

Study of Value Pattern in relation to Academic Disciplines

Ahlawat, Dr. Monika. Assistant Professor Institute of Educational Technology and Vocational Education, Panjab University, Chandigarh.

Abstract

The present study was conducted to explore the value profile of Senior Secondary School Students in relation to their academic disciplines. A randomly drawn sample of 120 from Government Senior Secondary School, Sector-20, Panchkula was taken. Further, the sample was divided into three groups (consisting 40 each from three disciplines viz. Commerce, Science and Arts) To equalize the groups, varied variables like socio-economic status, gender and previous achievement level were considered on the basis of which division of the total sample was considered. For the purpose of drawing out the results, the investigator employed descriptive and differential analysis. The major findings of the study revealed significant differences in value pattern between Arts and Science group. The study also revealed that adolescents who are from different disciplines were found to have developed similar value pattern. Their subjects have not significantly affected their value pattern to give different shape to their personality.

(Keywords-Value Pattern, Academic Disciplines)

1. Introduction

Values constitute a significant element in individual's personality which forms the basis on which his thought process depends. Friedrich Nietzsche (1844-1900), a German philosopher in 1880 is said to have used the word 'Values' for the first time. NCERT has also compiled a list of the values which is based on Gandhian literature and on documents of education in Appendix III of "Documents on Social, Moral and Spiritual Values in Education" (1979). Values education is a comprehensive process concerning teaching and learning about the virtues and ethics that a society thinks is significant. The aim is for students not only to comprehend the values, but also to ruminate them in their attitudes and behaviour and prove to be assets for the society.

Due to poor inculcation of values among youth, there has been rise in incidents of crime, aggression and violence in the society. More stress should be laid on education based on human values and ethics. Value based education is need of the hour. The emphasis should be on the values such as honesty, patience, compassion, tolerance, empathy, and brotherhood. The world needs people with integrity, character and high values to make it a peaceful and harmonious place to live in.

Natasha (2013) analysed a comparative study of value pattern among adolescents and significant difference was observed in the value pattern of adolescent of rural and urban background.

2. OBJECTIVES

1. To study the individual value pattern of adolescents.
2. To find out the differences if any the values held by the adolescents from three academic disciplines, viz, Arts, Science and Commerce.

3. HYPOTHESES

H1. There is no significant difference in values pattern of adolescents from three academic disciplines viz. Arts, Science and Commerce.

H2. There is no significant difference in value pattern of Science students and Arts students.

H3. There is no significant difference in value pattern of Commerce students and Arts students.

H4. There is no significant difference in value pattern of Commerce students and Science students.

4. Methodology

Random sampling technique was followed for the survey. A sample of 120 adolescents from three academic disciplines (40 each) viz., Arts, Science, Commerce from Government Senior Secondary School, Sector- 20, Panchkula (Haryana) during 2018-2019 was taken. A very heterogeneous group of terms of gender, socio-economic status and school level was undertaken.

5. TOOL USED

A 'Value - Orientation Scale' (1997) by Dr. N. S. Chauhan and Saroj Aurora was used. The scale has six value orientations related test items.

6. ANALYSIS AND INTERPRETATION

Table 6.1: Value Pattern in Adolescents under Arts, Science and Commerce Discipline.

S.NO	Values	Arts Students	Science Students	Commerce Students
1	Cosmopolitan	57.78	61.15	60.47
2	Scientific	56.32	62.42	59.45
3	Venturesome	58.12	61.82	61.72
4	Democratic	61.02	59.85	57.82
5	Progressive	55.75	62.87	62.65
6	Empathy	64.17	57.96	60.32

Discussion

An overall analysis of the results of Table: 1 revealed a fairly similar pattern of values in all the three disciplines. Interestingly, the mean for progressive values of Science group ($M_2=62.87$) and Commerce group ($M_3= 61.66$) were observed to be considerably higher than Arts group ($M_1=55.75$). In addition to that, the mean of Arts group for empathy values was ($M_1=64.17$) higher than both Science group ($M_2=57.96$) and Commerce group ($M_3=60.32$) respectively.

Table 6.2: Comparison of Arts students and Science students in their Value Pattern.

On comparing the students of Arts with students of Science students, it was found that considerable significant difference was observed in the four individual values of the two said groups.

S.No.	Values	Arts Students	Science Students	t-values
-------	--------	---------------	------------------	----------

		Mean(M1)	S.D.	Mean(M2)	S.D.	
1	Cosmopolitan	57.78	2.08	61.15	1.04	6.03
2	Scientific	56.32	5.87	62.42	3.30	3.71
3	Venturesome	58.12	5.13	61.82	2.85	4.35
4	Democratic	61.02	4.41	59.85	4.48	0.23
5	Progressive	55.75	5.10	62.87	3.57	5.67
6	Empathy	64.17	4.41	57.96	4.48	1.15

Discussion

Considerable significant differences were observed regarding (Cosmopolitan, Scientific, Venturesome, and Progressive) the values. The two groups (Arts and Science) did exhibit significant difference regarding the above mentioned values. The Science students were found to have greater inclination towards the scientific and progressive values (M=62.42, S.D. = 3.3 and M=62.87, S.D. =3.57) respectively in comparison to their counter parts in Arts group (M=56.32, S.D.=5.87 and M=55.75, S.D. =5.1) respectively. In terms of empathy value, considerable higher mean value for Arts students (M=64.17, S.D. =4.41) as compared to mean of Science students (M=57.96, S.D. =4.48). Thus, Arts students possessed a higher degree of empathy value than Science students.

The significant differences were observed regarding (viz. Cosmopolitan, Scientific, Venturesome, and Progressive) values with the t- values, t= 6.03, t= 3.71, t= 4.35, t=5.67) respectively, so the hypothesis: H2. *“There is no significant difference in value pattern of Arts Students and Science Students was rejected”*.

Table 6.3: Comparison of Arts Students and Commerce Students in their Value Pattern.

Insignificant difference was revealed, when a comparison was made between Arts and Commerce students on their value pattern.

S.No.	Values	Arts Students		Commerce Students		t-values
		Mean(M1)	S.D.	Mean(M2)	S.D.	
1	Cosmopolitan	57.78	2.08	60.47	1.92	1.56
2	Scientific	56.32	5.87	59.45	4.69	0.013
3	Venturesome	58.12	5.13	61.72	2.70	.001
4	Democratic	61.02	4.41	57.82	5.77	.018
5	Progressive	55.75	5.10	62.65	3.77	1.53
6	Empathy	64.17	4.41	60.32	4.64	.0024

**Insignificant at 0.05 level of confidence.

**Insignificant at 0.01 level of confidence

Discussion

A relative difference was observed between Arts and Commerce students on progressive value. But overall, the means of these two groups (Arts and Commerce) exhibit scarcely any difference regarding all the six values. Hence, hypothesis: H3. *“There is no significant difference in value pattern of Arts students and Commerce students was accepted”*.

Further, in terms of Mean and S.D. for progressive value, considerable difference was observed for Arts students ($M_1=55.75$, S.D. = 5.10) and for Commerce students ($M_2=62.65$, S.D. = 3.77). The scope for commerce helps in broadening the pragmatic attitude and liberal thinking in them and thus help in inculcation of progressive values in them.

Table 6.4: Comparison of Science Students and Commerce Students in their Value Pattern.

S.NO.	Values	Science Students		Commerce Students		t-values
		Mean(M1)	S.D.	Mean(M2)	S.D.	
1	Cosmopolitan	61.15	1.04	60.47	1.92	0.17
2	Scientific	62.42	3.30	59.45	4.69	0.004
3	Venturesome	61.82	2.85	61.72	2.70	0.087
4	Democratic	59.85	4.48	57.82	5.77	0.095
5	Progressive	62.87	3.57	62.65	3.77	0.80
6	Empathetic	57.96	4.48	60.32	4.64	0.013

**Insignificant at 0.05 level of confidence.

**Insignificant at 0.01 level of confidence

Discussion

The results indicate insignificant difference existed on comparing Science and Commerce group of students on their values (viz, Cosmopolitan, Scientific, Venturesome, Democratic, Progressive and Empathy) values. The two groups namely, Science and Commerce did not show any difference regarding their value pattern. On the basis of this result, which observed an insignificant difference between the above mentioned disciplines, hence, hypothesis: H4: *“There is no significant difference in value pattern of Science students and Commerce students was accepted”*.

7. CONCLUSION

It can be concluded from the present study, that democratic values are lowest of all in reference to value pattern in adolescents. In terms of progressive value, the Science and Commerce group have considerable higher mean scores than the Arts group. The subjects of Science and Commerce disciplines are such that they widen the outlook and develop the progressive thinking and logical reasoning in the students. They are more open to pragmatic and modernized way of life.

Further, the adolescents who offered different stream were found to have developed similar value pattern. Their subjects have not significantly affected their value pattern to give different shape to their personality. It is pertinent to mention here that significant differences on four individual values were only observed between Arts and Science group.

References

- [1] Aggarwal, J.C. 2008. Education for Values, Environment and Human Rights. Shipra Publications, Delhi. p.2-12
- [2] Best, J.W. 2008. Research in Education, Prentice Hall: New Delhi.
- [3] Nanda, S.K. 2002. Philosophical and Sociological Foundations of Education. Delhi: Doaba Publications.
- [4] Natasha .2013. A Comparative Study of Value Pattern Among Adolescent. International Journal of Education in Planning & Administration. Research India Publication.
- [5] Singh L. Deva Kumar 2012. Value Education- Need of the Hour . Hueiyen News Service, New York Hall.
- [6] Singh, Y. 1977. Manual for Brief Scale of Values (BSV), Agra Psychological Cell, Agra
- [7] Sodhi, T.S. & Suri, A. 2005. Philosophical and Sociological Foundations of Education. Patiala: Bawa Publication.

Web Reference

- www.britannica.com/

