Preference of values between male and female B.Ed. College students in Tamilnadu

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ABSTRACT

The present study attempts to know the level of preference towards values between male and female students of different B.Ed. College in Tamil Nadu. The investigator has employed the survey method for collecting the data by using the well-designed and validated research tools for primary data collection. The tools have been administered to a random sample of 900 B.Ed college students in Tamil Nadu. The main objectives of the study is to find out the preference on values such as, economic, political, theoretical, social, religious and aesthetical values. The result reveals that the economical and political values are correlating with gender. The researcher has offered suitable suggestions to the stakeholders and policy makers pertinent to the findings of the study

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Introduction

Though meaning of value is originally related to economic value, philosophers like, Rudaullah Lotse, Albrace Richel in nineteenth century attached more extensive meaning to value. In life process man accepts good things and avoids bad things. It is not human living to act neutrally and in the light of witness only. Acceptable and non-acceptable, good and bad are the nature of values. Values are established and they are practicable. Chilana (1987) studied Indian culture and observed that Indian culture is based on the values, viz, kind heartedness, self control, universal brotherhood, honesty, respect to others and faith. Due to deterioration of these values, new values like indiscipline and destructive mentality came into existence. He suggested to include these values in curriculum and called it value-based curriculum.

Human value is an academic behaviour through which progress of individual, society, nation and international understanding are created. Education aims at all round development of human beings, therefore Cognitive, Conative and Affective domains are taken to task at learning levels for individual progress. Thus inculcation of value education is for emotional development. It is through this that we establish men of character, responsible citizens and sensitive personality of individuals. An individual so described discharges the responsibility of both rights and duties. It is in this sense that value education becomes indispensable for all round human development. Dr. Eknath Gawande (1994) therefore defines value education in the following words: "When human values are inculcated through curriculum to transcend to cognitive, affective and psychomotor level for conducive development of individual, society, national and international understanding, it is called value education."

Dr. Kothari (1964-66) tried to emphasize the value viz., democracy, socialism, and equality of all religions. He attached great importance to achieve skills through science and technology and also balanced development of human values.

National Education Policy (1986) studied Indian background and came to the conclusion that religious education is not possible in India as India is a country with many religions. Value education system that aims to enrich the level of our understanding and respect for such values and aims to bring us maturity of mind is called value-based education.

Today, if we are able to read, write, think and act accordingly it has been made possible due to the education we had over about twenty years from various teachers, who took all efforts to teach us through their learning and experiences. Our education is due to our teachers who have labored patiently to explain various subjects in such a way that we can easily understand. Every one of us has to always remember his teachers with gratitude and respect.

A common problem for the newly admitted students in our educational institutions is the practice of "ragging" by senior students. Such merciless torture meted out to freshman students by the seniors is beneficial to none, but leaves all with unhappy memories. Both the seniors and the freshers they torture lose their peace of mind and the standard of education is corrupted and deteriorated. These painful incidents are stored in the inner depths of the heart and continue to influence one's relationships throughout life. Some students are so drastically affected that they forfeit their careers, prospects and even their mental balance. Good companionship among students is to be nurtured, as the collegiate years can be the time where lifelong loyalties and friendships are formed. Parents, management of institutions government and students must gather and discuss the ways to eradicate this menace and ensure that students are able to study peacefully and happily and achieve success in life. In the long run the success and achievements of every student is an asset to society.

Progressive Outlook of Value Education

Generally, society is fond of preserving customs and these customs are sometimes treated as culture of the society. Many customs and traditions are based on religion.

Society is dynamic and values that are created in political, economic and social fields are subject to changes in these fields. An individual and society exists by the assimilation of these values. Society thus becomes dynamic, e.g. the rising of twenty first century is the gift of science age. Society has to accept behaviour and thoughts in consonant with the age of science. This is the accepted behaviour of an individual.

Type of Value and its Nature

Dr. Gawande (1994) had tried to investigate types of value and their areas. He noticed the following types of value and their areas:

Significance Of The Study

In the emerging modern world, with its varied linguistic, cultural back ground, there is much diversity of human behavior and varied values of college students are reflected in all their activities. As college students are the future builders of a nation, their behavior personal likes, dislikes and interests are of paramount importance. Hence the knowledge of values about the college students are obtained, as they would act as guiding forces for developing a sound educational programme and the inculcation of desirable values in accordance with the national goals. So the present study of values of college students would give a value as to which areas are to be emphasized. Specifically, human education focuses upon creative planning moving like a pendulum between nature and freedom. The moral values present a true perspective of the development of any society or nation. Values are the purposes that utilize norms with a cultural context. Because life is of value, there are norms which assure the preservation of life. Value Education is concerned with not only social progress, but also with morals, political, social and economic development.

Review Of Literature

The National Policy on Education (1986) has had an insight into the immensity of this great dangerous problem and assented that "a value system must be inculcated through educational processes based on rationality, scientific and moral approach to life". Paul (1986) has found that with respect to work values the adolescent boys strive more for economic returns and intellectual stimulation, whereas adolescent girls strive more to words achievement orientation. The study also reveals that male and female adolescents differed in aesthetic values.

Male teachers are significantly higher on economic and political values as compared to female teachers. Female teachers are found significantly more social in comparison to their male counterparts and also found that both groups give their first preference to social values and second preference to theoretical values (RatnaKumari, 1987; Verma, 1988; Jain, 1988).

Gaur *et al.*, (1989). have that there is no significant difference between the high school boys on each of the six dimensions of values i.e., theoretical economic, aesthetic, social, political and religious values.

Studies reveal that both men and women students regard self–control as important and feel that they committed to it. The male students in addition to the above values consider status and work to be important and feel committed to them. The female students in addition to the values already mentioned consider power, truth, devotion to God, individuality, duty, security, morality, honesty, friendship, accomplishment, and helpfulness to be important and state that they are committed to them. (Natarajan, 1990; Raja Mouli and Bhaskar Ready, 1990; Kalamani, 1991; Nakum, 1991; Shah, 1992; Banui, 1992; Agochiya, 1992; Chand, 1992).

Usha Sri (1993) has found that men and women teachers differ significantly in their Social and moral values. Chandra

Kumar and Arokiasamy (1994) have found that the female college students have little better value orientation than female college students. The mean score for all the items for the female students is a little higher than the male students. Both the male and female groups have shown a very important preference for certain values. Gender does not influence the value orientation of the college students. The values preferred by both the male and female students mainly are love, ambition and honesty. There is no consistency in the preference and values by the students in all these years.

Kothari (1994) has found that the students belonging to different religious groups differ significantly from one another in respect of morals like duty truth responsibility, judgment, sympathy, obedience, helpfulness and overall morality. The students belonging to different religious groups do not differ significantly from one another in the case of morals like discrimination between good and bad, respect and honesty.

Nicolle, A. Symmonds and Dolan (2011), Learning of higher value options showed no such bias. The researchers suggest that such a bias can be explained as a tendency for optimistic underestimation of the chance of experiencing negative events, an optimism repressed when information is gathered through direct operant learning.

Thus, the review of the related studies have enabled the present investigation to know about the findings made earlier in these field of study and it has enabled the investigator to formulate suitable hypotheses, for the investigation. The present study in unique because so far, attempt to know the level of value pattern and family environment of college students is not largely available, but which is very much essential. So the investigator attempted this study at present.

Objective of the Study

To find out the level of preference towards value pattern between male and female B.Ed. college students.

Hypothesis

There is no significant difference in the level of preference towards value pattern between male and female B.Ed. college students.

Research Design

In the present study, the investigator has used the survey method to study the level of preference between male and female B.Ed. College students towards values.

Population

The population of the study is B.Ed. College Students studying in various colleges' managed by the Government, Aided and Self-Finance in Tamil Nadu State.

Sample size

The investigator has selected 18 B.Ed. colleges in Tamil Nadu according to her convenience. The non-probability convenience sampling technique has been adopted. The tool used in this study for the students was evolved and standardized by Padmanaban T. for his doctoral thesis. It is 'Value Pattern Inventory' based on Allport-Vernon-Lindzey's study of values. It has six values, namely theoretical, economic, political, social, aesthetic and religious. This is based on the typology of Sprangler. Ranking technique is adopted and the respondents is required to indicate his or her order of preference by writing the respective rank order against each of the four choices. Each choice represented on of the six values. In all there are 30 items in the inventory. Each statement was scored by giving the value 1, 2, 3 and 4. Scoring is done as follows. The students are asked to indicate their order of preference from first to fourth by writing the number for each one of the choices. The first choice response is given a score of four, the second choice response a

score of three, the third choice response a score of two and the fourth choice, a score of one. The summated scores of the different values were found out for each individual.

Analysis And Interpretation

This section discusses the preference level of the B.Ed. Students towards their Economic, Political, Theoretical, Social, Religious and Aesthetical values between male and female students.

Gender and Economic Value

$H_01(a)$: There is no significant difference in the level of preference towards economic value between male and female B.Ed. college students.

The above Table presents the preference for economic value between male and female B.Ed. college students. Out of 45.80 per cent male students, 5.00 per cent of them have high level preference, majority (38.30 per cent) of them have medium level preference and 2.40 per cent of them have low level preference on economic values. While considering among the female college students, 6.10 per cent of them prefer high level, 43.40 per cent of them prefer medium level and 4.70 per cent of them prefer low level on economic value. While comparing the results between male and female students, more number of female have given low level preference on economic value. Further, to know the association between male and female B.Ed. college students chi-square test was applied. The X^2 value is found to be 3.734 and the 'p' value is 0.155, which shows insignificant association between male and female students on economic value. Hence, the proposed hypothesis is accepted.

$H_01(b)$: There is no significant difference in the level of preference towards political value between male and female B.Ed. college students.

The above Table shows the results of the male and female B.Ed. college students' preference on political value. The result shows that overall 10.30 per cent of them prefer for high level among, 4.20 per cent of them are male and 6.10 per cent of them are female. Out of 82.70 per cent of the overall students who prefer at the medium level on political value, 38.90 per cent of them are male and 43.80 per cent of them are girls. Among the 7.00 per cent of the overall students who prefer low level on political value 2.70 per cent and 4.30 per cent of them are male and female, respectively. While comparing among the male students, 4.20 per cent, 38.90 per cent and 2.70 per cent of them prefer as high level, medium level and low level, respectively. Among the female students, 6.10 per cent, 43.80 per cent and 4.30 per cent of them preferred political value as high level, medium level and low level, respectively. From this result it is very clear that majority of the female B.Ed. College students have shown medium and lower level preference on political value while comparing male students. Further to know the association between male and female on their preference level on political value X^2-test was conducted. The obtained X^2 value is found to be 2.884 with the 'p' value 0.236. Hence, it may be inferred that there is no significant association among the B.Ed. College students on their political value. Hence, the proposed hypothesis is not accepted. $H_01(c)$: There is no significant difference in the level of preference towards economic value between male and female B.Ed. college students.

The above Table shows the preference between male and female B.Ed. college students on Theoretical value. Out of 45.80 per cent of the male students, 13.90 per cent of them have high level preference, 29.90 per cent of them have medium level preference and only 2.00 per cent of them have preferred least. Out of 54.20 per cent of the female students, 15.60 per cent of them have high level, 36.20 per cent of them have medium level

and only 2.40 per cent of them have low level preference. It is very clear from this result that majority of the male and female students have given their priority for Theoretical value at medium and high level. While comparing male and female students who prefer high level, 13.90 per cent of them are male and 15.60 per cent of them are female. Among the 66.10 per cent of the students who prefer medium level, 29.90 per cent of them are male and 36.20 per cent of them are female. Among the students who have given their lower level preference for theoretical value as 4.40 per cent, 2.00 per cent of them are male and 2.40 per cent of them are female. Hence, it may be inferred from this result that majority of the students have given more preferences for Theoretical value at the medium and high level. Further, to know the association between Gender and Theoretical Value, chi-square test was applied. The obtained X^2 value is found to be 0.294 with the 'p'-value 0.863. It means there is no association between Gender and Theoretical Value

$H_01(d)$: There is no significant difference in the level of preference towards social value between male and female B.Ed. college students.

The above Table shows the preference among the B.Ed. college students for social value. Overall 6.00 per cent of them prefer high level, 64.70 per cent of them prefer medium level, 29.30 per cent of them prefer low level on social value. Out of 45.80 per cent of the male students, 2.40 per cent of them prefer high level and 15.40 per cent of them prefer low level. Out of 54.20 per cent of the female students, 3.60 per cent of them prefer high level, 36.80 per cent of them prefer medium level and 13.90 per cent of them prefer low level. It is important to mention that more number of the B.Ed. College students who have given lower priority for social value. Further, to know the association between social value and gender Chi-square test was performed. The obtained X^2-value is found to be 7.225 with the 'p' value 0.027. The result shows that there is 0.05 level significant difference between gender and social value. Hence, the proposed null hypothesis is not accepted.

$H_01(e)$: There is no significant difference in the level of preference towards economic value between male and female B.Ed. college students.

The above Table presents the preference of the male and female B.Ed. college students for religious value. Among them, 18.30 per cent prefer high level, 78.30 per cent prefer medium level and 2.90 per cent prefer lower level. It is known from this result that students have not preferred religious value and considered at the lower level. Out of 45.80 per cent of the male students, 8.00 per cent of them prefer high level, 36.00 per cent of them prefer medium level and only 1.80 per cent of them placed lower level. The result shows that male students prefer religious value at medium and high level. Out of 54.20 per cent of the female students, 10.30 per cent of them prefer high level, 42.80 per cent of them prefer medium level and only 1.10 per cent of them prefer lower level. Hence, it is clear from this result that female students also prefer for religious value. Further to know the significant difference between Gender and Religious value chi-square test was applied. The obtained X^2-value is found to be 2.909 with the 'p' value 0.234. Hence, it may be inferred that there is no association between gender and religious value. So, the proposed null hypothesis is rejected and the alternative hypothesis is accepted.

Gender and Aesthetic Value

$H_01(f)$: There is no significant difference in the level of preference towards aesthetic value between male and female B.Ed. college students.

S. No.	Type of Value	Area of Value
1.	Human Value	Human Behaviour
2.	National or Constitutional Value	Constitutional Rules
3.	Social Value	Rules about Society
4.	Vocational Value	Ideals in various Professions
5.	Religious Value	Ideals related to Religions
6.	Aesthetic Value	Value in Arts and Literature

Table 1. Gender-wise Level of Preference for Economic Value of B.Ed. College Students and results of Chi-square analysis

Gender	Preference for Economic Value at			Total	X^2	'p'
	High level	Medium level	Low level			
Male	45 (5.00)	345 (38.30)	22 (2.40)	412 (45.80)	3.734	0.155
Female	55 (6.10)	391 (43.40)	42 (4.70)	488 (54.20)		
Total	100 (11.10)	736 (81.80)	64 (7.10)	900 (100.00)		

Table 2.Gender-wise Level of Preference for Political Value of B.Ed. College Students and results of Chi-square analysis

Gender	Preference for Political Value at			Total	X^2	'p'
	High level	Medium level	Low level			
Male	38 (4.20)	350 (38.90)	24 (2.70)	412 (45.80)	2.884	0.236
Female	55 (6.10)	394 (43.80)	39 (4.30)	488 (54.20)		
Total	93 **(10.30)**	744 **(82.70)**	63 **(7.00)**	900 **(100.00)**		

Table 3. Gender-wise Level of Preference for Theoretical Value of B.Ed. College Students and results of Chi-square analysis

Gender	Preference for Theoretical Value at			Total	X^2	'p'
	High level	Medium level	Low level			
Male	125 (13.90)	269 (29.90)	18 (2.00)	412 (45.80)	0.294	0.863
Female	140 (15.60)	326 (36.20)	22 (2.40)	488 (54.20)		
Total	265 (29.40)	595 (66.10)	40 (4.40)	900 (100.00)		

Table 4. Gender-wise Level of Preference for Social Value of B.Ed. College Students and results of Chi-square analysis

Gender	Preference for Social Value at			Total	X^2	'p'
	High level	Medium level	Low level			
Male	22 (2.40)	251 (27.90)	139 (15.40)	412 (45.80)	7.225	0.027
Female	32 (3.60)	331 (36.80)	125 (13.90)	488 (54.20)		
Total	54 (6.00)	582 (64.70)	264 (29.30)	900 (100.00)		

Table 5. Gender-wise Level of Preference for Religious Value of B.Ed. College Students and results of Chi-square analysis

Gender	Preference for Religious Value at			Total	X^2	'p'
	High level	Medium level	Low level			
Male	72 (8.00)	324 (36.00)	16 (1.80)	412 (45.80)	2.909	0.234
Female	93 (10.30)	385 (42.80)	10 (1.10)	488 (54.20)		
Total	165 (18.30)	709 (78.80)	26 (2.90)	900 (100.00)		

Table 6.Gender-wise Level of Preference for Aesthetic Value of B.Ed. College Students and results of Chi-square analysis

Gender	Preference for Aesthetic Value at			Total	X^2	'p'
	High level	Medium level	Low level			
Male	30 (3.30)	338 (37.60)	44 (4.90)	412 (45.80)	2.150	0.341
Female	49 (5.40)	390 (43.30)	49 (5.40)	488 (54.20)		
Total	79 (8.80)	728 (80.90)	93 (10.30)	900 (100.00)		

The above Table shows the preference of male and female college students on aesthetic value. Among them, 8.80 per cent of them prefer high level, 80.90 per cent of them prefer medium level and 10.30 per cent of them prefer lower level. This result clearly shows that considerable number of students has given lower preference for aesthetic value than higher level. Out of 45.80 per cent of the male students, 3.30 per cent of them prefer at higher level, 37.60 per cent of them prefer at medium level and 4.90 per cent of them have shown lower level. Out of 54.20 per cent of the female students, 5.40 per cent of them prefer high level and similar number of them also have recorded lower preference and 43.30 per cent of them prefer medium level. The result clearly shows that lower level preference for aesthetic value is more than high level. To know the association between gender and aesthetic values, chi-square test was applied and the obtained X^2-value is found to be 2.150 with 'p' value 0.341. It means there is no association between gender and aesthetic value among the B.Ed. College students. So, the proposed null hypothesis is not rejected and the alternative hypothesis is accepted.

Recommendations

The study has identified that overall economic value and political value are preferred at the lower level among the students, whereas, Theoretical, Social, Religious and Aesthetic values are preferred at the high level among the students. Hence, the researcher points out the following suggestions to the educationists, policy makers and student community to a long way in promoting values:

➢Value education subject may be introduced in the higher secondary level education.

➢Students should be motivated to concentrate themselves not only in studying science related subjects but also in co-curricular and extra-curricular activities.

➢Value orientation should be an essential subject in the teacher training programme.

➢Inculcating social, religious, economic, political, aesthetic and theoretical values and imparting, discipline, and personality characteristics at the school level education.

➢While teaching their respective subjects, teachers should consciously plan to integrate values in their objectives. Specific references to objectives and values should be made through exposition, demonstration and practice.

Conclusion

The research study was done to find out the level of preference between male and female students studying in different B.Ed. colleges in Tamil Nadu. The different types of values such as economic, political, theoretical, social, religious and aesthetical values are studies. The result shows that the overall results on preference of values between male and female B.Ed. college students that male students have higher priority for economic and theoretical values, whereas, female students have higher priority on social, religious and aesthetic values. It is also important to mention that there is no difference between male and female students of their priority on political value.