A Comparison Among the Value Patterns of Arts and Commerce Undergraduate Students

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Abstract

The Purpose of this study is to find out the values patterns among Arts and Commerce stream students at Undergraduate students of Ghaziabad district, Uttar Pradesh. The present study was conducted on a sample of 150 Undergraduate students (Boys and girls) who are studying in different Colleges of the Ghaziabad region. All these colleges are affiliated with Chaudhary Charan Singh University Meerut, and the sample was collected by using a simple random sampling technique. The research was carried out through a survey questionnaire. For the research Sherry and Verma's Personal value questionnaire was used that included questions about the religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power family prestige and health. And for the socio-economic status Singh, Jalota and Kapoor's scale was used. The main hypothesis of the study is that there is no significant difference in value patterns of Arts and Commerce undergraduate students based on their Socio-Economic Status. Data obtained were analyzed using descriptive statistics mean, median, standard deviation, and 't' values. The results of the study suggest that there is not a very significant relationship between Boys and Girls in value patterns of Arts and Commerce undergraduate students based on their Socio-Economic Status.

Keywords

Value Patterns, Socio-Economic Status, Arts Stream, Commerce Stream, Undergraduate Students.

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Introduction

The word 'Values' was first used by the German Philosopher Friedrich Nietzsche in 1880. Until then the word value was used as a verb meaning to value as esteem something or as a singular noun meaning the measure of something. The term 'value' may refer to interests, pleasures, preferences, duties, moral obligations, desires, wants, needs, attractions and many other modalities of selective orientations. There is no agreement as to how values are defined. The term value has been previously defined as 'which satisfies a human need or human desires' and as 'the quality of things' which evokes some appreciative responses. Values have been understood by educationists as the normative standards by which human beings are influenced in their choices among the alternative courses of action that they perceive. Values play an important in the life of an individual and are the chief determinants of his behavior. Determinant values act as a motivating force in the behavior of an individual. The term has been defined by different psychologists in different ways. According to Sherry and Verma, "Value is the concept of desirable ends, goals, ideas or modes of action which make human behavior selective". Values are closely related to the aims of education. Values are part and parcel of the philosophy. Hence aims of education are naturally concerned with values. Value pattern is the set of values that we hold and the conflict, compatibility and hierarchical relationship among them. Socioeconomic status (SES) is a measure of a family's economic and social position in relation to others, based on various variables responsible for social and economic development.

Statement of the Problem

A Comparative Study among the value patterns of Arts and Commerce Undergraduate Students

Objective of the Study

1. To compare the Value patterns among Arts and Commerce Undergraduates at Higher levels of socio-economic status.
2. To compare the Value patterns among Arts and Commerce Undergraduates at the Middle level of socio-economic status.
3. To compare the Value patterns among Arts and Commerce Undergraduates at Lower levels of socio-economic status.

Hypothesis of the Study

1. There is no significant difference in value patterns of Arts and commerce undergraduate students with respect to their higher level of socio-economic status.

2. There is no significant difference in value patterns of Arts and commerce undergraduate students with respect to their middle level of socio-economic status.

3. There is no significant difference in value patterns of Arts and commerce undergraduate students with respect to their lower level of socio-economic status.

Review of Related Literature

Rawat (1993) studied the value pattern of secondary school teachers and found that the teachers most preferred values are humanistic, creative, knowledge and social value. The least preferred values are aesthetic, religious, political and economic values.

Gupta and Gangol (1994) studied the importance of acquired values in primary, middle and high school students. The sample of the study consisted of 500 students studying in different types of schools e.g. Catholic, Secular, Jain, Hindu and schools of J. & K. Researchers found differences among the value importance of the students of schools of different backgrounds. The researcher found that the students of the 5th & 8th standard levels gave importance to honesty, love and dutifulness whereas at the 10th level students gave importance to cooperation.

Gates (2006) stated that the importance of motivational beliefs and, more specifically, religion, is identified as central for both citizenship and citizenship education. He inferred that values are not necessarily any more universally agreed, upon since they too are affected by beliefs.

Research Methodology

The research is quantitative in nature. In this study, the investigator applied a descriptive survey method. In this research the researcher explores the value patterns among the higher level Students based on their socio-economic status. The present study consists of 150 students (75 Arts Undergraduate and 75 Commerce Undergraduate students) studying in different colleges situated in the Ghaziabad District of Uttar Pradesh. All these colleges are affiliated with Chaudhary Charan Singh University, Meerut. Data is collected through the Simple Random Sampling Method. For measuring the Value Patterns among higher students a questionnaire "Personal Value" prepared by Sherry and Verma has been used and for measuring the student Socio-Economic status another questionnaire was used which was prepared by Singh, Jalota and Kapoor. The data was systematically classified according to the formulated Hypothesis. Data obtained were analyzed using descriptive statistics mean, median, standard deviation, and 't' values.

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Results

1. **To compare the Value patterns among Arts and Commerce Undergraduates at Higher levels of socio-economic status.**

   In the case of democratic, economic, aesthetic and hedonistic values, Arts and commerce students do not have much more difference. Their respective 't' values are 0.58, 0.94, 1.54, and 0.290 which shows a difference but very little.

   In the case of social, power, and health values both Arts and commerce students show a 't' value significant at 0.05 level of significance. Their respective 't' values are 2.28, 2.38 and 2.6 which indicates that both the groups differ considerably on these values.

2. **To compare the Value patterns among Arts and Commerce Undergraduates at the Middle level of socio-economic status.**

   In the case of aesthetic value 't' value is 2.39 which is significant at a 0.05 level of significance. This indicates that commerce students are more aesthetic than that of Arts students.

   In the case of social, democratic, economic, hedonistic, power, and health values they do not have show much difference. Their respective 't' values are 0.98, 1.56, 0.95, 0.187, 0.71 which indicates that both the groups do not differ on these values.

3. **To compare the Value patterns among Arts and Commerce Undergraduates at Lower levels of socio-economic status.**

   In the case of hedonistic value 't' value is 2.18 which is significant at a 0.05 level of significance. This indicates that Arts students are more hedonistic than that of commerce students.

   In the case of social, democratic, aesthetic, economic, power, and health values they do not have show much difference. Their respective 't' values are 0.25, 0.16, 0.32, 0.57, 0.87, 0.91. which shows that very little difference exists between these two groups with regard to their values.

Conclusion

This study can help the parents to know the value patterns of their children and parents make necessary arrangements for their education. The students must be taught by their parents to help others to be a functional part of society, the student must be empathetic to other's needs. Parents also Boost their self-confidence and help them stay positive even in difficult situations.

This study can be helpful for teachers also in guiding them and to counsel them in their adjustment, and selection of educational and vocational courses commensurate with their value pattern. Teachers help students by creating more positive

and collaborative in their learning environments, also help in developing deeper relationships with their parents and friends and also the important feature they can communicate more clearly with the people. Values also help students to develop their skills, and personality, and to understand their obligations, cultures and ethics.

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