CHAPTER – V

FINDINGS, SUGGESTIONS AND CONCLUSION

The present chapter depicts the summary of major findings of the study followed by educational implications and suggestions, suggestions for further research in the related area and conclusion. The chapter ends with a brief summary of the report to enable a bird eye view of it.

5.1 Major Findings of the Study

The summaries of major findings of the study are presented as follows:

1) The order of preference of value dimensions of undergraduate students of technical professional courses is theoretical, followed by economic, political, social, aesthetic and religious which is economic followed by theoretical, political, social, aesthetic and religious for students of non-technical professional courses. Thus, except the two most preferred value dimensions, the preference order of remaining four value dimensions is same between the two groups.

2) The order of preference of value dimensions of male undergraduate students of professional courses is economic followed by theoretical, political, social, aesthetic and religious whereas this order is theoretical followed by economic, aesthetic, social, political and religious for the female undergraduate students of professional courses. Thus, divergence is observed in the two most preferred value dimensions as well as in 3rd and 5th preferred value dimensions between
male and female undergraduate students of professional courses. The two most preferred values of the male group are economic followed by theoretical, whereas with respect of female group the order has reversed. Similar case is observed with regard to the 3rd and 5th preferred value dimensions, which are political and economic respectively for male group, whereas economic and political for the female group.

3) The order of preference of value dimensions of male undergraduate students of technical professional courses is theoretical followed by economic, political, social, aesthetic and religious, whereas this order is theoretical followed by economic, aesthetic, social, political and religious for the female undergraduate students of technical professional courses. Thus, divergence is observed in the 3rd and 5th preferred values between male and female undergraduate students of technical professional courses which are political and aesthetic respectively for the male group, whereas these are reverse in case of female group.

4) The order of preference of value dimensions of male undergraduate students of non-technical professional courses is economic followed by theoretical, political, social, religious and aesthetic, whereas this order is theoretical followed by economic, aesthetic, social, political and religious for the female undergraduate students of non-technical professional courses. Thus, maximum divergence is observed in the preference order of value dimensions between male and female undergraduate students of non-technical professional courses. Except the social value that is placed at 4th position by both male and female group, the ranking order of other five values varied between the two groups.
5) The preference order of value dimensions of male undergraduate students of technical professional courses is theoretical followed by economic, political, social, aesthetic and religious, whereas this order is economic followed by theoretical, political, social, religious and aesthetic for the male undergraduates of non-technical professional courses. Thus, divergence is observed in the two most as well as two least preferred value dimensions between male undergraduate students of technical and non-technical professional courses.

6) The order of preference of value dimensions of female undergraduate students of both technical and non-technical professional courses is theoretical followed by economic, aesthetic, social, and religious. Thus, no variance is found in the preference order of value dimensions between female undergraduate students of technical and non-technical professional courses.

7) The order of preference of value dimensions of undergraduate students of professional courses is theoretical followed by economic, political, social, aesthetic and religious with mean scores of 44.11, 43.77, 39.99, 38.62, 37.90 and 35.53 respectively.

8) Theoretical and economic values are the two most preferred value dimensions of all the target groups irrespective of the type of Course (Technical and Non-technical professional) and Gender. Theoretical and economic value dimensions are given 1st and 2nd preference respectively by all the target groups, except the male group of non-technical professional courses who placed theoretical value at second place just after economic value.
9) Irrespective of type of course and gender, the least preferred value of all the target groups is found religious except the male group of non-technical professional courses who gave religious value 5th preference.

10) Social value is given 4th preference by all the target groups irrespective of type of course and gender.

11) The preference order of value dimensions of female group of all categories i.e. females of professional courses; females of technical professional courses as well as non-technical professional courses remain same. This order is theoretical followed by economic, aesthetic, social, political and religious.

12) There is significant difference between undergraduate students of technical and non-technical professional courses with respect to three value dimensions namely theoretical, economic and social. The students of technical professional courses scored significantly higher than their non-technical counterparts in theoretical and economic value dimensions, while the later group scored significantly higher than the former group in social value. No significant difference is found between the two groups with respect to the remaining three value dimensions namely political, aesthetic and religious.

13) There is significant difference between male and female undergraduate students of professional courses with respect to four value dimensions namely economic, social, political and aesthetic. Male group is significantly higher in economic and political value dimensions than their female counterparts, while the female group is significantly higher in social and aesthetic value dimensions than the male counterparts. No significant difference is found between male and female
undergraduate students of professional courses with respect to theoretical and religious value dimensions.

14) There is significant difference between male and female undergraduate students of technical professional courses with respect to two value dimensions namely political and aesthetic. Male group is significantly higher in political value than their female counterparts, while the female group is significantly higher in aesthetic value than their male counterparts. No significant difference is found between male and female undergraduate students of technical professional courses with respect to theoretical, economic, social and religious value dimensions.

15) There is significant difference between male and female undergraduate students of non-technical professional courses with respect to three value dimensions namely economic, political and aesthetic. Male group is significantly higher in economic and political value than their female counterparts, while the female group is significantly higher in aesthetic value than their male counterparts. No significant difference is found between male and female undergraduate students of non-technical professional courses with respect to theoretical, social and religious value dimensions.

16) There is significant difference between male undergraduate students of technical and non-technical professional courses with respect to two value dimensions namely theoretical and political. Male students of technical professional courses are significantly higher in theoretical value dimension than male students of non-technical professional courses, while the later group is significantly higher in
political value dimension than the former group. No significant difference is found between male undergraduate students of technical and non-technical professional courses with respect to economic, social, aesthetic and religious value dimensions.

17) There is significant difference between female undergraduate students of technical and non-technical professional courses in theoretical value dimension, where the former group is significantly higher than the later group. No significant difference is found between female undergraduate students of technical and non-technical professional courses with respect to economic, social, political, aesthetic and religious value dimensions.

18) 28.9%, 38.5% and 32.7% undergraduate students of technical professional courses are high, moderate and low aspirant respectively, whereas 23.8%, 42.7% and 33.6% undergraduate students of non-technical professional courses are high, moderate and low aspirant respectively. Thus, the percentage of high aspirant is higher among students of technical professional courses than the students of non-technical professional courses, whereas the percentage of moderate and low aspirant are higher in the later group than the former group.

19) Undergraduate students of technical professional courses are significantly higher in their level of aspiration score than the undergraduate students of non-technical professional courses.

20) 21.8%, 40.1% and 38.1% male undergraduate students of professional courses are high, moderate and low aspirant respectively, whereas 18.8%, 43% and 38.3% are high, moderate and low aspirant respectively in case of female
undergraduate students of professional courses. Thus, the percentage of high aspirant is higher among the male students of professional courses than their female counterparts; whereas the percentage of moderate aspirant is higher in the female. In case of low aspirant the percentage is similar between the two groups.

21) There is no significant difference in the level of aspiration score between male and female undergraduate students of professional courses, though male group is higher in the mean score of level of aspiration than the female group.

22) 30.4%, 37.7% and 31.9% male undergraduate students of technical professional courses are high, moderate and low aspirant respectively, whereas with regard the female undergraduate students of technical professional courses, 30%, 40% and 30% are high, moderate and low aspirant respectively. Thus, no remarkable divergence is observed between the male and female undergraduate students of technical professional courses so far the percentage of cases with different level of aspiration is concerned.

23) There is no significant difference in the level of aspiration score between male and female undergraduate students of technical professional courses.

24) 23.4%, 48.4% and 28.1% male students of non-technical professional courses are high, moderate and low aspirant respectively, whereas 27.9%, 40.5% and 31.7% female students of non-technical professional courses are high, moderate and low aspirant respectively. Thus, percentage of high and low aspirant is higher among the female group in comparison to male group of non-technical
professional courses, whereas the percentage of moderate aspirant students is higher among the later group than the former group.

25) There is no significant difference in the level of aspiration score between male and female undergraduate students of non-technical professional courses.

26) 30.4%, 37.7% and 31.9% male undergraduate students of technical professional courses are high, moderate and low aspirant respectively, while 23.4%, 48.4% and 28.1% male students of non-technical professional courses are high, moderate and low aspirant respectively.

27) Male undergraduate students of technical professional courses are significantly higher than the male undergraduate students of non-technical professional courses in their level of aspiration score.

28) With regard the female undergraduate students of technical professional courses, 30%, 40% and 30% are found high, moderate and low aspirant respectively, whereas 27.9 %, 40.5% and 31.7% are found high, moderate and low aspirant respectively.

29) There is no significant difference in the level of aspiration score between female undergraduate students of technical and non-technical professional courses.

30) 20.5%, 41.3% and 38.2 % undergraduate students of professional courses are high, moderate and low aspirant respectively.

31) Both male and female undergraduate students of technical professional courses are higher in the mean scores of level of aspiration than their non-technical
professional counterparts. Thus, irrespective of their gender the students of technical professional courses are higher in comparison to the students of non-technical professional courses in their goal setting behaviour.

32) Level of aspiration score is significantly correlated with theoretical and religious value dimensions, whereas it is not significantly correlated with remaining four value dimensions namely economic, social, political and aesthetic so far the of undergraduate students of technical professional courses are concerned. On the other hand, level of aspiration score is significantly correlated with economic and religious value dimensions, whereas it has no significant correlation with remaining four value dimensions namely theoretical, social, political and aesthetic of undergraduate students of non-technical professional courses.

33) Level of aspiration score is significantly correlated with three value dimensions namely theoretical, economic and religious of both male and female undergraduate students of professional courses. On the other hand, it has no significant correlation with social, political and aesthetic value dimensions of both the groups.

34) There is significant correlation between scores on level of aspiration and theoretical value dimension of both male and female undergraduate students of technical professional courses. On the other hand, it has no significant correlation with remaining five value dimensions namely economic, social, political, aesthetic and religious of both male and female undergraduate students of technical professional courses.
Level of aspiration score is significantly correlated with economic and religious value dimensions of male undergraduate students of non-technical professional courses, whereas it is significantly correlated with theoretical and economic value dimensions of female undergraduate students of non-technical professional courses. On the other hand, level of aspiration is not significantly correlated with theoretical, social, political and aesthetic value dimensions of male, and social, political, aesthetic and religious value dimensions of female undergraduate students of non-technical professional courses.

Level of aspiration score is significantly correlated with theoretical value dimension of male undergraduate students of technical professional courses, whereas it is significantly correlated with economic and religious value dimensions of male undergraduate students of non-technical professional courses.

Level of aspiration score is significantly correlated with theoretical value dimension of female undergraduate students of technical professional courses, whereas it is significantly correlated with theoretical and economic value dimensions of female undergraduate students of non-technical professional courses.

Level of aspiration score is significantly correlated with theoretical, economic and religious value dimensions of undergraduate students of professional courses, while it is not significantly correlated with social, political and aesthetic value dimensions.
39) Theoretical, economic and religious value dimensions are significantly correlated with level of aspiration score in case of almost all the target groups. The remaining three value dimensions namely social, political and aesthetic are not significantly correlated with level of aspiration in any of the target group whether it is technical and non-technical professional group, male and female professional group, male and female technical professional group or male and female non-technical professional group.

40) There is no significant difference in the relationship of scores on level of aspiration and each of the six value dimensions between undergraduate students of technical and non-technical professional courses.

41) There is no significant difference in the relationship of scores on level of aspiration and each of the six value dimensions between male and female undergraduate students of professional courses.

42) There is no significant difference in the relationship of scores on level of aspiration and each of the six value dimensions between male and female undergraduate students of technical professional courses.

43) There is no significant difference in the relationship of scores on level of aspiration and each of the six value dimensions between male and female undergraduate students of non-technical professional courses.

44) There is no significant difference in the relationship of scores on level of aspiration and each of the six value dimensions between male undergraduate students of technical and non-technical professional courses.
45) There is no significant difference in the relationship of scores on level of aspiration and each of the six value dimensions between female undergraduate students of technical and non-technical professional courses.

46) Level of aspiration is positive predictor of three value dimensions namely theoretical, economic and social and negative predictor of remaining three value dimensions namely political, aesthetic and religious so far the undergraduate students of technical professional courses are concerned. On the other hand, level of aspiration is positive predictor of theoretical and economic value dimensions, and negative predictor of social, political, aesthetic and religious value dimensions of students of non-technical professional courses.

47) Level of aspiration contributes most towards religious followed by theoretical value and least towards social followed by political value of students of technical professional courses, where as it contributes most towards economic followed by religious value and least towards aesthetic followed by social value for students of non-technical professional courses. However, the coefficient of forecasting efficiency result reveals that prediction of all the value dimensions by level of aspiration of both the groups are poorly efficient.

48) Level of aspiration is positive predictor of theoretical and economic value dimensions of both male and female undergraduate students of professional courses, while it is negative predictor of social, political, aesthetic and religious value dimensions of both the groups.

49) Level of aspiration contributes most towards religious followed by theoretical value and least towards social followed by aesthetic value of male undergraduate
students of professional courses, whereas it contributes most towards theoretical followed by religious value and least towards political followed by social value of the female undergraduate students of professional courses. However, the coefficient of forecasting efficiency result reveals that prediction of all the value dimensions by level of aspiration of both male and female groups are poorly efficient.

50) Level of aspiration is positive predictor of theoretical, economic and social value dimensions, and negative predictor of political, aesthetic and religious value dimensions of male undergraduate students of technical professional courses; while it is positive predictor of four value dimensions namely theoretical, economic, social and political; and negative predictor of the remaining two value dimensions i.e. aesthetic and religious in case of female undergraduate students of technical professional courses.

51) Level of aspiration contributes most towards by religious followed by theoretical value and least towards aesthetic followed by social value of male undergraduate students of technical professional courses, whereas it contributes most towards theoretical followed by religious value and least towards political followed by social value in case of the female students of technical professional courses. However, the coefficient of forecasting efficiency result shows that prediction of all the value dimensions by level of aspiration of both male and female students of technical professional courses are poorly efficient.

52) Level of aspiration is positive predictor of two value dimensions of both male and female undergraduate students of non-technical professional courses. These
are theoretical and economic, while negative predictor of the remaining four values namely social, political, aesthetic and religious for both the groups.

53) Level of aspiration contributes most towards economic value and least towards political value of both male and female students of non-technical professional courses. The coefficients of forecasting efficiency shows that level of aspiration is relatively poor predictor of all the value dimensions of both male and female undergraduate students of non-technical professional courses.

54) Level of aspiration is positive predictor of theoretical, economic and social value dimensions, and negative predictor of political, aesthetic and religious value dimensions of male undergraduate students of technical professional courses; while it is positive predictor of theoretical and economic value dimensions and negative predictor of social, political, aesthetic and religious value dimensions in case of male undergraduate students of non-technical professional courses.

55) Level of aspiration contributes most towards by religious followed by theoretical value and least towards aesthetic value of male undergraduate students of technical professional courses, whereas it contributes most towards economic followed by religious value and least towards political value in case of male undergraduate students of non-technical professional courses.

56) Level of aspiration is positive predictor of four value dimensions namely theoretical, economic, social and political; and negative predictor of aesthetic and religious value dimensions of the female undergraduate students of technical professional courses. On the other hand, level of aspiration is positive predictor of theoretical and economic value dimensions; and negative predictor of
remaining four value dimensions namely social, political, aesthetic and religious in case of female undergraduate students of non-technical professional courses.

57) Level of aspiration contributes most towards theoretical followed by religious value and least towards political followed by social value of the female students of technical professional courses, whereas it contributes most towards economic followed by theoretical value and least towards political followed by social value of female students of non-technical professional courses.

58) Level of aspiration is positive predictor of theoretical and economic value dimensions, and negative predictor of the remaining four value dimensions namely social, political, aesthetic and religious of undergraduate students of professional courses. The contribution of level of aspiration towards prediction of value dimensions is highest towards religious value (negatively) followed by theoretical value (positively), whereas lowest towards social followed by political value (both negatively). However, the coefficient of forecasting efficiency result reveals that predictions of all the value dimensions are poorly efficient.

59) Though order changed, theoretical, religious and economic value dimensions are most contributed by level of aspiration in all the cases. Religious and theoretical values remain prominent in both male and female of technical professional group, where as economic, religious and theoretical values remain prominent in case of non-technical professional group of which economic and religious values for males and economic and theoretical values for females.
Though, more or less, level of aspiration contributes in the prediction of all the six value dimensions of all groups of samples, the forecasting efficiency coefficient of no regression equation is found to exceed 6.78 percent, which is recorded for the regression equation of level of aspiration on economic value dimension of male students of non-technical professional courses.

5.2 Educational Implications and Suggestions

The findings of the present study have raised some of the issues that are to be addressed with great care and dedication for creating a value based human society. Based on the findings, the following recommendations are made to revive, develop and foster culturally desirable human values among undergraduate students.

1. The present study has revealed that undergraduate students of professional courses give higher importance on theoretical and economic values, while they give lower importance on aesthetic and religious values. Religion has always occupied a central place in human society. It is the supremely integrating and unifying force in human society, when practised in right way. It is religion that directs human beings to renounce unsocial activities and enables a person to control his/her wants and desires. Love and service to others are two great teachings of religion. It is much pitiful that such eternal values are given lowest preference by students of higher education. Similarly, they placed lower importance to aesthetic value, which implies that form, symmetry, artistic pursuits etc. have become meaningless for the undergraduate students of professional courses today. These highest values are replaced by sense of material wealth, practicability, power etc., because the study shows that they
give higher importance on economic value. Inclining more towards knowledge and material wealth without any care for great religious and aesthetic virtues is a catastrophe for social balance and cohesion. Therefore, conscious and deliberate efforts need to be undertaken by the teachers, educational administrators, and policy makers so as to integrate the curricular and co-curricular activities with sound religious teachings and aesthetic virtues. But, at the same time, much care should be taken to keep religion away from fundamentalism, conservatism and everything else which can make our students communal and religious bigots.

2. Similarly, the social value is given relatively lower rank i.e. 4th position by all the target groups irrespective of nature/type of course and gender. This implies that irrespective of nature/type of course and gender, the undergraduate students of professional courses give relatively less importance to values which are concerning to society like brotherhood, courtesy, forgiveness, freedom, friendship, gratitude, hospitality, justice, love, patience, service, sympathy, team spirit, tolerance, accountability, dutifulness, concern for environment etc. This is a very awful situation for the human society. Therefore, higher education institutions in general and institutions of professional courses in particular should take cognizance to incorporate different co-curricular activities such as music, art, drama, community service, NCC, NSS, Scouts and Guides, Red Cross, field Strips, visits to hospitals and orphan villages, organising talks on great social leaders, observing festivals of different socio-religions groups, sports and games etc. in a balanced way so that social values can be properly transmitted.
3. Several institutions of professional courses are imparting value based education to protect human values. Some institutions and universities of professional courses in India have included some subjects related to value orientation as ‘Business Ethics’, ‘Management of Values’, or ‘Indian Ethos of Management’ and so on. But, it is necessary that teaching of essential human values in professional courses should be done in a more organised way. A course exclusively on value education may not be absolute necessity for the purpose. Value education can effectively be imparted through making necessary adjustment in the regular curricular and co-curricular activities even in professional courses. In commerce subjects topics like Dignity of labour; Professional Ethics; Corruption, Exploitation and their impact on social order; Significance of cultural heritage in economy of India etc. can be incorporated. Similarly, for science subjects topics like History of great scientists, ethics and qualities they possessed; Relationship between science, religion and spirituality; Use of Science for improving life-style and removing evils from society like poverty, unemployment, corruption, exploitation etc. can be included. However, the teachers are to play the most prominent role in this respect as they are the person who transmits the curriculum to the students. They are to develop themselves into inspiring personalities and cherish values in their own life. They are to be dedicated, responsible and accountable towards the profession. Necessary training should also be given to teachers so that they can directly shoulder the responsibility to inculcate right values among students. Moreover, the management of institutions should be made very firm, clear and student friendly. Thus, all the aspects of education like students, teachers, curriculum,
and administration should work in a collaborative mode to develop eternal and supreme values among students.

4. Results have shown that students of professional courses endorse diverse level of aspiration. Moreover, level of aspiration is found significantly correlated with theoretical, economic and religious value dimensions of undergraduate students of professional courses. Therefore, guidance and counselling cell should mandatorily be established in every institutions of higher education to facilitate the students to set their level of aspiration in perfect consonance with their own psycho-physical potentialities, abilities and socio-economic background. Counselling service should be regularly conducted to enable the students to develop righteousness in their thought, speech and action.

5. Besides the concerns of formal education, parents should also be conscious for developing good moral habits among their offspring’s right from the early stages. They should exhibit desirable qualities in their own behaviour and try to become role model for their children. Freedom may be allowed but should be accompanied with some sort of restraints. A congenial rearing up practice and home environment can go a long way in fostering right values among individuals.
5.3 Suggestions for Further Research

1. A similar study may be undertaken in other states and results may be compared with the present one.

2. The present study is undertaken only on undergraduate students of professional courses. A comparative study with the same variables may by conducted between the undergraduate students of professional and non-professional courses, which will provide a comprehensive idea regarding the influence of education system in value formation.

3. The present study may be replicated among secondary school students as well as post graduate students, in order to understand the nature of value formation throughout different stages of development.

4. As the present study reveals that level of aspiration is a poor predictor of value dimensions, therefore, studies may be conducted to find out other socio-psychological factors that might influence value dimensions of undergraduate students of professional courses like wishes, interests, intelligence, self-concept, personality traits, past experiences, racial background, religion, rearing up practice, parental attitude, home environment, socio-economic status, social expectations, peer influence, education, teachers’ attitude and values, institutional climate, culture, media etc.

5. Comparative studies on value dimensions as well as level of aspiration may be undertaken among students belonging to different social classes and castes like
ST, SC, OBC, General, Minority, Rich and Poor class, Literate and Illiterate, Rural and Urban etc.

6. Comparative studies with same variables between students studying in public and private institutions at secondary as well as degree level will be a fruitful area for further research.

7. The present study may be replicated taking the physically challenged students as target population.

5.4 Conclusion

Values form an integral part of human personality and act as guiding principles of life which influence our thought, speech and action in conscious and unconscious manner. They provide the platform for decision making process and determine our final course of action among alternative choices. Desirable values are like the oil that helps to keep the machine of society running smoothly. It is, therefore, very essential that education should develop such values among the students that they become individuals of sterling character who place service of the society above the service of the self.

The findings referred in the present study have clearly indicated that the nature of value formation is a complex and multidimensional process. The present study examines the influence of level of aspiration in the process of value formation, where inadequate findings are documented. Though, it is found that some of the value dimensions are significantly influenced by level of aspiration, yet this may not be sufficient evidence to understand the process of value formation. There might have some other factors apart from level of aspiration which might influence the process of
value formation like home environment, area of residence, rearing up practice, parents’
aspiration and expectations, socio-economic status, psycho-physical traits, academic
traits, self-concept, risk-taking behaviour, achievement motivation, peer-influences etc.
that should receive attention of researchers in the near future.

The result of the present study has confirmed our general assumption that the
present society gives more importance to materialism rather than highest virtues like
humanism, socialism and spiritualism. The study has revealed that irrespective of
gender and nature of education, the undergraduate students of professional courses give
more weightage to economic value in comparison to social, aesthetic and religious value
dimensions. It is pitiful that all the groups of students under consideration in the study
give relatively lower i.e. 4th preference to social value out of six. Of course, it is not
their fault to do so. They are being nurtured in a dreadful environment which is
dominated by material greed. There was a time when we used to teach students to
satisfy with limited needs. But today we teach ‘Sky is the Limit’. Consciously or
unconsciously, we let them not to limit the success with a definite end. Rather to grow
higher and higher and the way is ready for that i.e. nothing but science and technology.
There was a time when it was thought that for observing morality, religious practice is
necessary. But, today the concept has changed. The modern philosophy influenced
mostly by western thought advocates that in order to observe morality and humanity,
religion is not required. Such kind of one sided importance is somehow responsible for
lower interest of present day adolescents towards socialistic attitude, form and harmony
etc. as evident in the present study. In recent times, we are more striving towards
modernisation with emphasis on science and technology, which has made us to
abandoned many traditional values and belief systems. The values, attitudes and beliefs
which are important for maintaining social cohesion and solidarity has completely vanished. Technological or attitudinal whatever may be the reason, no one can deny the fact that the present value crisis is creating serious threats to individuals, society, the nation and the globe at large. Education has also failed in its very purpose of creating a value based society.

The Indian culture is deeply rooted in spiritual values and unless these values find their way into the life of students, education will lose its significance. It is the students of today who are to be in charge of the various departments of life tomorrow; and if they learn what real integrity in their early years, they are not likely to step up in the wrong path in future. Every effort must, therefore, be made to teach students true values from the very earlier stage of their educational life. Of course, professional education which inclines students towards materialism is becoming more vital in recent times. This happens because of specified labour market which demands more skilled persons in different professions. Moreover, in a country like India where unemployment rate is almost 10%, career oriented professional education is of utmost significance. But, at the same time such career oriented professional education must take initiative to instruct the students the desirable human values. Considering to the deplorable condition, there is an urgent need to adopt such means and methods which are effective in promoting human values by making necessary arrangement in curricular and co-curricular activities. Of course, awareness at all levels is growing to revive and reform the values of human life and to rejuvenate the foundation of human civilization through introducing an exclusive subject on value education. But, unless and until values cover the whole array of curricular and co-curricular activities such effort may not prove much successful. In fact all programmes, all activities of educational institutions should
reflect desirable values. Next to the delineation of the curricular and co-curricular activities, the teachers hold the supreme responsibility. Teachers should necessarily be trained in the know-how to adopt and modify their instructions with appropriate strategies to inculcate values among students. Responsibility of educational administrators, students, parents and elder members of the society is not less important in this regard. An exemplary behaviour of elders and a congenial and conducive environment both at home and schools can go a long way in the acquisition of right values. So it is high time that parents, teachers and all segments of populations should work with sincere dedication and faith to accomplish what Education Commission 1964-66 believed, “........ India should strive to bring science and values of the spirit together in harmony and thereby pave their way for the eventual emergence of a society which would cater to the needs of the whole man and not a particular fragment of his personality” (Aggarwal, J.C., 2010)

India is on the move today with the promise of new renaissance in the making. The most powerful tool in the process of this renaissance and modernisation is value based education in one hand and science and technology on the other hand. Why are we in dilemma to choose one? Why can’t we combine the progress of science and technology along with progress of mind and spirit also? In this context we cannot do better than to quote Pt. Jawaharlal Nehru, “...........We cannot be untrue to science because that represents the basic fact of life today. Still less can we be untrue to those essential principles for which India has stood in the past throughout the ages. Let us then pursue our path to industrial progress with our strength and vigour and at the same time remember that material riches without toleration and compassion and wisdom may well turn to dust and ashes.” (Aggarwal, J.C., 2010)
5.5 Summary of the Study

Background

Value literally means something that has a price, something precious and worthwhile. This may be material or concrete aspects as well as non-material or abstract concepts like state of mind, interests, truthfulness, peace, happiness etc. Different philosophies, theories and views associated with values- Eastern as well as Western come to a point of consensus that values are the normative ethics which guide us to decide what is right, good, desirable, ought to be and vice-versa and serve as the grounds for our decision-making process and the final course of action that is acceptable by the society and culture to which we belong. Values motivate, define and colour all our activities- Cognitive, Affective and Psycho-motor. Thus, a vibrant set of values provide the basis for principles of life that give direction and firmness to life and bring joy, satisfaction, peace and quality to life in the same way as the rail keep a train on the track and help it move smoothly and quickly with direction without any accident.

But, unfortunately in the modern times, the valuing of men has shifted from spiritualism to materialism, from humanism to barbarism. The material pursuit has become the be-all and end-all of life. With the advancement of science and technology in the 21st century the civilisation has conquered the moon but simultaneously the barbaric and valueless tendencies like selfishness, clashes, corruption, nepotism, hypocrisy, violence, immorality, terrorism, crime, murder, rape, agitation, self-centred egoism, youth unrest, eve-teasing, exploitation etc. are dominating our lives. Human
virtues like love, sympathy, honesty, purity of mind, selflessness, wisdom, mercy, humility, faithfulness, obedience, sincerity etc. remain only the words of dictionary.

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 becoming the land without soul now. 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 importance of value education has also been duly recognized by different committees and commissions on education appointed in India so far. The Hartog Committee (1929), the Central Advisory Broad of Education in 1946, Secondary Education Commission (1953), the Sri Prakasa Committee, Kothari Commission (1964-66), National Policy on Education (1986) etc. all have emphasised the direct or indirect instruction of social, moral, and religious values in educational institutions. 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, N., 1998). 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.
Underlying much of the research studies, it is implicit that value dimensions are essentially related, influenced and shaped by factors like sex, type of education received, home environment, intelligence and some other socio-economic and psychological factor. So far the value dimensions of undergraduate students are concerned, it is evident from the review of related literature made that most of the studies conducted so far are on the students of conventional courses viz. arts, science and commerce, whereas it is not adequately investigated targeting the students of professional courses. Only a few studies are found which aimed at identification of values of students of either business studies or medical course or teacher education etc. Except, Manav, Ram Niwas (1981), who conducted his study on attitudes, self-concept and values of professional and non-professional college students, no other study is reported so far to reveal the value dimensions of undergraduate students of professional courses at large. A similar picture is revealed with regard to relationship between level of aspiration and value dimensions also. Only three studies by Macneil (1990), Basolene (1992), and Ranu, Sarbjit Kaur (1995) are found in this regard. Further analysis showed that none of these three studies aimed at investigating the relationship between the two variables targeting the undergraduate students of professional courses involving a comparison between students of technical and non-technical professional courses. Considering the paucity and necessity in this direction, the present study is planned and as such it has been stated as “A Study on the Value Dimensions of Undergraduate Students of Professional Courses in Relation to their Level of Aspiration.”


**Objectives**

The present study has been designed keeping the following objectives in view.

i. To study the value preferences of undergraduate students of both technical and non-technical professional courses of Gauhati University.

ii. To examine whether there is significant difference between undergraduate students of technical and non-technical professional courses in their value dimensions.

iii. To study the level of aspiration of undergraduate students of both technical and non-technical professional courses of Gauhati University.

iv. To determine the relationship between value dimensions and level of aspiration of undergraduate students of technical and non-technical professional courses.

v. To determine the relationship between value dimensions and level of aspiration of male and female undergraduate students of professional courses.

vi. To examine whether there is significant difference in the relationship of value dimensions and level of aspiration between undergraduate students of technical and non-technical professional courses.

vii. To examine whether there is significant difference in the relationship of value dimensions and level of aspiration between male and female undergraduate students of professional courses.

viii. To study the level of aspiration as predictor of value dimensions of undergraduate students of both technical and non-technical professional courses.
**Hypotheses**

The following hypotheses are formulated in order to meet the objectives.

H$_{0.1}$: There is no significant difference between undergraduate students of technical and non-technical professional courses in their value dimensions.

H$_{0.2}$: There is no significant difference between undergraduate students of technical and non-technical professional courses in their level of aspiration score.

H$_{0.3}$: There is no significant relationship between value dimensions and level of aspiration of undergraduate students of technical and non-technical professional courses.

H$_{0.4}$: There is no significant relationship between value dimensions and level of aspiration of male and female undergraduate students of professional courses.

H$_{0.5}$: There is no significant difference in the relationship of value dimensions and level of aspiration between undergraduate students of technical and non-technical professional courses.

H$_{0.6}$: There is no significant difference in the relationship of value dimensions and level of aspiration between male and female undergraduate students of professional courses.

H-7: Level of aspiration is the predictor of value dimensions of undergraduate students of both technical and non-technical professional courses.
Methodology

The present study has been conducted under the descriptive method. In fact, it is a descriptive correlational research. Descriptive correlational studies are those studies which try to test the hypotheses on relationship between two or more variables. Therefore, this method is considered to be the most appropriate in the present investigation as it aimed at a study of value dimensions of students and to reveal its relationship with level of aspiration.

Identification of Population

The present study has aimed at a study of the six value dimensions namely theoretical, economic, aesthetic, social, political and religious as classified by Edward Sprenger (1928), of undergraduate students of professional courses and their relationship with level of aspiration. The study also involves a comparison on these two variables i.e. *Value Dimensions* and *Level of Aspiration* between the students of technical and non-technical professional courses. It is delimited to the undergraduate degree colleges of professional courses affiliated to Gauhati University which are 83 in count by the end of 2012, of which 16 are colleges of technical professional courses and 67 are colleges of non-technical professional courses. The study excludes those conventional degree colleges which offer one or two professional subjects. As such, the study has included all the students irrespective of sex and locality enrolled at undergraduate level in all the 83 degree colleges affiliated to Gauhati University offering education in professional courses during the study period of 2010 to 2013 as its population.
**Sampling Design**

In the present study sampling has been done at two levels as (A) Selection of sample colleges and (B) Selection of sample students.

**A) Selection of Sample Colleges**

Stratified Random Sampling method has been employed in selecting the sample colleges. As the study involves a comparison between undergraduate students of technical and non-technical professional courses, hence the colleges of professional courses affiliated to Gauhati University are first divided into two homogenous ‘strata’ as ‘colleges of technical professional courses’ and ‘colleges of non-technical professional courses’ which are 16 and 67 in number respectively. Thereafter, 30% of the colleges are randomly selected from both the strata as sample colleges for the present study. Thus, a total of 25 undergraduate degree colleges of professional courses (05 colleges of technical professional courses and 20 colleges of non-technical professional courses) are taken as sample for the present study.

**B) Selection of Sample Students**

Since the study includes ‘Gender’ as one of the variables for analysis, stratified random sampling method has been employed for selection of sample students from each of the selected colleges to ensure a representative and cross-section of the population (male & female) in the samples. There are altogether 4143 students in 5 selected colleges of technical professional courses of which 2747 are male and 1396 are female. Similarly, there are 2850 students in 20 selected colleges of non-technical professional courses of which 1272 are male and 1568 are female. Applying proportionate allocation,
5% of students from both strataums ‘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 total sample for the present study consists of 351 undergraduate students of professional courses of which 208 are students of technical professional courses (138 male and 70 female) and 143 are students of non-technical professional courses (64 male and 79 female).

**Tools of Data Collection**

The following standardised tools have been employed considering the objectives of the study and feasibility of their use.

<table>
<thead>
<tr>
<th>Sl Nos.</th>
<th>Name of the Tool</th>
<th>Variables Investigated</th>
<th>Contents of the Tool</th>
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<tbody>
<tr>
<td>1.</td>
<td>STUDY OF VALUES TEST (SVT)</td>
<td>Value Dimensions</td>
<td>Theoretical, Economic, Aesthetic, Social, Political and Religious</td>
<td>Dr. R. K. Ojha and Dr. Mahesh Bhargava</td>
</tr>
<tr>
<td>2.</td>
<td>LEVEL OF ASPIRATION MEASURE (LOA)</td>
<td>Level of Aspiration</td>
<td>Goal Discrepancy, Attainment Discrepancy and Number of Times Goal Reached</td>
<td>Dr. Mahesh Bhargava and Late Prof. M.A. Shah</td>
</tr>
</tbody>
</table>

**Treatment of Data**

The data that have been gathered for the present study is of quantitative type. Hence, only quantitative approach of treating data has been used in the present context. As the present study is mainly based on examining group performances and relationship between variables, the statistical techniques employed for the study are ‘Frequency’,
‘Percentage’, ‘Mean’, ‘sd’, ‘t-test’, ‘Correlation’, ‘Linear regression’ and ‘Coefficients of Forecasting Efficiency’. 5% level of statistical significance is considered in the whole analysis. ‘Statistical Package for Social Sciences (SPSS)’ software has been used in analysing the raw data.

**Major Findings**

In order to have a bird eye view of the findings of the study, the analysis and discussions are made in the order of the objectives of the study. On the basis of the analysis, the following major findings are arrived at.

1. The preference order of value dimensions of undergraduate students of technical professional courses is theoretical, followed by economic, political, social, aesthetic and religious which is economic followed by theoretical, political, social, aesthetic and religious for students of non-technical professional courses. Thus, except the two most preferred value dimensions, the preference order of remaining four value dimensions is same between the two groups.

2. There is significant difference between undergraduate students of technical and non-technical professional courses with respect to three value dimensions namely theoretical, economic and social. The students of technical professional courses scored significantly higher than their non-technical counterparts in theoretical and economic values, while the later group scored significantly higher than the former group in social value. No significant difference is found between the two groups with respect to the remaining three value dimensions namely political, aesthetic and religious.
3. 28.9%, 38.5% and 32.7% undergraduate students of technical professional courses are high, moderate and low aspirant respectively, whereas 23.8%, 42.7% and 33.6% undergraduate students of non-technical professional courses are high, moderate and low aspirant respectively.

4. Undergraduate students of technical professional courses are significantly higher in their level of aspiration score than the undergraduate students of non-technical professional courses.

5. Level of aspiration score is significantly correlated with theoretical and religious value dimensions, whereas it is not significantly correlated with remaining four value dimensions namely economic, social, political and aesthetic so far the undergraduate students of technical professional courses are concerned. On the other hand, level of aspiration is significantly correlated with economic and religious value dimensions, whereas it has no significant correlation with remaining four value dimensions namely theoretical, social, political and aesthetic of undergraduate students of non-technical professional courses.

6. Level of aspiration is significantly correlated with theoretical, economic and religious value dimensions of both male and female undergraduate students of professional courses. On the other hand, it has no significant correlation with social, political and aesthetic value dimensions of both the groups.

7. There is no significant difference in the relationship of scores on level of aspiration and each of the six value dimensions between undergraduate students of technical and non-technical professional courses.
8. There is no significant difference in the relationship of scores on level of aspiration and each of the six value dimensions between male and female undergraduate students of professional courses.

9. Level of aspiration is positive predictor of theoretical, economic and social value dimensions and negative predictor of political, aesthetic and religious value dimensions of undergraduate students of technical professional courses. On the other hand, level of aspiration is positive predictor of theoretical and economic value dimensions, and negative predictor of social, political, aesthetic and religious value dimensions of undergraduate students of non-technical professional courses.

10. Level of aspiration contributes most towards religious followed by theoretical value and least towards social followed by political value of undergraduate students of technical professional courses. On the other hand, level of aspiration contributes most towards economic followed by religious value and least towards aesthetic followed by social value for students of non-technical professional courses. However, the coefficients of forecasting efficiency result reveals that prediction of all the value dimensions by level of aspiration of both the groups are poorly efficient.

**Conclusion**

The present study has revealed that undergraduate students of professional courses give higher importance on theoretical and economic values, while they give lower importance on aesthetic and religious values. Moreover, all the groups of students irrespective of their gender and course of study give relatively lower i.e. fourth
preference to social value out of six. Thus, the result of the present study has confirmed our general assumption that the present generation gives more importance to materialism rather than highest virtues like humanism, socialism, spiritualism, form and harmony etc. Of course, there are reasons behind such awful situations. Today, the students are being nurtured in a dreadful environment which is dominated by material greed. There was a time when we used to teach students to satisfy with limited needs. But today we say “Sky is the Limit” and teach them to soar high in the sky with the help of science and technology. Technological or attitudinal-whatever may be the reason of present value crisis situation, there is an urgent need to adopt such means and methods which are effective in promoting human values. And the best way in this direction is none but value based education in general and higher education in particular.

The findings referred in the present study further indicated that the nature of value formation is a complex and multidimensional process. Though, it is found that some of value dimensions are significantly influenced by level of aspiration, yet this may not be sufficient evidence to understand the process of value formation. There might have some other factors apart from level of aspiration which might influence the process of value formation that should receive attention of researchers in the near future.