CHAPTER I INTRODUCTION

1. Introduction
1.1 Rational of the Study
1.2 Statement of the Problem
1.3 Explaination of Key Words
   1.3.1 Value Preference
   1.3.2 Medical Students
   1.3.3 Engineering Students
   1.3.4 Management Students
   1.3.5 Education Students
   1.3.6 Sex
   1.3.7 Residential Background
   1.3.8 Category
   1.3.9 Semester
   1.3.10 North Gujarat Region
1.4 Objectives of the Study
   1.4.1 Task Objectives
   1.4.2 Research Objectives
1.5 Variables of the Study
   1.5.1 Independent Variables
   1.5.2 Dependent Variables
   1.5.3 Controlled Variables
   1.5.4 Intervaining Variables
1.6 Hypotheses of the Study
1.7 Social Relevance of the Study
1.8 Scope of the Study
1.9 Importance of the Study
1.10 Limitations of the Study
1.11 Layout of the Next Chapters
End Notes
CHAPTER-I

INTRODUCTION

1. Introduction

The most important human endeavor is the striving for morality in our action. Our inner balance and even existence depend on it. Only morality in our action can give beauty and dignity to life. To make this a living force and bring it to clear consciousness is perhaps the foremost task of education.

Education is the central agency in shaping the future of individual and the nation. Long ago, Plato observed that the quality of citizens depends upon the education that is imparted to them. It is vital force in the regeneration of nations. On one hand, education develops personality of an individual in all fields and aspects, making him intelligent, learned, bold, and courageous and possessing strong good character; on the other hand, it contributes to growth and development of society. It is the only through education that moral ideals and spiritual values, the aspiration of the nation and its cultural heritage is transferred from one generation to another for preservation, purification and sublimation into higher and higher achievements. With the growth and development of individual, the society also develops to higher and higher levels of attainments.

Ours is the rich country of cultural heritage known for gentleness and mature mind and for reconciling the irreconcilable. It is the fact that our country has fallen a prey to all the destructive forces. Resurgence of the country could come, not through the channels of science and technology but
only through the floodgates of the value oriented education. Therefore, all great teachers and religious leaders, educationists, social reformers and humanists have been in one tone emphasizing value education. We are happy to know that in recent times, there is a lot of awareness and realization of significance of the value Education.

Values are regarded as desirable, important and held in high esteem by a particular society in which a person lives. Values reflect one's personal attitudes, judgments, decisions, choices, behaviour, relationships, dream and vision. They influence our thoughts, feelings and actions. They guide us to do the right things (Janki, 1995)\(^2\).

Values are the guiding principles of the life, which are conducive to all round development. They give directions and firmness to life and bring satisfaction, joy, happiness and peace to life. Values are like a rail that keep a train on the track and help it move smoothly, quickly and with direction. They bring quality to life (Carol, 1995)\(^3\).

Theoretical considerations suggest that values determine attitudes, behaviours, motivation, and personality (Allport, 1965; Rokeach, 1973)\(^4\).

Schools are depending increasingly upon the commitment, gift, skills and leadership by teachers. This is a reflection of a larger transition which brings with it not only new opportunities but also ambiguities about role relationships, self-understanding, financial arrangement, shifting power relationships and issues of authority. While these opportunities have brought fresh vitality to schools, unresolved ambiguities create unique challenges
(Brigham, 1994)\textsuperscript{5}. School leaders must meet these new challenges. Secondary, higher secondary and college classrooms become increasingly important to examine the personal values that provide the fabric that motivates the teachers in these institutions and ultimately enable them to share these values with their students.

As important as values are to the school community, they are rarely discussed. Louis (1988)\textsuperscript{6} concluded that this is because they are viewed as given or basic assumptions rather than as issues for debate. The values exhibited by members of the school community impact every aspect of the school. Values are the heart of the school because they are the reflection of what the members of the community hold important. Values help us explain how and why we behave the way, we do (Homer and Kahle, 1988)\textsuperscript{7}. They are a way of understanding the interest and motives in personality. We know a person best if we know what kind of future he is bringing about- and his moulding of the future rests primarily on his personal values (Allport, 1965)\textsuperscript{8}. Teacher mold the future by molding the minds of the students in their charge.

One can describe the good moral life as the ultimate aim of education in the sense that good life is the one that realizes the maximum of value. Education hence, has the responsibility to make the individual capable and mature enough to choose between good and bad and out of good the best. But in the present times, the choice is made keeping in mind the materialistic aspect. The development of science and technology has led to change in the concept of values.
Taneja (1986)\textsuperscript{9} has portrayed the dismal picture in these words that materialism has so engulfed us that every one, by and large, has become a worshipper of Mammon, which rules the roost the competition for a slice of the pie is fierce and no holds are barred in grabbing as large a slice as possible. All value norms are being cast to winds in pursuit of pelf and power… Even the intellectuals have either retreated in isolation or act as hirelings.

National Policy on Education (1986)\textsuperscript{10} declares that the growing concern over the erosion of the essential values and an increasing cynicism in society has brought to focus the need for readjusting the curriculum in order to make education a forceful tool for the cultivation of the social and moral values.

Sharma (1983)\textsuperscript{11} rightly described the dismal social picture of India where values have been eroded over the years, He says that if values are missing or negatively directed, a nation loses ground. India is gradually being placed in that situation. The Indian mind has grown new dimensions; deceitfulness is called tact; slyness is equated with wisdom, abuse of powers is called efficient administration, corruption and blackmailing is termed as business and hitting below the belt is diplomacy, and so on. The picture is dismal and dreadful everywhere, in school, at homes, in offices, in the assemblies and in the parliament. Hope cannot feed people too long and mere promises cannot sustain life. The country is crumbling. The school, the home, the community and the government all are blaming one another. Introspection is nobody's concern. Let the more enlightened ones - the ones concern with
education- give the lead. Let us get back to our moorings and place before us at least in schools and universities a handful of ideas to guide us and strive hard to achieve them.

Materialism of the modern world has shaken and impelled conscientious philosophers, educationists, public leaders and spiritual masters to lay stress on this momentous need of imparting education in human values to people, especially to younger people who would be the citizens of tomorrow.

1.1 Rational of the Study

Education has to pay a vital role in the cultivation of moral and social ethics among the students who are in true sense future citizens of the nation. This can be done by providing them rich experiences through curriculum and activities. For that a government must have to formulate a balanced syllabus for the schools and colleges which can prepare the students in development of skill and will at the same time. This balanced approach will make the students successful in professional, personal and social life.

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. 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; Sergiovanni, 1987).

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 there any significant relationship exists among Medical, Engineering, Management and Education students with relation to these variables and value preferences? This research findings are useful for the students to understand their value preferences. Its results can be utilized by the institutes, and curriculum developers to place the need based change for value inculcation. The college authorities can place activities for the students to provide them positive outlook towards social issues which will motivate them to be sensitive towards social problems and their skills can be utilized for betterment of others.

1.2 Statement of the Problem

The title of the present study was verbalized as:

“A STUDY OF VALUE PREFERENCES AMONG MEDICAL, ENGINEERING, MANAGEMENT AND EDUCATION STUDENTS IN
RELATION TO CERTAIN VARIABLES”

1.3 Explanation of Key Words

1.3.1 Value Preference

(a) Value: Value is systematically loaded word: The term value has different connotations; depending on the context in which it is used. Value means principles, ideals, standards, morals, ethics and worth.

International Dictionary of Education (1979) 19 defined the value as beliefs about what is desirable or undesirable. Values reflect the culture of a society and if the individual accepts a value for him/herself, it may become a goal.

(b) Value preference: Valuing is used to express objective, which denotes that a thing, phenomenon or behaviour has a worth. A person is motivated not by the desire to comply or obey but by the individual’s commitment to the underlying value guiding the behaviour. A person displays the behaviour with sufficient consistency in appropriate situations that he comes to be perceived as holding a value.

Preferences for value includes behaviours which implies not just the acceptance of value to the point of being willing to be identified by it but the individual is sufficiently committed to the value and pursue it, to speak it out, to want it (Bloom, 1956 and Krathwohl, 1971) 20.

When a person has more than two choices and he has to prefer them he is forced to arrange his choices in descending order.

1.3.2 Medical Students: Students studying in first and final semester at under
graduate level in medical/homeopathic and dental colleges of North Gujarat region in the year 2013-14.

1.3.3 Engineering Students: Students studying in first and final semester at under graduate level in engineering colleges of North Gujarat region in the year 2013-14.

1.3.4 Management Students: Students studying in first and final semester at under graduate level in Management colleges of North Gujarat region in the year 2013-14.

1.3.5 Education Students: Students studying in B.Ed. and M.Ed. Courses in Education colleges of North Gujarat region in the year 2013-14.

1.3.6 Sex: It is related with the gender of the student i.e. male or female.

1.3.7 Residential Background: It denotes that to which area (urban or rural) the student belongs where he resided during his early life. (Last three years before course)

1.3.8 Category: It denotes that a student belongs to General category or reserved category (SC, ST and OBC) according to the Gujarat Govt. regulations.

1.3.9 Semester: Six months study duration planned according to the Academic calendar of Concerned University.

1.3.10 North Gujarat Region: It denotes the northern part of Gujarat which includes Mehsana, Sabarkantha, Aravalli, Ahmedabad, Gandhinagar, Banaskantha and Patan Districts.
1.4 Objectives of the Study

The following are the objectives of the present study. These objectives are divided into two sessions

1.4.1 Task Objectives

1. To study the materials and to discuss with the experts of education and psychology regarding value education and measurement.

2. To study the value dimensions explained in the Educational Psychology books.

3. To develop and standardize a questionnaire for identification of Value Preferences of Medical, Engineering, Management and Education students.

1.4.2 Research Objectives

1. To study and compare the value preferences of medical students in relation to their semester, sex, residential background and category.

1.1 To study and compare the value preferences of medical students of 1st and last semesters.

1.2 To study and compare the value preferences of male and female medical students.

1.3 To study and compare the value preferences of male medical students of 1st and last semesters.

1.4 To study and compare the value preferences of female medical students of 1st and last semesters.

1.5 To study and compare the value preferences of urban and rural medical students.
1.6 To study and compare the value preferences of rural medical students of 1st and last semesters.

1.7 To study and compare the value preferences of urban medical students of 1st and last semesters.

1.8 To study and compare the value preferences of medical students belong to reserved and open category.

1.9 To study and compare the value preferences of 1st sem. medical students belong to reserved and open category.

1.10 To study and compare the value preferences of last sem. medical students belong to reserved and open category.

1.11 To study and compare the value preferences of male medical students belong to reserved and open category.

1.12 To study and compare the value preferences of female medical students belong to reserved and open category.

2. To study and compare the value preferences of engineering students in relation to their semester, sex, residential back ground and category.

2.1 To study and compare the value preferences of engineering students of 1st and last semesters.

2.2 To study and compare the value preferences of male and female engineering students.

2.3 To study and compare the value preferences of male engineering students of 1st and last semesters.

2.4 To study and compare the value preferences of female engineering
students of 1\textsuperscript{st} and last semesters.

2.5 To study and compare the value preferences of urban and rural engineering students.

2.6 To study and compare the value preferences of rural engineering students of 1\textsuperscript{st} and last semesters.

2.7 To study and compare the value preferences of urban engineering students of 1\textsuperscript{st} and last semesters.

2.8 To study and compare the value preferences of engineering students belong to reserved and open category.

2.9 To study and compare the value preferences of 1\textsuperscript{st} sem. engineering students belong to reserved and open category.

2.10 To study and compare the value preferences of last sem. engineering students belong to reserved and open category.

2.11 To study and compare the value preferences of male engineering students belong to reserved and open category.

2.12 To study and compare the value preferences of female engineering students belong to reserved and open category.

3. To study and compare the value preferences of management students in relation to their semester, sex, residential background and category.

3.1 To study and compare the value preferences of management students of 1\textsuperscript{st} and last semesters.

3.2 To study and compare the value preferences of male and female management students.
3.3 To study and compare the value preferences of male management students of 1st and last semesters.

3.4 To study and compare the value preferences of female management students of 1st and last semesters.

3.5 To study and compare the value preferences of urban and rural management students.

3.6 To study and compare the value preferences of rural management students of 1st and last semesters.

3.7 To study and compare the value preferences of urban management students of 1st and last semesters.

3.8 To study and compare the value preferences of management students belong to reserved and open category.

3.9 To study and compare the value preferences of 1st sem. management students belong to reserved and open category.

3.10 To study and compare the value preferences of last sem. management students belong to reserved and open category.

3.11 To study and compare the value preferences of male management students belong to reserved and open category.

3.12 To study and compare the value preferences of female management students belong to reserved and open category.

4. To study and compare the value preferences of B.Ed. and M.Ed. students in relation to their sex, residential background and category.

4.1 To study and compare the value preferences of education students of
B.Ed. and M.Ed. course.

4.2 To study and compare the value preferences of male and female education students.

4.3 To study and compare the value preferences of male education students of B.Ed. and M.Ed. course.

4.4 To study and compare the value preferences of female education students of B.Ed. and M.Ed. course.

4.5 To study and compare the value preferences of urban and rural education students.

4.6 To study and compare the value preferences of rural education students of B.Ed. and M.Ed. course.

4.7 To study and compare the value preferences of urban education students of B.Ed. and M.Ed. course.

4.8 To study and compare the value preferences of education students belong to reserved and open category.

4.9 To study and compare the value preferences of B.Ed. students belong to reserved and open category.

4.10 To study and compare the value preferences of M.Ed. students belong to reserved and open category.

4.11 To study and compare the value preferences of male education students belong to reserved and open category.

4.12 To study and compare the value preferences of female education students belong to reserved and open category.
1.5 Variables of the Study

Variables are the conditions or characteristics that the experimenter manipulates, controls or observes. The following variables were considered in the present study.

1.5.1 Independent Variables:

In the present study, the researcher wanted to study the effect of Study, sex, residential back ground and category on the value preferences of the medical, engineering, management and education students. So that following independent variables were considered for the present study.

(a) **Semester** – First and Last semester of course (B.Ed. and M.Ed. course in the case of education students)

(b) **Sex**- Male and Female

(c) **Residential Background**- Urban or Rural

(d) **Category**- General category and reserved category (SC, ST, OBC)

1.5.2 Dependent Variables:

The dependent variables are the conditions or characteristics that appear, disappear or change as the experimenter introduces, removes or changes the independent variables.

Present study is related with the value preferences, so ‘score of the value preferences is the dependent variable.

1.5.3 Controlled Variables:

Some independent variables not included in the study may affect the dependent variable. The investigator has controlled to maintain the validity of
the research work. The following variables are controlled during the implementation of the questionnaire.

Subject related controlled variables

- Faculties: The medical, engineering, management and education
- Area of the College: North Gujarat Region

1.5.4 Intervening Variables

It was assumed that the following variables might have been affected during the study.

1. Others’ help
2. Individual family environment
3. Special training or co-curricular activities attended
4. Interaction between students

1.6 Hypotheses of the Study

The word hypotheses consists of two words: Hypo + Theses: Hypo means tentative or subject to the verification. Hypotheses mean statement about the solution of the problem. Thus hypotheses is a tentative statement about the solution of the problem. L.R. Gay (1972) defines, “A hypothesis is a tentative explanation for certain behaviour, phenomena or events that have occurred or will occur.” The Researcher has decided to study and compare the scores of value preferences among medical, engineering, management and education (B.Ed. and M.Ed.) students in relation to their semesters, sex, residential background and categories. To attain these objectives the researcher has formulated following null hypotheses.

\[ H_0 \] There will be no significant difference between the mean scores of six values of Medical students.
\( H_{o2} \)  There will be no significant difference between the mean scores of value preferences of Medical students of first and last semesters.

\( H_{o3} \)  There will be no significant difference between the mean scores of value preferences of male and female Medical students.

\( H_{o4} \)  There will be no significant difference between the mean scores of value preferences of male Medical students of first and last semester.

\( H_{o5} \)  There will be no significant difference between the mean scores of value preferences of female Medical students of first and last semester.

\( H_{o6} \)  There will be no significant difference between the mean scores of value preferences of Urban and Rural Medical students.

\( H_{o7} \)  There will be no significant difference between the mean scores of value preferences of Rural Medical students of first and last semester.

\( H_{o8} \)  There will be no significant difference between the mean scores of value preferences of Urban Medical students of first and last semester.

\( H_{o9} \)  There will be no significant difference between the mean scores of value preferences of Medical students belong to Reserved category and Open category.

\( H_{o10} \)  There will be no significant difference between the mean scores
of value preferences of Medical students belong to Reserved category and Open category of first semester.

\textbf{Ho}_{11} \quad \text{There will be no significant difference between the mean scores of value preferences of Medical students belong to Reserved category and Open category of last semester.}

\textbf{Ho}_{12} \quad \text{There will be no significant difference between the mean scores of value preferences of male Medical students belong to Reserved category and Open category.}

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

\textbf{Ho}_{14} \quad \text{There will be no significant difference between the mean scores of six values of Engineering students.}

\textbf{Ho}_{15} \quad \text{There will be no significant difference between the mean scores of value preferences of Engineering students of first and last semesters.}

\textbf{Ho}_{16} \quad \text{There will be no significant difference between the mean scores of value preferences of male and female Engineering students.}

\textbf{Ho}_{17} \quad \text{There will be no significant difference between the mean scores of value preferences of male Engineering students of first and last semesters.}

\textbf{Ho}_{18} \quad \text{There will be no significant difference between the mean scores of value preferences of female Engineering students of first and second semesters.}
Ho$_{19}$ There will be no significant difference between the mean scores of value preferences of Urban and Rural Engineering students.

Ho$_{20}$ There will be no significant difference between the mean scores of value preferences of Rural Engineering students of first and last semesters.

Ho$_{21}$ There will be no significant difference between the mean scores of value preferences of Urban Engineering students of first and last semesters.

Ho$_{22}$ There will be no significant difference between the mean scores of value preferences of Engineering students belong to Reserved and Open categories.

Ho$_{23}$ There will be no significant difference between the mean scores of value preferences of Engineering students belong to Reserved and Open categories of first semester.

Ho$_{24}$ There will be no significant difference between the mean scores of value preferences of Engineering students belong to Reserved and Open categories of last semester.

Ho$_{25}$ There will be no significant difference between the mean scores of value preferences of male Engineering students belong to Reserved and Open categories.

Ho$_{26}$ There will be no significant difference between the mean scores of value preferences of female Engineering students belong to
Reserved and Open categories.

\( \text{Ho}_27 \) There will be no significant difference between the mean scores of six values of Management students.

\( \text{Ho}_28 \) There will be no significant difference between the mean scores of value preferences of Management students of first and last semesters.

\( \text{Ho}_29 \) There will be no significant difference between the mean scores of value preferences of male and female Management students.

\( \text{Ho}_30 \) There will be no significant difference between the mean scores of value preferences of male Management students of first and last semesters.

\( \text{Ho}_31 \) There will be no significant difference between the mean scores of value preferences of female Management students of first and last semesters.

\( \text{Ho}_32 \) There will be no significant difference between the mean scores of value preferences of Urban and Rural Management students.

\( \text{Ho}_33 \) There will be no significant difference between the mean scores of value preferences of Rural Management students of first and last semesters.

\( \text{Ho}_34 \) There will be no significant difference between the mean scores of value preferences of Urban Management students of first and last semesters.

\( \text{Ho}_35 \) There will be no significant difference between the mean scores
of value preferences of Management students belong to Reserved and Open categories.

\( H_0_{36} \) There will be no significant difference between the mean scores of value preferences of Management students belong to Reserved and Open categories of first semester.

\( H_0_{37} \) There will be no significant difference between the mean scores of value preferences of Management students belong to Reserved and Open categories of last semester.

\( H_0_{38} \) There will be no significant difference between the mean scores of value preferences of male Management students belong to Reserved and Open categories.

\( H_0_{39} \) There will be no significant difference between the mean scores of value preferences of female Management students belong to Reserved and Open categories.

\( H_0_{40} \) There will be no significant difference between the mean scores of six values of Education students.

\( H_0_{41} \) There will be no significant difference between the mean scores of value preferences of Education students of first and last semesters.

\( H_0_{42} \) There will be no significant difference between the mean scores of value preferences of male and female Education students.

\( H_0_{43} \) There will be no significant difference between the mean scores of value preferences of male Education students of first and last
There will be no significant difference between the mean scores of value preferences of female Education students of first and last semesters.

There will be no significant difference between the mean scores of value preferences of Urban and Rural Education students.

There will be no significant difference between the mean scores of value preferences of Rural Education students of first and last semesters.

There will be no significant difference between the mean scores of value preferences of Urban Education students of first and last semesters.

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

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.

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

There will be no significant difference between the mean scores of value preferences of male Education students belong to
Resolved and Open categories.

**H0_{52}** There will be no significant difference between the mean scores of value preferences of female Education students belong to Reserved and Open categories.

1.7 Social Relevance of the Study

The college education plays a vital role in shaping the professional career of students. The institutional environment provides experiences to the students which develops the value patterns among them. Later, the students are motivated to do choices according to their values, hence the college environment should provides a balanced value inculcation experiences.

The present study deals with the identification of the value preferences among medical, engineering, management and education students. These results are helpful for the institute and their faculty members to assign them work and co-curricular activities. These findings are helpful to develop the balanced value pattern among college students by enriching the curriculum.

1.8 Scope of the Study

The research findings of the study can’t be applicable to the entire situation so it is inevitable to know the scope of the study. The research study aims at the identification of the value preferences among medical, engineering, management and education students of North Gujarat region of the Gujarat state. The present study is carried out for the college students of session of 2013-14.
1.9 Importance of the Study

Every Research work has its own importance. Present study is important in following ways.

1. Present study is helpful for professors and curriculum designers to know about the value preferences of under graduate students of Medical, Engineering, Management and Education faculties.

2. A Questionnaire to measure value preferences for college students and professors is developed and standardized which is helpful for the college managements and Research Scholars.

3. Concerned College and University can utilize the findings of the value preferences to develop balanced co-curricular activities for students.

4. The Tool is very important for the Career counselor to identify the value preferences among the college students, so on the basis of their value preferences he can provide proper guidance for further study and selection of profession.

5. The findings are also very useful for the Government and Higher Authorities to frame the cultural and other personality development activities like Saptdhara.

The Value Preference Scale is useful for the Value Development Programmes. On the basis of the preferences given by students, a balanced ‘Value Development Programme’ can be prepared.

7. The College can utilize the findings of the value preferences according to faculties and the students can be assigned work on the base of their preferences.
1.10 Limitations of the Study

The present study is delimited to the following:

1. The study was delimited to the undergraduate level medical, engineering, management and education students only.

2. The study was delimited to the institutes located in the North Gujarat Region only.

3. The study was delimited only for the students of first and last semester. (For Education students B.Ed. and M.Ed. course)

4. The study was delimited to the students of particular session only (2013-14).

5. The limitation of the Tool is the limitation of the study.

1.11 Layout of next chapters

In the present study the researcher presents five chapters.

In chapter-2, Researcher presents Theoretical Literature of related studies, critical analysis of the related past researches, and significance of the present study.

Chapter-3 deals with origin of the study, Population of the study, Sampling, Research Design, Development of Research Tool, Programme for Data Collection, Data Analysis

Chapter-4 focuses on analysis and interpretation of data with graphs and tables.

Chapter-5 includes Summary, Hypotheses, Findings, Comparison with the previous studies, Implications and Recommendations.
End Note:


ASDA Publication, p.05.

