

**VALUE ORIENTATION OF
PROFESSIONAL
STUDENTS IN KERALA.**

A STUDY WITH REFERENCE TO ERNAKULAM DISTRICT.

Thesis Submitted to the
Cochin University of Science and Technology

for the degree of
DOCTOR OF PHILOSOPHY
under the Faculty of Social Sciences

by
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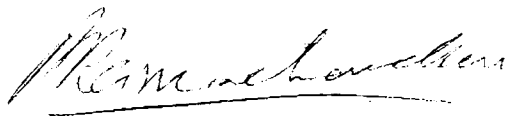
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Certificate

Certified that the thesis "Value Orientation of Professional Students in Kerala" is the record of bonafide research carried out by Mr. C.J. Thomas under my supervision and guidance. The thesis is worth submitting for the award of the degree of Doctor of Philosophy under the Faculty of Social Sciences.

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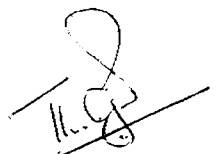
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DECLARATION

I, C.J. Thomas, hereby declare that the thesis submitted by me for the award of the degree of Doctor of Philosophy under the Faculty of Social Sciences is the record of bonafide research work carried out by me under the supervision of Prof. P. Ramachandra Poduval, Director, School of Management Studies, Cochin University of Science and Technology, Cochin -22. I further declare that this thesis has not previously formed the basis for the award of any degree, diploma, associateship, fellowship or other similar title of recognition.

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Chapter 1

Introduction

Chapter 1

INTRODUCTION

1.1. Background of the study.

Value characterises the personalised meaning of certain realities for individuals. The concept of values may extend over a wide range from individual to organizational, social and universal. Values differ from individual to individual, group to group and community to community.

Differences in human beliefs, values, attitudes, ways of life and ideologies lead to divergent human actions. These differences often generate conflicts and affect the growth of societies. Many eminent personalities have been involved in the study of these differences and the impact on human behaviour, organizational systems and society. Plato, Aristotle and Socrates in ancient Greece, Machiavelli and Cervantes in the renaissance period, Adam Smith, Freud, Karl Marx and John Stuart Mill in the last century are some among them. The concern for understanding human values and actions has been primarily due to the fact that these influence the growth process and living styles of human beings.

Growth of a society depends up on the availability of natural resources, level of technological sophistication, socio - political structure and human beings. Extensive researches in this area have concluded that growth differentials can mainly be explained in terms of the characteristic differentials of human minds (Harbison and Myers, 1959; McClelland, 1961; Spengler, 1967; Drucker, 1973). Values and beliefs are contents of man's mind. These are essentially dynamic in nature. Hence they influence and direct the process of growth and development. Transformation of an underdeveloped society

into a developed one entails the transformation and modernization of human values, beliefs and styles (Jaspers, 1957; Northrop, 1959; Spengler, 1967). Development cannot be achieved as long as men possess the values which are different or opposed to the growth process (Gerald, 1957). Some societies, which are more developed than others, have adopted advancement and massive socio-economic transformation as a way of life. Some, on the other hand, have accepted the path of modernization with resistance and still some others are in a dilemma. These differences explain the contribution of human values and actions to the growth process.

Values characterising American society include activism, optimism, equalitarianism, abundance and pragmatism (Bernard. M. Bass, 1965). That is, American society is predominantly individual oriented. Japanese society is organization oriented and Indian society is family oriented (England, 1967). In Japan, their values, their traditions, their culture and beliefs have been used to perform the objective, impersonal tasks of a modern economy and to harness modern technology for social and economic performance (Ramkrishna Reddy & Lalitha Sreekanth, 1996). In some of the contemporary societies the ecological imbalances, revolts, frustrations and alienation are partly the manifestations of dissociation of growth efforts from human values and desires.

The manner in which human beings respond to their environmental constraints is affected both directly and indirectly by their attitudes, perceptions and values (Atkinson, 1958; Zajonc, 1968; Shaw and Constanzo, 1970). Human beings, in fact, do not respond to their environmental constraints as such. Instead, their reactions tend to be determined by their own images, attitudes and beliefs about their environmental constraints (Brunswik, 1935; Hayek, 1952; Popper, 1952; Cassirer, 1953; Boulding,

1956; Himon, 1957; Karlsson, 1958; Weisman, 1958; Higgins, 1959). Thus, it is the value and belief systems which govern the choice of human actions for social growth. So the growth process should be planned and implemented only in the context of human desires and values for it to be meaningful and functional (Moore, 1963; Sovani, 1963).

The contribution of human values and beliefs to the growth and the structure of societies have been examined in depth by social scientists. Max Weber (1930) explained the roots of modern capitalism in terms of 'ascetic protestant ethic' which emphasised hard work and puritanical life style. In Pearson's (1951) analysis, the developed countries are characterised by the prevalence of achievement values, universalism and specificity whereas the underdeveloped societies are characterised by ascriptive values, particularism and diffuseness. In developed societies, evaluation of the people is in terms of achieved status (what they can do) rather than in terms of ascribed status (what they are). Everyone is at least able to compete for any job (universalism) rather than being permitted only to do a particular job as in a caste-ridden system (particularism). McClelland (1961) in explaining the 'forces of development' has found that motives and values play a significant role in the growth process. Superstitions and prevalence of beliefs unfavourable to development hinder and eventually check the growth process.

An organic system is able to cope with various environmental constraints by virtue of values, attitudes and beliefs its members individually and collectively hold. Many social scientists (Myrdal, 1944; Bernthal, 1958; Galbraith, 1958; Levi, 1958; Wadia, 1968; Bhambri, 1971; Chaturvedi, 1977; De, 1977; Singh and Das, 1977) have examined the relationship between values and organisational performance, organisational decision making

process, managerial ethics and actions. The findings of these studies show that organisational culture, decision making process, managerial planning process, co-ordination, control, motivation, etc., are significantly influenced by managerial values.

Ethics involves moral issues and choices and deals with right and wrong behaviour. Only recently has ethics been included in the study of organisational behaviour. It is now realised that not only individuals and groups, but also a number of relevant factors from the cultural, organisational, and external environment determine ethical behaviour. Cultural influences on ethical behaviour are reflected by the impact of family, friends, neighbours, education, religion, and the media. Organisational influences come from ethical codes, role models, policies and practices, and reward and punishment systems. The external forces having an impact on ethical behaviour include political, legal and economic developments. These factors often work independently in shaping the ethical behaviour of individuals and groups in organisations (Fred Luthans. p.65).

Organisation's goals and ethical actions are consistent. Ethical behaviour of the managers is influenced by the strength of the organisation's culture. Actions of the bosses are most important factors influencing ethical and unethical behaviour in their organisations (Posner & Schmidt, 1992).

For explaining and predicting the behaviour of the employees the societal values of the period in which they grew up play an important role. Employees who entered the work force from 1930s through late 1950s believed in the Protestant work ethic. They were loyal to their employer. A comfortable life and family security were their most important terminal values. Employees who entered the work force during 1960s through the mid 1970s were more concerned with the quality of their lives than with the amount of

money and possessions they could accumulate. Desire for autonomy was more important to them than their loyalty towards the organisation. Individuals who entered the work force from the mid 1970s through the late 1980s reflect the society's return to more traditional values. They gave more emphasis to achievement and material success. They considered the organisations that employed them merely as vehicles for their career. A sense of accomplishment and social recognition were the most important terminal values. Individuals who entered the work force in 1990s value flexibility, life options, and the achievement of job satisfaction. These more recent entrants in to the work force, whose lives have been shaped by globalisation, are less willing to make personal sacrifices for the sake of their employer. True friendship, happiness and pleasure are their high rated values (Hattwick , Kathawala, Monipullil & Wall, 1989; Frederick & Weber, 1990; Posner & Schmidt,1992).

Growth assumes inculcation of logical and rational values. Values which are favourable to growth and development must be reinforced. A developing society like ours needs to approach the problem of modernisation at a macro-level and design a national strategy for achieving change.

1.2. Norms, Beliefs, Attitudes, and Opinions.

Predispositions to react on the basis of learned preferences are fundamental in human behaviour. Ideally, individual responses in social settings can be predicted and controlled when the nature of mechanisms that trigger a reaction are known and understood.

An opinion is the expression of one's judgement of a particular set of facts, an evaluation of the circumstances presented to him. It is a response to a specifically limited stimulus, but the response is certainly influenced by the predisposition with which the individual is operating.

A belief is the acceptance of a statement or a set of circumstances. Beliefs are much stronger than opinions; we hold them more firmly than we do the changeable evaluations of minor or transitory events represented by opinions.

Norms are acceptable standards of behaviour within a group that are shared by the group's members (Robbins, 1996.). A norm is a rule or guide for behaviour. They are guidelines or directions as to what is accepted or prohibited. Norms also provide for a system of built-in rewards and punishments for the behaviour. Organisational manuals prescribe formalised norms for employees to follow. But majority of the norms in organisations are informal.

Norms may be categorised as :

- (i) *norms dealing with performance - related processes*
- (ii) *norms encompassing appearance factors,*
- (iii) *norms concerning informal social arrangements, and*
- (iv) *norms related to allocation of resources. (Robbins. 1996).*

Work groups typically provide their members with explicit cues on how hard they should work, how to get the job done, their level of output, and appropriate communication channels. These norms deal with performance-related processes. These norms are extremely powerful in affecting an individual's performance.

Presenting the appearance of loyalty is important in many organisation and work groups. Appropriate dress, loyalty to the work group or organisation, etc., come under appearance factors.

Norms concerning informal social arrangements come from informal work groups and primarily regulate social interactions within the group.

Norms relating to allocation of resources cover pay, assignment of difficult jobs and allocation of new tools and equipment.

Laws are norms that have been institutionalised.

An attitude is a predisposition to react, positively or negatively, to a person, place or circumstance. The predisposition and the direction of that predisposition are two main elements in an attitude. The primary groups, the larger aggregates to which the individuals belong and the culture influence the attitude of the individual. The family, as the most important primary group, influence to shape a person's attitudes at the early stage.

Attitudes are acquired from parents, teachers, and peer group members. A person is born with certain genetic predispositions (Arvey & Bouchard Jr, 1994).

The three basic components of attitude are the emotional, the informational and the behavioural. The emotional component involves the person's feelings - positive, neutral or negative - about an object. The informational component consists of the beliefs and information the individual has about the object. The behavioural component consists of a person's tendencies to behave in a particular way toward an object.

An attitude change must start with the basic factors in the formation and development of attitudes. Attitudes develop as a result of an arousal of a need and then are shaped specifically through the process of learning. The specific changes that occur are determined by the structuring of the learning situation.

Katz (1960) has grouped attitudes into four functional types, viz. utilitarian, ego-defensive, value expressive and the knowledge function. The utilitarian attitudes are adjustive ones that can be recognised most easily in change situations. When old responses are no longer relevant in new situations,

the adjustive mechanism comes to the fore. When the old activities cease to be satisfying or a higher level of aspiration is set, the way is prepared for a change in attitudes. Ego - defensive attitudes protect the person from threats to the ego and the anxiety generated by them. Value expressive attitudes are those maintaining self identity or leading to self expression and determination. When old values no longer provide the basis for maintaining a good self-image, change is fostered. Attitudes serving the knowledge function tend to promote meaningfulness in all activity.

Attitudes are important in organisations because they affect job behaviour. Job satisfaction, job involvement and organisational commitment are the three types of attitudes in organisational behaviour (Brooke Jr., Russell and Price, 1988). The term job satisfaction refers to an individual's general attitude toward his/ her job. High level of job satisfaction develops positive attitude toward the job. Job involvement measures the degree to which a person identifies with the person's job and considers his/her perceived level of performance important to self worth (Blau, 1986). People with high level of job involvement strongly identify with and really care about the kind of work they do. Organisational commitment is a degree to which an employee identifies himself with a particular organisation and its goals, and wishes to maintain membership in the organisation.

1.3.1. Values and value orientations: Meaning and significance.

1.3.1.1. Value may be defined as the worth of an object, event or situation as perceived and judged by a person. It may be emphasised that values are concepts of the desirable conditions or ideas judged desirable as a result of applying the values to specific situations.

Values are sometimes referred to as any singular state or object for

which the individual strives consistently (Jones and Gerald, 1967). According to Allport (1960) values are deep level personality traits.

Values represent basic convictions that a specific mode of conduct or end -state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence (Rokeach, 1973. p.5).

Values may be regarded as an intervening variable, mediating between the antecedent conditions and consequent cognition and action both at personal and social levels. Values are influenced both by priorities of the individual who is engaged in valuing and the characteristics of the objects being valued (Feather, 1973). It is therefore a fact that the personality make-up of an individual has a direct effect on his value patterns.

Values represent something more than just a person's acceptance of the validity of a view of facts. It is not only a belief but one with a judgement of rightness attached. Values represent what is thought to be desirable, not what may be desired.

The beliefs concerning desirable modes of conduct or desirable end-states of existence may be classified into Instrumental and Terminal values (Rokeach, 1968). The terminal and instrumental values occupy the central positions in the total system of a person's beliefs and attitudes. Terminal values relate to 'goals and end-states of existence'. These are the goals a person would like to achieve during his or her life time. Instrumental values refer to 'preferable modes of behaviour'. These behaviours are the means of achieving terminal values. The changes in them are likely to have widespread effects throughout the system and on behaviour. Values function as standards or criteria that guide thought and action in various ways. Values also play a predominant role in all projections about the future.

Values are experienced as sensations on the biological levels, as

feelings on the pre - logical levels, as recognised values on the logical level and as direct experience of values on a supra-logical level (Kokoszka, 1992).

Maslow (1970) analyzed the basis of self actualisation and identified motivational and personality dynamics involved in self actualisation and recognised B-values and D-values. B-values represent growth oriented values which constitute the being of individuals. D-values connote motivation to achieve self actualisation. Becoming and being represent the core of Maslow's theoretical conceptions. Becoming is the personal change that is gained as a result of experiences of life over a period of time.

Values generally influence attitudes and behaviour (Barnett & Karson, 1987). A significant portion of the values we hold are established in our early years - from parents, teachers, friends and others. As we grew up and were exposed to other value systems, we may have altered a number of our values.

Values are important to the study of organizational behaviour because they lay the foundation for the understanding of attitudes and motivation and because they influence our perceptions. Managers' personal values help shape their perceptions of a situation, influence their analysis of alternative solutions to a problem, and have an effect on the ultimate decision.

It is not at all possible to achieve excellence with out clarity in values or the right sort of values. Technology, system and resources are important but they in themselves are not decisive. These will serve no purpose if people do not have corporate values.

Basic human qualities count more than anything else and make the difference between success and failure in administration (Prasad, 1978).

The actual content and boundaries of any particular value will be affected by its changing relations to other values. Under conditions of rapid

social change, special strains are placed upon value integration. When serious conflict arises over basic values, it is doubtful if either suppression or compromise is effective in producing new integration as is the expansion of interests to rearrange and re-center value priorities (Allport, 1961).

Values are the bedrock of any corporate culture (Deal & Kennedy, 1982). Values which an organisation espouses and promotes can have an influential bearing on the attitudes and responses of organisational members (Wiener, 1988; Schein, 1990). As a central component of an organisation's culture, values can have a major impact on how employees approach their work and their feelings about their job and the organisation itself (Boxx, Odom & Dunn, 1991).

Corporate culture is a system of shared values and beliefs that interact with company's people, organisational structures and control system to produce behavioural norms. It encompasses the company's goals and the dominant ideologies and underlies much of the way in which things get done in an organisation. Corporate culture influences behaviour in three areas:

- (a) Corporate values. Both the ends (goals) and the means (action plans for achieving the goals) are spelt out.
- (b) Organisation climate. This refers to the working atmosphere of the organisation as perceived and experienced by its members and the general feeling and reaction of the community to the characteristics and quality of the corporate culture and its values.
- (c) Management style. This means the way in which managers behave and exercise authority as conditioned by the organisation's culture and value.

Values which foster recognition of employee contributions and

emphasise team work and co-operation are likely to relate positively to variables such as job involvement, job satisfaction and organisational commitment.

Loyalty is fostered as a moral value to keep people within the organisation. Loyalty like other sacred values, may be used to protect the specific means for the attainment of organisational goals so that any criticism of accepted procedures is interpreted as a criticism of the organisation itself.

1.3.1.2. Value system is a framework of personal philosophy which governs and influences the individual reactions and responses to any situation. Personal value system is viewed as a relatively permanent and stable perceptual framework which shapes and influences the general nature of an individual's behaviour. When we rank an individual's values in terms of their intensity, we obtain that person's value system. All of us have a hierarchy of values that forms our value system. This system is identified by the relative importance we assign to such values as freedom, pleasure, self-respect, honesty, obedience, and equality (Robbins.1996.). Thus a hierarchy based on a ranking of an individual's values in terms of their intensity may be defined as value system of that individual.

A significant portion of value system is genetically determined. The rest is attributable to factors like national, cultural, parental dictates, teachers, friends, and similar environmental influences (Keller, Bouchard Jr, Arvey, Segal & Dawis, 1992).

1.3.1.3. Value orientation is a behavioural disposition that determines the direction of behaviour in a predictable manner when there is a choice or preference for one among several alternatives. It may predict the direction

of decisions. That is, value orientation is a psychological construct - an inferred mental disposition of a person that influences his or her choice behaviour. The choice or personal preference is on the basis of subjective evaluation of the psychological object / idea or material event in dichotomous categories of choices such as desirable vs undesirable, good vs bad, liked vs disliked, preferred vs non preferred, etc.

Values are dispositions of generalized nature that influences many of our personal preferences and interests . The core values of a society reflect its orientation to five basic and universal problems, namely, orientation towards human nature, orientation towards environment, time orientation, activity orientation and interpersonal orientation (Kluckhohn & Strodtbeck, 1961). The reactions normally to these orientations in our society determine the background against which we develop our own personal system of values. Values have been successful in describing society's collective conscience (Durkheim, 1960).

1.3.2. Categories of values.

The classical six categories of values (Spranger, 1922) were made the focus of measurements by Psychologists. These values are found in all of us with varying degrees; we construct the unity of our lives around them (Allport, 1961). Hence no one person falls exclusively under any one value category. Different value combinations are more or less silent in the lives of different individuals. These values are best described by Allport as deep level traits.

Spranger's basic value types as depicted in the 'Study of Values Manual' (Allport-Vernon-Lindzey, 1960) are the following:

1. The Theoretical.

Discovery of truth is the primary concern of the theoretical person. He or she assumes a 'cognitive' attitude in pursuing this objective. The theoretical individual rejects any consideration of beauty or utility and searches for fundamental identities and differences. Such person's interests are basically rational, critical and empirical. So he or she is essentially an intellectual, most probably a scientist or philosopher. To order and systematise their knowledge is what they want most.

2. The Economic.

The economic individual is thoroughly 'practical' and places highest value up on what is useful. So he or she conforms closely to the stereo type of the successful business person. The economic value is rooted originally in the satisfaction of bodily needs (self - preservation). But it gradually extends to the every day affairs of the business world - the production, marketing and consumption of goods, the elaboration of credit and the accumulation of tangible wealth. The economic person is interested in making money.

Economic individuals are likely to confuse luxury with beauty in their personal lives. More over, in their relations with others, economic persons tend to be interested in surpassing them in wealth rather than in understanding (theoretical, serving (social) or dominating (political) them. But above all, economic individual values what is practical and useful. He or she wants education to be such and regards unapplied knowledge as waste.

3. The Aesthetic.

The aesthetic person places highest value on 'form' and 'harmony'. He or she judges each single experience from the stand point of grace,

symmetry or fitness and perceives life as a procession of events with each individual impression enjoyed for its own sake. Such a person need not be a creative artist. But he or she is aesthetic to the degree that his /her chief interest is in the artistic episodes of life.

The aesthetic individual agrees with Keats that truth is beauty and with Mencken that to make a thing charming is milliontimes more important than to make it true. This is in direct opposition to the theoretical value. Also they oppose the economic value seeing manufacturing, advertising and trade as wholesale destruction of their most primary values. In social affairs, aesthetic individuals are interested in persons, but not in their welfare. They tend toward individualism and self sufficiency in their dealings with others.

4. The Social.

Love of people is the highest value of the social type persons. Only the altruistic or philanthropic aspects of love are focussed in the 'study of values'. Hence social persons prize others as ends and are themselves kind, sympathetic and unselfish. Such a person is likely to experience the theoretical, economic and aesthetic attitudes as cold and inhuman. To a social type person the only suitable form of human relationship is love. In its purest form, the social attitude is selfless and is closely related to the religious value.

5. The Political.

Power is the dominant interest of the political individual. Leaders in any field generally place a high value on power. So vocational activities of the political individual are not necessarily confined to the realm of politics. Competition and struggle are inherent in all life. Taking this into consideration, many philosophers have argued that power is the most universal and

fundamental human motive. Infact, some of the early writings of Alfred Adler reflect this point of view. However, there are clear individual differences in the power value according to Spranger. Direct expression of this motive overrides all others for certain personalities, in that they yearn for personal power, influence and renown above all else.

6. The Religious.

Religious individuals place their highest value upon unity. They being fundamentally mystical, seek to understand and experience the world as a unified whole. According to Spranger, the religious person is permanently oriented towards the creation of the highest and absolutely satisfying value experience. However, there are different modes of seeking this level of experience. For instance, some religious persons are "immanent mystics" (individuals who find religious meaning in the affirmation and active participation in life); while others are "transcendental mystics" striving to unite themselves with higher reality by withdrawing from life (eg. monks). The religious person basically seeks unity and higher meaning in the cosmos, regardless of the particular type of expression.

1.3.3. Levels of values.

There exist atleast five levels of values.

- i) Individual or personal values which influence his or her actions.
- ii) Group values influencing the behaviour of members of groups.
- iii) Organisational or corporate values held by the organisation which represent a composite of individual, group, total organisational culture and inputs.
- iv) Values of the constituents of the environments. An organisation's

environment is composed of those institutions or forces that are outside the organisation and potentially affect the organisation's performance. These include suppliers, customers, competitors, public pressure groups, government regulatory agencies and the like.

v) Cultural values of the society as a whole.

All these sets of values influence the organisational climate. While all of them may continue to exist, the management has the responsibility of gradually strengthening the forces of the most desirable values. This is possible only by providing the right type of leadership and the strengthening of communication systems. It should aim at identifying those forces and their values and giving them the right type of orientation so that they are helpful in achieving organisational goals.

1.4. Organisational and managerial values.

There could be two sets of values - organisational as well as personal value systems. Though organisational values, goals and policies influence the individuals, the people have their own values, cultural traits and attitudes in respect of the organisation and the two sets of values interact with each other. Consequently, the values in which people believe affect the climate and effectiveness of an organisation.

Every person working in an organisation brings with him / her a certain set of values. As long as these values are based on certain ethical standards shared by the people working in an organisation as a code and consensus, they help in improving organisational climate and effectiveness. But the moment individuals or groups start reflecting varied standards about values or deliberately distort the values to achieve their immediate personal gains, the organisational climate and effectiveness is adversely affected.

The most crucial element in the making of the manager is the formation and imparting of his or her value system (Ram, 1978).

Management in India is increasingly attaining professionalisation. Professionalisation pre-supposes certain norms and values to be adopted by the managers who seek entry to the management profession. Kenneth Andrews has evolved five criteria of judgement for evaluating management as a profession. They are:

- i) Organised and systematic body of knowledge.
- ii) Formalised methods of acquiring training and experience.
- iii) Existence of association with professionalisation as its goal.
- iv) Formation of ethical codes for the guidance of management.
- v) Priority of service over the desire for monetary reward.

Items IV & V given above have indirect reference to the importance of values in professional management.

1.5.1. Professional.

Professional is one who has the requisite educational qualification and training or / and is eligible to become a member of a professional organisation which stipulates the code of ethics or norms of behaviour for its members.

Stevin Kerr, Mary Ann Von Glinow and Janet Schriesheim (1977) found six characteristics representing professional status. They are:

i) Expertise.

Engaging in prolonged specialised training in a body of abstract knowledge.

ii) Autonomy.

Possessing the freedom to choose the examination of and means to solve

problems.

iii) Commitment.

Showing primary interest in pursuing the practice of one's chosen speciality.

iv) Identification.

Identifying with the profession or with fellow professionals through formal association structures or through external referents.

v) Ethics.

Rendering service with out concern for oneself or without becoming emotionally involved with the client.

vi) Standards.

Committing oneself to help in policing the conduct of fellow professionals.

The above definition on a profession is functional.

The occupational approach to profession simply selects occupations that are presumed to fall into the professional category. Because the occupational approach is limited by the curdness of the criteria used in defining membership in the class, the functional approach may be used to make the classification more precise. Pure professional status is unlikely to be conferred on occupations where the work is supervised largely by non professionals.

Etzioni (1964) distinguishes three organisational types in which professionals usually work.

- i) Professional organisations. They may be (a) fullfledged professional organisations in which knowledge is produced, applied, preserved or communicated, which employ a high proportion of professionals on their staff, in which professionals have superior authority in influencing the

goal activities of the organisation. (b) semi - professional organisations in which professionals with shorter training and less autonomy are employed.

- ii) Service organisations in which the professionals are provided with infrastructural facilities but are not employed by the organisation or subordinated to its administrators.
- iii) Non-professional organisations in which the professionals may be assigned to special divisions or positions.

Scott (1965) identified three organisational contexts in which professionals are employed.

i) Autonomous professional organisations.

In the autonomous professional organisation, the work of professionals is not subject to any external or administrative control; it is exercised by senior professional colleagues. The major source of authority lies with professionals themselves and typically they evolve an organisational structure best suited to their functioning.

ii) Heteronomous professional organisations.

In the heteronomous professional organisation the professional employees are subjected to an external authority which leads to the possibility of lessening the professional authority.

iii) Professional departments.

A professional department functions as part of a larger organisation.

Professionals may be working either as private practitioners or as professional employees. If professionals work as individual practitioners they may be compelled to assume entrepreneurial roles or demonstrate salesmanship to attract clients and establish adequate rapport with clients to retain them.

1.5.2. Professional Culture.

Professional culture associates the expert with professionalism. An individual becomes a professional only when recognised as having mastered specialised and technical knowledge and its associated skills. Professional preparatory schools initiate the process by segregating students from other professional disciplines and instilling in them the norms and values expected of those who practice in the profession. Students are taught the basic knowledge and principles of the profession before they are allowed even to think about practicing. Once they enter the work world, professionals, by keeping in touch with their educational institutions and by joining their respective professional associations, become socialised to maintain their skills, values and standards and not to be compromised by their employing organisations.

Professionals who are salaried, namely, scientists, engineers, lawyers, accountants, teachers and the like who work in organisations rather than in private practice are socialised through their disciplines and culture to carry out their technical responsibilities as members of a professional group.

1.5.3. Socialisation of professionals.

Assimilation in to professional culture begins early in the professional's education. During this time the professional begins to identify himself with the profession and take on some of the personal attributes associated with it.

The investment produces an ethos characteristic of professional life, expressed through the values of contribution to scientific knowledge, freedom to do research, unlimited opportunity to use one's expert skills, service to humanity, and pride in upholding professional standards.

During early stage, young professionals tend to be idealistic about their profession. They seek jobs that provide intrinsic satisfaction. They also tend to be highly mobile, preferring to try different organisations if they do not find what they are looking for in the first.

In a study, Rao(1976) found that professional socialisation is a major field of student values and change. Initial socialisation takesplace in the family where the children growup, acquire and internalise the values stressed and practised by the family. The primary socialisation certainly plays an important role in the individual lives. However, more important than primary socialisation is the secondary socialisation of students and later of the adults. Secondary socialisation is the process of acquiring values and attitudes after a person joins an institution (a school, a college or a university) or later in life joins a work organisation. These educational and work institutions and organisations influence the person probably much more than we are aware of. Since most part of the waking life is spent in these institutions, their socialising influence on the individual seems to be tremendous. However, it is necessary to find out to what extent and in what directions such socialising influence operates on the individual. Such studies may give us some clues for a better understanding of the process of socialisation. Such studies are useful for planning courses and strategies of influencing students.

Olmstead and Paget (1968) viewed socialisation at medical school to be an extension of childhood socialisation. This is because medical schools typically provide the student with a core of attitudes, values and norms which have as their content what medical professions believe doctors "should" and "should not" do and think in a variety of situations. In this context they viewed professional socialisation "as a process" taking place during the time between admission to medical school and the early years of medical career, including

in it the several steps or stages of training through which the physician goes.

1.5.4. The relevance of values and value orientations in management as a profession is getting more and more attention in recent studies. The Indian Institute of Management, Calcutta has already established a special centre for the study of managerial values. It is in this context one may gather information on the prevalent value orientation of professional students in general, particularly the value orientation of students of MBA programmes.

Review of literature does not provide adequate information on the value orientation of professional students in Kerala. Annamma in her Ph.D. thesis (unpublished, Kerala University, 1984) enquired into the nature of 'values, aspirations and adjustment of college students in Kerala'. Her study was not focused attention on management and other professional students. There are some studies on value orientations of students including professional students reported from outside Kerala. (Reddy and Paramasewaran, 1966; Rohila and Thukral, 1966; Olmstead and Paget, 1968; Pestonjee and Akhtar, 1969a; Pestonjee and Akhtar, 1969b; England and Koike, 1970; Wood and Leebold, 1970; Verma, 1971; Rao, 1976; Deb, 1977; England, 1978; Singh and Das, 1978; Rao, Puri and Singhvi, 1978; Gupta, 1979; Singhal and Sood, 1981; Motescia, 1984; McEwen, 1985; Maheux and Beland, 1986; Alexander and Eagles, 1990; Posner, 1992; Segal, 1993; Chhokar, 1995; Moran, France and Gibson, 1995; Ushasree, Seshu Reddy and Vinolya, 1995).

Chapter 2

Review of Literature

Chapter 2

REVIEW OF LITERATURE

Many studies were conducted in different parts of the world to find out the personal value orientations. Some of the studies conducted in the areas of students' values, socialisation, occupational choice, work values, and occupational commitment are given below.

2.1 Students' values.

Lucy .K. Ackerknecht (1961) conducted a value study among 420 teacher trainees at San Francisco state college. They were asked to write an essay on "the meaning of life and what life means to you" after completing questionnaires concerning parents, relations with siblings, spouse and children, religion, educational status and work experience. The predominant themes in more than half of the essays were those of self actualisation. Next came hedonistic strivings followed by altruistic - co-operative categories.

Value studies were conducted among 1145 boys and girls of a town in Bihar by Rezler (1963). Both boys and girls preferred the values of social service and fame but rejected the values of independence, work, money and power. Sons of professional fathers valued a job that interested them, provided opportunity for self expression and independence than the sons of factory workers. Having a job where they should be looked up on high by their fellowmen and could make a name for themselves were the main concerns of the latter.

Sharma .M.D. (1964) conducted the study 'Psychological scale of values by the study of ego ideals'. Names of 13 heroes from Indian history were given to 60 boys and 60 girls for indicating preference by paired

comparison method. Boys gave highest preference to the value of perfection, and least to the value of social reformation. Girls gave highest preference to religious value. Qualities of strength and bravery were preferred by girls. On the whole, boys seemed to prefer idealistic values.

Value differences among high school teachers and students were conducted by Sprinthal(1964). The students were divided into three levels of academic achievement, namely, under achievers, par achievers and super achievers. The result showed that the teachers and super achievers are most similar in the domain of values while the under achievers and par achievers tended to be classified together.

Reddy and Parameswaran (1966) studied the factors influencing the value patterns of college students. 'Modified Allport - Vernon - Lindzey scale of values' was administered to a group of college students. Results revealed that college students were more oriented towards theoretical values and least to religious values. Girls were high on aesthetic, social and religious values and low on theoretical, economic and political values. Engineering, medical and science students were more theoretical and arts subjects more social, and aesthetic value oriented. Students of low income families were more oriented to economic values than students from high income families.

A value study was conducted among under graduate and post graduate students of Banaras Hindu University and Aligarh Muslim University by Pestonjee, Akhtar and Chowdhary (1967). Both undergraduate and post graduate males gave preference to social service, fame and security while women preferred social service and security.

A value study consisting of 15 values was conducted by Govindarajacharyulu (1968). The sample consisted of 385 high school students. The results showed that boys and girls differed only on two out of

15 values. Boys were found to be higher on the 'profit' value while girls on 'social service'. Economic factors did not influence occupational values of the group.

Ruhela (1969) used a checklist of 131 items to measure organic, economic, recreational, associational, character, intellectual, aesthetic and religious values among college students. The results showed that traditional values were found powerful.

Bhatnagar (1971) attempted to standardise Allport- Vernon - Lindzey scale of values and compare the values of Indian students in India, Indian students in Britain and British students in Britain. No significant differences were found in the three groups on theoretical values. Indian students in India were found to be high on political values and low on aesthetic and social values as compared to the Indian students in Britain and British students in Britain.

A matched group study was conducted by Kakkar (1971) among teachers and teacher trainees using Allport -Vernon- Lindzey study of values. Teachers obtained highest score on political values followed by theoretical and social values. In the case of teacher trainees social values got first preference followed by aesthetic and theoretical values.

Rao, Puri, and Singhvi (1978) studied student orientation in professional education among 525 students drawn from 10 different institutions like Education, Agriculture, Management, Medicine, Engineering & Technology and Social Work of professional education. The results revealed include i) the general level of parental education was distinctly higher for management students than for others, ii) higher proportion of students in medical profession were influenced by parental advice, iii) students from all the professions studied indicate a uniformly positive attitude to their

profession, iv) jobs that provide opportunities to be creative, that were paying economically and that provide opportunities to work independently seem to be generally valued by students in different professions.

Naidu (1980) studied students' aspirations for their future positions of life among 46 students studying in classes ix to third year degree class. The results revealed that male and female students did not show any difference regarding levels of aspirations for future positions in life, but the aspirations of female students were greater.

In the article 'Middle class attitudes in free India' on 15-8-1980 Balasubrahmanyan explained that the middle class still harbours attitudes that are hide brunt in progressive matters. For example, women are still hesitant to admit that they work for money. Younger people have job expectations that reflect money and status and not progressive values. Young men do not oppose dowry and expenditure on marriages and young girls are willing to accompany their husbands abroad at the cost of their career here. People may accept second class citizenship in a foreign land for material benefits.

Singh (1980) conducted a study named 'social disadvantage and academic achievement' among students. He brought out the following points.

- i) Social disadvantage adversely affects the intelligence and academic advancement.
- ii) The adverse effects of social disadvantage becomes stronger with age.
- iii) The adverse effects of social disadvantage is communicated through familial factors, and
- iv) Favourable familial conditions and parental support improve the academic achievement of the socially disadvantaged child and even compensate for certain loss of intelligence.

Annamma (1984) conducted a study 'Values, aspirations, and adjustment of college students in Kerala'. The results revealed that values taught in families are important education and many of them are lasting values. Rapid changes in our culture do not necessarily alter basic life values. Value differences are noticeable between men and women who are higher educated indicating that men are more materialistic oriented and women are more spiritualistic oriented. Christian religion is more favourable to spiritualism than other religions. Academic merit, residential background, fathers' educational and occupational status have no relationship to value orientation of college students. Economic status has relevance to value orientation indicating that low income group is more spiritualistic oriented and high income group is more materialistic oriented. Men seem to have higher levels of aspirations than women with regard to education and vocation.

Manoharan & Jayaraman (1987) conducted a study among the students of Business Administration Course, Madurai City. The students ranked their goals in descending order of priority as follows: accumulated wealth, security, use of talents, status, leadership, creativity, risk taking, working with people, freedom from supervision & helpfulness to others.

A study among the M.B.A., M. M. S., M. P. M, and D.B.M. students of the Symbiosis Institute of Business Management, Pune was conducted by Pillai (1987). The value preferences of the students in descending order were: Growth and development, meeting challenges, commitment to organisational goal, open communication, creativity, independence and earning money.

A study conducted by Poduval (1987) to identify the dominant values of the MBA students of the School of Management Studies, Cochin University of Science and Technology revealed the dominant value orientation as achievement. This dominant value orientation is followed by social, self

esteem, economic, political and religious value orientations.

Darmody (1991) examined the relationship between levels of Piagetian formal reasoning ability and values preferences derived from the Rokeach value survey. The subjects were 448 secondary school students. The results of the study revealed that subjects with high scores on formal reasoning ranked terminal values representing abstract notions with long-term implications higher than those focussing on immediate gratification. They also favoured the instrumental values of self-reliance, competence, and independence. Low scorers on formal reasoning showed a preference for value groupings which were personal, hedonistic and involved immediate gratification and social approval.

A study 'Achievement contexts: Effect on achievement values and casual attributions' was conducted by Farmer, Vispoel and Maehr (1991). 1164 ninth grade and tenth grade students were selected as subjects. The results showed that altruistic values were associated more with family and society than with school success. Sports achievements were more related to social approval values than to mastery values or altruism values. School achievements, more than other contexts, were related to mastery values.

Segal (1993) conducted a study on cross cultural values and personality characteristics of social work students in the U.S. and India. The results showed that there were significant differences in values, attitudes and behaviours between Indian and U.S graduate students. The personality characteristics of Indian graduate students and American undergraduate students were more similar than those of American undergraduates and graduates.

A comparative study of MSW and MBA students on their aptitudes for human service management was conducted by Moran, France & Gibson

(1995). The results showed that MSW students' values and aptitudes were more social than those of MBA students.

Tara Singh and Ashok Srivastava (1995) conducted a study on Indian children's conception of intelligence. A sample of 90 students was selected for the purpose. Older children emphasize more on success and academic achievement. The younger children almost equated intelligence with high academic achievement. Older children conceptualised intelligence in terms of achievement, particularly academic achievement and related skills, abilities, attitudes and behaviours. In the Indian socio-cultural context, academic achievement during grades 10-12 is considered to be of paramount importance as it is related to future career / success in life. The selection of a particular career is to a great extent linked to their academic achievement during grades 10 to 12. As such, intelligence and achievement become synonymous for older children.

A study "Religiosity, Gender, and Double Standard" was conducted by Paschal Sheeran, Charls Abraham and Dominic Abrams (1996). 690 scottish teenagers participated in the study. Only moderate support was found for the view that religiosity contributes to different standards of sexual behaviour for men and women. Religiosity had significantly greater influence on judgements made by women than on judgements made by men.

Nossenko and Frolova (1996) conducted the study 'Transformation in the system of values of the Ukraine students as the reflection of the socio-economic changes in the country'. Social changes specific to the period of transition from the strictly organised social environment and planned economy to the market-oriented economy manifest themselves in some significant transformations in the system of young people's values and assumptions. On the basis of the longitudinal studies conducted in the period between 1993

and 1995, the following observations have been made. While the senior university students still seemed not to value too highly the active and gratifying life, an interesting job and the full use of one's resources, the younger students demonstrated some signs of excitement of life forces. The deficit of achievement motivation is felt to be a specific feature of many young people. Students seemed to estimate quite highly more "abstract" values (cognition, self perfection, freedom, creativity). Transition from the collectivist to the individualist code of values was observed. It was observed that socio-economic instability in the country made changes in the system of values of young people. Students equated individualistic value with independence.

Passakos (1996) conducted a study 'Twenty five years ahead: stability or change in personal values'. The subjects included in the sample were investigated as training college students from every part of Greece. After three years they were investigated as teachers using Allport -Vernon-Lindzey study of values. Results revealed that stability in personal values was more apparent than change. Values with highest stability remained, first, the social and second, the religious. Sex differences were noticed, the women showing comparatively more stability in their values than the men.

2.2. Socialisation.

Hymen (1959) in his book 'Political Socialization' pointed out that religious, ethnic and class perceptions, and attitudes are formed in early years of life. And through time these become integrated into a system of values which tend to shape a person's social outlook. Attitudes change only slowly when it comes in conflict with opposed social values.

Nancy Hawkins and Merle Mayer(1965) studied whether group pressure has some immediate and lasting effects on the value of an individual.

61 samples were chosen according to their social value scores on the 'Allport -Vernon -Lindzey study of values scale', 33 having high social values and 28 having low ones. Half the samples from each extreme were used as a control group, the other half was then placed in a social pressure situation in which the social values of the "group" appeared to be opposite from those of the individual sample. A written retest was used later to measure the amount of conversion. The results were found to be in the direction of the hypothesis that group pressure has some immediate and lasting effects on the value of an individual.

Olmstead and Paget (1968) viewed that socialisation at medical school appears to be an extension of childhood socialisation. They viewed professional socialisation as a process taking place during the time between admission to medical school and the early years of medical career.

A study was conducted among student teachers of Rajasthan by Verma (1971). Results showed that as a result of their training, female students improved their scores on aesthetic and religious values.

Rao (1976) found that professional socialisation is a major field of student values and change. Initial socialisation takes place in the family. Secondary socialisation, more important than primary socialisation, is the process of acquiring attitudes and values after a person joins an institution (school, college or university) or later in life when he joins a work organisation. The socialising influence of these institutions is tremendous.

Gore(1977) in his study on the process of socialisation revealed that the parents, joint family system, the teachers, etc., consciously try to socialise child via cultivating basic personality characteristics. A great deal of socialisation comes from learning spontaneously through participation in peer groups as well as mixing up with diverse social systems. The process

ensures the continuity of patterns of behaviour, attitudes and the values of a particular society.

Brigitte Maheux and Francois Beland (1986) studied students' perceptions of values emphasised in three medical schools. 567 medical students' perceptions of the weight given to scientific and humanistic values in their learning environment were assessed. They also investigated whether their perceptions would vary according to their level of medical training and personal characteristics. Freshmen, juniors and graduates from 3 medical schools completed the questionnaire. The results indicate that the samples' perceptions of school values varied little according to their personal characteristics such as socio demographic and educational background, interests before medical training and expected speciality choice. Pre clinical and clinical samples' perceptions of the importance given to scientific values were similar. As for humanistic values, significantly lower ratings were given by clinical than pre clinical samples in two schools.

A study was conducted to investigate the changes in attitudes to psychiatry and level of psychiatric knowledge among medical students before and after formal teaching on psychiatry by Alexander and Eagles (1990). 79 medical students including 38 women constituted the sample. The results showed that teaching led to the development of more favourable attitudes toward psychiatry. Women students showed more favourable attitudes than men students. The study also revealed that initial attitudes did not relate to academic performance but those, developed after teaching, showed a positive correlation with it.

Craig Jones (1990) investigated the relationship between the values with which students enter college and both their academic achievement and persistence collected from their academic records 2 years later. The results

showed that samples who were academically successful and persistent had value systems that emphasised developing inner harmony, being open -minded and having affectionate, caring relationships with others. Academically unsuccessful samples had value systems that emphasised material comfort, pleasure seeking, and conventional relationships with others.

A study on adolescent values and family environment as correlates of misconduct in Australia, Hongkong, and the United States was conducted by Feldman et.al, (1991). 141 tenth and eleventh grade students in Hong kong, 155 in Australia and 155 in the U.S. completed the questionnaire about their misconduct, family environment and values. The results revealed that misconduct is minimum in Hongkong compared to that in Australia and the U.S. Levels of adolescent misconduct were related in similar ways to family environments and adolescent values in 3 cultures. Valuing outward success, on the part of adolescent, and low levels of monitoring, on the part of parents, were associated with misconduct. In regression analysis, family environment and adolescent values were better predictions of misconduct.

A comparative study of the value priorities of Australians, Australian Baha'is and expatriate Baha'is was conducted by Feather, Volkmer and McKee (1992). 35 males and 35 females of Iranian Baha'is resident in Australia, 22 males and 37 females of Australian Baha'is and 35 males and 31 females of unselected Australians constituted the sample. Samples were asked to rate a set of 30 terminal values and 26 instrumental values in order of importance. Iranian Baha'is and Australian Baha'is rated restrictive conformity, tradition and spirituality as more important and hedonism, self-direction and stimulation as less important when compared with unselected Australian sample. The values endorsed were consistent with Baha'i teachings. Men assigned more importance than women to hedonism, achievement, power,

and stimulation. Women rated benevolence and spirituality as more important.

Middleton and Loughhead (1993) studied the parental influence on career development of their children. The results showed that an impressive amount of career growth and maturity is possible when a coalition is fostered between parents and their adolescent children.

Chia, et al, (1994) conducted a 3 nation study to compare the family values. 193 Chinese, 138 Mexican and 124 American college students were taken for the purpose. Chinese students scored maximum on temporal far sightedness, such as an emphasis on ancestral lineage and future descendants, and minimum on conscience. Americans believed more in sexual equality, independence and attached less importance to family. The Mexican students scored between the Americans and the Chinese.

The study 'Socialisation Tactics: Longitudinal Effects on Newcomer Adjustment' was conducted by Ashforth and Saks (1996). The study provides evidence of the pervasive impact of organisational socialisation on newcomer adjustment. More specifically, they found that the tactics reflecting a relatively structured approach to socialisation were associated both cross-sectionally and longitudinally with lower role ambiguity, role conflict, stress symptoms, intentions to quit and with higher job satisfaction, organisational commitment and organisational identification.

2.3. Occupational choice.

Harold. H. Kassirjian and Waltraud. M. Kassirjian (1965) studied occupational interests, social values and social character of 50 inner-directed and 50 outer- directed under graduate students of both sexes. The subjects were given SVIB and the Allport- Vernon- Lindzey study of values scale. Inner-directed and outer-directed samples showed significantly different

occupational interests. The data from the study of values showed that the profile of the inner-directed group differed from that of the outer-directed group.

Singh and Thaper (1984) conducted a study to find out the influence of parental occupation on the occupational choice of children. The data revealed that parents belonging to occupational groups such as professionals and business persons tended to influence their children more than parents from government service.

The role of value orientation in the occupational choice of workers in industry was studied by Gheorghiev (1985). 3708 workers up to 40 years of age from 5 branches of industry constituted the sample. The data revealed that value orientations in choosing a profession and working toward a professional self realisation differed, depending on the branch of industry, sex and age. The values prevailing in each category depended on the samples' educational level.

McEwen (1985) conducted a study of teachers' values. 1200 teachers were taken for the purpose. A semi-structured interview method was adopted. The domain of values included were pedagogic, academic, political and social. A high degree of similarity in the views was found among Catholic and Protestant teachers. Both groups accepted that a core of professional skills should be shared by all teachers. Both groups agreed that teachers should take into account the needs of the economic system.

A comparative sociological survey among 1795 youth aged between 14 and 30 years and 608 white collar workers aged between 24 and 50 years was conducted by Philip Genov(1985). The main objective of the survey was to determine their primary needs and values. The samples were asked to state how they would spend a large sum of money. A trip abroad, lodging,

food, clothing, cars, books, a bank account for offspring, personal deposits, furniture were some of needs and values given by the subjects. The data analysis showed variation in needs and values depending on age, educational back ground, professional status, and gender.

Larry. R. Cochran (1986) conducted a study to test the hypothesis that occupational preference is based on harmonious career values within a decision scheme, with most important values more harmonious than least important ones. The findings suggest that developing organised decision schemes are involved in determining the prioritisation of values and occupational preferences.

2.4. Occupational values.

Srinivas (1958) conducted a study on the work values and occupational aspirations of students. He found that students from high level parental education group preferred creative-inventive, self advancement, and job security values. The students from less educated parent group chose social service, achievement and freedom on the job.

A study on work values of teacher trainees was conducted by Rohila and Thukral (1966). The study revealed that self expression emerged as the most popular as well as the most intense work value. Social service, interesting experience, and independence figured among the most popular and most intensely desired work values. Among the less popular and less intense were power, esteem, profit and fame.

Values among engineering faculty and education faculty were studied by Pestonjee and Akhtar (1969a). They found that the occupational values of both groups were almost similar. The results indicated that social service, fame and self expression were the three most preferred values of

both the groups. Leadership and security were the two values on which they differed. Science teachers preferred more independence than engineering teachers.

Pestonjee and Akhtar (1969b) studied the sex differences in occupational values among teacher trainees. 509 teacher trainees from Delhi, Banaras and Aligarh Universities and selected training colleges from U.P. and Haryana constituted the sample. Both males and females were found to prefer social service and self expression. Males gave third rank to fame while females to security. The least preferred value for males and females were security and leadership respectively.

Rai & Pestonjee (1969-70) studied the occupational values of 100 post graduate students and students of intermediate arts classes. The data revealed that there is agreement between these two groups to a great extent. Social service, fame, independence, and interest were the most preferred values.

A study on personal value systems of Japanese managers was conducted by George. W. England and Ryohji Koike (1970). 394 Japanese managers constituted the sample. The results showed that the managers have pragmatic primary value orientations. They are also oriented morally and ethically. Relationship between their values and organisational behaviour also is established.

Paramesh (1970) studied the value orientations of creative persons using Allport - Vernon - Lindzey scale of values. The results indicated that high creative group had low economic values.

Work-related values of 173 workers were studied by Srivastava(1977). It was observed that they perceived physical or material factors to be of prime importance for leading a happy life. This was reflected

in the reasons given for changing their jobs and sources of satisfaction.

G.W. England (1978) conducted a study among 2500 top and middle-level managers from five countries - Australia, Japan, Korea, India and the United States of America. The subjects were drawn from a variety of industries and organisations of varying sizes. Their average age was 45, and they averaged about 15 years in a managerial position. The analysis showed the following conclusions.

1. Indian Managers :

- (a) High value on stable organisations with minimal or steady change.
- (b) High value on personal goals and status orientation.
- (c) Low value on most employee groups

2. Korean Managers:

- (a) Low value on most employee groups as significant reference groups.
- (b) Self oriented achievement and competence orientation.

3. U.S. Managers:

- (a) High achievement and competence orientation.
- (b) Emphasis on profit maximisation, high productivity, and organisational efficiency.

4. Australian Managers:

- (a) High level of humanistic orientation.
- (b) Low value on organisational growth and profit maximisation.
- (c) Low value on achievement, success, competition and risk.

5. Japanese Managers:

- (a) High achievement and competence orientation.
- (b) Most homogeneous managerial value system of the five countries studied.

Managers	Pragmatists	Moralists
Indian	34%	44%
U.S.	57%	30%
Korean	53%	9%
Australian	40%	40%
Japanese	67%	10%

Achievement and pragmatism are the most prioritised values of industrially advanced countries like Japan and the U.S.

Bhatia & Valecha (1978) conducted a study on absenteeism among 400 employees of B.H.E.L, Tiruchi. The results revealed the following:

- i) Many personal factors were more important than organisational factors influencing absenteeism of the workers.
- ii) There appeared striking difference in regular and high absenteeism groups.
- iii) Organisational and personal factors were some of the factors which had significant relationship on high level of absenteeism.
- iv) The problem of chronic absentees was more related to the individual's attitude and value system.

In Ram's (1978) presidential address at the inaugural function of the sixth A.A.M.O. International Management Conference in Singapore he pointed out the following.

- i) Of the many elements that go in to the making of the manager, the most crucial element is the formation and imparting of his or her value systems.
- (ii) The first set of value systems concerning the managers of the third world pertains to the fact they are operating in poor societies where vast numbers of unemployed and under employed are the dominant feature.

- iii) Another facet of value-systems bears on the quality of life that our managers are able to create for the men in their charge.
- iv) A third set of value-systems is concerned with the managers' basic attitude towards the earth's resources.

Researchers, David. J. Cherrington, Spencer. J. Condie and J. Lynn England (1979) have found that older workers develop stronger work values than younger ones. Age and tenure are two interrelated individual factors that condition the professional's response to organisational environment.

Agarwal (1980) conducted a study among 109 first line managers who had direct contact with workers and were immediately responsible for their work. The results showed that first line managers who have more formal education, belong to young age group and have spent less number of years in the Engineering Industrial unit, have favourable attitudes towards management, supervision as a process, employees as subordinates, and selected human relations practices.

Pareek, Banerjee and Chattopadhyay (1980) studied the relationship between achievement motivation and competition. To them competition may either indicate the concern for maximising gain or power. In the former case it will be related to achievement motivation but not in the latter case. Two various criteria enumerated by McClelland for measuring achievement motivation include two kinds of competition: competition with others and competition with one's own self.

Maria Motescia (1984) studied the comparison and hierarchy of work values in adolescents. 187 girls and 143 boys were selected from trade schools for the purpose. The social, individual, familial, age and gender variables were considered. The samples' views were analysed concerning altruism, aesthetics, creativity, intellectual stimulation, independence, prestige,

economic benefits, security, working conditions, relationship to supervisor and colleagues, and variety. The results showed a remarkably positive attitude toward work in general and toward professional values in particular which is consistent with the educational system regarding work as a means of realising the human potential. It is emphasised that the assimilation of proper work attitudes is important for the eventual integration of adolescents into productive life and for the improvement of work productivity.

Rank order preferences of instrumental and terminal values of managers were studied by Rick Wartzman (1987). 220 U.S. managers participated in the survey. On the average, the managers ranked their instrumental values as follows:

i) honest, ii) responsible, iii) capable, iv) ambitious, and v) independent.

The most common terminal rankings were: i) self respect, ii) family security, iii) freedom, (iv) a sense of accomplishment, and v) happiness.

Heaven and Gurnham (1991) conducted a study to find out the relationship between value orientation and personality. The study has been conducted among 185 adolescents in Australia. The results showed that pro-authority attitudes and behaviour were significantly related to values labelled as conservative and to the personality dimension psychoticism. Values played a very important role in predicting pro-authority attitudes.

A study on the relation between work values of the adolescents and mothers, occupational characteristics, family position and sex role orientation was conducted by Mannheim and Seger(1993). The crystallisation of work values in children is part of intergenerational transmission of values and is well formed by the end of adolescence as the younger generation is exposed to the economic experiences of their elders and of significant other role models. Maternal job attitudes were found to have little impact on the

reduction of dissimilarities.

Robbins (1996) in his book 'Organizational Behaviour' discussed task characteristic theories in detail. There are at least seven different task characteristic theories. There is a significant amount of overlap among them. McClelland demonstrated that high achievers performed best in jobs that offered personal responsibility, feedback, and moderate risks (p.597). So if the job calls for a high achiever, management can select a person with a high achievement need (n Ach) or develop its own candidate through achievement training.

Robbins (1996) in his book 'Organizational Behaviour' pointed out that individuals with a high need to achieve prefer job situations with personal responsibility, feedback and moderate risk. High achievers will be strongly motivated when these characteristics exist. There is a very great chance that high achievers are successful in entrepreneurial activities.(p.221).

2.5. Occupational commitment.

Donal d. A. Wood and William. K. LeeBold (1970) examined an over all job satisfaction and engineering values, characteristics and behaviour. The study was conducted among 1000 engineers in industry and government. Overall satisfaction was significantly and linearly related to various measures of intrinsic and extrinsic job characteristic. The scores increased and the difference scores decreased as supervisory and technical responsibilities increased. Job characteristics increased along with the increase in society membership.

A comparative study of job satisfaction of professionals and clerical groups was conducted by Deb (1977). Needs for autonomy and self actualisation were of prime importance to professionals. The nonprofessional

group gave top priority to security.

In a study on 200 managers, Sing & Das (1978) found that the quality of organisational culture had a significant impact on commitment to work. A positive organisational culture appeared to satisfy higher order needs such as more autonomy, achievement opportunities and self actualisation. A positive organisational culture produced higher level of commitment to work. An organisational culture with a coercive authority system affected the level of commitment negatively and was strongly associated with inaction, apathy and alienation.

Gupta (1979) studied job satisfaction among 300 educated working women from teaching, clerical, medical and nursing professions. 52% of the respondents said that their husbands had favourable attitudes towards their work. Approximately 62% of the unmarried respondents reported that their parents liked them to work and encouraged them to continue working. Nearly 29% of the respondents reported that if they had sufficient money to live without working, they would leave their work. The social status of the occupation has received very little attention.

A study on occupational commitment was conducted among 150 nurses by Singhal and Sood (1981). It was found that occupational commitment was positively related to the occupation of parents and negatively related to age and length of service.

Barry Posner (1992) conducted the research in to the person-organisation fit (values congruency) phenomenon on work attitudes. Data from 1634 professionals and management personnel from a large multinational manufacturing firm was collected . The demographic factors such as age, gender, ethnic back ground, organisational level, management position, length of service and functional area were also collected. The data

revealed that values congruency was directly related to positive work attitudes. The demographic factors had no significant relationship with values congruency.

A study on organisational culture and employee retention was conducted among 904 college graduates hired in 6 public accounting firms over a 6 - year period by John Sheridan (1992). Organisational culture values varied significantly among the firms. The data revealed that the variation in cultural values had significant effect on the rates at which the newly hired employees voluntarily terminated employment. The relationship between the employees' job performance and their retention also varied significantly with organisational culture values. The cultural effects were stronger than the combined exogenous influences of the labour market and the new employee's demographic characteristics.

Jagdeep. S.Chhokar (1995) in his article “Organisational values, role demands, and job-related affective experiences in India” pointed out that values which foster recognition of employee contributions and emphasise teamwork and co-operation are likely to relate positively to variables such as job involvement, job satisfaction, and organisational commitment

Ushasree, SeshuReddy and Vinolya (1995) studied gender-role and age effects on teachers' job stress and job satisfaction. 80 male and 80 female high school teachers were selected for the study. Analysis of the data indicated effect of gender-role differences on job stress. Masculine and androgynous subjects were undergoing more stress than others. Job satisfaction scores were not found to be influenced by any of the independent variables significantly. The lack of gender differences in the experience of job satisfaction indicate impact of social change, the preparedness and successful adjustment of the Indian women to the work situation outside their homes.

The results also imply that more than biological gender, the psychological gender-role orientation of the subjects would be an important variable in assessing their job related experiences.

“Work adjustment and job satisfaction among pro and anti management workers” was a study by Srivastava and Vinita Roy (1996). 100 employees (worker grade) were selected from B.H.E. L, Hardwar division for the study. Tests of work adjustment, job satisfaction and attitude towards the management were administered to each worker. The results showed significant difference between pro and anti management workers in terms of job satisfaction and work adjustment. To have a well adjusted work force is an essential requirement for industrial peace which is characterised by cordial employer-employee relationship. Pro management workers are better adjusted to their work than anti management workers. Pro management workers feel a high sense of satisfaction in matters of advancement, working conditions, nature of their work, communication procedures, etc., while anti management workers do not.

Biswas and Balaji (1996) conducted a study under the title “Belief in co-operative values and employee attitude”. A value measure based on the principles of co-operation was used to examine the relationship of organisation-employee value congruence with certain employee related outcomes in a large co-operative. The results indicate that value congruence is positively related to behavioural intentions and satisfaction measures. The results also indicate that it is not the value congruence per se but the direction of the congruence, which is more important in reflecting positive employee attitudes.

Dhakha (1997) conducted a case study in U.T. Ltd. The survey revealed job satisfaction, job enrichment, higher responsibilities, higher

intellectual pursuits, better recognition, and greater challenge, are the potentially favoured reasons for aspiring after another job or organisation. That is, money did not appear to be a strong contender prompting people to leave one organisation.

Chapter 3

Scope and Methodology

CHAPTER 3

SCOPE AND METHODOLOGY

3.1. Objective of the study.

'Survival of the fittest' is a genetic proposition commonly used in almost all walks of life. To maintain one's own self, there is his vocational need, the supplier of which is none but the society. Stagnation and wastage in job performance may be arrested to a great extent and progress and efficiency may be achieved to the maximum by allocating the individuals in to different vocational groups according to their value orientation, abilities and aptitudes.

Skills and abilities will always be important for success in occupational life but the values in which people believe affect the climate and effectiveness of an organisation. It has become an obvious fact that a particular occupation may demand from its employee value orientation and interest patterns which are quite different from those demanded in another occupation. Carter (1940) in an article "Development of vocational attitudes" has pointed out that interest patterns of adolescents tend to become increasingly practical. According to him 'the pattern of interest is in the nature of set of values which can find expression in one family of occupation but not in other families of occupations'.

A country, like ours, is in the developing stage where economic, social, educational, and occupational set up are changing (Sinha, 1991). Value orientation and interest are valuable in any plan of vocational guidance and selection. They are probably more valuable in helping the individual in eliminating socially undesirable traits and developing behaviour rather than

merely indicating his fitness for a particular type of occupation.

In view of the above, the present study was planned with the following specific objectives.

1. To determine the dominant value orientations of final year students of engineering, medicine, management, accountancy and teaching.
2. To find out the similarities and differences in the value orientations in the five professional student groups separately.
3. To find out the influences of personal factors such as sex, religion, residence, financial back ground of the family, and past educational achievements of the professional students under study in their value orientations.

3.1.1. Values selected for study.

Achievement, economic, aesthetic, social, power and religious are the six values selected for the present study.

Theoretical value, one of the basic values suggested in Spranger's value types, was not included in the present study. The present study is on value orientation of professional students and as such the theoretical value is inherent and implied. Variation on this value is likely to be limited among the subjects.

The relevance of the present study is with particular reference, to management as a profession. In organisational settings motivation plays an important role. According to McClelland's theory of needs, achievement, power, and affiliation are the three important needs that help in understanding motivation. Achievement need may be defined as the drive to excel, to achieve in relation to a set of standards, and to strive to succeed. Some people have a compelling drive to succeed. They have a desire to do something better or

more efficiently than it has been done before. McClelland found that high achievers differentiate themselves from others by their desire to do things better. Considering this fact, 'achievement' is included as one of the values for the study.

The needs for affiliation and power tend to be closely related to managerial success. Best managers are high in their need for power and low in their need for affiliation (McClelland and Burnham, 1976).

3.2. Tools used for collecting data.

Following tools were used for collecting data.

- i) Values check list consisting of 15 pairs of sentences.
- ii) Values checklist consisting of 60 pairs of words.
- iii) Check list of traits consisting of 105 items.

3.2.1. Values check list (consisting of 15 pairs of sentences).

This is a questionnaire on the line of Allport-Vernon-Lindzey scale of values. There are two parts for this questionnaire (Appendix I, page 144). The first part consists of 15 pairs of sentences where each sentence represents one value under study. There are six values under consideration, namely, achievement, economic, aesthetic, social, power and religious. All possible combinations of two sentences were considered. The informant was directed to select one sentence from each pair. The score for one particular value is obtained by summing up the endorsed statements corresponding to that value. The maximum and minimum possible scores for any one value are 5 and zero respectively. The total scores obtained from one subject will be 15. If the number of elements in the sample is N , then the maximum and minimum scores for any one value will be $5N$ and zero respectively. The total scores

for all N subjects for all six categories of values will be $15 N$. Frequency for a particular value determines the rank position of that value.

The second part consists of personal factors such as sex, religion, place of residence, economic status of the family, and past educational achievement of the subjects.

3.2.2. Values check list (consisting of 60 pairs of words).

This is a value orientation questionnaire consisting of 60 pairs of words where each word represents one of the six values, namely, achievement, economic, aesthetic, social, power and religious. A copy of the questionnaire is given in the Appendix II (page 146). Two words were selected for representing every value. All possible combinations of two words were taken together. The respondent was requested to select one word from each pair according to his / her preference. The score for each value is obtained by the summation of all the endorsed words. The minimum and the maximum possible scores for any value item are zero and 20 respectively. The total scores for all the six value items for a subject will be 60. If there are N subjects in the sample, the minimum and the maximum scores for any value item are zero and $20 N$ respectively so that the sum of the scores for all six value items comes to $60 N$. Frequency for a particular value determines the rank position of that value.

3.2.3. Check list of traits (consisting of 105 items).

This questionnaire consists of 105 traits selected from the 'Bharathiar Value Orientation Q-sort Test'. A copy of the questionnaire is given in the Appendix III (page 148). An operational meaning of each item is also given following the item. The number of items included in the

questionnaire was 105. The items were checked on a three point scale. The respondent was requested to encircle 3, 2 or 1 depending on the relative importance of the item for the respondent as 'important', 'neutral' or 'less important'. The traits associated to six values, namely, achievement, economic, aesthetic, social, power and religious were grouped. The total scores and percentage scores for each value were calculated. The rank order preferences were determined on the basis of the above percentages.

3.3. Pilot study.

A pilot study was conducted to find out the drawbacks, if any, of the questionnaire. Selection of the individuals was done using random sampling method . A set of 25 final year students of M.B.A. from Rajagiri College of Social Sciences and M.G.University Regional Centre for Management Education were selected for the purpose. Based on the results, and discussions modifications were made in the questionnaires.

3.4. Study on correlations among three instruments.

All the three tools, namely, values check list consisting of 15 pairs of sentences, values check list consisting of 60 pairs of words, and check list of traits consisting of 105 items, were administered with suitable instructions among 50 teacher students of S.N.M. Training College Moothakunnam. The scores obtained from these tools are given in the Appendix I-1, II-1, III-1 (pages 153, 155, 157) .

The correlation between the ranks obtained from the first instrument, namely, values check list consisting of 15 pairs of sentences and from the second instrument, namely, values checklist consisting of 60 pairs of words was $r_s = 0.94$. The correlation between the ranks obtained from the

first instrument, namely, values checklist consisting of 15 pairs of sentences and from the third instrument, namely, checklist of traits consisting of 105 items was $r_s = 0.82$. These correlations were very high. Further data for the study was collected, using the first instrument, namely, values checklist consisting of 15 pairs of sentences.

3.5. Reliability of the instrument.

Reliability of a tool is the consistency with which the tool measures a given trait on repeated administration. The instrument used for collecting information was 'Values checklist consisting of 15 pairs of sentences'. The split-half method was used for testing the reliability of the instrument.

145 samples were selected at random from the teachers training college, Moothakunnam. The results obtained were tabulated and are given in the Appendix I-2 (page 158). All odd number samples formed the first set and even number samples formed the second set. For both sets of samples rank order preferences of six categories of values were prepared based on the percentage of their frequencies. Results obtained were tabulated as follows.

Table. 1

Results obtained from 145 samples from Teachers Training College, Moothakunnam.

	Value orientation					
	Achievement	Economic	Aesthetic	Social	Power	Religious
Ist set %	24.39	15.16	13.33	27.12	7.95	12.05
Rank position	2	3	4	1	6	5
IInd set %	24.44	14.07	13.89	26.85	7.05	13.70
Rank position	2	3	4	1	6	5

The number of subjects in the 1st and 2nd sets were respectively 73 and 72. The rank positions of these sets were exactly same. The Spearman's rank correlation coefficient $r_s = 1$. The product moment correlation coefficient for the two sets of observations $r = 0.99$.

The reliability coefficient $2r / 1 + r = 0.99$. The result showed that the tool is reliable.

3.6. Validity of the tool.

The validity of a tool is the degree to which an instrument measures what it is expected to measure. The validity of the tool 'values checklist consisting of 15 pairs of sentences' was tested by two methods, namely,

- i) A second level testing after explaining the meaning of each value orientation with illustration, and
- ii) established the association between value orientation and hobby.

Method 1: A second level testing after explaining the meaning of each value orientation with illustration.

Fifty final year M.B.A. students of M.G. University Regional Centre for Management studies, Kalamasserry and Rajagiri College of Social Sciences, Kalamasserry were requested to complete the questionnaire once again after explaining the meaning of each value orientation with illustration. The second test was administered one month after the first test. The results obtained were tabulated and are given in Appendix I-3 (page 163). The rank positions of six categories of values obtained in the two tests were as follows.

Table 2

Rank positions of M.B.A. students in two tests. (M.G. University Regional Centre & Rajagiri College of Social Science)

	Value orientation						
		Achievement	Economic	Aesthetic	Social	Power	Religious
Initial test	%	21.87	17.87	15.07	17.73	19.33	8.13
	Rank	1	3	5	4	2	6
Final test	%	23.87	17.87	16.80	15.73	20.26	5.47
	Rank	1	3	4	5	2	6

Spearman's rank correlation coefficient between the ranks of initial and final tests $r_s = 0.94$. This result showed that the tool has face validity. For testing the significance of r_s , either the significance levels worked out by M.G. Kendall or student 't' test may be used. The student 't' test was used in this thesis.

Method 2: Association between hobby and value orientation:

If the association between dominant value orientation of a group and the major hobby of the corresponding group is significant, then the instrument may be considered as valid.

Out of the 145 samples selected from the Teachers Training College, Moothakunnam, some have written more than one hobby. 117 samples were taken for tabulation after eliminating the samples who wrote more than one hobby. "Social" was the dominant value orientation of the group. The data

was arranged into a 2 x 2 contingency table. Value orientation was classified as

- i) having value "social" and
- ii) having values "other than social".

Similarly hobby was classified as

- i) hobby as "social work" and
- ii) hobby "other than social work".

The 2 x 2 contingency table obtained was as follows:

Table 3

2x2 contingency table for value orientation & hobby

		Value orientation (No. of respondents)		
		'Social'	Not 'Social'	Total
Hobby (No. of respondents)	Social Work	22	10	32
	Not social work	40	45	85
	Total	62	55	117

Null hypothesis Ho: Value orientation and hobby are independent.

On the hypothesis of independence the chi-square calculated for the contingency table was

$$\text{chi-square} = \frac{117(22 \times 45 - 40 \times 10)^2}{62 \times 55 \times 85 \times 32} = 4.39$$

The tabled value of chi-square for 1 d. f. at 5% level of significance is 3.84. Reject the null hypothesis of independence at 5 % level of significance. That is, the hobby "social work" and the value orientation "social" are significantly correlated. Hence the tool has predictive validity.

3.7. Sample.

The sampling frame for the present study consists of final year (1996-97) students of engineering, management, accountancy and teaching from Ernakulam district and house surgeons of Kottayam district.

There are only two Engineering colleges, namely, M.A. College of Engineering, Kothamangalam, and Model Engineering College, Trikkakara in Ernakulam district. Civil, Mechanical, Electrical, Computer, Electronics branches in M.A. College and Computer and Electronics branches in Model Engineering College constitute the sampling frame of Engineering students.

Final year M.B.A. students of the School of Management Studies, Cochin University of Science and Technology, M.G. University Regional Centre for Management Studies, Kalamassery, Rajagiri College of Social Sciences, Kalamassery form the sampling frame of management students.

The sampling frame of teacher students consists of six teacher training institutions in the district of Ernakulam. They are M.G. University Regional Centre for teacher education i) at Muvattupuzha (2) at Poothotta, Sree Sankaracharya University Centre, Kalady, St. Joseph's Training College, Ernakulam, S.N.M. Training College, Moothakunnam, and Teachers Training College, Edakochi.

The Institute of Chartered Accountants, Kochi chapter, and I.C.W.A.I, Kochi chapter form the sampling frame of students of accountancy.

There is no medical college in Ernakulam district. The medical college from the adjacent district Kottayam was considered for the study. The house surgeons of the Government Medical College, Kottayam constitute the sampling frame of medical students.

All the final year students (1996-97) included in the sampling frame who were present on the day of administering the test were selected to form

the sample where ever the sampling frame was small. Complete enumeration was done in the case of medical and management students. A multistage random sampling technique was used for selecting institutions and batches where ever the sampling frame was large. Multistage random sampling was done in the case of engineering students and teacher students. At the time of sampling , the final year Chartered Accountant students were not available for collecting information. ICWAI students alone were available for collecting data. All the ICWAI students of Kochi chapter, who were present on the day of administering the test, were selected to form the sample.

The instrument was administered with appropriate instructions. The following tables give a clear picture of the distribution of the sample elements.

Table 4
Distribution of the sample based on profession, religion & sex.

Profession		Hindus	Muslims	Christians	Others	Total
Engineering	Male	78	19	101	-	198
	Female	28	6	28	-	62
	Total	106	25	129	-	260
Medical	Male	8	2	28	1	39
	Female	12	1	23	-	36
	Total	20	3	51	1	75
Management	Male	13	4	22	-	39
	Female	8	-	9	-	17
	Total	21	4	31	-	56
Teaching	Male	36	5	26	-	67
	Female	156	25	65	-	246
	Total	192	30	91	-	313
Accountancy	Male	11	2	8	-	21
	Female	3	-	2	-	5
	Total	14	2	10	-	26
Total	Male	146	32	185	-	364
	Female	207	32	127	-	366
	Total	353	64	312	1	730

Table 5

Classification of engineering students based on institution, branch, sex and religion.

			Hindus	Muslims	Christians	Total
Model Engineering College	Computer	Male	6	2	7	15
		Female	3	1	1	5
Total		9	3	8	20	
	Electronics	Male	14	2	10	26
		Female	1	-	1	2
Total		15	2	11	28	
M.A. College of Engineering	Civil	Male	17	7	27	51
		Female	13	3	9	25
		Total	30	10	36	76
	Electrical	Male	12	2	14	28
Female		10	2	17	29	
Total		22	4	31	57	
Mechanical	Male	29	6	43	78	
	Female	1	-	-	1	
	Total	30	6	43	79	
Total	Male	78	19	101	198	
	Female	28	6	28	62	
	Total	106	25	129	260	

Table 6

Classification of medical students based on sex and religion

	Hindus	Muslims	Christians	Others	Total
Male	8	2	28	1	39
Female	12	1	23	-	36
Total	20	3	51	1	75

Table 7

Classification of management students based on institution, sex and religion

		Hindus	Muslims	Christians	Total
S.M.S., CUSAT	Male	5	2	2	9
	Female	5	-	3	8
	Total	10	2	5	17
M.G.U. Regional Centre	Male	4	1	9	14
	Female	-	-	3	3
	Total	4	1	12	17
Rajagiri College of Social Sciences	Male	4	1	11	16
	Female	3	-	3	6
	Total	7	1	14	22
Total	Male	13	4	22	39
	Female	8	-	9	17
	Total	21	4	31	56

Table 8

Classification of teacher students on the basis of institution, sex and religion

		Hindus	Muslims	Christians	Total
M.G.U. Regional Centre Moovattupuzha	Male	14	5	18	37
	Female	70	13	48	131
	Total	84	18	66	168
S.N.M. College, Moothakunnam.	Male	22	-	8	30
	Female	86	12	17	115
	Total	108	12	25	145
Total	Male	36	5	26	67
	Female	156	25	65	246
	Total	192	30	91	313

Table 9

Classification of students of accountancy on the basis of institution, sex and religion.

		Hindus	Muslims	Christians	Total
ICWAI Chapter Kochi	Male	11	2	8	21
	Female	3	-	2	5
	Total	14	2	10	26

3.8.1. Test administration

The investigator personally met all the sample elements and administered the test. Proper instructions were given to the subjects. Doubts of the subjects were clarified. Questionnaires were completed in the presence of the investigator.

3.8.2 Tabulation.

The informant was directed to select one sentence from each pair. The score for one particular value is obtained by summing up the endorsed statements corresponding to that value. The minimum and the maximum scores possible for any one value are 0 and 5 respectively so that the total scores for all six categories of values come to 15. If the number of elements in a sample group is N , then the minimum and the maximum scores for any value category are respectively 0 and $5N$, so that the total score for all six categories comes to $15N$. The percentages of these individual sums were calculated for determining the rank positions of these value categories. The scores obtained from engineering, medical, management, B.Ed and ICWAI teacher students are given in the Appendixes IV, V, VI, VII, VIII (pages 166, 174, 177, 179, 184).

3.9. Null Hypotheses.

The hypotheses proposed to be tested are :

- i) value orientations of the five professional groups of students under study are not different.
- ii) value orientation is independent of sex differences.
- iii) value orientation is independent of place of residence.
- iv) value orientation is independent of religious differences.
- v) value orientation is independent of past educational achievements.

3.10. Statistical criteria for testing null hypotheses.

Let r_s be Spearman's rank correlation coefficient for n pairs of ranks.

The formula for rank correlation coefficient is given by

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

where d is the difference between any pair of ranks. The null hypothesis, H_0 : $r_s = 0$, the alternate hypothesis, H_1 : $r_s \neq 0$.

Famous statistician Ronald A. Fisher proved that

$$t = \frac{r_s(n-2)^{1/2}}{(1-r_s^2)^{1/2}}$$

follows student 't' distribution with $n-2$ degrees of freedom. The null hypothesis H_0 can be tested using this result. That is, if the calculated value of 't' is less than the tabled value of 't' at the required level of significance for $n-2$ d.f. then accept the null hypothesis that the correlation between the ranks is not significant and reject the null hypothesis otherwise.

For testing whether the value orientation preferences are significantly correlated or not we adopted the test criterion based on student

't'. Accepting H_0 implies that the value orientations are independent and there is no significant correlation between the value orientations of the groups. Rejecting H_0 implies that the value orientations of the groups are significantly correlated.

3.11. Limitations of the study.

- (i) Only five professional groups of students are taken for the present study.
- (ii) ICWAI students only were taken for getting the value orientation of students of accountancy. Final year students of Chartered Accountants were not available at the time of data collection.

3.12. Presentation of the report.

The report of the study is given in seven chapters, namely, chapter 4-10. Chapter 4 gives the results and discussion on value orientation of engineering students. Chapter 5 is set apart for the results and discussion on value orientation of medical students. Results and discussion on value orientation of management students are given in chapter 6. Chapter 7 is set apart for results and discussion on value orientation of teacher students. Chapter 8 gives the results and discussion on value orientation of students of accountancy. Summary of the findings obtained from the study on value orientation of professional students under study is presented in chapter 9. Chapter 10 is set apart for summary of the thesis and conclusions.

Chapter 4

Value Orientation of Engineering Students

Chapter 4
VALUE ORIENTATION OF ENGINEERING
STUDENTS

RESULTS AND DISCUSSION

4.1 Rank positions of value categories.

260 samples were selected from Civil, Electrical, Mechanical, Computer and Electronics branches for the study. Test scores were converted into percentages on the basis of the total scores and are given in the Appendix IV-1 (page 185).

The value orientation preferences of engineering students are as follows.

Table 10
Value orientation preferences of engineering students.

Value orientation	Rank
Achievement	1
Social	2
Aesthetic	3
Economic	4
Power	5
Religious	6

Reddy and Parameswaran (1966) in their study found that engineering students were more theoretical. Rao, Puri and Singhvi (1978) have pointed out that jobs that provide opportunities to be creative and paying economically were

preferred by all professional students including engineering. Pestonjee and Akhtar (1969 a) in their study found that social service, fame and self expression were the three most preferred values of engineering faculty.

Individuals with a high need to achieve prefer job situations with personal responsibility, feedback, and an intermediate degree of risk. High achievers are generally successful in entrepreneurial activities (Robbins. 1996).

Most preferred value of the managers from industrially advanced countries is achievement (England, 1978). MBA students from School of Management Studies; Cochin, and Symbiosis Institute, Pune showed achievement as their most preferred value (Poduval, 1987; Pillai, 1987). The least preferred value of the group is religious which is in accordance with the value pattern of college students (Reddy and Parameswaran, 1966; Poduval 1987). Pareek, Banerjee and Chattopadhyay (1980) in their study pointed out that competition for maximizing gain will be related to achievement motivation. High achievement and competent orientation and emphasis on profit maximization and high productivity are the characteristic features of successful managers from industrially advanced countries (England 1978).

Power value is a less preferred one in the present study. This value pattern is not the same value pattern of the best managers. Best managers have high need for power and very low need for affiliation (Mc Clelland & Burnham, 1976).

Other studies among college students agree with the low preference for power value (Rezler, 1963; Poduval, 1987). But Bhatnagar's (1971) study revealed that Indian students are high on political value and low on aesthetic and social values. Bhatnagar studied the general set of Indian students but the students included in the present study consist only of professional students and the general

climate of the country also might have contributed to such a change. Social value orientation is very high among engineering students. Occupational value of engineering faculty in India gave social as their most preferred value (Pestonjee & Akhtar, 1969a).

Economic value orientation of engineering students is having only the fourth rank in the present study indicating that they have not imbibed the values held by successful managers. If the economic value orientation occupies a higher rank position then their value pattern would have been very similar to that of managers from industrially advanced countries and successful entrepreneurs.

4.2 Value orientation and gender differences of engineering students.

198 male and 62 female final year engineering students constituted the sample. Test scores have been converted to corresponding percentages on the basis of the total scores and are given in the Appendix IV-2 (page 185). The value orientation preferences of males and females in descending order are:

Males : Achievement, social, aesthetic, power, economic, and religious.

Females : Achievement, social, economic, aesthetic, religious and power.

Achievement is the most preferred value for males and females.

Social is the second most preferred value for males and females.

Aesthetic is the third preferred value for males and a less preferred value for females.

Power and religious are low preferred values for both groups.

Economic is the third preferred value for females and less preferred value for males.

The value orientation preferences of male engineering students and female engineering students are not significantly correlated ($r_s = 0.71$, $t = 2.016$). In other words the value pattern of males and females are distinct. This finding

is in tune with the observations of several other studies (Sharma, 1964; Reddy & Parameswaran, 1966; Pestonjee, Akhtar and Chowdhary, 1967; Pestonjee, Akhtar, 1969b; Annamma, 1984; Genov, 1985; Gheorghiev, 1985; Feather & McKee, 1992; Passakos, 1996; Sheeran, et, al. 1996).

Achievement and social are the two most preferred values for both males and females.

Religious and power are very low preferred values for both groups. This is similar to the value pattern of M.B.A. students (Poduval, 1987). Religious was the least preferred value for college students (Reddy & Parameswaran, 1966). In the present study also religious is the least preferred value for males and the last but one preferred value for females. The study by Reddy & Parameswaran revealed that religious value was high among girls but in the present study females show very low preference to religious value. This may be because of the social and economic changes in the present society. In the present study, economic value orientation among females is high compared to that of the males. Achievement, social and economic are the preferred values of females. This pattern is similar to the value pattern of successful entrepreneurs.

This observation about female engineering students from Kerala could be different from other states in India. The Kerala females are educated and career oriented and it is often said that large numbers are females in certain professional fields such as medical and teaching.

Economic value orientation of males is very low. They have high achievement and social values. Their value pattern as observed in the study needs further exploration in terms of their occupational choices. It is quite possible that the male subjects are more career oriented for professional advancement rather than having a desire to become entrepreneurs.

4.3 Value orientation and religious affiliation of engineering students.

106 Hindu, 25 Muslim, and 129 Christian students constitute the sample. Test scores were converted into percentages on the basis of total scores for all the three groups and are given in the Appendix IV-3 (page 186). The value orientation preferences of Hindu, Muslim and Christian engineering students in descending order are:

Hindu students : *Achievement, social, aesthetic, economic, power, and religious.*

Muslim students : *Achievement, social, power, aesthetic, economic and religious.*

Christian students: *Achievement, social, aesthetic, economic, power and religious.*

Achievement is the most preferred and religious is the least preferred value for all groups. Social is the second most preferred value for all groups.

Aesthetic is the third preferred value for Hindu and Christian students and the less preferred value for Muslim students.

Power is the third preferred value for Muslim students and less preferred value for other groups of students.

Hindu and Muslim students of engineering agree on achievement, social, and religious values. Hindu students are more oriented to aesthetic and economic values and less oriented to power value compared to Muslim students. The value orientation preferences of Hindu and Muslim students of engineering are correlated significantly ($r_s = 0.83$, $t = 2.976$), implying that the difference in value orientation pattern is not significant.

Hindu and Christian students of engineering gave equal preference for all value categories. The value orientation preferences of these groups are perfectly correlated, that is the value pattern of both groups are identical.

Muslim and Christian students of engineering agree on achievement, social and religious values. Muslim students gave more preference to power value and less preference to economic and aesthetic values compared to Christian

students. The value orientation preferences of these groups are significantly correlated ($r_s = 0.83, t = 2.976$), and hence there is no basic dissimilarities in the value orientation pattern.

Value orientation preferences of Hindus, Muslims and Christians are significantly correlated.

Power value orientation of Muslim students is more than that of Hindu and Christian engineering students.

Results show that the influence of religion on the value orientation of engineering students is not significant. A study conducted by Feather, et, al . (1992) revealed that the values endorsed were consistent with Baha'i teachings. Similarity in views was found among Catholic and Protestant teachers (Mc Ewen, 1985). Ethnic back ground had no significant relationship with values congruency (Posner, 1992). But Annamma's (1984) study revealed that Christian religion is more favourable to spiritualism than others. Chia et al., (1994) in their study found that family values of Chinese, Mexican and the U.S. were different.

Thus the findings on this issue of the impact of religious and ethnic factors on value orientation are inconsistent.

4.4 Places of residence and value orientation of engineering students.

In the sample of engineering students, 59 were from rural areas, 84 were from semi-urban areas and 89 were from urban areas. The scores obtained were converted into percentages and are given in the Appendix IV-4 (page 186). The rank positions of the six categories of values for engineering students from different places of residence in descending order are:

<i>Students from rural places</i>	<i>Social, achievement, economic, aesthetic, power and religious.</i>
<i>Students from semi-urban places</i>	<i>Achievement, social, aesthetic, power, economic and religious.</i>

Students from urban places : *Achievement, social, aesthetic, economic, power and religious.*

Social value is the first preference for rural students and second most preferred value for semi-urban and urban students of engineering.

Achievement is the most preferred value for students from semi-urban and urban areas and second most preferred value for students from rural areas.

Economic is the third most preferred value for students from rural areas and less preferred value for other groups.

Aesthetic is the third most preferred value for students from semi-urban and urban areas and less preferred value for students from rural areas.

Power and religious are less preferred values for students from different areas.

Students from rural and semi-urban areas have the same preference on religious value.

Engineering students from rural areas gave more preference to economic & social values and less preference to achievement, aesthetic and power values compared to students from semi-urban areas. The value orientation preferences of these groups of students are not significantly correlated ($r_s = 0.77$, $t = 2.41$). Hence there is significant difference in value orientation patterns among engineering students from rural and semi-urban areas.

Students from rural and urban areas agree on power and religious values. Students from rural areas gave more preference to economic & social values and less preference to achievement & aesthetic values compared to students from urban areas. The value orientation preferences of these groups are significantly correlated ($r_s = 0.885$, $t = 3.80$), implying that the difference in the value orientation pattern is only incidental.

Engineering students from semi-urban and urban areas agree on

achievement, aesthetic, social and religious values. Students from semi-urban areas gave preference to power value and less preference to economic value compared to students from urban areas. The value orientation preferences of these two sets of students are significantly correlated ($r_s = 0.94$, $t = 5.51$), implying that these groups are homogeneous in their value patterns.

Students from rural areas gave high preference to economic value where as students from semi-urban areas gave last but one preference to economic value. Achievement value is the most prioritized value for the general set of engineering students and social value is the second most preferred value for them. In the case of students from rural areas the order is reversed. Social, achievement and economic values are the preferred values for students from rural areas. Students from rural areas show high level of social/humanistic orientation and achievement orientation. Residential back ground has no relationship to value orientation of college students (Annamma, 1984). This result is not in agreement with the value orientations of engineering students from rural and semi-urban areas. In the present study there is significant variation in the value orientation pattern of students from rural and semi-urban areas. Review of literature did not reveal relevant studies on this aspect.

4.5 Annual income of the family and value orientation of engineering students.

Engineering students were divided in to four groups according to the annual income of their families. The groups were:

- i) Low income group whose annual income is less than Rs. 25000/-*
- ii) Middle low income group whose annual income is Rs. 25,000/- and above but less than Rs. 50,000/-.*
- iii) Middle high income group whose annual income is Rs. 50,000/- and*

above but less than rupees one lakh. and

(iv) High income group whose annual income is above rupees one lakh.

There were 38 in low income group, 73 in middle low income group, 87 in middle high income group, and 34 in high income group.

The scores obtained were converted in to percentages and are given in the Appendix IV-5 (page 187). The value orientation preferences of the engineering students from different income groups in descending order are as follows:

Low income group : Achievement, social, economic, aesthetic, power, and religious.

Middle low income group : Achievement, social, aesthetic, economic, power and religious.

Middle high income group : Achievement, social, aesthetic, power, economic and religious.

High income group : Achievement, social, aesthetic, economic, power and religious.

Achievement and social are the most preferred and second most preferred values and religious is the least preferred value for all groups of engineering students from various economic backgrounds.

Economic is the third most preferred value for low income group, and less preferred value for all other income groups.

Aesthetic is the third most preferred value for middle low, middle high and high income groups, and less preferred value for low income group.

Power is a less preferred value for all income groups.

The value orientation preferences of these groups are significantly correlated ($r_s = 0.94$, $t = 5.51$), implies that these income groups are homogeneous in their value orientation pattern.

Low income group and middle high income group agree on the top two values namely, achievement and social and the least preferred value, namely, religious. Low income group is more oriented to economic value and less oriented to aesthetic and power values compared to middle high income group.

The value orientation preferences of these groups are significantly correlated ($r_s = 0.83$, $t = 2.96$), implies that there exists no real difference in value orientation pattern among these groups.

The high income group and low income group of engineering students agree on achievement, social, power and religious values. High income group is more oriented to aesthetic and less oriented to economic value compared to the low income group. The value orientation preferences of these groups are significantly correlated ($r_s = 0.94$, $t = 5.51$). This shows that the groups are homogeneous in their value orientation patterns.

Middle low income and middle high income groups of engineering students agree on achievement, social, aesthetic and religious values. Middle low income group is more oriented to economic and less oriented to power compared to middle high income group. The value orientation preferences of these groups are significantly correlated ($r_s = 0.94$, $t = 5.51$). This shows that these groups have exactly similar type of value orientation patterns.

Middle low income group and high income group have exactly a similar type of value orientation preferences.

Middle high and high income group of engineering students agree on achievement, social aesthetic and religious values. Middle high income group is more oriented to power value and less oriented to economic value compared to high income group. The value orientation preferences of these groups are significantly correlated ($r_s = 0.94$, $t = 5.51$). This shows that both groups are homogeneous in their value orientation patterns.

Low income group gives emphasis to high achievement orientation and economic value orientation. Students from low income families were more oriented to economic values than students from high income families (Reddy & Parameswaran, 1966). Annamma's (1984) study showed that high income group

was more 'materialism'-oriented. The present study is in agreement with the study of Reddy & Parameswaran and not in agreement with the study by Annamma (1984). Govindarajacharyulu (1984) in his study found that economic factors did not influence occupational values of students.

Analysis of the results of various subgroups under economic criteria show that the economic backgrounds of the students do not influence their value orientation patterns. That is all the income sub groups are homogeneous in their value orientation patterns.

4.6. Past educational achievement and value orientation of engineering students.

The entire sample was divided into three groups on the basis of their P.D.C/ plus 2 marks. They were:

- i) Low achievers* : *those engineering students who secured less than 60% marks in their P.D.C/ plus 2 examination.*
- ii) Medium achievers* *those who secured 60% and above but less than 75% marks in their PDC/Plus 2 examination, and*
- iii) High achievers* *those who secured 75% or more marks in the P.D.C / Plus 2 examination.*

There were 13 low achievers, 120 medium achievers and 94 high achievers in the sample (those who responded with vague answers were excluded). The number of samples in the low achievers group is small. The scores obtained were converted in to percentages on the basis of group totals and are given in the Appendix IV-6 (page 187). The value orientation preferences of the medium achievers and high achievers in descending order are:

Medium achievers: *Achievement, social, aesthetic, economic, power and religious,*

High achievers *Achievement, social, aesthetic, power, economic and religious.*

Achievement, is the most important value, social is the second most important value, aesthetic is the third preferred value and religious is the least important value for both medium achiever and high achiever students of engineering. Economic and power are less preferred values for both groups of engineering students. Medium achievers are more oriented to economic and less oriented to power value compared to high achievers. The value orientation preferences are significantly correlated ($r_s = 0.94$, $t = 5.51$), implying that academic achievement has no impact on the value orientation pattern .

Creativity comes under achievement orientation. High creative group had low economic value (Paramesh, 1970). Study conducted by Sprinthal (1964) showed that high achievers are significantly different from par and low achievers in value orientation. Study by Darmody (1991) reveal that subjects with scores on formal reasoning and low scorers on formal reasoning are significantly different. Study by Jones (1990) showed that academically successful and academically unsuccessful differ significantly in their values.

4.7 Summary of findings

The value orientation preferences of engineering students in descending order are: achievement, social, aesthetic, economic, power and religious.

Achievement is the most preferred value for all subgroups of engineering students except students from rural areas. Social is the second most preferred value for all subgroups except for students from rural areas.

Power value is considered to be one of the least preferred items among all groups.

All subgroups except females gave the least preference for religious value.

Economic value orientation is very low among all groups except students

from low income group, from rural areas and females. The combination of achievement, social and economic values shows the value pattern of successful entrepreneurs. It seems, from the present study that female engineering students, engineering students from rural areas and engineering students from low income families are awakening categories of potential entrepreneurs of Kerala as these categories show greater preference to achievement, economic and social values.

Table 11 shows the rank order preferences of different value categories as given by different sub groups of engineering students.

Table 11
Value orientation preferences of engineering students in general
and on the basis of personal characteristics

Engineering Students	Value orientation preferences					
	Achievement	Social	Aesthetic	Economic	Power	Religious
General	1	2	3	4	5	6
Males	1	2	3	5	4	6
Females	1	2	4	3	6	5
Hindus	1	2	3	4	5	6
Muslims	1	2	4	5	3	6
Christians	1	2	3	4	5	6
Rural	2	1	4	3	5	6
Semi-Urban	1	2	3	5	4	6
Urban	1	2	3	4	5	6
Low income	1	2	4	3	5	6
Middle low income	1	2	3	4	5	6
Middle high income	1	2	3	5	4	6
High income	1	2	3	4	5	6
Medium achievers	1	2	3	4	5	6
High achievers	1	2	3	5	4	6

Chapter 5

Value Orientation of Medical Students

Chapter 5

VALUE ORIENTATION OF MEDICAL STUDENTS

RESULTS AND DISCUSSION

5.1. Rank Positions of value categories.

The whole set of 75 house surgeons of Government Medical College, Kottayam constitutes the sample of medical students. The results obtained from these house surgeons are given in Appendix V-1 (page 188). The rank positions of six categories of values were as follows:

Table 12

Value preferences of medical students.

Value orientation	Rank
Social	1
Achievement	2
Aesthetic	3
Religious	4
Economic	5
Power	6

Social value orientation was high among students including professional students in several studies (Srinivas, 1958; Ackerknecht, 1961; Rezler, 1963; Reddy and Paramaswaran, 1966; Rohila and Thukral; 1966, Pestonjee, Akhtar and Chowdhary, 1967; Govindarajacharyulu, 1968; Pestonjee and Akhtar, 1969a; Pestonjee and Akhtar, 1969b; Rai and Pestonjee 1969-70; Kakkar, 1971; Poduval, 1987; Jones, 1990; Feather, Volkmer and McKee, 1992; Moran, France

and Gibson, 1995). But Bhatnagar's (1971) study revealed that social value orientation among Indian students was very low.

The occupational values of post graduate and intermediate students gave top priority to social service (Rai & Pestonjee, 1969-70). Study on students perceptions of values emphasized in three medical schools (Brigitte Maheux & Francois Beland, 1986) revealed that pre clinical students gave more importance to humanistic values than clinical students in two schools. Undergraduate and post graduate students of Banaras Hindu University and Aligarh Muslim University gave top priority to social values (Pestonjee, Akhtar and Chowdhary, 1967). All these studies are in agreement with the present study. Indian students in India gave high priority to political and low priority to aesthetic and social values (Bhatnagar, 1971). Medical students were more theoretical and arts students were more social and aesthetic oriented (Reddy & Parameswaran, 1966). These studies are not in agreement with the present study. Achievement orientation of the house surgeons is very high. Bhatnagar's study was conducted in 1971 and among general set of students. The political atmosphere of 1970 s and the present are different and the present study is limited to professional students having very high marks compared to the entire set of students.

Rao, Puri and Singhvi (1978) have indicated a higher rank position for economic values among medical students. But in the present study the rank position of economic value held by medical students is one among the lowest, indicating that value orientations of young medical professional is more social and achievement oriented than economic and power oriented.

5.2 Value orientation preferences of male and female house surgeons.

39 male and 36 female house surgeons constituted the sample of medical students. Test scores were converted in to percentages and are given in

the Appendix V-2 (page 189). The value orientation preferences of male and female house surgeons in descending order are given below.

Male house surgeons *Achievement, social, aesthetic, economic, power and religious.*

Female house surgeons : *Social, achievement, aesthetic, economic, religious and power.*

Achievement is the most preferred value for males and second most preferred value for females. Social is the most preferred value for females and second most preferred value for males.

Aesthetic is the third preferred value for males and females. Economic, power and religious are less preferred values for male and female house surgeons. The value orientation preferences of these groups are significantly correlated ($r_s = 0.886$, $t = 3.82$). This implies that there is no basic dissimilarities in the value orientation pattern of these groups.

Men assigned more importance to achievement and power than women. Women rated benevolence and spirituality more than men (Feather, Volkmer and McKee, 1992). This is true in the present study also. Value orientation of girls on "social" was higher than that of boys (Govindarajacharyulu, 1968). Girls were high on aesthetic, social and religious values and low on economic and power values. These studies also agree with the present study.

Humanistic and achievement orientation are very high among male and female house surgeons.

Available literature do not show any specific study on gender differences on their value orientation. Alexander & Eagles (1990), however, showed that female medical students are more favourable in their attitude toward psychiatry than male students, thereby indirectly indicating that female medical students are more social than their male counter parts.

5.3 Religion and value orientation of house surgeons.

There were 20 Hindus, 3 Muslims, 51 Christians and 1 “others” in the sample of house surgeons. The number of Muslims and “others” are small. The test scores of Hindu and Christian house surgeons were converted in to percentages and are given in the Appendix V-3 (page 189). The value orientation preferences of Hindu and Christian house surgeons in descending order are as given below.

Hindu house surgeons : *Social, achievement, religious, economic or aesthetic and power.*

Christian house surgeons : *Social, achievement, aesthetic, economic, religious and power.*

Social and achievement are the most important and second most important values of both Hindu and Christian house surgeons. Religious is the third most preferred value for Hindu house surgeons and last but one preferred value for Christian house surgeons. Aesthetic is the third most preferred value for Christian house surgeons and less preferred value for Hindu house surgeons. Economic is a less preferred value for both groups and religious is the least preferred value for both Hindu and Christian house surgeons.

Value orientation preferences of these groups are not significantly correlated ($r_s = 0.80$, $t = 2.67$). This shows that there exists basic difference between the value patterns of these groups. The major variation is seen in religious value orientation. Hindu house surgeons are more religious oriented than Christian house surgeons.

Religious/ethnic variation is significant in a number of studies (Bhatnagar, 1971; Annamma, 1984; Feldman, et al., 1991; Feather, Volkmer and McKee, 1992; Chia et. al., 1994). But McEwen’s (1985) study gave the opposite result. There are many studies on the influence of religion and ethnic background. But studies on the religious influence on medical profession are not found in the review of literature.

In the present study it may be concluded that the value orientation pattern of Hindu house surgeons is different from that of Christian house surgeons. No observation on the value orientation preference of Muslim house surgeons due to limited number of Muslim house surgeons in the sample.

5.4. Places of residence and value orientation of house surgeons.

The sample of house surgeons consists of 20 from rural areas, 22 from semi-urban areas and 32 from urban areas. Test scores were converted into percentages and are given in the Appendix V-4 (page 190). Value orientation preferences of these groups in descending order are as follows:

House surgeons from rural areas : Achievement or social, aesthetic, religious, power and economic.

House surgeons from semi-urban areas: Social, achievement, aesthetic, religious, power and economic.

House surgeons from urban areas : Achievement, social, aesthetic, economic, religious and power.

Achievement is the most preferred value for house surgeons from rural and urban areas and second most preferred value for house surgeons from semi-urban areas.

Social is the most preferred value for house surgeons from semi-urban and rural areas and second most preferred value for house surgeons from urban areas.

Aesthetic is the third preferred value for house surgeons from rural, semi-urban and urban areas.

Religious, power and economic are less preferred values for house surgeons from rural, semi-urban and urban areas.

The value orientation preferences of house surgeons from rural and

semi-urban areas are significantly correlated ($r_s = 0.97$, $t = 7.98$). But value orientation preferences of house surgeons from rural and urban areas and semi-urban and urban areas are not significantly correlated ($r_s = 0.8$, $t = 2.67$ & $r_s = 0.77$, $t = 2.41$). Variation in economic value orientation is high among these two pairs of house surgeons. Economic value orientation is least among house surgeons from rural and semi-urban areas, whereas it has got fourth preference among house surgeons from urban areas.

From this study it may be concluded that economic value orientation is relatively higher in the case of medical students from urban areas.

No specific studies on the effect of residential background on value orientation of students in general and/or medical students in particular are available except an observation by Annamma (1984) who concluded that residential background has no relation to value orientation of students. The observation in the study that medical students from urban areas are comparatively more economic oriented needs further research and explorations.

5.5 Value orientation and family income.

House surgeons were divided into four groups according to their family annual income. The groups were:

- (i) Low income group whose annual family income is less than Rs. 25,000/-*
- ii) Middle low income group who are from families with annual income Rs. 25,000/- and above but less than Rs. 50,000/-,*
- iii) Middle high income group who are from families with annual income Rs 50,000/- and above but less than Rs. one lakh, and*
- iv) High income group who are from families with annual income Rs. one lakh and above.*

The number of elements in the above four categories were respectively

8, 33,21 and 12. Numbers in the first and last group are small. Hence we regrouped these four groups into two groups, namely, low (family income less than Rs.50,000) and high (family income Rs.50,000 and above) income groups. The results of the test with percentage of scores and ranks are given in a table in the Appendix V-5 (page 190).

Value orientation preferences of house surgeons from low and high income families in descending order are as given below.

Low income group : *social, achievement, aesthetic, economic, religious and power.*

High income group : *social, achievement, aesthetic, religious, economic and power.*

The first three preferred values for students from low and high income families are social, achievement and aesthetic respectively. The least preferred value for both groups is power. Low income group preferred economic value and less religious value compared to high income group. The value orientation preferences of these groups are significantly correlated ($r_s = 0.94$, $t = 5.51$)

The conclusion from this observation is that the economic status or family income does not influence the value orientation pattern of medical house surgeons.

Though there are many studies on the effect of economic factor on value orientation, specific studies with medical students/medical professionals as subjects are rare. Rao, Puri & Singhvi (1978) have opined that jobs that provide opportunities to be creative and paying economically were preferred by all professionals including medical. Reddy & Parameswaran (1966), Balasubramanian (1980) and Annamma (1984) found the relevance of economic background on value orientation. However, Govindarajacharyulu (1968) did not find any such connection between occupational value and economic value among school children.

5.6 Past educational achievement and Value orientation of house surgeons.

The percentage of marks obtained in the P.D.C./plus 2 examination was the basis for division. The house surgeons were divided in to three groups, namely,

- i) low achievers (those who secured less than 60%)*
- (ii) Medium achievers (those who secured 60% and above but less than 75%), and*
- (iii) high achievers (those who secured 75% or more).*

These three groups contain respectively 5, 37, & 19 elements (only valid answers).

The results obtained in scores were converted in to percentages and the corresponding ranks were assigned Appendix V-6 (page 191).

The value orientation preferences of medium achiever and high achiever house surgeons in descending order are given below.

Medium achievers: Achievement, social, aesthetic, religious, power and economic

High achievers : Social, achievement, aesthetic, religious, economic and power.

Achievement is the most preferred value for low income group and second most preferred value for high income group. Social is the most preferred value for low achievers. Both low achievers and high achievers have similar attitude to aesthetic value. Religious, power and economic are the less preferred values of both groups.

The value orientation preferences of these groups are significantly correlated ($r_s = 0.885$, $t = 3.80$). This implies that past educational achievement has no significant influence on value orientation pattern of house surgeons belonging to medium and high achievers.

Majority of the medical students are likely to be high academic achievers as admission to Medical Colleges in Kerala is based on entrance examination. So, the observation that there is no difference is quite logical and

natural. However, the impact of scholastic achievement on value orientation pattern cannot be ruled out. Sprinthal (1964), Singh & Srivastava (1975) and Craig Jones (1990) have in their studies shown that scholastic achievement has some effect on values and achievement. Annamma (1984) did not find relevance to academic merit on value orientation.

5.7 Summary of the findings.

1. Christian and Hindu house surgeons differ significantly in their value orientation patterns. Hindu house surgeons gave greater preference to religious values whereas Christian house surgeons gave preference to aesthetic value. No conclusion can be drawn on the value orientation pattern of Muslim house surgeons as their number is limited.
2. Medical house surgeons from urban areas were found more economic oriented than house surgeons from rural and semi-urban areas. This observation is significant warranting deeper studies.
3. There are no significant differences due to gender though the female medical students preferred social than achievement in their values. Males were more achievement oriented than social oriented.
4. There is no difference in the value orientation pattern of medical students based on income status of the families.
5. There is no significant difference in the value orientation pattern of medical students with respect to academic achievement. But this conclusion is insignificant as the subjects are almost homogeneous with respect to past academic achievement.

The rank order preferences of various subgroups in the medical professional students are given below.

Table 13

**Value orientation preferences of medical students in general
and on the basis of personal characteristics.**

House surgeons	Value orientation preferences					
	Social	Achievement	Aesthetic	Religious	Economic	Power
General	1	2	3	4	5	6
Males	2	1	3	6	4	5
Females	1	2	3	5	4	6
Hindus	1	2	4.5	3	4.5	6
Christians	1	2	3	5	4	6
Rural	1.5	1.5	3	4	6	5
Semi-Urban	1	2	3	4	6	5
Urban	2	1	3	5	4	6
Low income	1	2	3	5	4	6
High income	1	2	3	4	5	6
Medium achievers	2	1	3	4	6	5
High achievers	1	2	3	4	5	6

Chapter 6

Value Orientation of Management Students

Chapter 6

VALUE ORIENTATION OF MANAGEMENT STUDENTS

RESULTS AND DISCUSSION.

6.1 Rank positions of value categories.

Final year M.B.A. students who were present on the day of administering the test from School of Management Studies, Cochin University of Science and Technology, Mahatma Gandhi University Regional Centre for management studies, Kalamassery, and Rajagiri College of Social Sciences constituted the sample. There were 56 elements in the sample. Test scores have been converted in to percentages and the results obtained are presented in Appendix VI - 1 (page 191). The rank order preferences of six categories of values are as follows:

Table 14

Value orientation preferences of management students.

Value orientation	Rank
Achievement	1
Social.....	2
Aesthetic.....	3
Power	4
Economic	5
Religious	6

The results obtained in the present study tally with the following studies. A study conducted among M.B.A. students School of Management Studies, Cochin University of Science and Technology (Poduval, 1987)

revealed that the dominant value was achievement and least preferred value religious. Study conducted by Pillai (1987) among management students Pune revealed that growth and development, meeting challenges were the most preferred values. Rao, Puri and Singhvi (1978) found economic value was high among management students. Moran, France and Gibson (1995) in their study revealed that MBA students were less oriented to social values. A study conducted at Madurai among the students of Business administration by Manoharan and Jayaraman (1987) revealed that accumulated wealth was their top priority and helpfulness to others was the least preferred value.

Achievement and pragmatic are the most prioritised values of the managers of industrially advanced countries like Japan and the U.S. (England, 1978).

Highly creative group had low economic values (Paramesh, 1970). Creative value may be categorised under achievement value orientation. Annamma (1984) also supported the statement that achievement orientation is more pronounced among male college students. Pareek, Banerjee and Chattopadhyay (1980) found correlation between achievement and competition. McClelland and Robbins also emphasised the relevance of achievement orientation in entrepreneurship and management.

According to McClelland and Burnham (1976), the best managers are high in their need for power and low in their need for affiliation. In the present study, the result is in the reverse order.

6.2 Value orientation preferences of male and female management students

39 males and 17 females constituted the sample. Results obtained from these groups were converted in to percentages and the corresponding

ranks were assigned and are given in the Appendix VI-2 (page 192). The rank order preferences of six categories of values for male and female management students in descending order are as follows :

Male students : *Achievement, aesthetic, social, power, economic and religious.*

Female students : *Achievement, economic, social, aesthetic, power and religious.*

Achievement is the most preferred value for both male and female students. Aesthetic is the second most preferred value for males but less preferred value for females. Social is the third most preferred value for both groups. Power is a less preferred value for both males and females. Economic is the second most preferred value for females but last but one preferred value for male students. The religious value is the least preferred item for both male and female management students.

The value orientation preferences of these groups are not significantly correlated. $r_s = 0.6$, $t = 1.5$). The conclusion derived from this analysis is that there is significant difference between male and female management students with respect to their value orientation. The strange observation is that the female management students are more economical than male management students. This findings needs some explanation. One explanation could be that the female candidates who seek admission to management course are a selective category- those who would like to improve their economic status by significant career orientation. Another explanation may be that the academic and economic background of female management students could be different from other female students. It may also be noted that female engineering students are having greater economic orientation than male engineering students (Section. 5.2).

Study by Reddy and Parameswaran (1966) revealed that girls were high on aesthetic, social and religious values and low on theoretical, economic

and political values. In the present study, the low preferred values of girls include aesthetic, power and religious and more preferred values include achievement, economic and social. Hence there is no perfect agreement among these studies. Study by Govindarajacharyulu (1968) showed that boys were higher on profit value and girls on social service. This is not in agreement with the present study. Achievement is the most preferred value for males and females. In the Indian socio - cultural context senior students emphasise more on success and achievement (TaraSingh & Asok Srivastava, 1995). Religious values among females were greater than those of males (Sheeran, Charles Abraham and Dominic Abraham, 1996).

There is no difference in religious value orientation among males and females in the present study. Men assigned more importance to hedonism, achievement, power and stimulation and women rated benevolence and spirituality as more important (Feather, Volkmer & McKee, 1992). This is not in agreement with female value orientation. Male orientation also is not in agreement with the study fully.

Specific studies on value orientation of management women students are not available for comparison with our findings. Available studies on gender difference on value orientation revealed that girls on the whole are high on aesthetic, social and religious values. (Rezler, 1963; Sharma, 1964; Reddy and Parameswaran, 1966; Pestonjee, et.al, 1967; Govindarajacharyulu, 1968; Pestonjee and Akhtar, 1969b; Annamma, 1984).

6.3. Value orientation and place of residence of management students

The sample of management students consists of seven from rural areas, 14 from semi-urban areas and thirty five from urban areas. A very high percentage is from the urban area. Numbers of samples from rural and semi-

urban areas are not large enough for generalising the results. They may be combined in to a single group 'non - urban'. The results obtained in scores are converted into percentages and are given in Appendix VI - 3 (page 192). The rank order preferences of the values of management students from urban and 'non- urban' areas in descending order are :

Students from urban areas : *Achievement, economic, social, power, aesthetic and religious*

Students from 'non - urban' areas *Achievement, social, aesthetic, power, economic and religious*

Achievement is the most preferred value for both groups. Economic is the second most preferred value for students from urban areas and is a less preferred value for the other group. Social is the second most preferred value for non - urban students and third preferred value for urban students. Power is a less preferred value for both groups. Aesthetic is the third preferred value for students from non-urban areas and a less preferred value for urban students. Religious is the least preferred value for both groups.

Value orientation preferences of management students from urban areas are not significantly correlated with those of management students from non - urban areas ($r_s = 0.60$, $t = 1.50$). In other words, value orientation patterns of students from urban areas are significantly different from that of non-urban areas. The urban students have given more importance to economic value which is some what similar to the value orientation pattern of female management students. Students from non-urban areas, on the other hand, relegated economic value to the fifth position.

Relevant studies on this specific aspect are not available for comparison except the studies by Annamma (1984). Annamma found no relation between value orientation and residence.

It seems from the study that female engineering students, female management students and management students from urban areas are the potential groups for entrepreneurial development, for all these groups exhibit high value orientation for achievement and economic aspects.

6.4 Value orientation preferences of management students and religious affiliation.

21 Hindus, 3 Muslims and 27 Christians constituted the sample of management students (only 51 valid responses). The number of Muslim students is very small and hence they were excluded from this analysis. The scores obtained were tabulated and are presented in Appendix VI - 4 (page 192). The value orientation preferences in descending order are given as follows.

Hindu students : *Achievement, social, aesthetic, power, economic and religious.*

Christian students : *Achievement, aesthetic, power, social, economic and religious.*

Achievement is the most preferred value for Hindu and Christian students. Social is the second most preferred value for Hindus and less preferred value for Christians. Aesthetic is the second most preferred value for Christians and third preferred value for Hindus. Economic and religious are the least preferred values for both groups.

Value orientation preferences of Hindu and Christian students of management are significantly correlated ($r_s = 0.83$, $t = 2.976$), indicating that both Hindus and Christians are homogeneous in their value orientation patterns.

Annamma's (1984) study revealed that the Christian religion is

more favourable to spiritualism than other religions. In the present study Christians and Hindus gave equal preference to religious values. McEwen (1985) found high degree of similarity value orientation of Catholic & Protestant teachers.

6.5 Value orientation and economic status of the family.

The entire sample of management students was divided into four groups based on the family income. The groups were:

- a) low income group who are from families with annual income less than Rs 25000/-
- (b) Middle low income group who are from families with annual income Rs.25,000/- and above but less than Rs.50,000/-
- (c) Middle high income group who are from families with annual income Rs.50,000/- and above but less than Rs. one lakh and
- (d) high income group who are from families with annual income Rs. one lakh and above.

The number of elements in these groups were respectively 7,20,15 & 14. A regrouping is made, namely, low income group who are from families with annual income less than Rs. 50,000/- and high income group who are from families with annual income Rs. 50,000/- and above, so that the number of elements in the groups is comparably high. The results are given in a table in the Appendix VI - 5 (page 193). The value orientation preferences of low and high income groups in descending order are as follows.

Students from low income group : *Achievement, social, aesthetic, power, economic & religious.*

Students from high income group : *Achievement, economic, aesthetic, social, power & religious.*

Achievement is the most preferred value for both low and high

income groups. Social is the second most preferred value for low income group and less preferred value for high income group. Aesthetic is the third preferred value for both groups. The power is a less preferred value for both groups. Economic is the second most preferred value for high income group and last but one preferred value for low income group. Religious is the least preferred value for both groups.

The value orientation preferences of these groups are not significantly correlated ($r_s = 0.60$, $t = 1.50$). This shows that low income and high income groups are different on the basis of their value orientation patterns.

Maximum difference exists in the case of economic value orientation. High income group gave second most importance to economic where as the low income group gave only the last but one position to economic value. This agrees with the study of Annamma (1984) that high income group is more materialism oriented. But it is not in agreement with the result that low income group is more spiritualism oriented. Again, the economic value orientation given by the low and high income groups is not in agreement with the study of Reddy and Parameswaran (1966) that students of low income families were more oriented to economic value than students from high income families. The change in time and the economic liberalisation policy of the state also might have contributed to this change. The economic value orientation of high income group is the second most important and this is similar to the study of Manoharan & Jayaraman (1987) among MBA students in Madurai. In that study, the most preferred value was accumulated wealth. The value orientation of management students from high income families also show a similarity to the value orientation of U.S managers (England, 1978). The high income group gave low priority for social value and very high priority for achievement and economic values. This pattern of value

orientation is similar to American family values studied by Chia et. al; (1994) where more importance was given to independence and less importance to family.

Both groups gave first priority to achievement value and least priority to religious value.

The high income group from the management students also be clubbed with management students from urban areas, female students of engineering and management with respect to the importance they have given to economic and achievement value orientation.

6.6 Value orientation and past educational achievements of the management students.

The entire sample of management students was divided in to three groups on the basis of marks secured at the degree level. These groups were:

- (i) low achievers : Science and Technology students who secured less than 60%, Commerce students who secured less than 55 %, Arts and Social Science students who secured less than 50%.
- (ii) Medium achievers : Science and Technology students who secured 60% and above but less than 75 %, Commerce students who secured 55% and above but less than 75%, Arts and Social Science students who secured 50% above but less than 60%).
- iii) High achievers : Science, Technology & Commerce students who secured 75% and above Arts and Social Science students who secured 60% and above.

The number of elements in the above groups were respectively 4, 28 & 24. The results obtained from these three groups are given in a table and are presented in the Appendix VI - 6 (page 193). The number of elements in

low achiever group is small and this group is excluded from the data. The value orientation preferences of medium and high achievers in descending order are as follows:

Medium achievers : *Achievement, aesthetic, social, power, economic and religious.*

High achievers : *Achievement, social or economic, aesthetic or power and religious.*

Achievement is the most preferred value for both groups. Aesthetic is the second most preferred value for medium achievers and a less preferred value for high achievers.

Social is the third most preferred value for both groups. Power is a less preferred value for both groups. Economic value has a very high preference for high achievers and very low preference for medium achievers. Religious is the least preferred value for both groups.

The value orientation preferences of medium achievers and high achievers are not significantly correlated ($r_s = 0.61$, $t = 1.52$) implying that they are two distinct groups. This result is in agreement with the study by Sprinthal (1964) where the super achievers and under and par achievers differed significantly in their values.

Both high and medium achievers hold similar views on the most and least preferred values, namely, achievement and religious. This is true for the general set of management students. Similar priorities for achievement and religious values can be seen in the study conducted by Poduval (1987). Study by Pillai (1987) among management students revealed that growth and development, meeting challenges were the most preferred values.

Medium achievers have low economic value orientation. This group follows the pattern of the creative group. The creative groups had low economic

values (Paramesh, 1970). The aesthetic value orientation of the medium achievers is very high compared to the high achievers. Economic orientation is very low for medium achievers and at the same time their aesthetic orientation is very high. According to McClelland profit maximisation, high productivity, high power motive and low social value are the characteristics of best managers (Mc Clelland&Burnham, 1976). In the case of medium achievers a reverse order is seen. Maximum variation in value preferences is seen in the aesthetic value. High achievers gave high priority to economic and low priority to aesthetic which pattern is in the reverse order of that of medium achievers.

6.7 Summary of findings.

The value orientation preferences of management students in descending order are: achievement, social, aesthetic, power, economic and religious.

Most preferred value 'achievement' and least preferred value 'religious' continue to be the same irrespective of personal characteristics such as sex, religion, place of residence, past educational achievement and family income.

Female students of management do differ from male management students in their value orientation preferences. Female students of mangement have given more importance to economic value.

Management students from urban areas have also given higher rank position to economic value compared to the rank position given by non-urban students and the difference is significant.

Management students from high income families show the same trend, that is, more importance to economic value compared to the rank

position given to economic value by middle income group.

High scholastic achievers have given greater preference to economic value than medium achievers. The medium achievers, on the other hand, gave preference to aesthetic value. In short, female, urban, high income group and high achiever group students show a common pattern of high achievement and economic values where as male, non-urban, low income group & medium achiever group students show another pattern of achievement and social or achievement and aesthetic.

The entrepreneurial/business orientation, therefore is more conspicuous in the case of management students belonging to female, urban, high income and high achiever groups.

Table 15 provides basic data for various sub groups on value orientation preferences.

Table 15
Value orientation preferences of management students in general
and on the basis of personal characteristics

MBA Students	Value orientation preferences					
	Achievement	Social	Aesthetic	Power	Economic	Religious
General	1	2	3	4	5	6
Males	1	3	2	4	5	6
Females	1	3	4	5	2	6
Hindus	1	2	3	4	5	6
Christians	1	4	2	3	5	6
Non-Urban	1	2	3	4	5	6
Urban	1	3	5	4	2	6
Low income	1	2	3	4	5	6
High income	1	4	3	5	2	6
Medium achievers	1	3	2	4	5	6
High achievers	1	2.5	4.5	4.5	2.5	6

Chapter 7

Value Orientation of Teacher Students

Chapter 7

VALUE ORIENTATION OF TEACHER STUDENTS

RESULTS AND DISCUSSION.

7.1. Rank positions of value categories

313 teacher students were selected from Mahatma Gandhi University Regional Centre for Teacher Education, Moovattupuzha and S.N.M. Teachers Training College, Moothakunnam by using the multistage random sampling technique. The scores obtained were tabulated and are presented in a table in the Appendix VII -1 (page 194). The rank order preferences of six categories of values are given in the following table.

Table 16

Value orientation preferences of teacher students.

Value orientation	Rank
Social.....	1
Achievement.....	2
Religious.....	3
Aesthetic.....	4
Economic	5
Power	6

Study conducted by Rezler (1963) among Bihar students revealed that the most preferred value was 'social' and least preferred one 'power'. Social service was the most preferred item for males and females of Banaras Hindu University and Aligarh Muslim University (Pestonjee, Akhtar and Chowdhary, 1967). Study conducted by Kakkar (1971) among teacher trainees revealed that social values got the first preference. Stability in personal values

was more apparent than change in the study among teacher trainees and teachers by Passakos (1996). The values with highest stability remained with the social value and second the religious value. Social service figured among the most popular and most intensely desired work values of teacher trainees (Rohila & Thukral, 1966). Social service was one of the most preferred values of both engineering faculty and education faculty (Pestonjee and Akhtar, 1969a). Teacher trainees from different educational institutions showed greater preference for social service (Pestonjee & Akhtar, 1969b). The economic value orientation of teacher students is very low. Teachers should take into account the needs of the economic system (McEwen, 1985). The results obtained in the present study are also in tune with the findings of other researchers. The first preference of the teacher students is for social value and the economic value has a very low rank position.

7.2. Value orientation of male and female teacher students

67 males and 246 females constituted the sample of teacher trainees. The results obtained in scores were converted to percentages and are given in the Appendix VII - 2 (page 194). The rank order preferences of six categories of values for male and female teacher students in descending order are as follows:

Male teacher students : *Social, achievement, aesthetic, economic, power and religious.*

Female teacher students : *Social, achievement, religious, aesthetic, economic and power.*

Social is the most preferred value for both male and female teacher trainees. Achievement is the second most preferred value for both groups. Aesthetic is the third preferred value for males and less preferred value for females. Economic and power are less preferred values for both groups.

Religious is the third preferred value for females and the least preferred value for males.

The value orientation preferences of males and females are not significantly correlated ($r_s = 0.66$, $t = 1.757$), indicating that they are two distinct groups as far as the value orientation pattern is concerned.

A study conducted by Reddy and Parameswaran (1966) revealed that girls were high on social and religious values and low on economic and political values. In the present study, this pattern is similar. But the result obtained in the study of Govindarajacharyulu (1968) about male students is different from the present study and the study about female students follow the same result. Religiosity had significantly greater influence on judgements made by women than on judgements made by men (Sheeran, et. al, 1996). Religious value orientation of females is much higher than that of males. Passakos (1996) found that social and religious values got the highest stability and women show more stability than men.

A study conducted by Feather, Volkmer and McKee (1992) revealed that men assigned more importance to achievement, and power than women and women rated benevolence and spirituality as more important.

Male and female teacher trainees gave first preference to social service and the least preference for females was power (Pestonjee and Akhtar, 1969b). This is in tune with the findings of the present study also.

7.3. Value orientation and religious affiliation of teacher students.

There were 192 Hindus, 30 Muslims and 91 Christians in the sample of teacher students. The results obtained in scores were converted to percentages and are given in a table in the Appendix VII - 3 (page 195). The value orientation preferences of these teacher students belonging to different

religious groups in descending order are:

Hindu teacher students : *Social, achievement, religious, aesthetic, economic and power.*

Muslim teacher students : *Social, achievement, religious, aesthetic economic and power.*

Christian teacher students : *Social, achievement, religious, aesthetic, economic and power.*

The value patterns of Hindu , Muslim and Christian teacher students are exactly similar and there is no difference in any value orientation preference.

The results show that religious differences do not affect the value orientation of teacher trainees. There exists perfect correlation among the rank order preferences of Hindu, Muslim and Christian teacher students.

The values endorsed by the sample elements were consistent with Baha'i teachings (Feather, Volkmer& McKee, 1992). A study of teachers' values by McEwen (1985) revealed that a high degree of similarity in the views was found among the Catholic and Protestant teachers.

The result obtained in the present study is not in agreement with the study conducted by Annamma (1984) that the Christian religion is more favourable to 'spiritualism' than other religions.

7.4. Place of residence and value orientation of teacher students.

174 from rural areas, 86 from semi-urban areas and 38 from urban areas constituted the sample of teacher students (invalid answers rejected). The results obtained from the sample elements in terms of scores were converted to percentages and are presented in a table in the Appendix VII - 4 (page 195). The value orientation preferences of teacher students from different areas are given in descending order as follows.

<i>Students from rural areas</i>	: <i>Social, achievement, religious, aesthetic, economic, and power</i>
<i>Students from semi-urban areas</i>	<i>Social, achievement, religious, aesthetic, economic and power.</i>
<i>Students from urban areas</i>	: <i>Social, achievement, aesthetic, religious, economic and power.</i>

Social is the most preferred value for all groups. Achievement is the second most preferred value for all groups. Religious is the third preferred value for students from rural and semi - urban areas and less preferred value for students from urban areas. Aesthetic is the third preferred value for students from urban areas and less preferred values for other groups. Economic and power are the least preferred values for all groups.

Value orientation preferences of teacher students from rural and semi-urban areas are exactly similar. Teacher students from the urban areas differed in value orientation preferences only in aesthetic and religious values. Students from urban areas are more aesthetic and less religious than students from other areas. Value orientation preferences of teacher students from rural, semi-urban and urban areas are significantly correlated ($r_s = 0.94$, $t = 5.51$). This result indicates that all the three groups classified on the basis of residential background are homogeneous with respect to their value orientation patterns.

The present study follows the result obtained in the research by Annamma (1984) that residential back ground of college students has no relationship to value orientation.

The economic value orientation preference of all groups remain very low. Mc Ewen's (1985) study revealed that teachers should take account of the needs of the economic system.

7.5. Family income and value orientation of teacher students.

The entire sample was grouped into four based on the annual income of the families. These groups were:

- (i) low income group where the annual income of the family is less than Rs. 25,000/-,
- (ii) middle low income group where the annual income of the family is Rs. 25,000/- and above but less than Rs. 50,000/-,
- (iii) middle high income group where the annual income of the family is Rs. 50,000/- and above but less than one lakh rupees, and
- (iv) high income group where the annual family income is one lakh rupees and more.

The number of elements in the low, middle low, middle high and high income groups were respectively 147, 77, 35 and 6 (invalid answers rejected). The number of elements in the high income group is only six. Hence this group is added to middle high income group and renamed it as high income group. The results obtained in scores were converted to percentages and are presented in a table in the Appendix VII - 5 (page 196). The value orientation preferences of low, middle low and high income groups in descending order are as follows:

<i>Students from low income group</i>	<i>Social, achievement, religious, aesthetic, economic and power.</i>
<i>Students from middle low income group</i>	<i>Social, achievement, aesthetic, religious, economic and power.</i>
<i>Students from high income group</i>	<i>Social, achievement, economic, aesthetic, religious and power.</i>

Social is the most preferred value for all groups. Achievement is

the second most preferred value for all groups. Religious is the third preferred value for low income group and less preferred value for other groups. Aesthetic is the third preferred value for middle low income group and less preferred value for other groups. Economic is the third preferred value for high income group and less preferred value for other groups. Power is the least preferred value for all the three groups.

Value orientation preferences of low income and middle low income groups are significantly correlated ($r_s = 0.94$, $t = 5.51$), indicating that these groups are homogeneous with respect to their value orientation patterns.

Value orientation preferences of low income and high income groups are not significantly correlated ($r_s = 0.77$, $t = 2.11$), indicating that these groups are independent on the basis of their value orientation patterns.

Value orientation preferences of middle low and high income groups are significantly correlated ($r_s = 0.82$, $t = 2.865$), indicating that these groups are homogeneous with respect to their value orientation patterns.

The economic status of the college students has relevance to value orientation indicating that low income group is more religious oriented and high income group is more materialism oriented (Annamma, 1984). This finding is similar to the present study. But the result obtained in the study by Reddy & Parameswaran (1966) was not similar to the findings of the present study. They got the result that students from low income families were more oriented to economic values.

When family income increases from low to high then the economic value orientation preference increases from 5 to 3 and the religious value orientation preference decreases from 3 to 5.

Higher income group shows preference for economic values where as religious values gets higher preferences among low income group. This

observation on the basis of family income differences is significant.

7.6. Past educational achievements and value orientation of teacher students.

The sample elements were divided in to three groups based on the marks in the degree examination. The groups were:

- (i) Low achievers who secured marks less than 60% for Science subjects or who secured less than 50% for Arts and Social Science subjects.
- (ii) Medium achievers who secured 60% and above but less than 75% marks for Science subjects or who secured 50% and above but less than 60% marks for Arts and Social Science subjects, and
- (iii) High achievers who secured 75% or more marks for Science subjects or who secured 60% or more marks for Arts and Social Science subjects.

The number of elements in these groups was respectively 45,120 and 98. The results obtained in scores were converted to percentages and are presented in a table in the Appendix VII - 6 (page 196). The value orientation preferences of low, medium and high achiever teacher students in descending order are as follows:

<i>Low achiever students</i>	<i>Social, achievement, religious, aesthetic, economic and power.</i>
<i>Medium achiever students</i>	<i>Social, achievement, religious, aesthetic, economic and power.</i>
<i>High achiever students</i>	<i>Social, achievement, aesthetic religious, economic and power.</i>

The social is the most preferred value for all groups. Achievement is the second most preferred value for all groups. Religious is the third preferred value for low acheivers and medium achievers and less preferred value for

high achievers. Aesthetic is the third preferred value for high achievers and less preferred value for other groups. Economic and power are the least preferred values for all groups.

The value orientation preferences of low achievers, medium achievers and high achievers are significantly correlated (rank correlation coefficient between the ranks of medium achievers and high achievers $r_s = 0.94$, $t = 5.51$, rank correlation coefficient between the ranks obtained from low achievers and medium achievers $r_s = 1$, $t = \infty$). The value orientation preferences are perfectly correlated ($r_s = 1$, $t = \infty$) implies that the groups are perfectly homogeneous with respect to value orientation preferences. The value orientation preferences of low achievers and high achievers are significantly correlated ($r_s = 0.94$, $t = 5.51$), implies that there is no significant difference among teacher students on their value orientation patterns on the basis of scholastic achievement.

A study by Sprinthal (1964) revealed that the value orientation of super achievers and low achievers was significantly different. Annamma (1984) did not find any relationship between academic merit and value orientation of college students.

7.7 Summary of findings.

Value orientation preferences of teacher students in descending order are: social, achievement, religious, aesthetic, economic and power.

Social and achievement are the most preferred values of teacher students irrespective of their demographic characteristics.

Economic value orientation is very low for all subgroups except for males and high income group. Power is the least preferred value among all subgroups except that of males.

Female teacher students differ from male teacher students in their value orientation patterns. Female teacher students give greater preference to religious values than male teacher students and this difference is significant. In all other aspects, namely, residential background, family income, religion and academic achievement, teacher students have similar value orientation patterns. No significant difference could be observed on the basis of these differentiating factors.

The value orientation preferences of all subgroups of teacher students are given as follows:

Table 17
Value orientation preferences of teacher students in general
and on the basis of personal characteristics

Teacher Students	Value orientation preferences					
	Social	Achievement	Religious	Aesthetic	Economic	Power
General	1	2	3	4	5	6
Males	1	2	6	3	4	5
Females	1	2	3	4	5	6
Hindus	1	2	3	4	5	6
Muslims	1	2	3	4	5	6
Christians	1	2	3	4	5	6
Rural	1	2	3	4	5	6
Semi-Urban	1	2	3	4	5	6
Urban	1	2	4	3	5	6
Low income	1	2	3	4	5	6
Middle low income	1	2	4	3	5	6
High income	1	2	5	4	3	6
Low achievers	1	2	3	4	5	6
Medium achievers	1	2	3	4	5	6
High achievers	1	2	4	3	5	6

Chapter 8

Value Orientation of Students of Accountancy

Chapter 8

VALUE ORIENTATION OF STUDENTS OF ACCOUNTANCY

RESULTS AND DISCUSSION.

8.1 Value orientation preferences of ICWAI students.

Final year students of ICWAI, Kochi chapter constituted the sample. There were 26 elements in the sample. Data obtained in scores were converted to percentages and are given in the Appendix VIII-1 (page 197). The value orientation preferences of the students are as follows:

Table 18

Value orientation preferences of ICWAI students.

Value orientation	Rank
Economic	1
Achievement	2
Power	3
Aesthetic	4
Social	5
Religious	6

The ICWAI students have given topmost priority to economic value and second priority to achievement value. This pattern of value orientation is similar to the value pattern of managers in industrially advanced countries like the United States of America and Japan (England, 1978).

Students of Business administration course, Madurai gave top priority to 'accumulated wealth' which comes under economic value (Manoharan, and Jayaraman, 1987). Bhatnagar's study revealed that Indian students were high on political values and low on aesthetic and social values. This pattern is similar to the value pattern of students of accountancy.

The value orientation pattern exhibited by ICWAI students is entirely different from other professional groups discussed in the thesis. The researcher could not get any research report on the value orientation of finance/accountancy group for comparison.

8.2. Value orientation of male and female ICWAI students.

21 out of 26 samples are males. Hence comparison of value orientation based on sex differences is not possible. The value orientation preferences of male ICWAI students in descending order of preference are: Economic, power, achievement, aesthetic, social and religious.

The high need for power and the low need for affiliation are the characteristics of best managers (Mc Clelland and Burnham, 1976). Economic value is the most preferred value and achievement value is the second most preferred value for ICWAI students. This is an indication of the emphasis on economic enterprise and achievement motivation. This value pattern is similar to the value pattern of managers from industrially advanced countries (England, 1987). Religious value is the least preferred value among the ICWAI students in general.

8.3. Value orientation of ICWAI students from rural, semi-urban and urban areas.

Eight of the samples are from rural areas, ten are from semi-urban

and eight are from urban areas. These numbers are small. Hence no comparison of value orientation preferences was possible on the basis of these classifications.

8.4 Value orientation preferences of Hindu, Muslim and Christian ICWAI students.

There were 14 Hindus, 2 Muslims and 10 Christian students. Their numbers are not large enough for generalising the results. Hence no comparison or testing of value preferences of religious groups of students was made.

8.5. Value orientation preferences and family income of ICWAI students.

The entire sample of 26 elements was divided into 4 groups based on their family income. The groups were

- (i) low income group whose annual family income less than Rs.25,000,
- (ii) middle low income group whose annual family income Rs 25,000 and above but less than Rs 50,000,
- (iii) middle high income group whose annual family income Rs 50,000 and above but less than rupees one lakh and
- (iv) high income group whose annual family income rupees one lakh and above.

The number of elements in these groups were 5, 10, 8 & 3 respectively. Since these numbers were small, no comparisons of value preferences were made.

8.6. Value orientation and past educational achievements of ICWAI students.

The entire sample was divided into three groups based on their marks obtained at the degree level. These groups were :

- (i) low achievers who secured less than 60% marks for Science subjects or less than 55% marks for Commerce subjects or less than 50% marks for Arts and Social Science subjects,
- (ii) medium achievers who secured marks 60% or more but less than 75% for Science subjects or 55% or more but less than 75% for Commerce subjects or 50% or more but less than 60% for Arts and Social Science subjects, and
- (iii) high achievers who secured marks 75% or more for Science and Commerce subjects, or 60% or more for Arts and Social Science subjects.

The number of elements in these groups were 6,15 and 5 respectively. These numbers were small. Hence no comparisons of value orientation preferences were made.

8.7. Summary of the findings.

The value orientation preferences of ICWAI students in descending order are: economic, achievement, power, aesthetic, social and religious. This value pattern is similar to that of managers from industrially advanced countries. The number of elements in the subgroups on the basis of personal factors are not large enough for generalising the results.

Chapter 9

Value Orientation of Professional Students : Summary of Findings

Chapter 9

VALUE ORIENTATION OF PROFESSIONAL STUDENTS : SUMMARY OF FINDINGS

9.1. Value orientation preferences of professional students.

For different groups of professional students, the rank order preferences of values in descending order are:

Engineering students : *Achievement, social, aesthetic, economic, power and religious.*

Medical students : *Social, achievement, aesthetic, religious, economic and power.*

M.B.A. students : *Achievement, social, aesthetic, power, economic and religious.*

Teacher students : *Social, achievement, religious, aesthetic, economic, achievement and power.*

ICWAI students : *Economic, achievement, power, aesthetic, social and religious.*

Achievement is the most preferred value for students of engineering and management. Social is the most preferred value for medical students and teacher students. ICWAI students give topmost priority to economic value. Second most preferred value for medical, B.Ed and ICWAI students is achievement and social is the second most preferred value for other two professional group of students, namely, engineering and management. Aesthetic is the third preferred value for students of engineering, medical and management and a less preferred value for teacher students and ICWAI students. Economic value has got only a very low preference for medical, management and B.Ed. students. Power is the least preferred value for medical and B.Ed students where as it has got the third preference for ICWAI students. Religious is the least preferred value among

engineering, management and ICWAI students. That is, religious value is the least preferred item for all professional students under study except medical and teacher students. Power value is emphasised only by one group, namely ICWAI students.

Value orientation preferences of professional students are tabulated and are given in the Appendix IX-1, (page 197).

By comparing two groups at a time there are ten hypotheses to be tested. The results of the tests are as follows:

The value orientation preferences of engineering and management students are significantly correlated ($r_s = 0.94$, $t = 5.51$).

The value orientation preferences of medical students and teacher students are significantly correlated ($r_s = 0.94$, $t = 5.51$)

The value orientation preferences of all other groups are not significantly correlated.

That is,

- (i) The value orientation preferences of engineering and medical students are not significantly correlated ($r_s = 0.77$, $t = 2.41$).
- (ii) The value orientation preferences of engineering and B.Ed students are not significantly correlated ($r_s = 0.60$, $t = 1.5$).
- (iii) The value orientation preferences of engineering and ICWAI students are not significantly correlated ($r_s = 0.31$, $t = 0.652$).
- (iv) The value orientation preferences of medical and management students are not significantly correlated ($r_s = 0.71$, $t = 2.016$).
- (v) The value orientation preferences of medical and ICWAI students are not significantly correlated. ($r_s = -0.31$, $t = -0.65$).
- (vi) The value orientation preferences of management and B.Ed students are

not significantly correlated. ($r_s = 0.54, t = 1.28$)

(vii) The value orientation preferences of management and ICWAI students are not significantly correlated. ($r_s = 0.20, t = 0.41$).

(viii) The value orientation preferences of B.Ed and ICWAI students are not significantly correlated ($r_s = -0.43, t = -0.95$).

The value orientation preferences of ICWAI students are significantly different from the value orientation preferences of all other groups under study. The value orientation of ICWAI students and that of medical and B.Ed students are in opposite directions. These results may be summarised in a table as follows :

Table 19

Spearman's rank correlation coefficients, 't' values and significance of value orientation preferences of professional students. (0.05 level of significance)

Students of	Engineering	Medical	Management	Teaching	ICWAI
Engineering	----	$r_s = 0.77$ $t = 2.41$ NS	$r_s = 0.94$ $t = 5.51$ S	$r_s = 0.60$ $t = 1.5$ NS	$r_s = 0.31$ $t = 0.652$ NS
Medical		----	$r_s = 0.71$ $t = 2.016$ NS	$r_s = 0.94$ $t = 5.51$ S	$r_s = -0.10$ $t = -0.65$ NS
Management			----	$r_s = 0.54$ $t = 1.28$ NS	$r_s = 0.20$ $t = 0.41$ NS
Teaching				----	$r_s = -0.43$ $t = -0.95$ NS

S - Significantly correlated *NS* - Not Significantly correlated

There are only three distinct groups of professional students based on their value orientation. They are,

- (i) *Engineering and Management students*
- (ii) *Medical and Teacher students*
- (iii) *Students of accountancy*

ICWAI students are different from all other professional groups and they reflect a picture of the traditional business / enterprise orientation with emphasis on economic, achievement, and power value orientations. This group is, perhaps, the most fit for the traditional enterprise.

9.2. Value orientation of professional male students

The rank order preferences of six categories of values of professional male students under study are given in the Appendix IX-2 (page 198).

Value orientation preferences of professional male students under study in descending order are:

- Engineering students* : *Achievement, social, aesthetic, power, economic, & religious.*
- Medical students* : *Achievement, social, aesthetic, economic, power and religious.*
- Management students* : *Achievement, aesthetic, social, power, economic and religious.*
- Teacher students* : *Social, achievement, aesthetic, economic, power and religious.*
- ICWAI students* : *Economic, achievement, power, aesthetic, social and religious.*

Table 20 shows the correlation matrix of various subgroups of

professional male students under study.

Table 20

Spearman's rank correlation coefficients, 't' values and significance of value orientation preferences of male professional students. (0.05 level of significance)

Students of	Engineering	Medical	Management	Teaching	ICWAI
Engineering	----	$r_s = 0.94$ $t = 5.51$ S	$r_s = 0.94$ $t = 5.51$ S	$r_s = 0.886$ $t = 3.82$ S	$r_s = 0.20$ $t = 0.41$ NS
Medical		----	$r_s = 0.886$ $t = 3.82$ S	$r_s = 0.94$ $t = 5.51$ S	$r_s = 0.31$ $t = 0.652$ NS
Management			----	$r_s = 0.77$ $t = 2.41$ NS	$r_s = 0.26$ $t = 0.54$ NS
Teaching				----	$r_s = 0.14$ $t = 0.28$ NS

S - Significantly correlated

NS - Not Significantly correlated

Among the five professional group of male students there are only two distinct groups, namely,

- (i) group consisting of engineering, medical, management and teacher students, and
- (ii) ICWAI students.

There is commonness among engineering, medical and teacher male students and among engineering and management male students. But there is no commonness among management and teacher students.

9.3. Female professional students and their value orientation.

The rank order preferences of six categories of values of female professional students under study are given in the Appendix IX-3 (page 198).

The value orientation preferences of female professional students under study in descending order are:

Engineering students : *Achievement, social, economic, aesthetic, religious and power.*

Medical students : *Social, achievement, aesthetic, economic, religious and power.*

Management students : *Achievement, economic, social, aesthetic, power and religious.*

Teacher students : *Social, achievement, religious, aesthetic, economic and power*

(Number of ICWAI female students is small).

Table 21 shows the correlation matrix of various subgroups of professional female students under study.

Table 21

Spearman's rank correlation coefficients, 't' values and significance of value orientation preferences of professional female students. (0.05 level of significance)

Profession	Engineering	Medical	Management	Teaching
Engineering	----	$r_s = 0.91$ $t = 4.39$ S	$r_s = 0.91$ $t = 4.39$ S	$r_s = 0.71$ $t = 2.016$ NS
Medical		----	$r_s = 0.66$ $t = 1.757$ NS	$r_s = 0.886$ $t = 3.82$ S
Management			----	$r_s = 0.31$ $t = 0.65$ NS

S - Significantly correlated. NS - Not Significantly correlated

The value orientation patterns of medical and teacher female students are almost similar. The value orientation patterns of engineering and management female students are also similar. There is commonness among medical and engineering female students. The management female students are entirely different from medical and teacher female students in their value orientation patterns. Engineering female students are different from female teacher students in their value orientation patterns.

9.4. Professional Hindu students and their value orientation.

The rank order preferences of six categories of values of professional Hindu students under study are given in the Appendix IX-4 (page 199).

The value orientation preferences of professional Hindu students under study in descending order are:

Engineering students : *Achievement, social, aesthetic, economic power and religious.*

Medical students : *Social, achievement, religious, aesthetic or economic and power*

Management students : *Achievement, social, aesthetic, power, economic and religious.*

B.Ed students : *Social, achievement, religious, aesthetic, economic and power*

(Number of Hindu ICWAI students is small).

Table 22 shows the correlation matrix of Hindu students belonging to various professions.

Table 22

Spearman's rank correlation coefficients, 't' values and significance of value orientation preferences of professional Hindu students.

(0.05 level of significance)

Profession	Engineering	Medical	Management	Teaching
Engineering	----	$r_s = 0.59$ $t = 1.46$ NS	$r_s = 0.94$ $t = 5.51$ S	$r_s = 0.60$ $t = 1.50$ NS
Medical		----	$r_s = 0.50$ $t = 1.15$ NS	$r_s = 0.985$ $t = 11.42$ S
Management			----	$r_s = 0.54$ $t = 1.28$ NS

S - Significantly correlated

NS - Not Significantly correlated

There are only two distinct groups of professional Hindu students in terms of their value orientation patterns. These groups are,

- (i) *Engineering and Management Hindu students, and*
- (ii) *Medical and B.Ed. Hindu students*

9.5 Value orientation of professional Muslim students

The rank order preferences of six categories of values of engineering and B.Ed. Muslim students are given in the Appendix IX-5 (page 199). The number of Muslim students in other professional groups under study is small. The value orientation preferences in descending order are:

Engineering students : *Achievement, social, power, aesthetic, economic and religious*

B.Ed. students : *Social, achievement, religious, aesthetic, economic and power.*

The value orientation preferences of these groups are not significantly correlated ($r_s = 0.43$, $t = 0.95$). That is, engineering Muslim students are different from B.Ed. Muslim students in their value orientation patterns.

9.6 Value orientation of Professional Christian students.

Value orientation preferences of six categories of values for professional Christian students are given in the Appendix IX-6 (page 200). The rank order preferences in descending order are:

Engineering students : *Achievement, social, aesthetic, economic, power and religious.*

Medical students : *Social, achievement, aesthetic, economic, religious and power.*

Management students: *Achievement, aesthetic, power, social, economic and religious.*

B.Ed. students : *Social, achievement, religious, aesthetic, economic and power.*

Table 23 shows the correlation matrix of professional Christian students.

Table 23

Spearman's rank correlation coefficients, 't' values and significance of value orientation preferences of professional Christian students.

(0.05 level of significance)

Profession	Engineering	Medical	Management	Teaching
Engineering	----	$r_s = 0.886$ $t = 3.82$ S	$r_s = 0.71$ $t = 2.016$ NS	$r_s = 0.60$ $t = 1.50$ NS
Medical		----	$r_s = 0.37$ $t = 0.796$ NS	$r_s = 0.83$ $t = 2.976$ S
Management			----	$r_s = 0.085$ $t = 0.17$ NS

S - Significantly correlated

NS - Not Significantly correlated

From the table it is clear that engineering and medical categories hold similar value orientation patterns whereas management and teacher students are far different in their value patterns.

9.7. Value orientation of professional students from rural areas.

The rank order preferences of six categories of values of professional students under study from rural areas are given in the Appendix IX-7 (page 200). The number of management and ICWAI students from rural areas is small. The value orientation preferences in descending order are:

Engineering students : *Social, achievement, economic, aesthetic, power and religious.*

Medical students : *Social or achievement, aesthetic, religious, power and economic.*

B.Ed. students : *Social, achievement, religious, aesthetic, economic and power.*

Table 24 below indicates both medical and teacher students from rural areas hold similar value orientation patterns. The value orientation pattern of engineering students from rural areas is different from the value orientation patterns of medical and teacher students.

Table 24

Spearman's rank correlation coefficients, 't' values and significance of value orientation preferences of professional students from rural areas.

(0.05 level of significance)

Profession	Engineering	Medical	Teaching
Engineering	----	$r_s = 0.59$ $t = 1.46$ NS	$r_s = 0.60$ $t = 1.50$ NS
Medical		----	$r_s = 0.87$ $t = 3.53$ S

S - *Significantly correlated*

NS - *Not Significantly correlated*

(Number of Management and ICWAI students is small)

There are only two distinct groups, namely,

- (i) Medical and teacher students, and*
- (ii) Engineering students from rural areas.*

9.8. Value orientation of professional students from semi-urban areas.

The rank order preferences of six categories of values of professional students under study from semi-urban areas are given in the Appendix IX-8 (page 201). The number of management and ICWAI students from semi-urban areas is small. The value orientation in descending order of preference for engineering, medical and B.Ed. students from semi-urban areas are:

Engineering students : *Achievement, social, aesthetic, power, economic and religious.*

Medical students : *Social, achievement, aesthetic, religious, power and economic.*

B.Ed. students : *Social, achievement, religious, aesthetic, economic and power.*

Table 25 below indicates that value orientation pattern of professional students from semi-urban areas are exactly similar to that of professional students from rural areas, i.e., similar value orientation patterns for medical and teacher students and different pattern for engineering students.

Table 25

Spearman's rank correlation coefficients, 't' values and significance of value orientation preferences of professional students from semi-urban areas.

(0.05 level of significance)

Profession	Engineering	Medical	Teaching
Engineering	----	$r_s = 0.77$ $t = 2.11$ NS	$r_s = 0.54$ $t = 1.28$ NS
Medical		----	$r_s = 0.886$ $t = 3.82$ S

S - *Significantly correlated*, *NS* - *Not Significantly correlated*

(Number of Management and ICWAI students is small)

There are only two distinct groups, namely,

- (i) Engineering students, and
- (ii) Medical and Teacher students from semi-urban areas.

9.9. Urban professional students and their value orientation.

Value orientation preferences of six categories for engineering, medical, management and teacher students from urban areas are given in the Appendix IX-9 (page 201). The value orientation preference in descending order are:

Engineering students : *Achievements, social, aesthetic, economic, power and religious.*

Medical students : *Achievement, social, aesthetic, economic, religious and power.*

Management students : *Achievement, economic, social, power, aesthetic and religious.*

Teacher students : *Social, achievement, aesthetic, religious, economic and power.*

Table 26 shows the correlation matrix and significance of professional students from urban areas on their value orientation patterns.

Table 26
Spearman’s rank correlation coefficients, ‘t’ values and significance of value orientation preferences of professional students from urban areas.
(0.05 level of significance)

Profession	Engineering	Medical	Management	Teaching
Engineering	----	$r_s = 0.94$ $t = 5.51$ S	$r_s = 0.71$ $t = 2.016$ NS	$r_s = 0.77$ $t = 2.41$ NS
Medical		----	$r_s = 0.60$ $t = 1.50$ NS	$r_s = 0.91$ $t = 4.39$ S
Management			----	$r_s = 0.26$ $t = 0.54$ NS

S - *Significantly correlated.*

NS - *Not Significantly correlated*

The above table shows that value orientation pattern of management students from urban areas is entirely different from other groups. The value orientation pattern held by engineering students from urban areas is different from that of teacher students from urban areas. The value orientation pattern of medical students from urban areas, however, has similarity with both engineering and teacher students from urban areas.

9.10. Value orientation of professional students from low income families.

Low income group is one whose annual family income is less than Rs. 25,000/-. The number of medical, management and ICWAI students is small. The rank order preferences of six categories of values for engineering and teacher students are given in the Appendix IX-10 (page 202). The rank order preferences in descending order are:

Engineering students : *Achievement, social, economic, aesthetic, power and religious.*

Teacher students : *Social, achievement, religious, aesthetic, economic, and power.*

Two available groups are engineering and teacher students from low income families. The rank correlation coefficient between the value orientation preferences is $r_s = 0.54$. The corresponding t value is $t = 1.28$. This shows that the value orientation preferences are not significantly correlated. That is, these groups are distinct on the basis of their value orientation patterns.

9.11. Professional students from middle low income families and their value orientation.

Middle low income group is that where the annual family income of the students is Rs. 25,000/- and above but less than Rs. 50,000/-. The number of ICWAI students in this group is small. The rank order preferences of

engineering, medical, management and teacher students belonging to this group are given in Appendix IX-11 (page 202). The value orientation preferences in descending order are:

Engineering students : *Achievement, social, aesthetic, economic, power and religious.*

Medical students : *Social, achievement, aesthetic, economic, religious and power.*

Management students : *Achievement, aesthetic, social, power, economic and religious.*

Teacher students : *Social, achievement, aesthetic, religious, economic and power.*

Table 27 shows the correlation matrix and significance of professional students from middle low income families on their value orientation patterns.

Table 27

Spearman's rank correlation coefficients, 't' values and significance of value orientation preferences of professional students from middle low income families. (0.05 level of significance)

Profession	Engineering	Medical	Management	Teaching
Engineering	----	$r_s = 0.886$ $t = 3.82$ S	$r_s = 0.886$ $t = 3.82$ S	$r_s = 0.77$ $t = 2.11$ NS
Medical		----	$r_s = 0.66$ $t = 1.757$ NS	$r_s = 0.94$ $t = 5.51$ S
Management			----	$r_s = 0.60$ $t = 1.50$ NS

S - *Significantly correlated*

NS - *Not Significantly correlated*

The value orientation pattern of management and engineering students from middle low income families is similar. The value orientation patterns of medical and teacher students from middle low income families also are similar. The value orientation pattern of engineering students from middle low income families is similar to that of medical and management students from middle low income families. But value orientation pattern of teacher students from middle low income families is different from that of engineering and management groups.

9.12. Value orientation of professional students from middle high income families.

Students from families with annual income of Rs. 50,000/- and above but less than rupees one lakh form the middle high income group. The number of students of middle high income group from management, and ICWAI is small. The rank order preferences of six categories of values for engineering, medical and teacher students are given in the Appendix IX-12 (page 203). Their value preferences in descending order are as follows.

- Engineering students* : *Achievement, social, aesthetic, power, economic, and religious.*
- Medical students* : *Social, achievement, aesthetic, religious, economic and power.*
- Teacher students* : *Social, achievement, economic, aesthetic, religious and power.*

Table 28 shows the correlation matrix and significance of professional students from middle high income families.

Table 28

Spearman's rank correlation coefficients, 't' values and significance of value orientation preferences of professional students from middle high income families.

(0.05 level of significance)

Profession	Engineering	Medical	Teaching
Engineering	----	$r_s = 0.71$ $t = 2.016$ NS	$r_s = 0.66$ $t = 1.757$ NS
Medical		----	$r_s = 0.83$ $t = 2.976$ S

S - Significantly correlated

NS - Not Significantly correlated

(Number of Management and ICWAI students is small)

The above table shows that value orientation patterns of medical and teacher students from middle high income families are similar. Value orientation pattern of engineering students from middle high income families is different from that of medical and teacher students group. That is, there are only two distinct groups, namely,

- (i) *Engineering students, and*
- (ii) *Medical and Teacher students from middle high income families.*

No adequate data is available for finding the position of management and ICWAI students from middle high income families.

9.13. Value orientation of professional students from high income families.

Professional students from families with annual income rupees one lakh or more form the high income group. Engineering students from high income families alone have the sufficient number for generalisation of results. All other groups have only small numbers. The value orientation preferences of this group in descending order are : achievement, social, aesthetic, economic, power and religious.

9.14. Value orientation of low achiever professional students.

Engineering and medical students who secured less than 60% marks for P.D.C / Plus2 courses, and other students who secured less than 60% marks for Science subjects or less than 55 % for B.Com, or less than 50% for Arts and Social Science subjects in their degree examination constitute low achievers. The numbers of students of engineering, medicine, management and accountancy are small. The value orientation preferences of teacher students in descending order are achievement, social, economic, religious, aesthetic and power.

9.15. Value orientation of medium achiever professional students.

Engineering and medical students who secured 60% and above but less than 75% for PDC/Plus 2 and other students who secured 60% and above but less than 75% for Science subjects, 55% and above but less than 75% for Commerce subjects, 50% and above but less than 60% for Arts and Social Science subjects in their degree examination constitute the medium achievers. The number of medium achievers among the ICWAI students is small. The rank order preferences of professional students under study are given in the Appendix IX-15 (page 203). The rank preferences of these groups in descending order are

given as follows:

Engineering students : *Achievement, social, aesthetic, economic, power and religious.*

Medical students : *Achievement, social, aesthetic religious, power and economic.*

Management students : *Achievement, aesthetic, social, power, economic and religious,*

Teacher students : *Social, achievement, religious, aesthetic, economic and power.*

Table 29 given below indicates that value orientation patterns of engineering and management students belonging to medium achievers are similar. Medical and teacher students belonging to medium achievers also have similar value orientation patterns. That is, there are two distinct groups, namely,

- (i) *engineering and management students, and*
- (ii) *medical and teacher students who are medium achievers.*

Table 29

Spearman's rank correlation coefficients, 't' values and significance of value orientation preferences of professional medium achiever students.

(0.05 level of significance)

Profession	Engineering	Medical	Management	Teaching
Engineering	----	$r_s = 0.77$ $t = 2.41$ NS	$r_s = 0.886$ $t = 3.82$ S	$r_s = 0.60$ $t = 1.50$ NS
Medical		----	$r_s = 0.77$ $t = 2.41$ NS	$r_s = 0.83$ $t = 2.976$ S
Management			----	$r_s = 0.37$ $t = 0.976$ NS

S - *Significantly correlated.* *NS* - *Not Significantly correlated*

9.16. Value orientation of high achiever professional students.

Engineering and medical students who secured 75% or more marks in P.D.C/plus 2, students who secured 75% or more for commerce subjects, and Science subjects or students who secured 60% or more for Arts and Social Science subjects constitute high achievers. The number of ICWAI students belonging to this group is small. The rank order preferences for the six categories of values are given in the Appendix IX-16 (page 204). The value orientation preferences of engineering, medical, management and teacher students belonging to high achievers in descending order are as follows.

Engineering students : *Achievement, social, aesthetic, power, economic and religious.*

Medical students : *Social, achievement, aesthetic, religious, economic and power.*

Management students : *Achievement, social or economic, aesthetic or power, and religious.*

Teacher students : *Social, achievement, aesthetic, religious, economic and power.*

Table 30 given below clearly indicates that medical and teacher students belonging to high achievers have perfectly similar value orientation patterns. Value orientation patterns of engineering and management students who are high achievers have different patterns of value orientation. That is there are three distinct groups of high achiever students, namely,

(i) *engineering*

(ii) *management, and*

(iii) *medical and B.Ed.*

Table 30

Spearman's rank correction coefficients, 't' values and significance of value orientation preferences of high achiever professional students.

(0.05 level of significance)

Profession	Engineering	Medical	Management	Teaching
Engineering	----	$r_s = 0.71$ $t = 2.016$ NS	$r_s = 0.71$ $t = 2.016$ NS	$r_s = 0.71$ $t = 2.016$ NS
Medical		----	$r_s = 0.46$ $t = 1.036$ NS	$r_s = 1.00$ $t = \infty$ S
Management			----	$r_s = 0.46$ $t = 1.036$ NS

S - Significantly correlated

NS - Not Significantly correlated

9.17. Significance of the study and suggestions for further research.

Value orientation is important in several ways in management. It influences the decisions of the manager. The policies and strategies of an organisation are highly influenced by the value orientation of top executive/ executives. The value orientation of managers get reflected on the organisation's climate and culture. Management education realised the importance of values in management. More and more emphasis is given to this aspect in recent writings by researchers and practitioners.

It is often said that the Indian society is a traditional society with greater emphasis on religious, aesthetic and social values than on economic and achievement value orientation. This picture of traditional India is changing. The present study reveals that most of the professionals under study are more achievement oriented without diluting the social value orientation. Religious and power values are now slowly relegated to the background. The values held by the professional students under study are now in tune with the emerging national scene with emphasis on globalisation, liberalisation and privatisation.

Many earlier researchers reported that students were conscious about power and politics and they were highly influenced by politics in campuses. Power is the basic value orientation in politics. In the present study, it is observed that professional students under study do not give importance to power value (except ICWAI students). The implication of the observation is that professional students are not susceptible to political activities.

In a developed economy or developing economy, it is natural to give emphasis to economic value orientation. Economic value orientation coupled with achievement and social values will provide the necessary healthy direction for entrepreneurship and selfemployment in the service sector especially for the professionals. In the present study, it is noted that only ICWAI students have given top priority to economic value coupled with achievement and power. This combination of economic, achievement and power provides a picture of the earlier business value orientation pattern. In the changing environment, the value pattern in terms of priority should be achievement, economic and social. All the professional groups under study had given emphasis to achievement and social (social value orientation was not a preferred item for ICWAI students). But emphasis on economic value is relegated to the background by a large number of respondents, (exceptions are management female students, urban management

students, management students from high income and high achiever groups) indicating that they are more for professional employment than for self employment or entrepreneurship. Inculcation of economic values also is important for economic development of a professional who is self employed in the service sector.

Value orientations are determined by biographical or personal life background, demographic factors such as gender, economic status, residential status, scholastic achievement, religious background, etc., and/or the norms and practices in institutions and organisations of which they are members. The relative importance of family educational institutions and employing organisations can be determined by an observation of the homogeneity or heterogeneity of value orientation pattern. The following table gives the homogeneity/heterogeneity of value orientation pattern of professional students under study.

Table 31
Homogeneity/heterogeneity of value orientation pattern of engineering, medical, management, B.Ed. and ICWAI students.

		Engg.	Med.	Mang.	B.Ed.	ICWAI	D	S
Gender	Male & Female	D	S	D	D	NA	3	1
	Hindus & Muslims	S	NA	NA	S	NA	--	2
Religion	Hindus & Christians	S	D	S	S	NA	1	3
	Muslims & Christians	S	NA	NA	S	NA	--	2
Residence	Rural & Semi-Urban	D	S	NA	S	NA	1	2
	Rural & Urban	S	D	NA	S	NA	1	2
	Semi-Urban & Urban	S	D	D	S	NA	2	2
Family income	Low & Middle low	S	NA	NA	S	NA	--	2
	Low & Middle high	S	NA	NA	D	NA	1	1
	Low & High	S	NA	NA	NA	NA	--	1
	Middle low & Middle high	S	NA	NA	S	NA	--	2
	Middle low & High	S	NA	NA	NA	NA	--	1
	Middle high & High	S	NA	NA	NA	NA	--	1
Scholastic Achievement	Low & Medium	NA	NA	NA	S	NA	--	1
	Low & High	NA	NA	NA	S	NA	--	1
	Medium & High	S	S	D	S	NA	1	3
	D	2	3	3	2			
	S	11	3	1	11			

- S** - Significantly correlated
D - Not Significantly correlated
NA - Not Available
Engg. - Engineering
Med. - Medical
Mang. - Management

From the present study, we can infer that teachers (teacher students) as a professional are homogeneous in their value orientation pattern, that is, religion, residential background, income background and scholastic achievement do not make any difference in the value orientation pattern of

teacher students. This observation implies that the professional education system of teachers is an important factor in inculcating appropriate value orientation pattern among the students. In contrast, management students do not reflect such a homogeneity. There are differences in value orientation pattern due to gender, residential background and scholastic achievement. This heterogeneity implies that uniform value orientation is not emphasised in management education. As the demographic factors have been found significantly correlated in certain professions such as, engineering and management, it is quite possible that the dominant 'social' value orientation of teachers is emphasised in professional courses such as engineering, management, etc. If management courses are taught by practising managers, there is a possibility of emphasising economic values than social values as in the case of ICWAI. But for arriving at a conclusion like this, further research studies on practising managers are necessary.

When we compare similarities and differences of demographic factors (table 31) we get a picture on the distinctiveness or variations of different professions. If a particular demographic factor is found to be uniform in its value orientation pattern in all professions, then the inference is that it is the demographic factor that determines the outcome, that is, the value orientation pattern is determined by the demographic factor and not the norms of the institution or professional organisation. On the other hand, if there are wide variations on the particular factor, it is not the demographic factor per se that determines the value orientation pattern. If we observe no uniformity or wide variations both in institutional or organisational categories and demographic categories then the inference is that major determinant is the biographic or personal background of the individual, especially the socialisation process in the family. Table 31 shows that the value orientation pattern of engineering, medical and teacher students is influenced by the institutions and the value orientation pattern of management

students is influenced by the personal background.

A strong recommendation of the present study is that it is essential to inculcate economic too among management and engineering students in addition to achievement and social values.

Suggestions for further research

1. The study should be extended to professional practitioners to find the similarities and differences between students and practitioners.
2. The study be extend to students of CA, Chartered Financial Analyst and M.Com. with enough number of demographic categories within each group in order to verify whether the observations relating to the value orientation pattern of ICWAI is common for students of finance and accounting.
3. If it is possible to get enough number of institutions where students are taught by practitioners than by professional teachers, a meaningful comparison can be made on the effect of teacher value orientation on student value orientation. This is another potential area for further research.
4. A cultural comparison on value orientation pattern and economic development of a region or a state is another area for detailed study. McClelland has made several studies relating to achievement motivation with industrial development. Similar studies could be conducted on value orientation pattern and industrial development, economic development/economic prosperity of a region or a particular community.

Chapter 10

Summary of the Thesis and Conclusions

Chapter 10

SUMMARY OF THE THESIS AND CONCLUSIONS

This work on **Value orientation of professional students in Kerala** was undertaken with the objective of identifying the value orientation patterns of five professional groups of final year students, namely, engineering, medical, management, teaching and accountancy. Objectives, hypotheses, tools used for collection of data, sample for the study and statistical methods used for the analysis of data for deriving inferences are discussed in chapter 3. Review of literature, especially empirical, relating to various factors influencing values and value orientation are given under chapter 2. Findings of the study are described in chapters 4 - 9. Summary of the main findings are given below.

10.1 Engineering, medical, management, teacher and ICWAI students were the groups considered for the present study. The rank order preferences of values in descending order for different groups are:

<i>Students of engineering</i>	Achievement, social, aesthetic, economic, power and religious.
<i>Medical students</i>	Social, achievement, aesthetic, religious, economic and power.
<i>Management students</i>	Achievement, social, aesthetic, power, economic and religious.
<i>Teacher students</i>	Social, achievement, religious, aesthetic, economic and power
<i>ICWAI students</i>	Economic, achievement, power, aesthetic, social and religious.

10.2 Achievement value or social value is either the first or second preferred value for all groups except ICWAI students. Religious/power is the least preferred item for all groups of professional students under study.

10.3. The value orientation preferences of engineering students and managements students are significantly correlated.

Value orientation preferences of medical students and teacher students are significantly correlated.

- 10.4. The value orientation preferences of ICWAI students and other four groups are not significantly correlated . Some groups are negatively correlated.
- 10.5. The value orientation preferences of males and females are significantly correlated among medical students but are not significantly correlated among engineering, management and teacher students.
- 10.6. The value orientation preferences of Hindus and Muslim students are significantly correlated among engineering and teacher students.
- 10.7. The value orientation preferences of Hindu and Christian students are significantly correlated among engineering, management and teacher students.
- 10.8. The value orientation preferences of Muslim and Christian students are significantly correlated among engineering and teacher students.
- 10.9. The value orientation preferences of students from rural and semi-urban areas are significantly correlated in the case of medical students and teacher students and are not significantly correlated in the case of engineering students.
- 10.10. The value orientation preferences of students from rural and urban areas are significantly correlated among engineering students and teacher students and are not significantly correlated among medical students.
- 10.11. The value orientation preferences of students from semi-urban and urban areas are significantly correlated among engineering and teacher students and are not significantly correlated among medical students. The value orientation preferences of management students from urban and non-urban areas are not significantly correlated.

- 10.12. The value orientation preferences of students from low income and middle low income families are significantly correlated in the cases of engineering and teacher students.
- 10.13. The value orientation preferences of students from low income and middle high income families are significantly correlated in the case of engineering students but not significantly correlated in the case of teacher students.
- 10.14. The value orientation preferences of engineering students from low and high income families are significantly correlated.
- 10.15. The value orientation preferences of students from middle low and middle high income families are significantly correlated in the cases of engineering and teacher students.
- 10.16. The value orientation preferences of engineering students from middle low and high income families are significantly correlated.
- 10.17. The value orientation preferences of engineering students from middle high and high income families are significantly correlated.
- 10.18. The value orientation preferences of students from families with annual income less than Rs. 50,000/- and from families with annual income Rs. 50,000/- or more are significantly correlated in the case of medical students but not significantly correlated in the case of management students.
- 10.19. The value orientation preferences of low achievers and medium achievers are significantly correlated in the case of teacher students.
- 10.20. The value orientation preferences of low achievers and high achievers are significantly correlated in the case of teacher students.
- 10.21. The value orientation preferences of medium achievers and high achievers are significantly correlated in the cases of engineering, medical

and teacher students and are not significantly correlated in the case of management students.

- 10.22. Achievement orientation is either the most preferred or second most preferred item for all groups under study. This may be interpreted as sign of progress and development.
- 10.23. Social value orientation has a very high position for all groups except for ICWAI students. This shows that the professional groups which are included in the study are giving great importance to social relationship.
- 10.24. Religious value orientation is the least preferred one for all males irrespective of their back ground.
- 10.25. Females are more economic oriented than males in the case of engineering, and management students and are equal in the case of medical students. This shows that, female members are not traditional and withdrawn from economic orientation with respect to the professional groups of engineering, management and medical. This orientation indicates the impact of social change. The value orientation of females may be interpreted as a green signal for economic reforms and an awakening among females.
- 10.26. ICWAI students are the only group which gave topmost priority to economic value and last but one priority to social value. This study has to be extended to cover the courses such as Chartered Financial Analyst, Master of Business Finance, Chartered Accountant and M.Com, to verify the result.
- 10.27. A study among the professional practitioners in the five professional groups under study may reveal whether there exists any significant variation in value orientation from that of the professional students of the same category.

- 10.28. The influence on value orientation patterns by the professional training is more in the case of teacher students and engineering students and least on management students. Medical students are also to some extent influenced by professional training.
- 10.29. The influence of demographic factors such as, gender, religion, residential background, family income and scholastic achievement are visible within certain professional categories. But there is more similarities than differences across various professional groups. Hence we may conclude that demographic factors are more homogenous in various professions. That is, demographic factors are not the determinants of value orientation pattern in different professions (students). The determinants of differences of value orientation pattern are biographic factors in terms of socialisation factor in the family and in other organisations.
- 10.30. The significance of the study and scope for further research are described in detail under chapter 9.

APPENDIX I

VALUE ORIENTATION QUESTIONNAIRE

Please fill up the Questionnaire fully either by putting a tick mark (✓) in the appropriate place or by providing information solicited. Your answers will be used only for research purposes and will be kept absolutely confidential

PART - I

Kindly indicate your preference for one of the sentences in each of the following pairs by putting a tick mark (✓) in the appropriate place. There are no right or wrong choices. For the research purpose every choice is a right choice.

1. Being persistent in your aim by facing all sorts of difficulties in order to reach the goal	1	2
2. Being utilitarian in every thing.	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
3. Having a strong desire for Symmetry, sense of beauty, perfection, etc		
4. Helping others (ie. people, animals etc.) with out any selfish motive	3	4
	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
5. Having a position of authority and power over others	5	6
6. Having strong faith in luck than on merit.	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
7. Being utilitarian in every thing		
8. Having a strong desire for Symmetry, sense of beauty, perfection etc.	7	8
	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
9. Helping others (ie. people, animals etc) without any selfish motive	9	10
10. Having a position of authority and power over others	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
11. Having strong faith in luck than on merit.		
12. Being persistent in your aim by facing all sorts of difficulties in order to reach the goal	11	12
	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
13. Helping others (ie. people, animals, etc.) without any selfish motive	13	14
14. Being utilitarian in every thing	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
15. Having a position of authority and power over others		
16. Having a strong desire for Symmetry, sense of beauty, perfection, etc.	15	16
	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
17. Having strong faith in luck than on merit.		
18. Helping others (ie. people, animals etc.) without any selfish motive.	17	18
	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
19. Having a strong desire for Symmetry, sense of beauty, perfection, etc.		
20. Being persistent in your aim by facing all sorts of difficulties in order to reach the goal	19	20
	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		

21. Being utilitarian in everything	21	22
22. Having strong faith in luck than on merit	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
23. Helping others (ie. people, animals, etc.) without any selfish motive		
24. Being persistent in your aim by facing all sorts of difficulties in order to reach the goal	23	24
	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
25. Having a position of authority and power over others	25	26
26. Being utilitarian in everything	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
27. Having strong faith in luck than on merit.		
28. Having strong desire for Symmetry, sense of beauty, perfection, etc.	27	28
	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
29. Having a position of authority and power over others		
30. Being persistent in your aim by facing all sorts of difficulties in order to reach the goal.	29	30
	<input type="checkbox"/>	<input type="checkbox"/>

PART II

Please provide the following information without revealing your identity.

1. Course attending to / present professional position / occupation.....
2. Educational qualification before joining
the present course / profession
3. Percentage of marks obtained in
the qualifying examination :
4. Annual Income (rupees) of parents / Guardian :
 - a) less than 25000
 - b) between 25,001 & 50,000
 - c) between 50,001 and One lakh
 - d) above One lakh
5. Places where you have lived more than 5 years.
(Specify whether rural/Semi-Urban/Urban)
6. Religion : Hindu , Muslim , Christian , Others
7. Sex : Male Female
8. Major leisure time activities / hobby in the area of
 - a) Arts and Culture
 - b) Creating mechanical devices
 - c) Social work
 - d) politics
 - e) religion
 - f)

APPENDIX II

VALUE ORIENTATION QUESTIONNAIRE

Please fill up the Questionnaire fully either by putting a tick mark (✓) in the appropriate place or by providing information solicited. Your answers will be used only for research purposes and will be kept absolutely confidential.

PART - I

Kindly indicate your preference for one of the words in each of the following pairs by making a tick mark (✓) in the appropriate place. There are no right or wrong choices. For the research purpose every choice is a right choice. (eg. No. 1 : Being ambitious in career / Being wealthy)

1. Ambitious / Wealth (for self)
2. Adventurous / Utility (usefulness of materials)
3. Aesthetic (Artistic) / Co-operative
4. Elegant / Service oriented
5. Power (to control others) / Moralistic
6. Influential / Devotion (to God)
7. Utility (usefulness of materials) / Ambitious
8. Elegant / Adventurous
9. Co-operative / Wealth (for self)
10. Service Oriented / Utility (usefulness of materials)
11. Power (to control others) / Aesthetic (Artistic)
12. Influential / Elegant
13. Moralistic / Co-operative
14. Devotion (to God) / Service Oriented
15. Wealth (for self) / Aesthetic (Artistic)
16. Utility (usefulness of materials) / Elegant
17. Aesthetic (Artistic) / Service Oriented
18. Elegant / Power (to control others)
19. Co-operative / Influential
20. Service Oriented / Moralistic
21. Power (to control others) / Devotion (to God)
22. Aesthetic (Artistic) / Ambitious
23. Adventurous / Co-operative
24. Wealth (for self) / Service Oriented
25. Utility (usefulness of materials) / Power (to control others)
26. Influential / Aesthetic (Artistic)
27. Moralistic / Elegant

28. Co-operative / Devotion (to God)
29. Ambitious / Elegant
30. Service Oriented / Adventurous
31. Wealth (for self) / Power (to control others)
32. Utility (usefulness of materials) / Influential
33. Aesthetic (Artistic) / Moralistic
34. Elegant / Devotion (to God)
35. Co-operative / Ambitious
36. Service Oriented / Ambitious
37. Ambitious / Power (to control others)
38. Adventurous / Wealth (for self)
39. Devotion (to God) / Adventurous
40. Wealth (for self) / Elegant
41. Moralistic / Ambitious
42. Aesthetic (Artistic) / Adventurous
43. Wealth (for self) / Influential
44. Ambitious / Influential
45. Moralistic / Adventurous
46. Utility (usefulness of materials) / Aesthetic (Artistic)
47. Devotion (to God) / Ambitious
48. Power (to control others) / Adventurous
49. Wealth (for self) / Moralistic
50. Co-operative / Utility (usefulness of materials)
51. Moralistic / Utility (usefulness of materials)
52. Influential / Adventurous
53. Devotion (to God) / Wealth (for self)
54. Utility (usefulness of materials) / Devotion (to God)
55. Aesthetic (Artistic) / Devotion (to God)
56. Elegant / Co-operative
57. Co-operative / Power (to control others)
58. Service Oriented / Power (to control others)
59. Service Oriented / Influential
60. Moralistic / Influential

APPENDIX III

VALUE ORIENTATION QUESTIONNAIRE

Please fill up the questionnaire fully. Your answers will be used only for research purposes and will be kept absolutely confidential

Please rate each of the following items given below on a three point scale of agreement. In your personal life if you consider the item *important* encircle 3, if you consider *neutral* encircle 2, if you consider *less important* encircle 1.

1. AMBITION	The determination and aspiration to achieve success and distinction.	3 2 1
2. KINDNESS	Being compassionate, benevolent or gentle in nature towards others.	3 2 1
3. TRUTHFULNESS	Quality of being true and sincere without lying and always maintaining speech which is free from evil.	3 2 1
4. WISDOM	The quality of being wise and highly knowledgeable and ability to chart out the future course of actions.	3 2 1
5. CHEERFULNESS	Pleasure and liveliness expressed usually in the form of a person being in high spirits.	3 2 1
6. HERITAGE	A state of civilization that is inherited.	3 2 1
7. INTELLECTUAL ABILITY	The ability of understanding mental and rational soundness	3 2 1
8. LOVE	Feelings experienced when a person identifies totally with an object of concern	3 2 1
9. DEVOTION TO GOD	Belief in and attachment towards God in the form of Prayers	3 2 1
10. BEAUTY	Appreciation of the creations that pleases the aesthetic senses and nature, its grace and excellence	3 2 1
11. GRATITUDE	A quality of showing appreciation for and return kindness shown as a matter of obligation and thankfulness	3 2 1
12. CONSCIENCE	Moral sense of right or wrong	3 2 1
13. CAPABILITY	Having the ability, fitness or necessary qualities that is called for	3 2 1
14. IMPARTIALITY	Unprejudiced and treating all persons (friend, enemy or a third person) with the same amount of importance and considering everyone equally in times of a dispute	3 2 1
15. POLITICS	Activities directed to share power	3 2 1
16. RESPONSIBILITY	A thing for which one is responsible	3 2 1

17.	COUNTRY The land and people belonging to a nation	3	2	1
18.	PHILOSOPHY Understanding everything with reference to basic phenomenological perspective	3	2	1
19.	PROSPERITY A life with all the riches	3	2	1
20.	FRIENDSHIP A disposition of affection and cordiality and good understanding between persons	3	2	1
21.	CHARACTER The collective moral characteristics or qualities that holds one's moral strength of reputation	3	2	1
22.	SCIENTIFIC INVENTIONS Discoveries through systematic knowledge in the field of Science	3	2	1
23.	UNIVERSAL BROTHERHOOD Considering each and everyone as one's sibling	3	2	1
24.	MORALITY Adhering to one's duties and virtues	3	2	1
25.	INNER HARMONY A sense of agreement within oneself	3	2	1
26.	COMPASSION Being kindhearted and merciful towards all creatures and being sympathetic towards them	3	2	1
27.	RELIGION A prevalent system of faith and belief in personal God / Gods entitled to worship and obedience	3	2	1
28.	WORK What a person does to earn a living	3	2	1
29.	LIBERTY Freedom of choice and liberty to take decisions	3	2	1
30.	SOCIAL RECOGNITION Achieving the respect and admiration of people	3	2	1
31.	ASPIRATION An eager desire of achieving a goal	3	2	1
32.	ECONOMIC EQUALITY Distribution of economy equally among all	3	2	1
33.	GRACIOUSNESS A quality of being indulgent to people with whom one is accustomed to	3	2	1
34.	BUSINESS A regular occupation or trade carried out by the individual	3	2	1
35.	RELATIVES Persons related to an individual by blood or birth	3	2	1
36.	TRADITIONS Customs, opinions, beliefs and practices that are carried through generations and accepted by members of Society	3	2	1

37. SELF - ACTUALIZATION	A sense of fulfilment of having achieved/attained some ultimate self-set goal or having achieved one's potentials	3	2	1
38. SEXUAL DISCRIMINATION	Treating males and females at different levels of importance	3	2	1
39. NON - STEALING	Not attempting to possess a thing of another person by resorting to fraud	3	2	1
40. PLEASURE	Feelings of joy and gratification	3	2	1
41. SELF - RESPECT	Respect for one's own character and dignity	3	2	1
42. GAMBLING	Playing games of chance in order to earn quick money	3	2	1
43. ASSERTIVENESS	Being able to put one's point of view effectively	3	2	1
44. FAME	State of being famous and the reputation that is everlasting	3	2	1
45. POWER	Authority to command	3	2	1
46. HARD WORK	Working laboriously and being attached to work	3	2	1
47. NOBILITY	Quality of having a graceful conduct and being noble with a rich heritage	3	2	1
48. PEACE	A state of calm that is free from any disturbances	3	2	1
49. WEALTH	Possession of great amount of money, property and riches	3	2	1
50. OBEDIENCE	Being dutiful, respectful and faithful to authority	3	2	1
51. PATIENCE	Tolerating the harms done by others	3	2	1
52. SELF - CONFIDENCE	Reliance, trust or belief in one's own self	3	2	1
53. BROADMINDEDNESS	Being tolerant or liberal in one's views	3	2	1
54. RENUNCIATION	Renounce all attachments towards material things and the body overcome feelings of 'I' and 'mine'	3	2	1
55. ARTS	Creative ability concerned with the production of designs and products	3	2	1
56. FAMILY LIFE	A set of people including parents and children living together where the importance of husband and wife getting along well is of high concern	3	2	1
57. NON - ENVYING	Not being jealous of others	3	2	1

58. EDUCATION	The process of attaining moral and intellectual knowledge through Systematic Instruction	3	2	1
59. SOCIAL EQUALITY	Giving equal opportunities to people from all social classes	3	2	1
60. LEADERSHIP	The ability to lead a group by power, authority or by example	3	2	1
61. INDIVIDUALITY	Those unique qualities that discriminats one from the others	3	2	1
62. COURTEOUSNESS	Kind, considerate and cultured in manners and being a person of eminence who is able to understand others and adjust accordingly	3	2	1
63. NON — DRINKING	Abstaining from the usage of alcoholic drinks or other addictive materials that brings intoxication	3	2	1
64. SOCIALISM	Doctrine advocating public control of production	3	2	1
65. HONESTY	Being sincere, truthful and genuine in one's actions	3	2	1
66. NON - COVETING	Not trying to hold possession of things of other persons	3	2	1
67. SPORTS	Games or competitive activity, especially an outdoor one involving physical exertion	3	2	1
68. JOINT FAMILY	A setup wherein the married sons, daughters and their married partners stay within the same family	3	2	1
69. WESTERN CULTURE	Reflections in the society of the influence and ideas and customs of the west	3	2	1
70. ARTISTIC	Relating to sense of beauty	3	2	1
71. BENEVOLENCE	Helping the society while getting along with it	3	2	1
72. NOT DOING EVIL	Never doing harm to others	3	2	1
73. NOT BEING LAZY	Not being just indolent	3	2	1
74. SPEAKING PLEASANT WORDS	Speaking sweetly and using kind and pleasant words with a pleasing smile	3	2	1
75. DIGNITY	The state of being worthy of honour or respect and being composed and serious in manner or style	3	2	1
76. ORDERLINESS	The quality of having every part, unit, etc. in its right place	3	2	1
77. CASTE SYSTEM	Hereditary fixed classifications of caste groups in the Society	3	2	1

78.	SALVATION An eternal state of being liberated from sin	3	2	1
79.	CAPITALISM Doctrine advocating private investment of capital and profitmaking	3	2	1
80.	STRAIGHTFORWARDNESS Being open, frank, simple and honestly expressing one's views or opinions	3	2	1
81.	VEGETARIANISM Adhering to the principle of avoiding meat eating	3	2	1
82.	CREATIVITY The ability to think and conceptualize new ways	3	2	1
83.	GROUP INVOLVEMENT Participating in social groups with deep interest	3	2	1
84.	CONCERN FOR HUMANITY Caring for and showing concern for the improvement of the human race and culture	3	2	1
85.	ELEGANCE Beauty of Propriety	3	2	1
86.	COURAGEOUSNESS Quality of being bold and fearless	3	2	1
87.	RIGHTEOUSNESS Good conduct reflected by a pure mind contributing to the social good	3	2	1
88.	OPTIMISM An inclination to a positive attitude of hopefulness and confidence	3	2	1
89.	BEGGING Appeal or ask earnestly or humbly for favour or help	3	2	1
90.	HONOUR State of reputation and high respect of a person from which one does not stoop down	3	2	1
91.	ACCOMPLISHMENT Succeeding in the fulfillment or completion of acts / tasks	3	2	1
92.	HOSPITALITY Friendly, generous and kind reception and entertainment of guests	3	2	1
93.	NON - SLANDERING Avoid behaviours like back - biting of a person	3	2	1
94.	LUXURY Expensive living by possession and use of costly things and choosing costly surroundings	3	2	1
95.	POLITENESS A quality of being refined and courteous in one's manners	3	2	1
96.	NON - VIOLENCE Agitation without force or use of weapons / non-injury towards any other creature or person	3	2	1
97.	COMPETITIVENESS The spirit of striving and competing and win over others	3	2	1
98.	LOYALTY Being true and faithful in one's actions and being steadfast in allegiance	3	2	1
99.	FORGIVENESS Quality of being able to pardon and forgive	3	2	1
100.	AESTHETIC Sense of beauty	3	2	1
101.	HUMILITY Expressing a humble or moderate estimate of one's own achievement	3	2	1
102.	PIOUS Professing to be religious	3	2	1
103.	SELF SECURITY A feeling which assures one's worth	3	2	1
104.	SECULARISM Giving equal importance and opportunities for people from all communities without bias towards a particular religion and its people	3	2	1
105.	STATUS A position of rank and relative importance in Society	3	2	1

Appendix I-1

Raw scores and the percentages of means on Values Checklist consisting of 15 pairs of sentences (50 samples from S.N.M. Teachers Training College)

Sl. No.	Achievement	Economic	Aesthetic	Social	Power	Religious
1	3	2	5	3	2	0
2	3	3	1	3	3	2
3	2	3	3	5	1	1
4	4	3	2	5	1	0
5	4	3	1	3	3	1
6	4	2	2	3	3	1
7	3	4	0	5	2	1
8	3	1	0	5	4	2
9	1	0	3	5	4	2
10	1	5	4	3	1	1
11	5	0	2	3	1	4
12	3	0	4	3	1	4
13	5	2	2	3	0	3
14	5	1	1	4	1	3
15	5	0	4	4	1	1
16	2	3	1	5	1	3
17	4	2	3	5	1	0
18	4	1	2	5	0	3
19	5	0	3	4	0	3
20	4	4	0	5	0	2
21	4	2	1	5	0	3
22	5	2	1	4	0	3
23	2	5	2	4	0	2
24	5	3	1	4	0	2
25	4	0	3	5	1	2
26	4	3	1	4	2	1
27	2	3	0	5	3	2
28	3	3	2	5	0	2
29	4	1	2	4	0	4
30	4	2	1	4	0	4
31	3	1	1	5	1	4

32	3	4	2	5	1	0
33	4	1	2	3	1	4
34	2	3	1	4	1	4
35	3	2	1	2	3	4
36	5	2	2	4	2	0
37	4	0	2	5	3	1
38	3	0	3	4	2	3
39	5	1	2	3	0	4
40	4	3	0	4	2	2
41	5	1	3	4	2	0
42	3	0	1	5	2	4
43	4	3	0	4	3	1
44	3	1	2	5	0	4
45	4	1	3	5	1	1
46	4	1	2	5	0	3
47	4	4	2	4	1	0
48	4	2	0	5	1	3
49	2	1	4	5	0	3
50	5	2	2	3	3	0
% mean	24.53	12.73	12.20	27.72	8.62	14.19

Appendix II-1

Raw scores and the percentages of means on Values Checklist consisting of 60 pairs of words (50 samples from S.N.M. Teachers Training College)

Sl. No.	Acheivement	Economic	Aesthetic	Social	Power	Religious
1	12	8	12	19	8	1
2	11	10	4	14	10	11
3	9	9	9	20	8	14
4	15	10	8	19	2	6
5	12	11	6	16	5	10
6	14	7	5	15	6	13
7	11	10	8	18	3	10
8	10	2	6	17	9	16
9	8	8	10	16	8	10
10	16	10	8	12	6	8
11	16	8	6	15	6	9
12	15	9	10	16	3	7
13	14	8	8	13	8	9
14	16	6	6	18	4	10
15	17	1	7	16	9	10
16	8	12	4	20	4	12
17	16	8	8	18	2	8
18	15	7	4	17	8	9
19	18	2	6	20	2	12
20	16	10	6	18	4	6
21	15	8	4	18	2	13
22	16	7	3	16	8	10
23	8	8	8	14	10	12
24	16	4	15	10	11	4
25	10	4	8	18	10	10
26	15	8	10	16	4	7
27	8	8	9	18	2	15
28	10	10	10	16	8	6
29	16	4	7	17	4	12
30	15	4	4	16	10	11
31	12	4	5	18	8	13

32	16	10	8	16	2	8
33	10	10	11	14	7	8
34	9	13	12	13	6	7
35	16	4	4	13	2	11
36	18	6	8	16	3	9
37	10	8	8	18	6	10
38	15	7	8	16	8	6
39	13	8	9	14	2	14
40	14	6	8	16	6	10
41	18	8	6	14	4	10
42	15	7	9	19	5	5
43	18	3	6	17	6	10
44	12	10	11	16	3	8
45	16	12	12	12	2	6
46	14	6	8	14	9	9
47	15	10	14	16	2	3
48	10	3	6	19	6	16
49	14	10	14	16	4	2
50	13	7	9	16	10	5
% mean	22.46	12.73	13.13	26.89	9.47	15.32

Appendix III-1

Raw scores items and the percentages of means after grouping on Checklist of traits consisting of 105 items (50 samples from S.N.M. Teachers Training College)

Item	Score	Item	Score	Item	Score
1	136	36	106	71	110
2	140	37	117	72	122
3	137	38	91	73	121
4	128	39	123	74	130
5	128	40	136	75	128
6	103	41	133	76	122
7	125	42	70	77	83
8	132	43	107	78	116
9	132	44	107	79	88
10	110	45	94	80	126
11	130	46	129	81	92
12	131	47	127	82	125
13	117	48	142	83	112
14	128	49	104	84	119
15	72	50	140	85	106
16	133	51	128	86	127
17	127	52	143	87	128
18	95	53	118	88	134
19	106	54	87	89	91
20	137	55	105	90	122
21	137	56	141	91	118
22	99	57	125	92	132
23	123	58	139	93	112
24	121	59	130	94	84
25	105	60	112	95	129
26	125	61	125	96	129
27	98	62	130	97	111
28	139	63	137	98	132
29	138	64	110	99	130
30	112	65	147	100	122
31	126	66	111	101	123
32	117	67	102	102	103
33	102	68	107	103	128
34	98	69	78	104	126
35	128	70	113	105	119

Value orientation	Mean	% mean
Achievement	123.62	17.99
Economic	102.57	14.93
Aesthetic	113.86	16.58
Social	124.11	18.06
Power	108.43	15.78
Religious	114.43	16.66

Appendix I-2

Raw scores and the percentages of means on Values Checklist consisting of 15 pairs of sentences (145 samples from S.N.M. Teachers Training College)

Sl. No.	Achievement	Economic	Aesthetic	Social	Power	Religious
Hindu Male						
1	2	5	1	3	0	4
2	3	2	5	3	2	0
3	2	1	4	5	0	3
4	3	3	1	3	3	2
5	4	3	3	4	1	0
6	5	1	3	4	2	0
7	2	3	3	5	1	1
8	4	3	2	5	1	0
9	4	2	1	5	1	2
10	4	3	1	3	3	1
11	3	2	3	3	2	2
12	3	1	4	5	0	2
13	4	2	2	3	3	1
14	3	4	0	5	2	1
15	3	1	0	5	4	2
16	3	4	0	4	3	1
17	1	0	3	5	4	2
18	3	0	4	5	2	1
19	4	2	3	5	1	0
20	0	4	2	5	3	1
21	1	5	4	3	1	1
22	4	4	2	3	1	1
Hindu Female						
23	5	0	2	3	1	4
24	5	1	2	4	0	3
25	3	0	4	3	1	4
26	5	2	2	3	0	3
27	2	3	3	1	3	3
28	5	1	1	4	1	3

29	5	0	4	4	1	1
30	5	3	2	1	0	4
31	2	3	1	5	1	3
32	4	2	3	5	1	0
33	2	2	4	5	0	2
34	4	4	1	4	0	2
35	2	0	4	5	1	3
36	5	3	2	4	1	0
37	4	1	2	5	0	3
38	3	2	1	4	0	5
39	5	0	3	4	0	3
40	4	2	1	5	0	3
41	4	1	2	4	0	4
42	4	4	0	5	0	2
43	3	3	1	4	0	4
44	4	2	1	5	0	3
45	5	2	1	4	0	3
46	4	1	0	5	3	2
47	4	2	2	5	2	0
48	4	1	3	5	0	2
49	3	0	4	5	2	1
50	4	1	3	5	0	2
51	5	2	1	3	1	3
52	2	5	2	4	0	2
53	3	2	0	5	1	4
54	3	2	1	2	3	4
55	5	3	1	4	0	2
56	4	2	1	5	3	0
57	4	2	3	3	3	0
58	3	2	4	5	0	1
59	4	3	1	5	0	2
60	4	0	3	5	1	2
61	4	1	3	4	3	0
62	4	0	3	5	2	1
63	4	3	1	4	2	1
64	3	2	3	5	2	0

65	3	1	1	5	1	4
66	5	2	3	1	0	4
67	5	3	2	4	0	1
68	4	1	2	4	0	4
69	5	1	0	4	2	3
70	5	3	0	3	2	2
71	3	4	3	4	0	1
72	5	1	3	4	2	0
73	2	3	0	5	3	2
74	3	3	2	5	0	2
75	4	1	3	5	0	2
76	3	3	1	5	0	3
77	5	4	2	0	1	3
78	5	3	2	4	1	0
79	4	2	1	4	0	4
80	2	3	2	5	0	3
81	3	0	3	4	2	3
82	4	0	2	5	3	1
83	3	3	3	5	1	0
84	3	3	3	3	2	1
85	5	3	2	4	0	1
86	5	1	3	4	0	2
87	3	4	2	5	1	0
88	2	5	1	4	0	3
89	4	3	2	5	0	1
90	4	1	2	3	1	4
91	3	3	3	5	0	1
92	4	4	1	3	2	1
93	5	2	2	5	1	0
94	5	3	4	2	1	0
95	5	1	3	4	0	2
96	1	3	1	4	2	4
97	2	3	1	4	1	4
98	4	2	1	5	3	0
99	5	2	2	4	2	0
100	3	0	1	5	2	4

101	5	2	3	4	0	1
102	5	1	2	3	3	1
103	3	0	2	4	1	5
104	2	0	3	4	1	5
105	3	2	2	5	1	2
106	4	3	0	5	1	2
107	5	1	2	3	0	4
108	4	3	0	4	2	2

Muslim Female

109	3	3	1	2	4	2
110	4	0	4	4	1	2
111	5	1	3	4	2	0
112	4	2	1	5	3	0
113	5	2	2	4	1	1
114	4	3	0	4	3	1
115	3	1	2	5	0	4
116	3	3	3	5	0	1
117	5	0	1	3	2	4
118	4	1	3	5	1	1
119	5	1	2	4	3	0
120	4	1	2	5	0	3

Christian Male

121	2	3	1	4	1	4
122	4	4	2	4	1	0
123	4	4	4	2	1	0
124	4	3	3	4	1	0
125	4	2	0	5	1	3
126	5	1	3	4	0	2
127	1	4	4	4	0	2
128	4	2	1	5	0	3

Christian Female

129	5	2	0	3	2	3
130	4	0	2	5	1	3
131	2	1	4	5	0	3
132	2	3	1	5	0	4
133	5	2	2	3	3	0

134	5	0	1	2	3	4
135	5	3	2	3	0	2
136	5	0	4	2	1	3
137	4	1	2	5	0	3
138	4	4	0	3	0	4
139	3	5	3	1	1	2
140	2	3	3	5	1	1
141	3	1	2	5	0	4
142	4	1	2	5	0	3
143	0	3	2	1	4	5
144	2	3	1	5	0	4
145	5	2	1	3	1	3
% of Means	24.37	13.84	13.52	26.94	7.63	13.70

Appendix I-3

Raw scores and the percentages of means obtained from 50 MBA students.

First Test

Sl. No.	Achievement	Economic	Aesthetic	Social	Power	Religious
1	4	4	3	1	3	0
2	5	3	3	2	2	0
3	5	4	2	1	2	1
4	5	1	4	3	2	0
5	3	1	2	5	0	4
6	5	1	3	3	3	0
7	2	4	3	1	4	1
8	4	0	2	4	2	3
9	4	2	5	1	3	0
10	5	3	1	4	2	0
11	4	2	3	1	5	0
12	5	4	0	3	2	1
13	4	2	2	2	5	0
14	2	2	3	5	3	0
15	1	3	2	5	4	0
16	5	1	4	3	2	0
17	2	4	2	0	5	2
18	4	2	0	5	3	1
19	5	1	2	3	4	0
20	1	4	5	2	3	0
21	4	5	1	3	2	0
22	5	1	4	2	3	0
23	4	5	2	3	1	0
24	5	3	1	2	4	0
25	2	5	2	4	2	0
26	1	5	4	1	3	1
27	3	3	2	2	1	4
28	4	3	2	4	2	0
29	2	1	2	4	2	4
30	4	1	2	3	4	1
31	2	2	4	2	2	3
32	2	1	2	3	3	4

33	3	1	2	4	1	4
34	3	3	4	2	2	1
35	2	3	1	3	2	4
36	3	3	3	1	5	0
37	4	4	1	3	1	2
38	2	4	2	2	3	2
39	2	3	3	2	2	3
40	4	3	1	2	5	0
41	3	2	1	3	4	2
42	2	4	0	2	3	4
43	2	2	1	3	3	4
44	3	0	2	4	5	1
45	2	3	4	2	2	2
46	3	1	2	5	3	1
47	2	4	1	3	4	1
48	3	5	3	1	3	0
49	4	3	2	2	4	0
50	4	3	1	2	5	0
% of means	21.87	17.87	15.07	17.73	19.33	8.13

Second Test

Sl. No.	Achievement	Economic	Aesthetic	Social	Power	Religious
1	5	3	1	4	2	0
2	2	2	1	3	5	2
3	4	1	5	2	3	0
4	4	1	2	5	3	0
5	5	1	4	2	3	0
6	3	2	4	5	1	0
7	3	5	4	1	2	0
8	4	3	4	2	2	0
9	3	2	5	1	4	0
10	5	2	2	1	4	1
11	2	5	3	1	4	0
12	5	2	4	1	0	3
13	3	4	0	2	5	1
14	3	1	5	2	0	4

15	4	3	2	3	3	0
16	5	0	2	1	4	3
17	3	1	5	2	4	0
18	5	3	2	1	4	0
19	2	0	4	1	5	3
20	4	1	3	3	4	0
21	2	5	0	3	1	4
22	2	0	5	4	1	3
23	2	4	2	2	5	0
24	4	3	4	2	2	0
25	5	1	2	4	3	0
26	5	3	0	2	4	1
27	1	4	2	3	5	0
28	5	3	0	2	4	1
29	4	3	1	2	5	0
30	5	2	1	3	4	0
31	5	3	2	3	1	1
32	2	3	1	5	4	0
33	4	5	2	1	3	0
34	4	3	3	3	2	0
35	2	5	3	0	4	1
36	5	3	1	3	2	1
37	3	5	4	2	1	0
38	3	2	0	1	4	5
39	4	3	2	1	5	0
40	3	4	2	2	4	0
41	5	3	2	4	1	0
42	3	2	3	4	0	3
43	5	1	3	2	4	0
44	4	3	1	1	5	1
45	3	5	3	0	2	2
46	2	5	2	3	3	0
47	1	2	4	4	4	0
48	5	2	1	4	3	0
49	5	1	3	3	2	1
50	2	4	5	2	2	0
% of means	23.87	17.87	16.80	15.73	20.26	5.47

Appendix IV

Raw scores and the percentages of means on Values Checklist consisting of 15 pairs of sentences (260 samples from final year students of engineering)

Sl. No.	Achievement	Economic	Aesthetic	Social	Power	Religious
Hindu Male [Civil]						
1	5	4	2	3	1	0
2	4	3	3	3	2	0
3	5	2	3	2	3	0
4	5	2	3	2	2	1
5	5	3	3	1	3	0
6	1	1	5	4	3	1
7	5	2	1	3	3	1
8	5	3	1	4	2	0
9	3	3	3	2	4	0
10	5	3	2	3	2	0
11	4	2	2	1	4	2
12	4	1	2	5	0	3
13	5	2	3	3	2	0
14	4	2	0	3	2	4
15	5	1	4	2	3	0
16	4	3	1	5	2	0
17	5	3	2	0	3	2
Hindu Male [Electrical]						
18	1	3	2	5	0	4
19	3	5	4	2	1	0
20	2	1	3	5	2	2
21	4	1	4	4	2	0
22	3	2	1	5	0	4
23	4	3	1	5	2	0
24	2	4	1	5	3	0
25	3	2	1	4	0	5
26	0	4	2	1	5	3
27	4	1	3	2	3	2
28	3	2	0	5	4	1
29	1	3	5	2	0	4
Hindu Male [Mechanical]						
30	4	1	1	5	1	3

31	5	4	3	2	1	0
32	2	0	3	2	5	3
33	4	1	2	0	3	5
34	4	1	3	5	2	0
35	3	4	2	5	1	0
36	4	1	2	0	5	3
37	3	1	5	4	2	0
38	5	2	3	1	3	1
39	3	1	0	5	2	4
40	5	2	4	3	1	0
41	5	2	0	3	4	1
42	5	2	3	2	3	0
43	3	2	1	3	1	5
44	4	2	1	4	2	2
45	5	1	1	4	2	2
46	2	4	1	5	2	1
47	4	3	2	5	0	1
48	3	2	2	0	5	3
49	3	3	2	2	5	0
50	5	3	2	2	3	0
51	4	2	2	4	3	0
52	4	2	3	1	5	0
53	4	0	2	4	2	3
54	4	4	3	2	1	1
55	3	2	3	4	1	2
56	3	2	5	2	3	0
57	4	2	2	4	0	3
58	3	2	5	4	1	0

Hindu Male [Computer]

59	3	2	2	5	1	2
60	5	0	3	2	1	4
61	4	1	0	5	3	2
62	3	0	4	3	1	4
63	4	0	4	3	2	2
64	5	4	2	1	3	0

Hindu Male [Electronics]

65	5	2	2	2	4	0
66	5	3	2	4	1	0

67	3	1	4	4	2	1
68	4	3	2	0	5	1
69	2	4	5	3	0	1
70	5	1	3	1	4	1
71	4	2	4	1	4	0
72	5	1	3	3	3	0
73	4	1	2	3	0	5
74	4	2	2	5	2	0
75	1	3	3	3	5	0
76	4	4	3	3	1	0
77	4	1	3	4	3	0
78	4	2	3	5	1	0

Hindu Female [Civil]

79	5	4	3	0	1	2
80	4	3	2	5	0	1
81	3	3	1	4	4	0
82	5	2	3	2	0	3
83	1	4	2	5	0	3
84	1	3	2	5	0	4
85	3	2	4	5	1	0
86	5	0	3	4	2	1
87	5	4	2	3	1	0
88	4	3	1	5	2	0
89	3	2	0	5	4	1
90	4	1	2	4	1	3
91	4	2	3	3	1	2

Hindu Female [Electrical]

92	1	4	3	3	2	2
93	3	2	1	5	0	4
94	4	3	2	5	1	0
95	2	1	4	3	0	5
96	4	3	2	2	4	0
97	5	2	1	4	2	1
98	5	2	1	4	3	0
99	3	5	1	4	2	0
100	3	3	2	2	1	4
101	5	2	0	3	4	1

Hindu Female [Mechanical]

102	5	1	2	3	3	1
		Hindu Female [Computer]				
103	5	0	3	4	0	3
104	2	2	4	4	0	3
105	1	4	4	5	0	1
		Hindu Female [Electronics]				
106	1	5	4	3	0	2
		Muslim Male [Civil]				
107	3	2	4	1	5	0
108	5	4	3	1	2	0
109	2	2	1	4	3	3
110	5	3	2	4	1	0
111	4	0	3	5	1	2
112	3	2	2	4	1	3
113	2	1	5	2	4	1
		Muslim Male [Electrical]				
114	3	0	3	4	2	3
115	4	2	2	3	4	0
		Muslim Male [Mechanical]				
116	4	3	2	3	2	1
117	4	1	2	4	4	0
118	5	2	2	2	4	0
119	3	1	3	4	3	1
120	5	2	3	2	3	0
121	3	2	2	3	1	4
		Muslim Male [Computer]				
122	3	1	3	3	5	0
123	4	1	2	5	3	0
		Muslim Male [Electronics]				
124	4	3	2	4	2	0
125	5	2	1	3	4	0
		Muslim Female [Civil]				
126	4	3	1	3	0	4
127	5	2	3	4	1	0
128	4	1	2	4	1	3
		Muslim Female [Electrical]				
129	2	3	1	4	0	5
130	4	1	2	0	3	5

Muslim Female [Computer]						
131	5	4	2	2	1	1
Christian Male [Civil]						
132	5	0	3	3	1	3
133	5	1	2	4	3	0
134	4	0	2	5	1	3
135	4	4	3	0	2	2
136	0	4	1	3	4	3
137	1	5	2	3	0	4
138	2	3	4	4	1	1
139	4	2	3	3	1	2
140	4	3	2	4	2	0
141	2	2	3	3	5	0
142	4	2	3	5	1	0
143	5	2	1	4	2	1
144	5	2	2	3	2	1
145	4	4	3	1	3	0
146	3	4	2	5	0	1
147	3	3	1	4	0	4
148	1	1	3	4	3	3
149	4	2	3	3	3	0
150	4	1	3	5	1	1
151	5	3	0	3	2	2
152	4	2	4	0	3	2
153	4	4	2	0	1	4
154	3	4	1	5	2	0
155	3	4	2	5	0	1
156	4	3	2	4	2	0
157	3	4	3	3	1	1
158	3	0	4	5	2	1
Christian Male [Electrical]						
159	5	1	3	4	2	0
160	5	2	3	4	1	0
161	4	3	1	4	2	1
162	2	5	1	4	3	0
163	3	2	3	3	2	2
164	5	2	2	4	2	0
165	4	3	3	2	3	0

166	3	2	4	0	1	5
167	5	2	2	4	2	0
168	4	1	3	5	0	2
169	5	0	3	3	2	2
170	5	2	2	3	3	0
171	2	2	1	4	1	5
172	3	2	3	3	3	1

Christian Male [Mechanical]

173	2	2	4	2	1	4
174	5	2	1	3	3	1
175	2	1	5	4	3	0
176	4	1	3	2	5	0
177	5	2	3	1	4	0
178	3	4	1	4	2	1
179	5	1	3	3	3	0
180	5	0	3	2	4	1
181	4	2	2	5	2	0
182	5	3	4	0	1	2
183	5	4	3	1	2	0
184	4	1	4	2	4	0
185	4	1	3	4	3	0
186	5	1	4	3	2	0
187	4	3	1	2	1	4
188	0	4	3	1	2	5
189	3	2	4	5	1	0
190	3	4	3	5	0	0
191	4	1	3	4	3	0
192	4	0	2	4	1	4
193	5	3	3	2	2	0
194	3	3	5	3	1	0
195	3	2	0	4	4	2
196	3	4	3	0	2	3
197	4	2	3	1	5	0
198	5	4	1	3	2	0
199	4	1	2	4	4	0
200	1	3	2	5	1	3
201	3	1	3	4	4	0
202	4	2	1	2	3	3

203	4	1	3	4	3	0
204	5	2	2	2	4	0
205	3	2	5	1	0	4
206	2	2	3	0	5	3
207	2	3	3	2	4	1
208	5	1	4	3	2	0
209	5	1	4	2	3	0
210	3	2	0	4	5	1
211	4	0	2	3	5	1
212	5	1	2	3	4	0
213	4	2	0	4	4	1
214	4	4	0	1	4	2
215	2	1	5	4	2	1

Christian Male [Computer]

216	3	1	5	4	0	2
217	4	2	3	5	0	1
218	4	4	3	1	0	3
219	5	3	1	0	4	2
220	4	1	3	5	2	0
221	4	1	3	1	4	2
222	5	1	4	1	3	1

Christian Male [Electronics]

223	4	3	2	5	1	0
224	3	2	3	4	2	1
225	5	1	3	4	2	0
226	4	3	2	4	1	1
227	3	2	0	5	4	1
228	4	2	2	2	4	1
229	5	3	2	1	4	0
230	5	1	2	3	4	0
231	3	2	3	0	5	2
232	5	2	3	4	1	0

Christian female [Civil]

233	3	0	2	4	3	3
234	4	1	5	3	1	1
235	5	1	2	4	3	0
236	5	1	2	2	1	4
237	5	4	1	3	2	0

238	2	1	3	3	1	5
239	3	2	0	3	2	5
240	4	2	2	5	0	2
241	3	2	1	4	0	5
Christian female [Electrical]						
242	5	1	3	4	2	0
243	1	3	4	2	0	5
244	3	1	4	2	0	5
245	3	0	3	5	1	3
246	5	1	2	3	3	1
247	5	1	0	4	3	2
248	4	3	2	5	0	1
249	3	4	0	4	1	3
250	2	4	4	1	0	4
251	3	4	2	4	0	2
252	4	2	1	3	0	5
253	5	0	3	4	2	1
254	5	1	2	3	1	3
255	5	2	3	4	1	0
256	2	4	3	5	1	0
257	4	1	2	0	3	5
258	4	5	2	3	1	0
Christian female [Computer]						
259	4	2	4	3	1	1
Christian female [Electronics]						
260	4	1	4	4	2	0
% of means	24.75	14.31	16.26	21.00	14.04	9.64

Appendix V

Raw scores and the percentages of means on Values Checklist consisting of 15 pairs of sentences (75 samples of House Surgeons)

Sl. No.	Achievement	Economic	Aesthetic	Social	Power	Religious
Hindu Male						
1	3	4	2	1	1	4
2	2	3	0	5	2	3
3	4	2	1	5	0	3
4	5	0	2	3	4	1
5	3	3	0	5	2	2
6	4	1	3	5	1	1
7	5	2	3	3	0	2
8	4	1	3	5	2	0
Hindu Female						
9	4	3	2	1	0	5
10	3	0	2	5	1	4
11	3	0	4	5	1	2
12	4	1	5	3	2	0
13	3	0	2	5	1	4
14	5	0	1	4	3	2
15	5	1	1	3	2	3
16	4	5	2	3	1	0
17	4	3	1	5	0	2
18	1	4	3	5	1	1
19	1	4	2	3	0	5
20	4	2	0	1	3	5
Muslim Male						
21	5	2	2	0	4	2
22	5	1	3	4	2	0
Muslim Female						
23	3	0	2	5	1	4
Christian Male						
24	4	1	3	5	1	1
25	4	0	2	5	1	3
26	5	2	4	3	1	0

27	3	3	2	4	1	2
28	4	3	2	1	5	0
29	2	5	4	3	1	0
30	4	3	2	5	1	0
31	4	1	5	3	2	0
32	4	1	2	5	0	3
33	3	0	2	5	1	4
34	5	1	3	3	2	1
35	5	1	4	3	2	0
36	4	0	3	5	1	2
37	4	1	2	5	3	0
38	5	0	4	1	3	2
39	4	1	3	5	2	0
40	5	0	4	3	2	1
41	4	3	2	2	4	0
42	4	3	1	4	3	0
43	4	3	1	5	1	1
44	1	4	3	5	0	2
45	5	2	1	4	0	3
46	4	0	2	5	1	3
47	5	2	1	4	0	3
48	4	3	2	5	0	1
49	3	0	5	3	1	3
50	5	0	4	3	1	2
51	0	4	2	4	3	2
Christian Female						
52	3	2	4	5	0	1
53	5	2	3	3	2	0
54	1	0	2	4	5	3
55	4	0	5	3	1	2
56	1	2	4	4	0	4
57	5	0	1	3	3	3
58	4	2	5	3	1	0
59	5	1	3	4	2	0
60	4	1	2	5	0	3
61	3	1	5	2	4	0

62	2	2	4	5	0	2
63	5	0	2	2	2	4
64	4	3	1	4	2	1
65	5	3	4	2	1	0
66	2	2	3	0	3	5
67	5	2	3	4	0	1
68	3	4	0	5	2	1
69	4	3	2	5	0	1
70	3	1	2	5	0	4
71	2	1	4	3	2	3
72	4	2	3	4	0	2
73	0	4	3	5	1	2
74	3	4	1	3	2	2
Others Male						
75	5	2	2	0	4	2
% of means	24.36	11.82	16.89	24.53	10.14	12.26

Appendix VI

Raw scores and the percentages of means on Values Checklist consisting of 15 pairs of sentences (56 samples from MBA final year students)

Sl. No.	Achievement	Economic	Aesthetic	Social	Power	Religious
Hindu Male						
1	5	0	2	1	4	3
2	3	1	5	2	4	0
3	5	3	2	1	4	0
4	2	0	4	5	1	3
5	5	3	1	4	2	0
6	2	2	1	3	5	2
7	4	1	5	2	3	0
8	4	1	2	5	3	0
9	5	3	2	4	1	0
10	3	2	3	4	0	3
11	5	1	3	4	2	0
12	4	1	3	5	1	1
13	5	2	1	3	4	0
Hindu Female						
14	4	1	3	3	4	0
15	2	5	0	3	1	4
16	2	0	5	4	1	3
17	3	5	3	0	2	2
18	2	2	5	3	0	3
19	1	2	4	4	0	4
20	2	5	1	4	3	0
21	4	2	3	5	1	0
Muslim Male						
22	3	4	5	2	1	0
23	2	4	0	5	2	2
24	5	1	3	4	2	0
25	2	3	2	5	3	0
Christian Male						
26	2	4	2	2	5	0
27	4	3	4	2	2	0

28	5	1	2	4	3	0
29	5	3	0	2	4	1
30	1	4	2	3	5	0
31	5	0	3	2	4	1
32	4	1	3	2	5	0
33	5	2	1	3	4	0
34	5	3	2	3	1	1
35	2	3	1	5	4	0
36	4	2	5	1	3	0
37	5	1	4	2	3	0
38	3	2	4	5	1	0
39	3	5	4	1	2	0
40	4	3	4	2	2	0
41	3	2	5	4	1	0
42	5	2	2	1	4	1
43	2	1	3	4	5	0
44	3	5	4	2	1	0
45	5	2	4	1	0	3
46	5	1	3	3	2	1
47	2	4	5	2	2	0
Christian Female						
48	4	3	3	3	2	0
49	2	3	5	0	4	1
50	5	3	1	3	2	1
51	4	4	1	4	2	0
52	3	4	0	5	2	1
53	3	1	5	2	0	4
54	4	3	2	3	5	0
55	3	2	0	1	4	5
56	4	3	2	1	5	0
% of means	23.69	15.95	18.57	19.06	17.02	5.71

Appendix VII

Raw scores and the percentages of means on Values Checklist consisting of 15 pairs of sentences (168 samples selected from M.G. University Regional Centre for Teacher Education)

Sl. No.	Achievement	Economic	Aesthetic	Social	Power	Religious
Hindu Male						
1	4	2	3	3	3	0
2	1	3	4	5	2	0
3	5	2	1	4	0	3
4	2	0	3	5	1	4
5	4	1	4	3	3	0
6	2	0	5	3	1	4
7	5	2	3	4	1	0
8	5	2	1	3	4	0
9	5	1	4	2	3	0
10	4	1	3	5	0	2
11	4	1	2	4	1	3
12	4	1	3	5	1	1
13	2	0	3	4	1	5
14	5	0	3	3	2	2
Hindu Female						
15	4	1	3	5	0	2
16	5	2	0	4	2	2
17	5	0	3	3	2	2
18	4	0	2	5	1	3
19	3	0	4	5	2	1
20	3	2	3	4	1	2
21	0	3	1	4	2	5
22	2	5	3	4	0	1
23	3	1	2	5	0	4
24	3	1	4	4	0	3
25	3	1	2	5	0	4
26	4	0	4	5	0	2
27	4	1	3	4	1	2
28	4	1	2	3	0	5

29	4	3	0	5	2	1
30	3	2	5	4	1	0
31	5	2	2	4	2	0
32	5	2	3	4	1	0
33	3	2	2	5	0	3
34	2	0	3	5	2	3
35	2	3	1	5	0	4
36	2	1	4	2	1	5
37	2	3	1	5	0	4
38	5	3	2	4	1	0
39	3	1	3	4	0	4
40	4	1	2	4	0	4
41	5	0	2	2	2	4
42	4	2	3	5	1	0
43	3	3	3	4	1	1
44	2	3	2	4	1	3
45	2	2	3	5	1	2
46	5	0	2	3	4	1
47	4	2	4	1	1	3
48	2	5	3	4	0	1
49	5	3	2	4	1	0
50	4	1	3	5	2	0
51	1	4	1	4	1	4
52	3	2	0	4	1	5
53	4	4	1	3	1	2
54	2	1	5	3	0	4
55	1	3	1	3	3	4
56	2	2	2	4	0	5
57	3	2	4	5	1	0
58	5	1	2	3	2	2
59	2	4	3	5	0	1
60	4	3	3	1	2	2
61	3	0	2	4	1	5
62	4	2	1	5	2	1
63	4	0	3	5	1	2
64	4	0	3	1	2	5

65	3	1	3	5	0	3
66	5	2	3	2	0	3
67	2	3	0	3	3	4
68	3	2	0	5	1	4
69	2	0	3	4	1	5
70	4	0	2	3	1	5
71	3	3	1	2	2	4
72	4	0	2	5	1	3
73	2	4	2	5	0	2
74	3	2	1	5	0	4
75	4	0	2	3	2	4
76	5	2	3	1	0	4
77	5	0	3	4	1	2
78	4	3	1	5	0	2
79	2	3	1	5	0	4
80	4	3	1	3	0	4
81	3	1	2	4	0	5
82	5	2	0	4	1	3
83	5	1	1	4	1	3
84	4	1	1	5	1	3

Christian Male

85	4	0	3	4	1	3
86	4	2	4	4	1	0
87	5	2	1	3	0	4
88	5	3	2	4	0	1
89	3	0	2	4	2	4
90	2	1	2	5	2	3
91	1	3	3	5	3	0
92	5	2	2	0	3	3
93	3	2	3	2	2	3
94	4	0	3	5	1	2
95	2	0	4	4	1	4
96	3	4	4	1	3	0
97	5	2	4	3	1	0
98	4	1	2	5	3	0
99	4	1	3	2	5	0

100	3	4	2	2	2	2
101	2	1	4	5	0	3
102	5	1	3	4	1	1

Christian Female

103	4	1	3	4	2	1
104	2	3	1	3	2	4
105	2	3	1	5	0	4
106	3	4	0	3	1	5
107	2	3	1	5	0	4
108	3	1	2	5	0	4
109	2	1	2	4	2	4
110	1	1	3	4	3	3
111	4	2	2	5	0	2
112	5	0	4	3	2	1
113	2	0	4	3	1	5
114	3	2	1	4	0	5
115	2	3	3	4	0	3
116	3	2	0	4	1	5
117	2	1	4	3	0	5
118	5	0	3	2	1	4
119	3	2	2	5	1	2
120	5	2	1	3	4	0
121	3	1	2	5	2	2
122	5	1	2	3	4	0
123	5	3	2	4	1	0
124	5	1	3	4	0	2
125	4	2	1	3	0	5
126	5	0	1	4	2	3
127	5	1	2	4	0	3
128	2	4	2	5	0	2
129	2	1	3	4	0	5
130	1	3	2	4	0	5
131	1	4	2	5	0	3
132	2	0	1	3	4	5
133	4	3	2	5	1	0
134	2	2	4	5	0	2

135	4	3	1	2	1	4
136	4	3	1	3	0	4
137	5	1	3	4	0	2
138	5	0	3	4	2	1
139	2	0	3	4	1	5
140	2	4	5	3	1	0
141	3	1	2	4	0	5
142	4	1	2	4	0	4
143	0	3	2	5	4	1
144	3	2	3	2	3	2
145	4	1	2	4	1	3
146	0	3	1	4	2	5
147	3	2	1	5	0	4
148	5	2	1	4	0	3
149	4	1	2	3	0	5
150	4	2	1	5	0	3
Muslim Male						
151	4	2	4	3	1	1
152	4	0	3	5	1	2
153	1	3	2	3	3	3
154	4	2	4	1	4	0
155	4	2	3	5	1	0
Muslim Female						
156	5	3	1	4	0	2
157	2	0	4	5	1	3
158	5	1	0	4	2	3
159	3	1	1	5	1	4
160	3	1	1	3	2	5
161	4	4	4	1	0	2
162	3	0	1	5	2	4
163	3	3	0	4	2	3
164	5	3	1	4	2	0
165	5	1	3	4	0	2
166	5	0	2	4	1	3
167	3	1	2	4	0	5
168	4	1	2	3	0	5
% of Means	22.66	11.19	15.24	25.51	7.66	17.74

Appendix VIII

Raw scores and the percentages of means on Values Checklist consisting of 15 pairs of sentences (26 samples from ICWAI students)

Sl. No.	Achievement	Economic	Aesthetic	Social	Power	Religious
Hindu Male						
1	5	2	1	4	3	0
2	1	3	2	4	0	5
3	4	3	3	0	4	1
4	3	3	4	0	2	3
5	2	4	2	4	3	0
6	4	1	3	0	5	2
7	1	4	1	4	3	2
8	0	5	3	2	1	4
9	5	3	2	1	2	2
10	2	5	0	3	3	2
11	2	4	5	2	2	0
Hindu Female						
12	2	4	3	1	0	5
13	3	2	3	1	2	4
14	4	5	0	3	2	1
Muslim Male						
15	4	4	2	0	4	1
16	0	2	3	3	4	3
Christian Male						
17	3	4	1	3	4	0
18	4	5	2	1	3	0
19	2	3	4	2	4	0
20	5	3	4	1	2	0
21	2	2	2	2	5	2
22	5	4	2	1	2	1
23	3	2	3	4	3	0
24	4	2	0	3	4	2
Christian Female						
25	3	4	2	2	3	1
26	4	4	0	2	3	2
% of means	19.74	22.31	14.62	13.59	18.72	11.02

Appendix IV - 1

Table showing the percentages of value categories based on religion and sex.

		Value orientation (Percentages of scores)					
		Achievement	Economic	Aesthetic	Social	Power	Religious
HINDUS	Male	7.49	4.26	4.90	6.10	4.56	2.69
	Female	2.46	1.85	1.59	2.67	1.00	1.21
	Total	9.95	6.11	6.49	8.77	5.56	3.90
MUSLIMS	Male	1.82	0.87	1.21	1.56	1.38	0.46
	Female	0.62	0.36	0.28	0.44	0.15	0.46
	Total	2.44	1.23	1.49	2.00	1.53	0.92
CHRISTIANS	Male	9.67	5.59	6.59	7.82	6.05	3.13
	Female	2.69	1.38	1.69	2.41	0.90	1.69
	Total	12.36	6.97	8.28	10.23	6.95	4.82
TOTAL	Male	18.98	10.72	12.70	15.48	11.99	6.28
	Female	5.77	3.59	3.56	5.52	2.05	3.36
	Total	24.75	14.31	16.26	21.00	14.04	9.64

Appendix IV - 2

Value orientation of engineering students based on gender.

		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Male	% of frequencies Rank	24.92 1	14.07 5	16.66 3	20.34 2	15.76 4	8.25 6
Female	% of frequencies Rank	24.19 1	15.05 3	14.95 4	23.12 2	8.60 6	14.09 5

Rank Correlation coefficient $r_s = 1 - \frac{6 \times 10}{6(36-1)} = 0.71$

Fisher's t value $t = \frac{2 \times 0.71}{\sqrt{1 - (0.71)^2}} = 2.016$

Level of significance $p = 0.05$

Appendix IV - 3

Value orientation of engineering students based on religion.

	Value orientation						
		Achievement	Economic	Aesthetic	Social	Power	Religious
Hindus	% of frequencies Rank	24.40 1	14.97 4	15.91 3	21.51 2	13.65 5	9.56 6
Muslims	% of frequencies Rank	25.33 1	12.80 5	15.47 4	20.80 2	16.00 3	9.60 6
Christians	% of frequencies Rank	24.90 1	14.06 4	16.69 3	20.62 2	14.01 5	9.72 6

r_s (Hindus, Muslims) = 0.83, $t = 2.976$; r_s (Muslims, Christians) = 0.83, $t = 2.976$
 r_s (Hindus, Christians) = 1.00, $t = \infty$; $p = 0.05$

Appendix IV - 4

Value orientation of engineering students from rural, semi - urban and urban areas.

Place of residence		Value orientation					
		Social	Achievement	Aesthetic	Economic	Power	Religious
Rural	%	23.62	20.38	15.25	15.04	13.22	8.59
	Rank	1	2	3	4	5	6
Semi-Urban	%	20.88	24.04	15.87	13.42	15.00	10.79
	Rank	2	1	3	5	4	6
Urban	%	21.80	23.45	16.93	14.68	14.16	8.98
	Rank	2	1	3	4	5	6

r_s (rural, semi-urban) = 0.77, $t = 2.41$
 r_s (rural, urban) = 0.885, $t = 3.80$
 r_s (semi-urban, urban) = 0.94, $t = 5.51$
 $p = 0.05$

Appendix IV - 5

Percentages of scores for different categories of values for engineering students from low, middle low, middle high and high income families.

Annual family income		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Low income	%	24.03	15.44	13.86	22.28	13.16	11.23
	Rank	1	3	4	2	5	6
Middle low income	%	23.20	14.25	18.26	22.10	13.42	8.77
	Rank	1	4	3	2	5	6
Middle high income	%	23.90	14.56	15.40	21.61	15.33	9.20
	Rank	1	5	3	2	4	6
High income	%	23.33	14.31	16.08	21.96	14.12	10.20
	Rank	1	4	3	2	5	6

$$r_s (\text{low, middle low}) = 0.94, t = 5.51$$

$$r_s (\text{low, middle high}) = 0.83, t = 2.96$$

$$r_s (\text{low, high}) = 0.94, t = 5.51$$

$$r_s (\text{middle low, middle high}) = 0.94, t = 5.51$$

$$r_s (\text{middle low, high}) = 1.00, t = \infty$$

$$r_s (\text{middle high, high}) = 0.94, t = 5.51$$

$$p = 0.05$$

Appendix IV - 6

Percentages of scores for different categories of values for engineering students who are low, medium and high achievers.

		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Medium achievers	%	23.30	14.06	16.61	22.11	12.89	11.00
	Rank	1	4	3	2	5	6
High achievers	%	23.97	14.54	16.17	21.70	15.96	7.66
	Rank	1	5	3	2	4	6

$$r_s (\text{medium, high}) = 0.94, t = 5.51$$

$$p = 0.05$$

Appendix V - 1

Percentages of scores for six categories of values for house surgeons based on religion and sex.

		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Hindus	Male	2.67	1.42	1.24	2.84	1.07	1.42
	Female	3.65	2.04	2.22	3.82	1.34	2.93
	Total	6.32	3.46	3.46	6.66	2.41	4.35
Muslims	Male	0.89	0.27	0.44	0.36	0.53	0.18
	Female	0.27	-	0.18	0.44	0.09	0.36
	Total	1.16	0.27	0.62	0.80	0.62	0.54
Christians	Male	9.60	4.18	6.67	9.60	3.82	3.47
	Female	6.84	3.73	5.87	7.38	2.93	3.90
	Total	16.44	7.91	12.54	16.98	6.75	7.37
Others	Male	0.44	0.18	0.27	0.09	0.36	-
	Female	-	-	-	-	-	-
	Total	0.44	0.18	0.27	0.09	0.36	-
Total	Male	13.60	6.05	8.62	12.89	5.78	5.07
	Female	10.76	5.77	8.27	11.64	4.36	7.19
	Total	24.36	11.82	16.89	24.53	10.14	12.26

Appendix V - 2

Value orientation of male and female medical students.

		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Males	%	26.15	11.63	16.58	24.79	11.11	9.74
	Rank	1	4	3	2	5	6
Females	%	22.41	12.04	17.22	24.26	9.07	15.00
	Rank	2	4	3	1	6	5

r_s (male, female) = 0.886, $t = 3.82$

$P = 0.05$

Appendix V - 3

Value orientation of Hindu and Christian medical students

		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Hindus	%	23.67	13.00	13.00	25.00	9.00	16.33
	Rank	2	4.5	4.5	1	6	3
Christians	%	24.19	11.63	18.43	24.97	9.93	10.85
	Rank	2	4	3	1	6	5

r_s (Hindus, Christians) = 0.80, $t = 2.67$

$P = 0.05$

Appendix V - 4

Value orientation of medical students from rural, semi - urban and urban students.

		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Rural	%	25.67	8.66	17.00	25.67	10.00	13.00
	Rank	1.5	6	3	1.5	5	4
Semi-Urban	%	22.13	9.09	17.88	24.54	11.21	15.15
	Rank	2	6	3	1	5	4
Urban	%	25.00	14.79	16.67	24.58	8.54	10.42
	Rank	1	4	3	2	6	5

r_s (rural, semi-urban) = 0.97, $t = 7.98$

r_s (rural, urban) = 0.80, $t = 2.67$

r_s (semi-urban, urban) = 0.77, $t = 2.41$

$P = 0.05$

Appendix V - 5

Value orientation of medical students from families with annual income less than Rs 50,000 and with annual income Rs 50,000 or more.

Annual income of the family		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Less than Rs 50,000	%	24.07	12.36	17.07	24.55	10.08	11.87
	Rank	2	4	3	1	6	5
Rs 50,000 and above	%	24.66	10.30	17.77	25.25	9.29	13.33
	Rank	2	5	3	1	6	4

r_s (low, high) = 0.94, $t = 5.51$

$P = 0.05$

Appendix V - 6

Value orientation of medium achiever and high achiever medical students .

		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Medium achievers	%	25.23	10.63	17.66	23.96	10.99	11.53
	Rank	1	6	3	2	5	4
High achievers	%	23.16	10.54	17.89	28.77	5.96	13.68
	Rank	2	5	3	1	6	4

r_s (medium, high) = 0.885, $t = 3.80$
 $P = 0.05$

Appendix VI - 1

Value orientation of management students on the basis of religion and sex

		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Hindus	Male	6.19	2.38	4.04	5.12	4.05	1.43
	Female	2.38	2.62	2.86	3.10	1.43	1.90
	Total	8.57	5.00	6.90	8.22	5.48	3.33
Muslims	Male	1.19	0.95	1.19	1.31	0.71	-
	Female	-	-	-	-	-	-
	Total	1.19	0.95	1.19	1.31	0.71	-
Christians	Male	9.76	6.43	7.98	6.67	7.50	0.95
	Female	4.17	3.57	2.50	2.86	3.33	1.43
	Total	13.93	10.00	10.48	9.53	10.83	2.38
Total	Male	17.14	9.76	13.21	13.10	12.26	2.38
	Female	6.55	6.19	5.36	5.96	4.76	3.33
	Total	23.69	15.95	18.57	19.06	17.02	5.71

Appendix VI - 2
Value orientation of male and female management students.

		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Male	%	25.26	14.39	19.47	19.30	18.07	3.51
	Rank	1	5	2	3	4	6
Female	%	20.37	19.26	16.67	18.52	14.81	10.37
	Rank	1	2	4	3	5	6

r_s (male, female) = 0.60, $t = 1.50$ $P = 0.05$

Appendix VI - 3
Value orientation of management students from urban and non-urban areas.

		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Non-urban	%	23.57	12.38	20.71	22.38	14.28	6.67
	Rank	1	5	3	2	4	6
Urban	%	23.82	18.67	16.95	17.90	17.14	5.52
	Rank	1	2	5	3	4	6

r_s (non-urban, urban) = 0.60, $t = 1.50$ $P = 0.05$

Appendix VI - 4
Value orientation of management students belonging to Hindu & Christian religions.

		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Hindus	%	22.86	13.33	18.42	21.90	14.60	8.89
	Rank	1	5	3	2	4	6
Christians	%	24.69	17.28	18.77	17.53	18.27	3.46
	Rank	1	5	2	4	3	6

r_s (Hindus, Christians) = 0.83, $t = 2.976$ $P = 0.05$

Appendix VI - 5

Value orientation of management students from low income (annual income less than Rs 50,000) and high income (annual income Rs 50,000 & more) families.

Annual income of the families		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Less than Rs 50,000	%	23.81	12.86	18.81	21.43	16.43	6.66
	Rank	1	5	3	2	4	6
Rs 50,000 and above	%	23.68	20.46	17.70	17.24	15.86	5.06
	Rank	1	2	3	4	5	6

r_s (low, high) = 0.60, $t = 1.50$
 $P = 0.05$

Appendix VI - 6

Value orientation of medium and high achiever management students .

		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Medium achievers	%	22.53	16.32	18.85	18.16	17.70	6.44
	Rank	1	5	2	3	4	6
High achievers	%	25.56	18.89	16.11	18.89	16.11	4.44
	Rank	1	2.5	4.5	2.5	4.5	6

r_s (medium, high) = 0.61, $t = 1.52$
 $P = 0.05$

Appendix VII - 1

Value orientation of B.Ed students on the basis of religion and sex

		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Hindus	Male	2.49	1.51	1.98	3.07	1.34	1.11
	Female	12.03	6.26	6.88	13.35	3.22	8.09
	Total	14.52	7.77	8.86	16.42	4.56	9.20
Muslims	Male	0.36	0.19	0.34	0.36	0.21	0.13
	Female	2.12	0.79	0.98	2.13	0.70	1.28
	Total	2.48	0.98	1.32	2.49	0.91	1.41
Christians	Male	1.96	1.11	1.47	2.00	0.77	1.00
	Female	4.49	2.56	2.79	5.26	1.41	4.26
	Total	6.45	3.67	4.26	7.26	2.18	5.26
Total	Male	4.81	2.81	3.79	5.43	2.32	2.24
	Female	18.64	9.61	10.65	20.74	5.33	13.63
	Total	23.45	12.42	14.44	26.17	7.65	15.87

Appendix VII - 2

Value orientation of male and female B.Ed students.

		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Male	%	22.49	13.13	17.71	25.37	10.85	10.45
	Rank	2	4	3	1	5	6
Female	%	23.71	12.22	13.55	26.40	6.78	17.34
	Rank	2	5	4	1	6	3

r_s (male, female) = 0.66, $t = 1.757$

$P = 0.05$

Appendix VII - 3
Value orientation of B.Ed students on the basis of religion.

		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Hindus	%	23.68	12.68	14.44	26.77	7.43	15.00
	Rank	2	5	4	1	6	3
Muslims	%	25.78	10.22	13.78	26.00	9.56	14.66
	Rank	2	5	4	1	6	3
Christians	%	22.20	12.60	14.65	24.98	7.47	18.10
	Rank	2	5	4	1	6	3

r_s (Hindu, Muslims) = 1, $t = \infty$
 r_s (Hindu, Christians) = 1, $t = \infty$
 r_s (Muslims, Christians) = 1, $t = \infty$
 $P = 0.05$

Appendix VII - 4
Value orientation of B.Ed students from rural, semi-urban and urban areas.

		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Rural areas	%	22.53	11.76	14.75	26.17	7.78	17.01
	Rank	2	5	4	1	6	3
Semi-urban areas	%	25.43	13.02	13.33	27.13	7.67	13.42
	Rank	2	5	4	1	6	3
Urban areas	%	23.51	14.21	15.26	25.61	6.67	14.74
	Rank	2	5	3	1	6	4

r_s (rural, semi-urban) = 1, $t = \infty$
 r_s (rural, urban) = 0.94, $t = 5.51$
 r_s (semi-urban, urban) = 0.94, $t = 5.51$
 $P = 0.05$

Appendix VII - 5
Economic status and value orientation of B.Ed students

Annual income of the family		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Less than Rs 25,000	%	23.45	11.07	14.56	26.71	7.89	16.32
	Rank	2	5	4	1	6	3
Rs 25,000 and above but less than Rs 50,000	%	23.55	13.59	15.32	25.72	7.36	14.46
	Rank	2	5	3	1	6	4
Rs 50,000 & above	%	25.37	14.63	13.33	25.53	7.97	13.17
	Rank	2	3	4	1	6	5

r_s (low, middle-low) = 0.94, $t = 5.51$

r_s (low, high) = 0.77, $t = 2.11$

r_s (middle-low, high) = 0.82, $t = 2.865$

$P = 0.05$

Appendix VII - 6
Past educational achievements and value orientation of B.Ed students .

		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Low achievers	%	21.33	11.41	14.07	26.52	8.15	18.52
	Rank	2	5	4	1	6	3
Medium achievers	%	25.17	12.22	14.06	26.06	7.89	14.60
	Rank	2	5	4	1	6	3
High achievers	%	23.13	12.99	15.65	26.46	7.14	14.63
	Rank	2	5	3	1	6	4

r_s (low, medium) = 1, $t = \infty$

r_s (low, high) = 0.94, $t = 5.51$

r_s (medium, high) = 0.94, $t = 5.51$

$P = 0.05$

Appendix VIII - 1

Value orientation of ICWAI students on the basis of religion and sex

		Value orientation					
		Achievement	Economic	Aesthetic	Social	Power	Religious
Hindus	Male	7.44	9.49	6.67	6.15	7.18	5.38
	Female	2.31	2.82	1.54	1.28	1.03	2.56
	Total	9.75	12.31	8.21	7.43	8.21	7.94
Muslims	Male	1.03	1.54	1.28	0.77	2.05	1.03
	Female	-	-	-	-	-	-
	Total	1.03	1.54	1.28	0.77	2.05	1.03
Christians	Male	7.18	6.41	4.62	4.36	6.92	1.28
	Female	1.79	2.05	0.51	1.03	1.54	0.77
	Total	8.97	8.46	5.13	5.39	8.46	2.05
Total	Male	15.65	17.44	12.56	11.28	16.15	7.69
	Female	4.10	4.87	2.05	2.31	2.57	3.33
	Total	19.75	22.31	14.61	13.59	18.72	11.02

Appendix IX - 1

Value orientation preferences of engineering, medical, management, B.Ed & ICWAI students

Professional group	Value orientation preferences					
	Achievement	Social	Aesthetic	Economic	Power	Religious
Engineering students	1	2	3	4	5	6
Medical students	2	1	3	5	6	4
Management students	1	2	3	5	4	6
B.Ed. students	2	1	4	5	6	3
ICWAI students	2	5	4	1	3	6

Appendix IX - 2

Value orientation preferences of male students of engineering, medical, management, B.Ed & ICWAI.

Male students	Value orientation preferences					
	Achievement	Social	Aesthetic	Power	Economic	Religious
Engineering students	1	2	3	4	5	6
Medical students	1	2	3	5	4	6
Management students	1	3	2	4	5	6
B.Ed. students	2	1	3	5	4	6
ICWAI students	2	5	4	3	1	6

Appendix IX - 3

Value orientation preferences of female students of engineering, medical, management & B.Ed.

Female students	Value orientation preferences					
	Achievement	Social	Economic	Aesthetic	Religious	Power
Engineering	1	2	3	4	5	6
Medical	2	1	4	3	5	6
M.B.A	1	3	2	4	6	5
B.Ed.	2	1	5	4	3	6

Appendix IX - 4

Value orientation preferences of Hindu students of engineering, medicine, management & B.Ed.

Hindu students	Value orientation preferences					
	Achievement	Social	Aesthetic	Economic	Power	Religious
Engineering	1	2	3	4	5	6
Medical	2	1	4.5	4.5	6	3
M.B.A	1	2	3	5	4	6
B.Ed.	2	1	4	5	6	3

Appendix IX - 5

Value orientation preferences of Muslim students of engineering, & B.Ed.

Muslim students	Value orientation preferences					
	Achievement	Social	Power	Aesthetic	Economic	Religious
Engineering	1	2	3	4	5	6
B.Ed	2	1	6	4	5	3

Appendix IX - 6

Value orientation preferences of Christian students of engineering, medical, management & B.Ed.

Christian students	Value orientation preferences					
	Achievement	Social	Aesthetic	Economic	Power	Religious
Engineering	1	2	3	4	5	6
Medical	2	1	3	4	6	5
Management	1	4	2	5	3	6
B.Ed.	2	1	4	5	6	3

Appendix IX - 7

Value orientation preferences of of engineering, medical & B.Ed students from rural areas.

Students from rural areas	Value orientation preferences					
	Social	Achievement	Economic	Aesthetic	Power	Religious
Engineering	1	2	3	4	5	6
Medical	1.5	1.5	6	3	5	4
B.Ed.	1	2	5	4	6	3

Appendix IX - 8

Value orientation of of engineering, medical & B.Ed students from semi-urban areas.

Students from semi-urban areas	Value orientation preferences					
	Achievement	Social	Aesthetic	Power	Economic	Religious
Engineering	1	2	3	4	5	6
Medical	2	1	3	5	6	4
B.Ed.	2	1	4	6	5	3

Appendix IX - 9

Value orientation of of engineering, medical, management & B.Ed students from urban areas.

Students from urban areas	Value orientation preferences					
	Achievement	Social	Aesthetic	Economic	Power	Religious
Engineering	1	2	3	4	5	6
Medical	1	2	3	4	6	5
Management	1	3	5	2	4	6
B.Ed.	2	1	3	5	6	4

Appendix IX - 10

Value orientation preferences of of engineering & B.Ed students who are from low income families.

Students from low income families	Value orientation preferences					
	Achievement	Social	Economic	Aesthetic	Power	Religious
Engineering	1	2	3	4	5	6
B.Ed.	2	1	5	4	6	3

Appendix IX - 11

Value orientation of engineering, medical, management & B.Ed students from middle low income families.

Students from middle low income families	Value orientation preferences					
	Achievement	Social	Aesthetic	Economic	Power	Religious
Engineering	1	2	3	4	5	6
Medical	2	1	3	4	6	5
Management	1	3	2	5	4	6
B.Ed.	2	1	3	5	6	4

Appendix IX - 12

Value orientation of engineering, medical & B.Ed students from middle high income families.

Students from middle high income families	Value orientation preferences					
	Achievement	Social	Aesthetic	Power	Economic	Religious
Engineering	1	2	3	4	5	6
Medical	2	1	3	6	5	4
B.Ed.	2	1	4	6	3	5

Appendix IX - 15

Value orientation of medium achiever students of engineering, medical, management & B.Ed.

Medium achiever students	Value orientation preferences					
	Achievement	Social	Aesthetic	Economic	Power	Religious
Engineering	1	2	3	4	5	6
Medical	1	2	3	6	5	4
Management	1	3	2	5	4	6
B.Ed.	2	1	4	5	6	3

Appendix IX - 16

Value orientation preferences of high achiever students from engineering, medical, management & B.Ed.

High achiever students	Value orientation preferences					
	Achievement	Social	Aesthetic	Power	Economic	Religious
Engineering	1	2	3	4	5	6
Medical	2	1	3	6	5	4
Management	1	2.5	4.5	4.5	2.5	6
B.Ed.	2	1	3	6	5	4

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