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CHAPTER-V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter comprises the summary of the study, findings of the study and implications based on the findings. It also presents further recommendations for the future study in the field of value preferences measurement.

5.1 Summary of the Study

The main objective of the present study is to identify the value preferences among Medical, Engineering, Management and Education students in relation to their semesters (1st / last), sex (male/female), residential background (urban/rural) and categories (General/Reserved). To achieve the objectives of the study the null hypotheses were formulated and tested. For the present study the Medical, Engineering, Management and Education students studying in the colleges of North Gujarat regions comprises the population. Total 6 Medical colleges, 14 Engineering colleges, 15 Management colleges and 15 Education were selected randomly for the sample of the study. From Medical colleges 550 students, from Engineering colleges 800 students were selected as a sample subjects. From Management colleges 600 students and from Education colleges 600 students were selected randomly to form a true representative sample for the study.

The researcher had developed a programme for the design of the tool, its standardization, pilot study, data collection, data analysis and finding of the
results. Initially a questionnaire to measure the preferences of the subjects for six values: Theoretical, Economic, Aesthetic, Social, Political and Religious was formed. Later the opinions of the experts of Education and Psychology field were taken. After the modification, a final force choice questionnaire with 45 questions and their respective preferences was prepared. A pilot study was carried out and a standardized tool was formed for the study.

The researcher had administered a questionnaire on the 2550 students of Medical, Engineering, Management and Education colleges. The collected data was analyzed by using mean, standard deviation, graphical presentation and t test. Hypotheses were tested by using the t test. The effect of semesters, sex, residential back ground and categories was tested by testing the null hypotheses with t test. All the data was presented in the tables and graphs for comparison of the value preferences among the students.

5.2 Testing of the Hypotheses of the Study

The Researcher has decided to study and compare the scores of value preferences among medical, engineering, management and education students in relation to their semesters, sex, residential background and categories. The findings after testing of the hypotheses are as under:

Medical Students

\( H_{01} \) There will be no significant difference between the mean score of six values of Medical students.
students have given highest preferences for the social value and least preferences for Aesthetic value. Their highest preferences for Social value suggests their kind, sympathetic and unselfish attitudes towards others. Mid-range means were found for the economic and political values. This led the researcher to reject the null hypothesis.

**Ho₂** There will be no significant difference between the mean score of value preferences of Medical students of first and last semesters.

Aesthetic, Social and Political values for 1st and last sem. students were found to have statistically significant ‘t’ scores at the 0.01 level of confidence. Last sem. students scored high on Aesthetic value than 1st Sem. students.

1st Sem. students scored high on Social and Political values than Last Sem.

This led the researcher to reject null hypothesis.

**Ho₃** There will be no significant difference between the mean score of value preferences of male and female Medical students.

Economic and Social values for the male and female students were found to have statistically significant ‘t’ scores at the 0.01 level of confidence. Male students scored high on Economic value than female students. Female students scored high on Social value than the male students. This finding led the researcher to reject the null hypothesis.

**Ho₄** There will be no significant difference between the mean score of value preferences of male Medical students of first and last semester.
Religious, Theoretical, Economic and Social values for 1st sem. male students and Last sem. male students found to have statistically significant ‘t’ scores at the 0.05 and 0.01 level of confidence. 1st sem. male students scored high on Theoretical and Economic values than last sem. male students. Last sem. male students scored high on Social and Religious values than 1st sem. male students. This led the researcher to reject the null hypothesis.

**Ho₅** There will be no significant difference between the mean score of value preferences of female Medical students of first and last semester.

No value for the female medical students from 1st and last semester has a significant ‘t’ score at 0.05 or 0.01 level of confidence. This result proves that female students have a tight clustering for the value patterns and which results in a long lasting. This led a researcher to accept the null hypothesis.

**Ho₆** There will be no significant difference between the mean score of value preferences of Urban and Rural Medical students.

Aesthetic, Social and political values for urban and rural students found to have statistically significant ‘t’ scores at 0.01 level of confidence. Rural Medical students scored high on Aesthetic value than urban students. The urban students scored high on Social and Political values than rural students. This led a researcher to reject null hypothesis.
\( \text{Ho}_7 \) There will be no significant difference between the mean score of value preferences of Rural Medical students of first and last semester.

No value for the rural medical students of 1\(^{st}\) and last semesters has significant ‘t’ score at 0.05 or 0.01 level of confidence. Which shows that the medical students from rural residential back ground have more consolidated value preferences which have the least effect of the medical course. This led a researcher to accept the null hypothesis.

\( \text{Ho}_8 \) There will be no significant difference between the mean score of value preferences of Urban Medical students of first and last semester.

Aesthetic, Social and political values for 1\(^{st}\) and Last sem. urban medical students found to have statistically significant‘t’ scores at 0.01 level of confidence. Last sem. urban students have scored high on Aesthetic value than 1\(^{st}\) sem. students. 1\(^{st}\) sem. medical students from urban residential background scored high on Social and Political values than last sem. medical urban students. This finding led a researcher to reject null hypothesis.

\( \text{Ho}_9 \) There will be no significant difference between the mean score of value preferences of Medical students belong to Reserved category and Open category.
No significant difference in the mean scores for six values for medical students from reserved and open category students was found. It proves that the category has no effect on the value preferences of the medical students. This led a researcher to accept null hypothesis.

**Ho_{10}** There will be no significant difference between the mean score of value preferences of Medical students belong to Reserved category and Open category of first semester.

Only Economic value for the Reserved and Open category Medical students found to have statistically significant ‘t’ scores at 0.01 level of confidence. Reserved category students have scored high on Economic value than Open category Medical students. This led a researcher to reject null hypothesis.

**Ho_{11}** There will be no significant difference between the mean score of value preferences of Medical students belong to Reserved category and Open category of last semester.

Only political value for the Reserved Medical Students of Last semester and Open category Medical Students of Last semester subgroups found to have statistically significant ‘t’ scores at 0.05 level of confidence. Last sem. Reserved category Medical Students have scored high on Political value than Last sem. Open Category Medical Students. This led a researcher to reject null hypothesis.

**Ho_{12}** There will be no significant difference between the mean score of
value preferences of male Medical students belong to Reserved category and Open category.

Economic, Theoretical and Aesthetic values for Reserved and Open Category Male Medical Students found to have statistically significant ‘t’ scores at 0.05 and 0.01 level of confidence. Male Reserved Category scored high on Economic and Theoretical values than Male from Open Category. Male from Open Category scored high on Aesthetic value than males from Reserved Category medical students. This led a researcher to reject null hypothesis.

\( \text{Ho}_{13} \) There will be no significant difference between the mean score of value preferences of female Medical students belong to Reserved category and Open category.

Theoretical, Economic and Social values for Reserved and Open Category female Medical Students found to have statistically significant ‘t’ scores at 0.01 level of confidence. Medical females from Reserved Category have scored high on Theoretical and Economic values than females from Open Category. Medical females from Open Category have scored high on Social value than females from Reserved Category. This led a researcher to reject null hypothesis.

**Engineering Students**

\( \text{Ho}_{14} \) There will be no significant difference between the mean score of six values of Engineering students.
Engineering students have scored highest for the Economic Value (45.18). They have scored the least preferences for the Aesthetic value (33.64). However they have value conflicts for the economic values as the S.D. is high (7.04). Students have nearly similar preferences for the Political and Religious values (39.28; 38.50). Engineering students have the Second highest preferences for the Social value (42.17) and their preference for this value is quite stable as its S.D is 5.10. This led a researcher to reject null hypothesis.

**Ho$_{15}$** There will be no significant difference between the mean score of value preferences of Engineering students of first and last semesters.

Theoretical, Economic, Social and Religious Values for the 1$^{st}$ and last sem. Engineering students were found to have statistically significant ‘t’ scores. Last sem. Eng. students scored high on Theoretical and Economic values than 1$^{st}$ Sem. Eng. students. 1$^{st}$ Sem. students have scored high on social values than the last sem. students. The Social Value has been decreasing with their study and Economic value has been increasing with the study of Engineering. This led a researcher to reject null hypothesis.

**Ho$_{16}$** There will be no significant difference between the mean score of value preferences of male and female Engineering students.

All the six values for the male and female students were found to have statistically significant ‘t’ scores. Male Eng. students scored high on Theoretical, Economic and Political values than female Eng. students.
Female Eng. students scored high on Aesthetic, Social and Religious values than the male Eng. students. This findings led the researcher to reject null hypothesis.

**Ho$_{17}$** There will be no significant difference between the mean score of value preferences of male Engineering students of first and last semesters.

Only Religious value for the male Eng. Students from 1$^{st}$ and last semester has statistically significant ‘t’ scores at the 0.05 level of confidence. Theoretical, Economic, Aesthetic, Social and Political Values have not statistically significant scores. This led a researcher to reject null hypothesis.

**Ho$_{18}$** There will be no significant difference between the mean score of value preferences of female Engineering students of first and last semesters.

Only Economic value for the female Eng. Students of 1$^{st}$ and last semester has a significant ‘t’ scores at 0.01 level of confidence. The female students of last semester have scored high on Economic value than Females from 1$^{st}$ sem. The Engineering Branch people have a high level of orientation for the economic aspect as they have an industrial approach for the common activities of human life. This result proves that female students have a tight clustering for the value patterns and which results in a long lasting. This led a researcher to reject null hypothesis.

**Ho$_{19}$** There will be no significant difference between the mean score of
value preferences of Urban and Rural Engineering students.

Theoretical value for urban and rural Eng. Students has a significant ‘t’ value at 0.05 level of confidence. Economic, Aesthetic, Political and Religious values for urban and rural students found to have statistically significant ‘t’ scores at 0.01 level of confidence. Rural Eng. students scored high on Theoretical and Religious values than urban Eng. students. The urban Eng. students have scored high on Economic, Aesthetic and Political values than rural Eng. students. This led a researcher to reject null hypothesis.

\( H_{020} \) There will be no significant difference between the mean score of value preferences of Rural Engineering students of first and last semesters.

Only Religious value for rural Eng. students of 1\(^{st}\) and last sem. has a significant ‘t’ score at 0.05 level of confidence. Rural Eng. students from first sem. scored high for Religious value than Last sem. rural Eng. students. This led a researcher to reject null hypothesis.

\( H_{021} \) There will be no significant difference between the mean score of value preferences of Urban Engineering students of first and last semesters.

No value for urban Eng. students of 1\(^{st}\) and last sem. has a significant ‘t’ score at any level. This indicates that the Engineering students from Urban Residential Back ground have a good level of shared values. They have not
any value conflict for these six values. This led a researcher to accept null hypothesis.

**Ho22** There will be no significant difference between the mean score of value preferences of Engineering students belong to Reserved and Open categories.

Social Value for the Eng. students from reserved and open category has the significant ‘t’ score at 0.05 level of confidence. The Open category students have given higher preferences for Social value than Reserved Category students. Political and Religious Values have a significant ‘t’ scores at 0.01 level of confidence. Open category students have preferred higher on Political value than the Reserved category students. Moreover the Reserved Category students have scored high on Religious Value than Open Category Students. This led a researcher to reject null hypothesis.

**Ho23** There will be no significant difference between the mean score of value preferences of Engineering students belong to Reserved and Open categories of first semester.

No value for the reserved and open category Eng. students of 1st and last sem. has statistically significant ‘t’ scores at 0.05 or 0.01 level of confidence. This suggests that the category has a little effect to make significant difference. searcher This led a researcher to reject null hypothesis.

**Ho24** There will be no significant difference between the mean score of value preferences of Engineering students belong to Reserved and
Open categories of last semester.

Only Religious value for the Reserved and Open category Engineering Students of Last semester subgroups has found to have statistically significant ‘t’ scores at 0.05 level of confidence. Reserved category Engineering Students have scored high on Religious Value than Open Category Engineering Students. No significant difference was found for any other value. This led a researcher to reject null hypothesis.

**Ho₂₅** There will be no significant difference between the mean score of value preferences of male Engineering students belong to Reserved and Open categories.

No value for Reserved and Open Category Male Engineering Students found to have statistically significant ‘t’ scores at 0.05 and 0.01 level of confidence. Both the sub groups have a high level of similarity in their value preferences. This led a researcher to accept null hypothesis.

**Ho₂₆** There will be no significant difference between the mean score of value preferences of female Engineering students belong to Reserved and Open categories.

Only Religious Value for Reserved and Open Category female Engineering students found to have statistically significant ‘t’ scores at 0.05 level of confidence. Females from Reserved Category scored high on Religious Value than females from Open Category. This led a researcher to reject null hypothesis.
Management Students

**Ho$_{27}$** There will be no significant difference between the mean score of six values of Management students.

Management Students have scored highest for the Political Value. They have scored the least preferences for the Religious Value. However they have value conflicts for the Religious Value as the S.D. is high. Students have nearly similar preferences for the Economic and Social Values. Management students have the Second highest preferences for the Social Value. They have given second last preferences to Aesthetic Value. This led a researcher to reject null hypothesis.

**Ho$_{28}$** There will be no significant difference between the mean score of value preferences of Management students of first and last semesters.

No value for the 1$^{\text{st}}$ and last semester Management students have statistically significant ‘t’ score at any level. The Management students have a high level similarity in their value preferences. This led a researcher to accept null hypothesis.

**Ho$_{29}$** There will be no significant difference between the mean score of value preferences of male and female Management students.

All the values except Theoretical and Economic for the male and female students were found to have statistically significant ‘t’ scores. Male Mgt. students scored high on Political values than female Mgt. students. Female students scored high on Aesthetic, Social and Religious Values than the male students. The Gender and Faculty has a high level of influence over the value
preferences of Management students. This led a researcher to reject null hypothesis.

\( Ho_{30} \) There will be no significant difference between the mean score of value preferences of male Management students of first and last semesters. Theoretical value for the male Mgt. students from 1st and last sem. has statistically significant ‘t’ scores at 0.01 level of confidence. Social value has statistically significant ‘t’ scores at 0.05 level of confidence. 1st sem. male students have given higher preferences to Theoretical values than last sem. male students. Last sem. male students have given higher preferences to Social Value than 1st sem. male students. This led a researcher to reject null hypothesis.

\( Ho_{31} \) There will be no significant difference between the mean score of value preferences of female Management students of first and last semesters. No value for the 1st and last sem. Female Mgt. students has a significant difference at any level. This reveals a high level of value sharing among the female students of the 1st and last sem. Management students. This led a researcher to accept the null hypothesis.

\( Ho_{32} \) There will be no significant difference between the mean score of value preferences of Urban and Rural Management students. Social, Political and Religious Values for the Urban and Rural Management students have a significant ‘t’ score at 0.01 level of confidence. The students from Urban R.B. gave significantly high preferences for Political Value than the Rural R.B. students. Rural Mgt. students scored high on Social and
Religious Values than the Urban Mgt. students. This led a researcher to reject null hypothesis.

**Ho_{33}** There will be no significant difference between the mean score of value preferences of Rural Management students of first and last semesters.

No value for the 1\textsuperscript{st} and Last Sem. Rural students of Mgt. has a significant difference at any level. This led a researcher to accept null hypothesis.

**Ho_{34}** There will be no significant difference between the mean score of value preferences of Urban Management students of first and last semesters.

Political Value for the 1\textsuperscript{st} and Last Sem. Management students from Urban Residential Back ground have a significant ‘t’ score at 0.05 level of confidence. 1\textsuperscript{st} sem. Management students from Urban Residential Back ground have scored higher for Political Value than the last sem. Students. This led a researcher to reject null hypothesis.

**Ho_{35}** There will be no significant difference between the mean score of value preferences of Management students belong to Reserved and Open categories.

Theoretical and Religious Values for the Reserved and Open Category Management students found to have a significant ‘t’ score at 0.01 level of confidence. Economic value has a significant ‘t’ score at 0.05 level of confidence. Open category management students significantly scored high for Economic and Political value than the Reserved category Management students. The Reserved Category students have gave high preferences for the
Religious than the Open Category Students. This led a researcher to reject null hypothesis.

**Ho\textsubscript{36}** There will be no significant difference between the mean score of value preferences of Management students belong to Reserved and Open categories of first semester.

No value for Reserved and Open category Mgt. students from 1\textsuperscript{st} sem. has statistically significant ‘t’ scores at 0.05 or 0.01 level of confidence. All the six values for 1\textsuperscript{st} sem. Reserved and Open Category students have not significant difference. It supports that both the sub groups have quite similar value preferences. This led a researcher to accept null hypothesis.

**Ho\textsubscript{37}** There will be no significant difference between the mean score of value preferences of Management students belong to Reserved and Open categories of last semester.

No Value for the Last Sem. Management students of Reserved and Open Category has found to have statistically significant ‘t’ scores at any level of confidence. There is a similarity in their value preferences. This led a researcher to accept null hypothesis.

**Ho\textsubscript{38}** There will be no significant difference between the mean score of value preferences of male Management students belong to Reserved and Open categories.

Only Economic Value for the Male management of Reserved and Open Category found to have statistically significant ‘t’ scores at 0.01 level of confidence Males from Open Category have significantly scored higher for
Economic Value than the Reserved Category students. Both the sub groups have a high level of similarity in other Value preferences. This led a researcher to reject null hypothesis.

_**Ho_{39}**_ There will be no significant difference between the mean score of value preferences of female Management students belong to Reserved and Open categories.

No Value for Reserved and Open Category female Management students found to have statistically significant ‘t’ scores at any level of confidence. Females have a good bondage in their value preferences. This led a researcher to accept null hypothesis.

**Education Students**

_**Ho_{40}**_ There will be no significant difference between the mean score of six values of Education students.

Education Students have scored highest for the Social Value. They have scored the least preferences for the Religious Value. However they have value conflicts for the Religious Value as the S.D. is high. Students have nearly similar preferences for the Theoretical and Political Values. Education students have the Second highest preferences for the Theoretical Value. The Social Value is highly shared by them as the S.D is very low. This led a researcher to reject null hypothesis.

_**Ho_{41}**_ There will be no significant difference between the mean score of value preferences of Education students of first and last semesters.
Economic, Political and Religious Values for education students from B.Ed. and M.Ed. course were found to have statistically significant ‘t’ scores. The M.Ed. students have given high preferences for the Economic value than the B.Ed. Students. M.Ed. students scored high on Political Value than B.Ed. students. The B.Ed. students have scored high on Religious Value than the M.Ed. students. This led a researcher to reject null hypothesis.

**Ho42** There will be no significant difference between the mean score of value preferences of male and female Education students.

All the values except Religious for the male and female students were found to have statistically significant ‘t’ scores. Male students scored high on Theoretical, Economic and Political values than female students. Female students scored high on Aesthetic and Social values than the male students. This led a researcher to reject null hypothesis.

**Ho43** There will be no significant difference between the mean score of value preferences of male Education students of first and last semesters.

No Value for male education students of B.Ed. and M.Ed. course has statistically significant ‘t’ scores at any level of confidence. This indicates the male students of B.Ed. and M.Ed. Course have high level of value sharing. This led a researcher to reject null hypothesis.

**Ho44** There will be no significant difference between the mean score of value preferences of female Education students of first and last semesters.

No value for female education students of B.Ed. and M.Ed. course has a significant difference at any level. This reveals a high level of value sharing.
and equality in thought process of the Education field students. This led a researcher to accept null hypothesis.

**Ho\textsubscript{45}** There will be no significant difference between the mean score of value preferences of Urban and Rural Education students. Aesthetic and Political values for the urban and rural education students have a significant ‘t’ value at 0.05 level of confidence. Social Value for urban and rural students found to have statistically significant ‘t’ scores at 0.01 level of confidence. Rural Education students scored high on Social Value than the Urban students. The urban students have scored high on Aesthetic and Political values than rural students. This led a researcher to reject null hypothesis.

**Ho\textsubscript{46}** There will be no significant difference between the mean score of value preferences of Rural Education students of first and last semesters. No value for the Rural B.Ed. and M.Ed. students have a significant difference at any level. This led a researcher to accept null hypothesis.

**Ho\textsubscript{47}** There will be no significant difference between the mean score of value preferences of Urban Education students of first and last semesters. No value for the urban education students has a significant ‘t’ score at any level. Education students from Urban Residential Background have a good level of shared values. This led a researcher to accept null hypothesis.

**Ho\textsubscript{48}** There will be no significant difference between the mean score of value preferences of Education students belong to Reserved and Open categories.
Aesthetic, Political and Religious Values for Education Students from Reserved and Open Category found to have a significant ‘t’ score at 0.01 level of confidence. The Open category students have given higher preferences for Aesthetic and Political Values than Reserved Category students. The Reserved category students have given higher preferences for Religious Value than Open category students. This led a researcher to reject null hypothesis.

**Ho49** There will be no significant difference between the mean score of value preferences of Education students belong to Reserved and Open categories of first semester.

No value for B.Ed. students from reserved and open category has statistically significant ‘t’ scores at 0.05 or 0.01 level of confidence. This supports that B.Ed. students have a strong equality in the value pattern. This led a researcher to accept null hypothesis.

**Ho50** There will be no significant difference between the mean score of value preferences of Education students belong to Reserved and Open categories of last semester.

Only Social Value for the Reserved and Open category M.Ed. Students found to have statistically significant ‘t’ scores at 0.01 level of confidence. Open category M.Ed. Students have scored high on Social Value than Reserved Category. No significant difference was found for any other value. This led a researcher to reject null hypothesis.

**Ho51** There will be no significant difference between the mean score of value preferences of male Education students belong to Reserved and Open
categories.

No value for Reserved and Open Category Male Education Students found to have statistically significant ‘t’ scores at 0.05 and 0.01 level of confidence. Both the sub groups have a high level of similarity in their value preferences. This led a researcher to accept null hypothesis.

**Ho$_{52}$** There will be no significant difference between the mean score of value preferences of female Education students belong to Reserved and Open categories.

No Value for Reserved and Open Category female Education students found to have statistically significant ‘t’ scores at 0.05 level of confidence. Females have a good bondage in their value preferences. This led a researcher to accept null hypothesis.

**5.3 Findings of the Study**

**5.3.1 Medical Students**

**5.3.1. A. Value preferences and semester**

It is found that with the increase of the semester, the *aesthetic value* is increasing among the medical students. The medical course has an effect on the *social value*, which is found quite stable in all the semester and at the first preference. It is also found that *economic value* is decreasing with the commencement of the medical course. The students are oriented towards the social value and the responsibility to take care of others and neglecting the economic output.
5.3.1.B. Value preferences and sex

The male medical students are more oriented towards the *economic value* whereas female medical students have more focus for the *social value*. In the internal comparison of the value preferences it is found that female have the highest choice for the *social value* even when they belong to urban or rural area or from 1st or last semester or from reserved or open category.

5.3.1.C. Value preferences and Residential background

Rural students have more focus for the *aesthetic value* than urban. The urban students have more preferences for the *social and political values* than rural medical students. It is found that the social value was at first preference among all the sub groups of rural students. *Theoretical value* is at the highest preference for the urban students.

5.3.1.D. Value preferences and Category (Reserved and Open)

It is found that there is a *similarity* in the value preferences of medical students of reserved and open category. However, in the subgroups it is found that male reserved students and 1st sem. reserved students highly preferred for the *economic value* than open category medical students. The gender has higher effect than the category as the female has more orientation for the *social value* even with the introduction of any other variable.

5.3.2. Engineering Students

5.3.2.A. Value preferences and semester

It is found that theoretical and *economic value* preferences are increasing with the semester and political and *religious values* are decreasing
with the commencement of the course. In the subgroups of gender, it is found that the engineering faculty has an effect for the formation of the positive approach towards economic and theoretical values. As engineering students are trained to follow the practical experiences, students have developed the value preferences for those values.

5.3.2. B. Value preferences and Sex

*Theoretical, political and economic values* are more preferred by male engineering students than female. On the other hand, *social, aesthetic and religious values* are highly chosen by female medical students. It is found that the sex has a deep effect on the value preferences of the engineering students than any other variable. In the sub groups of male and female from different semesters, residential back grounds and categories, the females have more orientation for social and religious values. This supports that the preferences have *higher effect of the sex*. People are highly motivated by their gender for their choices.

5.3.2. C. Value preferences and Residential background

The engineering students from urban residential background have higher orientation for the *economic, aesthetic and political* values than rural students. Rural engineering students are highly motivated for the *theoretical and religious* values than the urban students. It is found that the urban students are more interested in the earning of money, comforts, literary and classical aspect of the human life. On the other hand, rural people are more oriented for the rational and logical things. Moreover, they have a strong motivation for the
religious faith. A deep effect of residential background is found on the value preferences of engineering students.

5.3.2. D. Value preferences and category (Reserved and Open)

It is found that the category has a little effect on the value preferences of the engineering students. Open category students have higher preferences for the social value than reserved category. The reserved category engineering students are more motivated towards religious values than the open category engineering students. However, in the subgroups of sex and semester, a little specific effect of category is found.

5.3.3. Management Students

5.3.3.A Value Preferences and Semester

It is found that the management course has a little effect on the change of value preferences among students. A little difference is found between 1st and last semester management student. In the comparison of the value preferences of subgroups 1st and last semester with respect to sex and category, a little difference is found. However, the management students have highly preferred the political value even in their sub groups. Management students are interested in the power. They have a positive outlook towards the leadership skills and human resource management.

5.3.3.B Value Preferences and Sex

Female management students have higher orientation for the social, aesthetic and religious values than male management students. On the other hand, male management students have more preferences for political values.
Female students have more sympathetic and unselfish approach towards the people and medium level of interest in the artistic episodes of human life. Male students are motivated towards the leading of a unit or people. It is found that gender has a deep effect on the value preferences of the students. Even in the bifurcation of the sub groups of the male and female with reference to semester, category this gender effect can be seen.

5.3.3.C Value preferences and Residential background

It is found that urban management students have more preferences for the political values than rural students. The rural management students highly preferred the social and religious values than urban students. The residential back ground has an eye catching effect on the social, political and religious values among management students. In the sub groups of the residential back ground a little difference is found however, the number of preferences are based with the effect of urban and rural area.

5.3.3.D Value preferences and category (Reserved and Open)

It is found that open category students have higher approach for the theoretical and economic values than reserved category management students. Reserved category students have significantly higher preferences for the religious value than open category students. In the sub groups of male-female and 1st-last semester students no significant variation is found.
5.3.4. Education Students

5.3.4.A Value Preferences among B.Ed. and M.Ed. students

It is found that with the improvement in the qualification, the economic and political values are increasing and religious value is decreasing. The B.Ed. and M.Ed. students preferred social value at the first preference. In the sub groups of gender and category the social value is found at the first choice of education students.

5.3.4.B Value Preferences and Sex

Male students have significantly preferred higher for theoretical, economic and political values than female students. Female students are more oriented for the social and aesthetic values than male. In the sub group analysis social value remains at first place for education students, however, a little insignificant variation is found in other values.

5.3.4.C Value preferences and Residential background

It is found that students from urban residential background have more interest in the political value than rural students. Students from rural residential back ground are highly oriented for the social and aesthetic values than urban students. In the sub group analysis, no significant difference is found with other variables.

5.3.4.D Value preferences and category (Reserved and Open)

It is found that category has not a significant effect on value preferences of the education students. In the sub groups of the education students based on their sex and residential back ground a little difference is found. The M.Ed.
students from open category have higher preferences for the social value than M.Ed. students from reserved category. So, *category does not play a vital role* in the value preferences of the education students.

5.4 Comparison with the Findings of the Related Studies

5.4.1. Value preferences and sex

The present findings are in tune with the previous results of **Meera (1949)**

**Dixit and Sharma (1969)** that females have the higher orientation for the extrovert matters and they have higher preferences for the social value. Medical, engineering, management and education females have higher approach towards social and aesthetic values than males of all these faculties. Females have higher preferences for the social values and males are more motivated towards economic value, these findings are in tune with the studies of **Lakshmi (2000)**, **Praharaj and Sinha (1973)**. A difference is found in the value preferences of Engineering, Management and Medical males and females. Both of them have first preferences for Economic value. It is found that females are more social than male irrespective of their residential back ground, faculty or category.

5.4.2. Value preferences and Semester

The present findings are in tune with the previous studies of **Harris (1934)** and **Allport Vernon Lindzey (1960)**, **Pachaury (1973)**,**Desai (1974)**. The Engineering students have first preferences for the Economic value. Scientific subjects like Engineering and Medical faculties have more
theoretical and Economic approach than the students of other faculties. Medical students have a higher level orientation for the social values than any other faculty students, this finding is in tune with previous finding of Stolman, Cynthia, Doran and Rodney. (1982).

5.4.3. Value preferences and Residential back ground

A significant effect of residential back ground on the value preferences of medical, engineering, management and education students is found. Economic and political values of urban students are significantly higher than rural students. Rural students have a high level of orientation towards for the social and religious values than urban students irrespective of their faculties and gender. This findings are in tune with Kapoor (1986), Sahasrubudhe (1977), Sportsman (1983) who had found that area of residence has a deep effect on the values and personality patterns. They found that rural students are more interested in public relations which lacks up to some extent in urban areas. However, in engineering field the first preferences are given to economic value by all the students irrespective of their residential back ground, it is not matched with previous findings.

5.4.4. Value preferences and Category (Reserved and Open)

It is found that category differences have a little effect on the value preferences of students and professors. However, an eye catching difference is found that reserved category students are more religious than open category. Open category students are more aesthetic in some faculties than reserved category students. This findings are in tune of the previous findings of Tylor
and Ronald (1977), Carter, Robert, Parks and Elizabeth (1992) as they found that there is a significant difference in the value preferences of German, Polish, American and other people.

5.5 Implications of the Study

In the very complex and complicated modern society, the needs and aspirations of the people are enlarging and ever changing which directly affects on the choices, attitudes and preferences of the individual. These changes have greatly influenced on the thinking pattern of the individual towards the duties, relations, professions, culture, society and nation.

1. Presently our society is facing the critical problems like terrorism and corruption. Our authorities have tried their best to stop these problems by applying various external forces, but we have the result with us. Though, we could remove the terrorists to some extent but could we remove the terrorism? The answer is in negative. We cannot stop these increasing critical problems of the society by applying any external force because their thinking inspires these activities, which is internal process of individual. The thinking of the individual is based on his value preferences. Value Preferences provides us an insight for the inculcation of the positive values.

2. Values are the combined result of society, religion, family background, school environment, friend circle, education, socio economic status and many other factors. Education system can be made more flexible for the value based activity.
3. It is undoubted that values are the basic force for leading the life in some particular way, so they are indirectly responsible for our decisions, interests and actions. Berson and Guerra (1985) observed that students learn a great deal from teachers, and not all of what they learn is academic in content. Teachers are role models, mentor, and communicators of values whether they intend to be or not. Their convictions - strong or weak, orthodox, or unorthodox, shared or hidden-become known to students and are influential in students’ efforts to sort out and build their own positions on matter of faith and values.

4. For a dynamic personality, a balanced value preference must be inculcated in the individual through the value education programme and rich curriculum. This process should be started from the initial stage of the child so that it can be developed gradually in a very balanced way, which is essential for his purposeful and happy life, and he can serve the society with his highest qualities in the most preferable manner. For the effective value education programme, we will be in need of the competent teachers who are well trained for this programme. To create efficient teachers for the successful value education programme we have to train the teachers initially from their training period. For that, first of all, we have to study the present value preference in the Medical, Engineering, Management and Education students.
5. After reviewing the related literature, the investigator came to the conclusion that shared values play an important role in defining culture and climate, in outlining a framework for teacher satisfaction, in describing effective schools, and in providing a positive quality of life for students and teachers (Anderson, 1982; Convey, 1992; Deal, 1985; Deal and Kennedy, 1982; Salganik and Karweit, 1982; Segiovanni, 1987).

6. From the review of related literature, it is also found that there are differences in the value preferences among the students of secondary school level, college level and presently working teachers due to their sex, residential background, educational qualification and stream. So it has become necessary to find out if is there any significant relationship exists among Medical, Engineering, Management and Education students with relation to these variables and value preferences? So that its findings can be helpful for developing an effective and purposeful curriculum for the balanced value preferences among students. It will enable them to transfer these values to the society through their professional role for the betterment of themselves and for the betterment of the society, which will ultimately lead to a ‘Better World ’.
Suggestions

Following implications are suggested by the researcher:

(a) The higher education does not give importance to value inculcation, leading to no change in value structure of individual after they complete higher studies.

(b) Residential area has significant impact in making the individual Social, in spite of great opportunity in the urban area due to reduction in living space of individual.

(c) Organization of functions and development of institution for social interaction could lead to development of Social values in urban areas.

(d) Economic sense of urban students should be utilized in the management affairs of the colleges. Institutions should be developed for use of their Economic understanding for the development of the nation and for making them sufficient.

(e) The rural students should be encouraged to pursue economic studies in their school and graduation studies by more enriching the curriculum.

(f) The science students because of having more cognitive abilities give more importance to Theoretical value. To use their abilities productively, the institutions should provide them opportunities for using latest technological devices.

(g) As females showed their more orientation towards Aesthetic value than males, they should be given more opportunities for the creative ventures.
5.6 Recommendations for the Future Studies

The present research includes Medical, Engineering, Management and Education students. It would be more useful to carry out the further study on the following area:

1. Study of the value preferences among doctors, engineers and other professionals.
3. A study on the value inculcation programme for the school and college students.
4. It is recommended that the research be expanded to include the teachers in private and government schools.
5. The experimental study on the effect of meditation on the development of values can be conducted.
6. Development and Construction of The Syllabus for the Value Inculcation Activities
7. Case Studies can be conducted on the Institutions Related with the Value Education Programmes.

5.7 Conclusion

In brief human values are sum total of several criteria, operating various spheres of life such as social relations, economy, politics, religion and cultural. Values are derived from history, tradition, religion, culture, education, environment and aspiration of the future. Values are motivators and justifiers of
our thoughts and actions. They are subject to forces calling for renewals, adoptions and change. Living Values provide a base for the activities of human life. They are responsible for preferences, choices and decisions. Values can’t be taught in the classrooms, they can be developed among the students by healthy environment and activities.