------------|-----------|-------------|----------|---|--------------------------------------|----|
| | 0 | 1 | 2 | 3 | 4 | | |
| Occupati on of Parents | Unemployed | Unskilled | Cultivation | Business | | | |

Treatment of Data

The study is mainly based on examining group performances, comparison between groups and relationship between variables. As such the statistical techniques used for the study were ‘mean’, ‘sd’, ‘t-test’, and ‘Pearson’s Correlation’. To test the Significance of ‘r’, Significance of difference between Means, 5% confidence level was taken into consideration in the whole analysis.

RESULTS AND DISCUSSION

Results are presented and discussed in the order of objectives of the study as follows:

Objective-- I: *To identify the value dimensions of male and female undergraduate students of technical courses.*

Table-1. Mean scores and preference order of value dimensions of male and female undergraduate students of technical courses.

| Value Dimensions | Male (N=107) | | | Female (N=35) | | |
|---------------------|--------------|-------|-------------|---------------|-------|-------------|
| | Mean | Sd | Preferences | Mean | sd | Preferences |
| Theoretical | 43.82 | 5.658 | II | 44.03 | 5.316 | I |
| Economic | 45.05 | 6.313 | I | 43.54 | 5.522 | II |
| Political | 40.39 | 5.757 | III | 39.77 | 5.418 | IV |
| Aesthetic | 38.56 | 5.164 | IV | 40.63 | 4.346 | III |
| Social | 36.50 | 5.862 | V | 36.09 | 3.944 | V |
| Religious | 35.67 | 7.968 | VI | 35.91 | 6.788 | VI |

The perusal of the results presented in table-1 revealed that most preferred value of the male students is economic followed by theoretical with mean scores of 45.05 and 43.82 respectively, whereas these are reverse in case of female respondents i.e. theoretical (43.54) followed by economic (44.03). Provided that male students in general tend to be more utility oriented and practical in nature in comparison to the female group as evident. The preference of theoretical value over economic value by female students goes with our expectation that females are more critical and rational in nature than being utility oriented. It is here to be mentioned that though the preference order varies, the mean scores of theoretical value of both male and female group are similar i.e. 43.82 and 43.54 respectively. Thus, giving equal weight age to theoretical value by both the gender seems to be the logical consequences of their being students of higher education. Being the students of undergraduate classes, they are expected to be critical and rational in nature, which are the characteristics of theoretical value.

The third and fourth preferred value of the male group are political and aesthetic respectively whereas these are aesthetic and political for female group, implying that male students are tend to be more political or to acquire power and influence than the female group, whereas the later group is more interested in artistic episodes of life than power and influence which is manifested in our general observation with people.

It is not surprising to see that the least preferred values are religious and social for both the group i.e. male and female. Since, economic and theoretical value is given more importance by the respondents; it is natural that they give less importance to religious and social value. The religious value is diametrically opposed to theoretical and economic value. The religious man is mystical and seeks to comprehend the cosmos as a whole by withdrawing from life. A religious man may not lust for wealth, luxury etc. which are the characteristics of an economic man. Similarly, a religious person may not be critical and rational enough in nature which is the characteristics of a theoretical person. Moreover, giving less preference to social value by a person who gives more importance to economic and theoretical value as evident in table-1 is also justifiable. The highest value for persons with social value is love of people. They are himself kind, sympathetic and unselfish. A person with high social value is likely to find the theoretical, economic and aesthetic attitudes cold and inhuman. Thus in the pertinent, it can be said that the results of the table-1 revealed what we generally observe in society.

Objective-- II: *To examine whether there is significant difference between male and female undergraduate students of technical courses in their value dimensions*

Ho-I: *There is no significant difference between male and female undergraduate students of technical courses in their value dimensions.*

Table-2. Significance of difference between mean scores of value dimensions of undergraduate students of technical courses.

| Value Dimensions | Male (N=107) | | Female (N=35) | | t-value | Significance |
|------------------|--------------|-------|---------------|-------|---------|--------------|
| | Mean | sd | Mean | Sd | | |
| Theoretical | 43.82 | 5.658 | 44.03 | 5.316 | .19 | NS |
| Economic | 45.05 | 6.313 | 43.54 | 5.522 | 1.26 | NS |
| Political | 40.39 | 5.757 | 39.77 | 5.418 | .56 | NS |
| Aesthetic | 38.56 | 5.164 | 40.63 | 4.346 | 2.12 | Significant |
| Social | 36.50 | 5.862 | 36.09 | 3.944 | .39 | NS |
| Religious | 35.67 | 7.968 | 35.91 | 6.788 | .16 | NS |

NS: Not Significant

Table-2 revealed that male and female undergraduate students of technical courses differ significantly with respect to only one value dimension. Female group is found to be scored significantly higher in aesthetic value dimension than their male counterparts implying that the females are more interested to *form and harmony* in comparison to male do. They find chief interest in the artistic episodes of life and try to enjoy each single impression for its own sake,

which are generally corroborated to our general observation. No significant difference is found between the two groups in remaining five dimensions of values namely theoretical, economic, political, social and religious implying that females are no longer inferior to males so far their attitude and aspirations towards different aspects of society like economy, politics, power, religion, social work and awareness etc. are concerned. Since, the targeted population for the present study is the undergraduate students of *technical courses*, the female groups are supposed to be more enlightened and developed in their attitude and perception. Thus, the findings revealing no significant sex difference in most of the value dimensions is not at all surprising. In this way, our first hypothesis- ***“There is no significant difference between male and female undergraduate students of technical courses in their value dimensions”*** is partly retained and partly rejected. It is rejected with regard to aesthetic value dimension, where as the hypothesis is retained so far theoretical, economic, political, social and religious value dimensions are concerned.

Objective-- III: *To determine the relationship between value dimensions and parental occupation of male and female undergraduate students of technical courses.*

Ho-II: *There is no significant relationship between value dimensions and parental occupation of male and female undergraduate students of technical courses.*

Table-3. Coefficients of correlation between value dimensions and parental occupation of male and female undergraduate students of technical courses.

| Value Dimensions | Male (N=107) | | Female (N=35) | |
|------------------|--------------|--------------|---------------|--------------|
| | r-value | Significance | r-value | Significance |
| Theoretical | .06 | NS | -.01 | NS |
| Economic | .22 | Significant | -.28 | NS |
| Political | -.11 | NS | .03 | NS |
| Aesthetic | -.01 | NS | .29 | NS |
| Social | .11 | NS | .08 | NS |
| Religious | -.10 | NS | .02 | NS |

NS: Not Significant

The above table-3 depicting the relationship of value dimensions and parental occupation separately for male and female undergraduate students of technical courses revealed that there is significant correlation between parental occupation and economic value dimension so far the male students of technical courses are concerned. The relationship of parental occupation with other five value dimensions namely theoretical, political, aesthetic, social and religious are found not to be significant in case of male students. As such our hypothesis stating ***‘There is no significant relationship between value dimensions and parental occupation of male and female undergraduate students of technical courses’*** is rejected with regard to economic value dimension so far the male students of technical courses are concerned. But the hypothesis is retained for the same group with regard to theoretical, political, aesthetic, social and religious value dimensions. Thus, it becomes clear that the parental occupation has a significant positive influence upon the economic value or vice-versa of male undergraduate students of technical courses. The higher the

level of occupation of parents the more they are the practical, economic in day do day dealing or in financial matters. Again, so far the relationship between parental occupation and value dimensions of female undergraduate students of technical courses are concerned, it is found that parental occupation is not significantly correlated with any of the value dimensions. The ‘r’ value of parental occupation and almost all the dimensions of values are very meager. The implication of this finding is that values of female students are independent of their parents’ level of occupation. Thus, our hypothesis stating *‘There is no significant relationship between value dimensions and parental occupation of male and female undergraduate students of technical courses’* is fully retained so far the female undergraduate students of technical courses are concerned.

Objective-- IV: *To examine whether there is significant difference in the relationship of value dimensions and parental occupation between male and female undergraduate students of technical courses.*

Ho-III: *There is no significant difference in the relationship of value dimensions and parental occupation between male and female undergraduate students of technical courses.*

In order to identify the significance of difference in the relationship of value dimensions and parental occupation between the two groups, firstly the ‘r’ value of both the group were converted into ‘z’ scores and then the standard error of the difference between the two ‘z’ scores were calculated. Afterwards, significance of difference was determined through using the following formula, the result of which is presented in table no.- 4.

$$CR = \frac{Z_1 - Z_2}{SE_{Diff}(Z)}$$

Table- 4. Significance of difference in the relationship of value dimensions and parental occupation between male and female undergraduate students of technical courses.

| Value Dimensios | Male (N=107) | | Female (N=35) | | SEDiff (Z) | CR | Significance |
|-----------------|--------------|---------|---------------|---------|------------|------|--------------|
| | r-value | z-value | r-value | z-value | | | |
| Theoretical | .06 | .06 | -.01 | -.01 | .20 | .35 | NS |
| Economic | .22 | .22 | -.28 | -.29 | .20 | 2.55 | Significant |
| Political | -.11 | -.11 | .03 | .03 | .20 | .7 | NS |
| Aesthetic | -.01 | -.01 | .29 | .30 | .20 | 1.55 | NS |
| Social | .11 | .11 | .08 | .08 | .20 | .15 | NS |
| Religious | -.10 | -.10 | .02 | .02 | .20 | .6 | NS |

NS: Not Significant

Form the perusal of the results contained in the table –4; it is clear that there is significant difference in the relationship of parental occupation and economic value dimension between male and female undergraduate students of technical courses. The coefficient of correlation between parental occupation and economic value dimension of male group is significantly stronger or higher than that of the relationship of the two variables of the female group. No significant difference is found in the relationship of parental occupation and remaining five dimensions namely- theoretical, political, aesthetic, social and religious values between the two groups. As

such our third hypothesis which states “*There is no significant difference in the relationship of value dimensions and parental occupation between male and female undergraduate students of technical courses*” is partly retained and partly rejected. It is rejected with regard to the relationship of parental occupation and economic value dimension. On the other hand, the hypothesis is retained for the relationship of parental occupation and theoretical, political, aesthetic, social and religious value dimensions.

Major Findings

On the basis of the analysis and interpretation of data, the major findings of the investigation are presented in the order in which data are analyzed and interpreted.

- a. The value preferences of male undergraduate students of technical courses in the order of most preference is economic followed by theoretical, political, aesthetic, social and religious; whereas it is theoretical followed by economic, aesthetic, political, social and religious for female group. Thus, there is no prominent variance in the order of preference of social and religious value dimensions between male and female undergraduate students of technical courses.
- b. There is significant difference between male and female undergraduate students of technical courses in aesthetic value dimension where female students outscored their male counterparts. The differences between the two groups in theoretical, economic, political, social and religious value dimensions are not statistically significant.
- c. Parental occupation has significant correlation with economic value dimension of male undergraduate students of technical courses. No significant relationship is found between parental occupation and remaining five value dimensions namely-theoretical, political, aesthetic, social and religious so far male undergraduate students of technical courses are concerned.
- d. No value dimension is significantly correlated with parental occupation of female undergraduate students of technical courses.
- e. There is significant difference in the relationship of parental occupation and economic value dimension between male and female undergraduate students of technical courses. No significant difference is found in the relationship of parental occupation and remaining five value dimensions namely- theoretical, political, aesthetic, social and religious values between the two groups.

CONCLUSION

Whatever may be the cause, no one can deny the fact that value crisis is creating serious threats to individual, society, the nation and the globe at large. Our present system of education is not quite effective in inculcating among the young generation the values such as love, co-operation, trust, acceptance, joy, dignity, compromise, respect for others, sympathy, tolerance, forgiveness which

are the backbone of Indian society. Education is becoming day by day more or less materialistic and value traditions are being slowly given up. The prime objective of education today is no longer the formation of character and promotion of values, but the emphasis is on promotion of technical knowhow, skills, and technologies for material progress. However, as the labour market is becoming more specified it requires more skilled person in different profession. Consequently, professional education is becoming more vital in this age of LPG. No doubt, in a country like India where unemployment rate is almost 10%, career oriented education is of utmost significance. But, at the same time such career oriented professional education must take initiative to instruct the students in desirable human values. There is an urgent need to revive and reform the values of human life and to rejuvenate the foundation of civilization. In the present value crisis-ridden society education must create the climate for the nurture of values.

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