

## Value Pattern of Orthopedically challenged College going students.

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### ABSTRACT

*The present study was undertaken to study and compare the values of rural orthopedically challenged and urban orthopedically challenged college going students in Kashmir valley. A sample of 280 college going students were selected randomly from various college of Kashmir. The investigator used the Indian Adaptation Value Scale constructed by N.Y.Reddy for the collection of data. The collected data was subjected to various statistical treatments. Some of the interesting findings have been drawn from the present study such there is significant difference between rural orthopedically challenged and urban orthopedically challenged students on three dimensions and no significant difference was found on other three dimensions.*

**Key Words:** Values, urban, rural, orthopedically challenged, college students.

### INTRODUCTION

Value literally means something that has a price, something precious, dear and worthwhile; hence something one is ready to suffer and sacrifice for. In other words, values are a set of rules or regulations of behavior. In the words of John Dewey (1989), “the value means primarily to price, to esteem, to appraise and to estimate”. It means the act of achieving something, holding it and also the act of passing judgment upon the nature and amounts of values as compared with something else. Values are regarded as desirable, important, and held in high esteem by a particular society in which a person lives. Thus values give meaning and strength to a person’s character by occupying a central place in his life. Values reflect one’s personal attitudes and judgments, decisions and choices behavior and relationships, dreams and vision. They influence our thoughts, feelings and actions. They guide us to do the right things. But values may differ from one society to the other. Value education means inculcating a sense of humanism, a deep concern for the well-being of others and the nation among the children. This can be accomplished only when it is instilled in the children a deep feeling of commitment to values that would build this country and bring back to the people pride in work that brings order, security and assured progress. Through value education we like to develop the social, moral, aesthetic and spiritual sides of a person which are often undermined in formal education. Value education teaches us to preserve whatever is good and worthwhile in what was inherited from our culture. It helps us to accept respect, the attitude and behavior of those who differ from us. Value education does not mean value imposition or indoctrination.

Value education has the capacity to transform a diseased mind into a very young, fresh, innocent, healthy natural and attentive mind. The transformed mind is capable of higher sensitivity and heightened level of perception. This leads to fulfillment of the evolutionary role in man and in life. Value education helps oneself and one's relation to society. Value education makes one peaceful and by his personality, he adds peace to the society. Individual and society supplement each other. Education is a personality building process. It has always been linked with society. It has both a personal and social dimension and are like the two sides of the same coin, these are inseparable. According to Gandhi, real education does not consist in packing the brain with information facts and figures, or in passing examinations by reading the prescribed number of books, but by developing the right character. At present, our education system is largely involved in preparing the younger generation of developing their cognitive domains. Today what is being done is to educate the heads and hands and not the hearts. Lack of value education has been an important factor in the global scenario of growing violence and terrorism, pollution and ecological imbalances. The Education Commission (1964 – 66) and the National Policy on Education (NPE – 1986) stressed the importance of value oriented education in our country. The Ramamurthy Committee Report (1990) recommended that the imparting of value education should be an integral part of the entire educational process. Value education makes the youth powerful. They contribute a great deal to the national reconstruction and national development. The above Policy has laid considerable emphasis on Value Education by highlighting the need to make education a forceful tool for cultivation of social and moral values. The policy has stated that in our culturally plural society, education should factor universal and eternal values oriented towards the unity and integration of our people.

Value education involves social education but extends beyond it in so far as it covers the way the individual deals with his own powers and potentialities as well how he behaves in his relationship with other people and the community at large. The article, "human values in university management" suggests the following: Value education means a positive effort for bringing about a synthesis of physical, intellectual, emotional, aesthetic, moral and spiritual values in a human being. is on revival of moral and spiritual values in education. The Government should have no reservation in introducing and funding universal religion of human values in the form in the contents and in the methodology of education at all levels. Programme of Action NPE (1992) emphasized value education as an integral part of school curriculum. It highlighted the values drawn from national goals, universal perception, ethical considerations and character building. It stressed the role of education in combating obscurantism, religious fanaticism, exploitation and injustice as well as the inculcation of values. In addition to the emphasis of commissions on moral education, persons of eminence have also advocated the cause of moral education for all round development of the youth. Education is a powerful and pervasive agent for all round development, individual and social transformation. This alone can sustain culture and civilization. Gandhi said, "Unless the development of mind and body goes hand in hand with a corresponding awakening of the soul, the former alone would prove to be a poor lopsided affair. By spiritual training, I mean education of the heart". Thus, the true meaning of education is harmonious development of head, heart and hand, i.e., enlighten of mind, compassion and dignity of labor.

Values in our education are a hotly debated subject now a day. This is because of the chaotic conditions observed in almost all spheres of our life. It is conjectured, not without reason, that this chaos is mainly due to lack of values in the education being imparted in India. If contemporary

education is to be value-based, it can never be done without the teachers themselves understanding, appreciating and upholding the life-sustaining moral values. The teachers cannot have an excuse whatsoever. If one cannot practice these values, one should not dream of teaching as a job. In fact, teaching is not a job. It is a mission and vision for life and for prosperity. The Indian culture is deeply rooted in spiritual values and unless these values find their way into the life of students, education will lose its significance and will not fulfill its function of endowing the students with a vision to live by and with the ideals to work for. Therefore, in difference to the cherished goals of democracy, socialism, humanism and secularism, it is very essential that our education system should evolve a new positive morality, which could effectively be built into the school curriculum. It is essential that the teachers also should be exposed to the traditional values and ethics of education through training programmes from time to time.

The concept of value has been the subject of discussion by social scientists, including philosophers, anthropologists, and psychologists for many years. The attention paid to the concept across many disciplines attests to the fact that in the normal course of their lives people are constantly involved in the process of evaluation, judging what the actions or outcomes are good or bad, or what is desirable or undesirable in relations to more general beliefs and standards. Thus valuing is a part of the human condition. Our values influence many aspects of our lives, affecting both the way we construe and evaluate situations and the actions that we take in pursuit of important goals. Values involve general beliefs about desirable and undesirable ways of behaving in everyday life and about desirable and undesirable goals or end-states (Corey, Corey & Callahan, 2003). Values are assumed to more specific attitudes towards objects and situations but they influence the form those attitudes take.

### **OBJECTIVES**

For the present study the investigator formulated the following objectives.

1. To find out rural and urban orthopedically challenged college going students.
2. To study the values of rural orthopedically challenged and urban orthopedically challenged college going students
3. To compare rural orthopedically challenged and urban orthopedically challenged college going students on their various dimensions of value patterns.

### **HYPOTHESIS**

The hypothesis for the present study:

1. There is significant mean difference between rural orthopedically challenged and urban orthopedically challenged college going students on various dimensions of their value pattern.

### **METHODS AND PROCEDURES**

#### **Sample**

The investigator selected 280 college going students (160 rural orthopedically challenged and 120 urban orthopedically challenged students) from various degree colleges in Kashmir province. A purposive sampling technique was used to select the sample subjects.

#### **Tools used**

The investigator used the Indian Adaptation Value Scale constructed by N.Y.Reddy for the collection of data.

### Statistical Treatment

The collected data was analyzed and interpreted by using some statistical treatments like.

1. Mean
2. S.D
3. t-test

### Analysis and interpretation

In order to achieve the objectives formulated for the present study, the data collected has been tabulated as under:

**Table 1.1: Showing the mean comparison between Rural orthopedically challenged and Urban orthopedically challenged College Students on Theoretical Value**

Dimension	Category	N	Mean	M. D	S.D	t-value	Level of significance
Theoretical	Rural orthopedically challenged	160	40.38	1.78	5.61	1.98	Significant at 0.05 level
	Urban orthopedically challenged	120	42.25		5.49		

The above table depicts the mean comparison between rural orthopedically challenged and urban orthopedically challenged college students on theoretical dimension of value. The data reveals that significant mean difference at .05 level and the mean difference favors the urban orthopedically challenged college going students which indicates that they are significantly different than the rural orthopedically challenged college going students on their theoretical value which means that urban orthopedically challenged college going students have high theoretical value than rural orthopedically challenged college going students.

**Table 1.2: Showing the mean comparison between Rural orthopedically challenged and Urban orthopedically challenged College Students on Economic Value**

Dimension	Category	N	Mean	M. D	S.D	t-value	Level of significance
Economic	Rural orthopedically challenged	160	34.08	1.88	5.21	2.06	Significant at 0.05 level
	Urban orthopedically challenged	120	35.96		5.08		

The above table depicts the mean comparison between rural orthopedically challenged and urban orthopedically challenged college students on economic dimension of value. The data reveals the significant difference at .05 level which favours the urban orthopedically challenged college going students and indicates that they are significantly different than the rural orthopedically challenged college going students on their economic value which means that urban orthopedically challenged college going students have high theoretical value than rural orthopedically challenged college going students.

**Table 1.3: Showing the mean comparison between Rural orthopedically challenged and Urban orthopedically challenged College Students on Aesthetic Value**

Dimension	Category	N	Mean	M. D	S.D	t-value	Level of significance
Aesthetic	Rural orthopedically challenged	160	41.32	3.39	5.02	3.76	Significant at 0.01 level
	Urban orthopedically challenged	120	44.71		5.84		

The above table depicts the mean comparison between rural orthopedically challenged and urban orthopedically challenged college students on aesthetic dimension of value. The data reveals that significant difference at .01 level which favours the urban orthopedically challenged college going students which indicates that they are significantly different than the rural orthopedically challenged college going students on their aesthetic value which means that urban orthopedically challenged college going students have high aesthetic value than rural orthopedically challenged college going students.

**Table 1.4: Showing the mean comparison between Rural orthopedically challenged and Urban orthopedically challenged College Students on Social Value**

Dimension	Category	N	Mean	M. D	S.D	t-value	Level of significance
Social	Rural orthopedically challenged	160	45.70	0.65	5.62	0.68	In-Significant
	Urban orthopedically challenged	120	46.35		5.61		

The perusal of above table shows the mean comparison of rural orthopedically challenged and urban orthopedically challenged college going students on social dimension of value. The data reveals that there is no significant difference between the two groups of students, the mean difference favours urban orthopedically challenged students but fail to reach any level of significance. Both rural orthopedically challenged and urban orthopedically challenged college going students have same social value.

**Table 1.5: Showing the mean comparison between Rural orthopedically challenged and Urban orthopedically challenged College Students on Political Value**

Dimension	Category	N	Mean	M. D	S.D	t-value	Level of significance
Political	Rural orthopedically challenged	160	30.58	0.83	3.81	1.27	In-Significant
	Urban orthopedically challenged	120	31.41		3.91		

The perusal of above table shows the mean comparison of rural orthopedically challenged and urban orthopedically challenged college going students on political dimension of value. The data reveals that there is no significant differences between the two groups of students, both rural orthopedically challenged and urban orthopedically challenged college going students have same

social value. The mean difference favors the urban orthopedically challenged students but fails to reach nay level of significance.

**Table 1.6: Showing the mean comparison between Rural orthopedically challenged and Urban orthopedically challenged College Students on Religious Value**

Dimension	Category	N	Mean	M. D	S.D	t-value	Level of significance
Religious	Rural orthopedically challenged	160	41.32	0.38	6.77	0.34	In-Significant
	Urban orthopedically challenged	120	41.70		6.24		

The perusal of above table shows the mean comparison of rural orthopedically challenged and urban orthopedically challenged college going students on religious dimension of value. The data reveals that there is no significant differences between the two groups of students, both rural orthopedically challenged and urban orthopedically challenged college going students have same religious value. The mean difference favors urban orthopedically challenged students but fail to reach nay level of significance.

#### MAJOR FINDINGS

1. It was found that there is a significant difference between rural orthopedically challenged and urban orthopedically challenged college students on theoretical dimension value. It was found that the urban orthopedically challenged college going students have high theoretical value as compared to that rural orthopedically challenged college going students.
2. It was found that there is a significant difference between rural orthopedically challenged and urban orthopedically challenged college students on economic dimension of value. It was found that the urban orthopedically challenged college going students have high economic value as compared to that of rural orthopedically challenged college going students.
3. It was found that there is a significant difference between rural orthopedically challenged and urban orthopedically challenged college students on aesthetic dimension of value. It was found that the urban orthopedically challenged college going students have high aesthetic value as compared to that rural orthopedically challenged college going students.
4. It was found that there is no a significant difference between rural orthopedically challenged and urban orthopedically challenged college students on dimension of value.
5. It was found that there is no a significant difference between rural orthopedically challenged and urban orthopedically challenged college students on political dimension of value.
6. It was found that there is no a significant difference between rural orthopedically challenged and urban orthopedically challenged college students on religious dimension of value.

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