

# A STUDY ON VALUE PATTERNS OF COLLEGE STUDENTS GENDER-WISE IN KAMRUP DISTRICT

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**ABSTRACT:** Values imply some positive life guiding principles and norms. The present study was undertaken to analyze the value patterns of college students of the Kamrup District, Assam. The study was conducted on 1491 college students studying in TDC level (I<sup>st</sup> Semester to VI<sup>th</sup> Semester). The sample included 805 male students (Arts & Science stream) and 686 female students (Arts & Science Stream). The Cluster Sampling technique was used to select the sample population. Personal Values Questionnaire (Dr. G. P Sherry and R.P. Verma) was used. Results indicate that the college students showed higher mean scores in democratic value and lower mean scores in power value.

## I. INTRODUCTION:

Values are the most desired norms of life. Life without values have no meaning. Values are inseparable from our life and society. Both human actions and activities are the reflection of one's individual and social values.

**Rokeach (1973)** defined values as some permanent beliefs with certain well defined behavioural patterns.

**Davidov** and his colleagues (**2008**) stated that values may be defined as some deeply established attitudes, norms or ideas or some actions which guide, explain or arrange our abstract motives.

The present world is facing the problem of value crisis as the younger representatives of our society have embraced the eroding values such as dishonesty, insincerity, lack of punctuality, disrespect for work, indiscipline, lack of patience and so on. In such a state of value crisis, there is an urgent need to implement some strict principles which the future builders of our society are bound to follow and lead a prosperous and healthy life ahead. It is then that value education can take its part seriously by inculcating positive values in young minds.

Researches show that gender influences a lot on value development and value orientation of a person. We always see a variation in the behavior, attitude and personality between men and women. So same in the case of value development also. **Bebeau and Brabeck in 1989** said that the ethical sense of women was more powerful than men. **Meglino and Ravlin (1998)** clearly stated that values determine those personal beliefs of men and women through which they can behave properly in their social atmosphere. In **2005 Schwartz and Rubel** conducted a survey to find out the effect of gender on humanistic values. The study found that men were more attracted to hedonistic value, power value, achievement value, security value and self directed value than women. On the contrary women were found higher in benevolence and universalism value. But both the gender shows similar preferences in traditional and conformity value. In their studies conducted by **Dirilen-Gumus and Buyuksahin-Sunal (2012)** it was revealed that the women showed higher scores in the areas of hedonistic value, universalism, benevolence feeling of security than the male, where as men were found higher in power value.

Therefore, there is an urgent need to promote humanitarian values among the youths through education. Social agencies such as family, school, society etc. play major roles in developing awareness of values among the youths. Government and other social institutions should inculcate desirable and positive values in the youngsters through various serious strategies.

Not only that the youths must also be self motivating and encourage themselves by interacting with one another positively when faced with various discouraging attitudes about moral values. Being the builders of a nation young people ought to know their importance and worth in society. Youths must be disciplined and resist immoral behavior that will eventually lead to a healthy and peaceful living and also would help them to build a prosperous nation. Besides this, proper value development is also associated with some important factors like one's physical ability, mental capacity, attitudes, personality, intelligence, achievement etc. Thus to understand all these issues the present study has been taken, which is associated with value patterns of college students on the basis of gender.

**II. OBJECTIVES:**

- i. To study the value patterns of college students.
- ii. To make a comparison between boys and girls in their value patterns.

**Hypothesis:**

Ho1 : There exists no significant difference between boys and girls in their value patterns.

**Sample:**

A sample of 1491 college students from TDC level were selected from 6 colleges of Kamrup District by using cluster sampling technique. Out of 1491 sample students 805 were boy students (Arts and Science Stream) and 686 were girl students from Arts and Science Stream.

**Statistical Techniques used**

for the study are –

- i. Simple percentages
- ii. Chi Square
- iii. Graphical Representation.

**Tools:**

- i. Personal Values Questionnaire (Dr. G.P. Sherry & R.P. Verma).

As per the questionnaire the values are symbolized as- A stands for Religious value, B stands for Social value, C stands for Democratic value, D stands for Aesthetic value, E stands for Economic value, F stands for Knowledge value, G stands for Hedonistic value, H stands for Power value, I stands for Family prestige value and J stands for Health value.

For interpretation purpose the following table is suggested in the Questionnaire—

Sl. No	Interpretation	Sten Scores
1	Very High (VH)	9 & 10
2	High (H)	7 & 8
3	Average (A)	5 & 6
4	Low (L)	3 & 4
5	Very Low (VL)	1 & 2

**Method:** Present study falls under the Descriptive Survey Method.

**III. DATA ANALYSIS:**

**Objective-i-** To study the value patterns of college students.

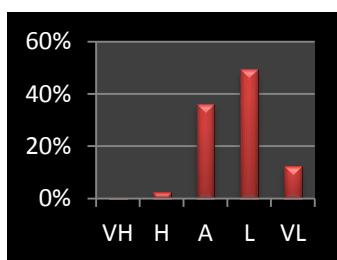
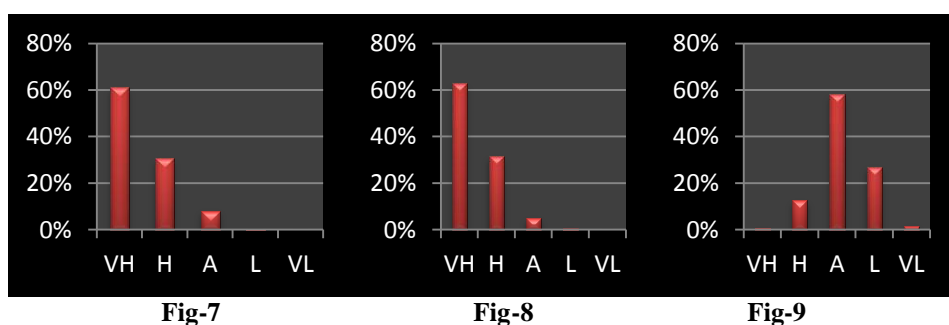
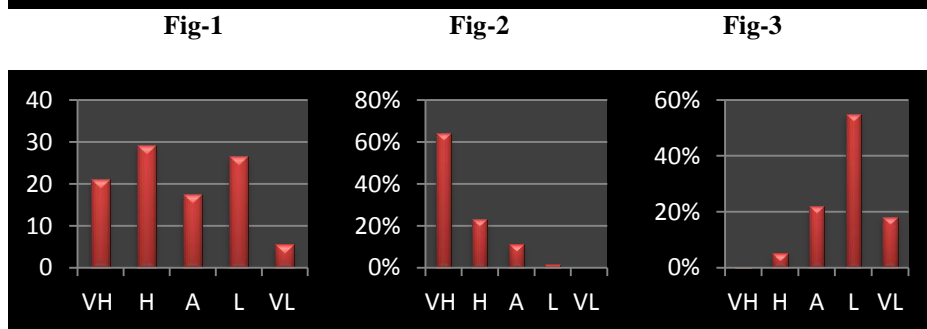
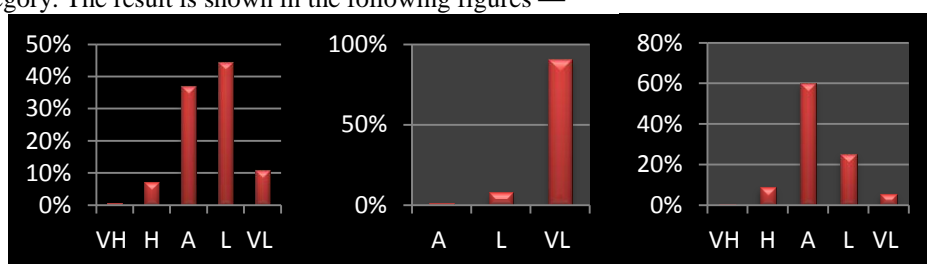
As this is fact finding objective there is no hypothesis for this objective.

**Table-1 Percentage of Students in Different Values**

Symbols of Values	Levels of Values and Percentages									
	No. of Stu.	VH (%)	No. of Stu.	H (%)	No. of Stu.	A (%)	No. of Stu.	L (%)	No. of Stu.	VL (%)
A	9	.6	108	7.2	552	37	662	44.4	160	10.7
B	-	-	-	-	19	1.3	117	7.8	1355	90.9
C	8	.6	133	8.9	891	59.8	375	25.2	84	5.6
D	313	21	435	29.2	262	17.6	397	26.6	84	5.6
E	956	64.1	347	23.3	167	11.2	21	1.4	-	-
F	1	.1	77	5.2	331	22.2	814	55	267	17.9
G	911	61.1	457	30.7	121	8.1	2	.1	-	-
H	939	63	469	31.5	75	5	8	.5	-	-

I	11	.7	186	12.5	866	58.1	403	27	25	1.7
J	1	.1	36	2.4	536	35.9	735	49.3	183	12.3

Table-1 shows that in religious value(A) highest number of students were concentrated in low category and lowest number of students were in the very high category. In social value(B) maximum number of student were concentrated in very low category followed by low and average category. Similarly average number of students were found having more democratic value(C) and in aesthetic value(D) less number of students are in the very low category i.e. only 6% while more concentration is found in high category. In economic value(E) highest percentage is found in very high category which is 64.1% and lowest is only 1.4% in low category and no students is found having low category. In knowledge value(F) maximum number of students are in low category i.e. 55% while only 5.2% is in high category. In hedonistic value(G) no students are found in low and very low category while maximum is found in very high category i.e. 61.1% followed by high category having 30.7% and 8.1% in average category. In power value(H) also highest percentage is found in very high category i.e. 63% followed by 31.5% in high, 5% in average and only .5% in low category. In family prestige value(I) more than 50% students are having average category i.e. 58.1% while only .7% is having very high category. In health value(J) maximum number of students are concentrated in low category while the lowest is found in high category i.e. only 2.4%. Therefore it is seen that most of the students are concentrated in average category. The result is shown in the following figures —



**Objective-ii:** To make a comparison between value patterns of boys and girls

**Ho:** There exists no significant difference between boys and girls in their value patterns.

**Table-2**

Values	Gender	Levels of Values and Percentages												Chi Sq Value	df	Sig .
		VH		H		A		L		VL		Total				
	B/G	N of stu.	%	N of stu.	%	N of stu.	%	N of stu.	%	N of stu.	%	N of stu.	%			
A	B	4	.49	54	6.70	19	23.72	44	55.68	10	13.19	80	105	146.213	4	.000
	G	5	.72	54	7.87	36	52.61	21	31.14	52	7.589	68	106			
B	B	-	-	-	-	6	.74	48	5.96	75	93.21	80	105	12.880	2	.002
	G	-	-	-	-	13	1.89	69	10.05	60	88.04	68	106			
C	B	8	.99	77	9.56	51	63.73	17	21.75	32	3.97	80	105	28.885	5	.000
	G	-	-	56	8.16	37	55.18	20	29.10	52	7.58	68	106			
D	B	56	6.95	97	12.04	18	22.62	38	48.19	82	10.18	80	105	735.500	4	.000
	G	25	37.46	33	49.28	80	11.66	9	1.31	2	.29	68	106			
E	B	69	85.71	11	13.60	5	.62	-	-	-	-	80	105	396.156	3	.000
	G	26	38.77	23	34.57	16	23.62	21	3.06	-	-	68	106			
F	B	1	.12	31	3.85	14	17.62	44	55.27	18	23.16	80	105	51.394	5	.000
	G	-	-	46	6.70	19	27.60	36	53.79	81	11.80	68	106			
G	B	54	68.07	18	22.60	75	9.31	-	-	-	-	80	105	56.306	3	.000
	G	36	52.91	27	40.08	46	6.70	2	.29	-	-	68	106			
H	B	70	86.95	87	10.80	17	2.11	1	.12	-	-	80	105	432.049	3	.000
	G	23	34.83	38	55.68	58	8.48	7	1.02	-	-	68	106			
I	B	2	.24	80	9.93	38	48.32	32	40.12	11	1.36	80	105	155.407	4	.000
	G	9	1.31	10	15.46	47	69.57	80	11.66	14	2.04	68	106			
J	B	1	.12	16	1.98	34	42.85	38	47.45	61	7.57	80	105	58.040	4	.000
	G	-	-	20	2.91	19	27.89	35	51.43	12	17.78	68	106			

Table-2 shows that in all the areas of values i.e. religious value, social value, democratic value, aesthetic value, economic value, knowledge value, hedonistic value, power value, family prestige value and health value, there exists significant difference between boys and girls. Among the ten values a major difference is seen specially in aesthetic value where girls exceeds the boys. Out of 805 boys 388 or 48.19% were in low category and 82 or 10.18% were in very low category. Again out of 686 girls 338 or 49.27% were in high category and only 2 or .29% boys were found in very low category. In social value both the genders show

almost similar preferences. Out of 805 boys 751 or 93.29% boys were in very low category and out of 686 girls 604 or 88.04% were in the same category. The result is shown with the graphical representation as below--

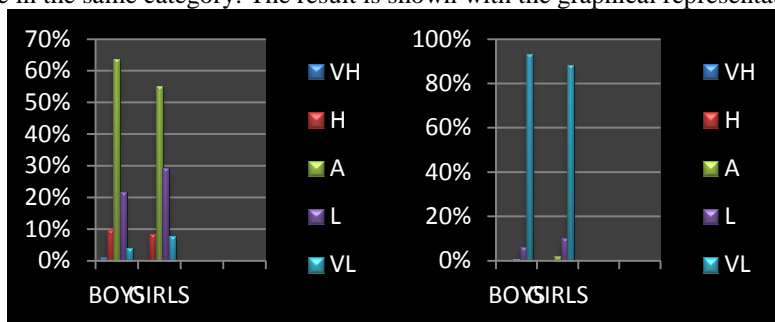


Fig-1

Fig-2

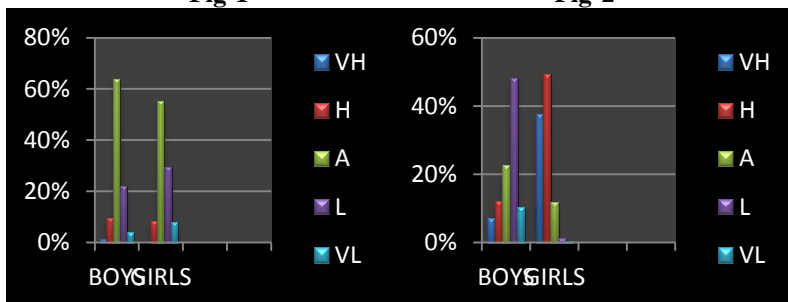


Fig-3

Fig-4

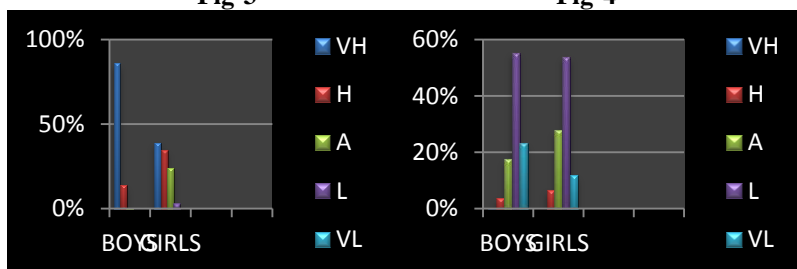


Fig-5

Fig-6

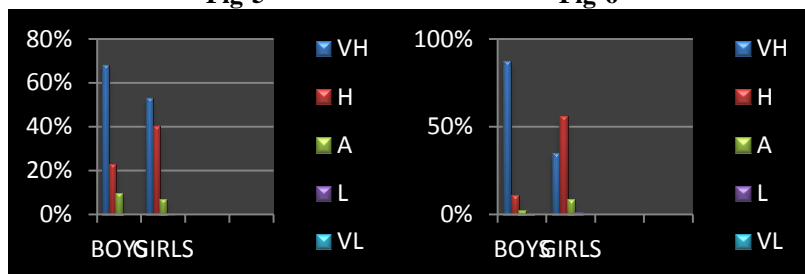


Fig-7

Fig-8

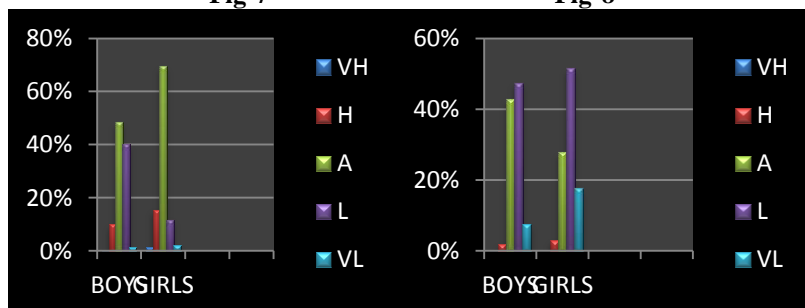


Fig-9

Fig-10

**IV. RESULTS, INTERPRETATION AND DISCUSSION:**

For the present study percentage and chi square values for each value pattern were calculated. Further, significant differences were found out between boys and girls.

The findings of the present study show that among the ten values the highest percentage is concentrated in average category i.e. 25.6% and the lowest percentage is concentrated in very low category i.e. 14.6% followed by 23.7% in low category, 21.1% in very high category and 15% in high category. It is seen that average number of students are conscious about their values. Again it is found that in the very high category highest percentage is observed in economic value i.e. 64.1% and lowest percentage in knowledge value and health value which is only .1%. In high category highest percentage is seen in hedonistic value and power value i.e. 30.7% and lowest in health value i.e. 2.4%. Similarly in average category 59.8% is found in democratic value and 1.3% in social value. Again in low category highest is found in knowledge value which is 55% and lower in hedonistic value which is .1% only. In very low category in social value highest percentage is seen i.e. 90.9% and lowest in family prestige value i.e. 1.7%.

The study also reveals that in aesthetic value the girls were found superior than the boys. Similarly, in social value no students were found in the high and very high category. In social value highest number of boys and girls were concentrated in the very low category. So they are not very conscious about their social value.

The study shows that there is significant difference between boys and girls college students in Religious value, Social value, Democratic value, Aesthetic value, Economic value, Knowledge value, Hedonistic value, Power value, Family prestige value and Health value. Therefore, we can safely reject our null hypothesis here which is (i) there exists no significant difference between boys and girls in their value patterns.

Thus, the present study also found that both boys and girls college students of Kamrup district are significantly differ in their value preferences.

**V. CONCLUSION:**

The results of the present study reveal that average number of students are conscious in their value patterns. Some variations are seen in the ranking of values due to their different aptitudes, attitudes, skills, personal experience, choice of life, interests, family environment, social influence etc. As a recommendation for the present study it can be suggested that parents, teachers and government should make some serious efforts to inculcate positive values in the youths of our society.

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