A Comparative Study of the Values of Bangladeshi Male Students in Public and Private Universities

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Abstract

The purpose of the study was to observe the differences in values between the male students studying at the same level of the public and private universities of Bangladesh. To investigate and compare the values among the students 104 respondents were selected by purposive sampling method from the target population (52 from Public University and 52 from Private University). In order to measure the personal values an adapted Bengali version (Latif, 1991) of Allport-Vernon-Lindzey Study of Values was administered on the respondents. The data were analyzed by using t-test and t-test was computed with the help of SPSS. The findings revealed that there were no significant differences in theoretical, aesthetic and religious values between two groups of students. But significant differences were found between economic, social and political values of the respondents.

Key Words: Values, Students, Male, Public University, Private University.

Introduction

Values are the products of socialization, which plays one of the most important roles behind the personality development of human child (Mussen, Conger & Kagan; 1974). Values reflect the culture of a society and are widely shared by the members of the culture. A man and the culture of his society can be known by knowing his values (Mead, 1928; 1934; 1935; Benedict, 1934; Linton,1934).

Values are a concept adapted by human beings in order to function properly according to the set customs of the particular society one lives in. Some values may be shared almost universally by human beings and others are very specific in accordance with the culture one lives in or the influences of family. Values develop relatively early in the process of primary socialization and is most of the time constant and unchangeable (Super and Sverko, 1995).

Findings indicate that personal values do influence human behavior and the way of living (England 1975, Rokeach 1973, Singhapakdi and Vitell 1993, Guth and Tagiuri 1987, Fritzsche 1995, Finegan 1994, Eaton and Giacomino 2000, 2001). From a philosopher’s perspective value is described “as higher and lower, mental and physical, permanent and transient, and so on. The psychological point of view classifies values into implicit values which are internal values and explicit values which are so clearly verbalized that others can make judgments about them (Mahjabeen, and Mozumder, 2000). It also indicates that values would guide a human to choose his conduct that would affect both his well being as well as the well being of others. In U.S.A and

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Denmark, Kandel and Lesser (1972) found that there is a close relationship between mothers and their children in terms of values. The findings of Page and Washington (1986) indicate that family influences the transmission of values to the new generation. Family oriented values and cultural values are passed down from one generation to another.

In a cross cultural study, Karim (1990) observed that age, sex and cultural differences between Indian and Bangladeshi adolescents affects political, religious and aesthetic values. Cross-cultural model of VALUES indicates that VALUES are self-imposed criteria that balance between individual needs, the coordination of social interaction, and group survival. A cross cultural study done by Begum (1985) on inter personal values indicates that Bangladeshi students were less independent and more conforming than the students of Canada. Chatterjee (1991) also found that perception of quality of life and life satisfaction differs between Bangladesh and Canadian students. Differences in religious, economic and political values have also been recorded between ingoing and outgoing university students by Rahman and Wadud (1983). A comparative study of Fazil and college/university undergraduate students showed that madrasa students have higher theoretical and religious values than college/university students. The college/university honors students had higher economic and aesthetic values (Karim, and Rahman, 2001). Between Hindu and Muslim students similar findings were found by Khanam (1993). Moeed and Murshad (1986) noticed the change of values as a result of the education system of the university. Their findings indicate differences between the male and female students in theoretical and aesthetic values. Timmer and Kahle (1983) have also stated that individual’s age, sex, race, and social-class were highly correlated with value selection. Mohsin (1955) and Chowdhury’s (1958) study on culture produced results which showed the values changed with the change in profession. Zaman (1973) also found that social values change in times. Zaman (1973) compared the values of teachers and students and found significant changes of values between two generations. This study indicates that as the time passed social values changed with time. And gap of time changes the way of thinking between both generations. As previous findings showed that values are subject to change with the changes of the society and culture but it is also inherited from one generation to another and changed at the time of need. Smith’s (1949) study results in the change of social values when the social structures of a country changes. In 1973, Zaman used the Allport-Vernon-Lindzey test on students. Her research yielded results which showed that religious and political values undergo change in time.

The above literature shows that values affect both individuals’ well-being and the well-being of others. And it also helps the learner to adjust with the society. In the light of the previous findings it can be said that people from different nations have different values according to the society and culture. Values may vary from person to person and time to time. Family background and nurturing also play an effective role in deciding the type of values instilled in an individual.

The present study was conducted upon university going undergraduate students. Till now very little attention has been given by researchers in this particular area. So, the investigators had chosen to carry out the present research to measure six types of value differences between the male students of public and private universities in Bangladesh.
Rationale of the study

The purpose of this study was to determine whether or not, there are any differences in theoretical, economic, religious, social, political and aesthetic values between the students of the Private and Public Universities in Bangladesh. The reasons for including these two types of universities were to see the differences within the mindset of the students in the two different environments. We know in almost all the private universities there is no residential facilities. On the other hand, in every public university there is enough residential facility. As a result they get more chance to enjoy themselves by participating in various cultural programs that are arranged in their respective halls. The students of public universities come from different income groups families. Students of private universities, in contrast, usually come from families that are financially well off and these students at times get more exposure to shape their world view or get different perspectives. Students of public university would be more exposed to the political atmosphere and would more actively participate in it. Although family has great contribution on the development of values but two types of environment in the private and public universities may also help the students to develop personal values independently. In addition, the previous studies suggest that so far no study was conducted by any researcher regarding this issue in Bangladesh. So, the investigators would like to carry out the present research that would help the students, parents, teachers, educators and other researchers to understand about Spranger’s six values pattern of the male students of public and private universities in Bangladesh.

Objective of the study

The objective of the present study was to investigate whether the personal value system (theoretical, economical, aesthetic, religious, political and social) differs among the male students of public and private universities (in Bangladesh) or not.

Hypothesis

The following hypothesis was formulated in the present investigation:

i) There will be a significant difference in values (theoretical, economic, aesthetic, religious, political and social) between male students of public and private universities in Bangladesh.

Materials and Methods

The Sample: One hundred and four respondents participated in this research in which 52 of them were studying in public universities and 52 were from the private universities in Bangladesh. It is mentionable that the samples were chosen purposively from the educational institution of many parts in Dhaka city. The mean age of the students was 21.5 years. The education level of the participants was between 1st year Honors to final year. All respondents were Muslim male students. It is to be noted that all participants willingly took part in the present study.
<table>
<thead>
<tr>
<th>Institutions</th>
<th>University-1</th>
<th>University-2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public University</td>
<td>26</td>
<td>26</td>
<td>52</td>
</tr>
<tr>
<td>Private University</td>
<td>26</td>
<td>26</td>
<td>52</td>
</tr>
</tbody>
</table>

Measuring instruments

Allport-Vernon-Lindzey Value Scale (henceforth referred to as AVL): For conducting the study, the revised adapted Bengali version (Latif, 1991) of “Allport Vernon Lindzey study of values” (1960) scale was used. It is worth mentioning that previously this famous scale was not properly used in Bangladesh because it was not suitable in the context of Bangladeshi culture and also it is in English language. Latif (1991) took the initiative of translating and adapting this scale for the appropriate use in the context of Bangladeshi culture.

Allport Vernon Lindzey study of values is a widely accepted scale for measuring value (Kelly and Fiske 1950). This scale was originally developed in the year 1931 (Vernon and Allport, 1931). Continuous study by the authors resulted in the 1951 edition and a third edition in 1960. Basically the six types of values of adults can be measured by using this scale. These values are described below:

1) Theoretical: Theoretical values refer to a person’s interest in the discovery of theories and truth. This type of person does not give any importance to the practical aspects of science. He is independent and philosophical in nature and wants to explain everything through logic and theories.

2) Economic: Economic values in man are characterized by his interest in practical knowledge and use of this knowledge for financial and economic gain.

3) Aesthetic: Aesthetic values in man draw him towards beauty and harmony. The concept of beauty, symmetry, form and harmony is the highest truth for him.

4) Social: Social values in man drive him towards care and fellow feeling for others.

5) Political: Political values are characterized by love and ambition for power and renown.

6) Religious: Religious values involve man in the study of the mystical and divine aspects of the universe.

The adapted Bengali version of value scale contains a total number of 45 statements. The scale is divided into two parts. Part-1 consists of 30 items with two (2) alternative answers and Part-2 consists of 15 items with four (4) alternative answers. In all there are 120 answers, 20 of which refer to each of the values.

The items in part-1 have to be marked out of 3. Either the most preferred answer gets a score of 3 and the least preferred 0, or it could be that the most preferred gets 2 and the least 1. This rule is followed so that the sum of marks for the two answers to any question in part-1 equals 3. After finishing Part 1 the participants were given Part 2. In this section the items had a score of 4 to the first choice, 3 to the second choice and a score of 2 and 1 to the third and fourth choice respectively. The sum of marks for the four answers to any item in Part-2 had to equal 10. The
total scores of each participant were calculated separately according to the instruction manual of AVL.

**Reliability and Validity:** The reliability and validity of the present test was measured by Latif (1991), and it has been used in the previous studies such as Mohammad and Latif (2010). The reliability and validity of the instruments as follows:

Although the Bengali version of AVL was used in the investigation the inventor/initiator of the Bengali version of the scale measures individually its reliability and validity. In order to determine the split half reliability of the constructed version the items measuring each value were divided into equal halves of sub scales. The sub scales were composed in such a way that there was approximately the same number of pairing between the value under study and all the measuring values. Here it is mentionable that both the sub scales were administered to the same subjects and correlation between the scores were computed through product moment method. For ascertaining the test – retest reliability the newly constructed AVL scale was administered to the subjects following the standard procedure on two occasions at an interval of one month. The consistency between the sets of scores was computed by product- moment method. The correlation coefficients computed for assessing the split-half and test-retest reliabilities of the adapted scale appear in Table-2.

<table>
<thead>
<tr>
<th>Values</th>
<th>Split-half reliability coefficients</th>
<th>Test-retest reliability coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>t-ratio</td>
<td>t-ratio</td>
</tr>
<tr>
<td>Theoretical</td>
<td>.88</td>
<td>9.80*</td>
</tr>
<tr>
<td>Economic</td>
<td>.82</td>
<td>7.58*</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>.81</td>
<td>7.31*</td>
</tr>
<tr>
<td>Social</td>
<td>.80</td>
<td>7.08*</td>
</tr>
<tr>
<td>Political</td>
<td>.88</td>
<td>9.80*</td>
</tr>
<tr>
<td>Religious</td>
<td>.86</td>
<td>8.92*</td>
</tr>
</tbody>
</table>

* p<0.001

The figures in the above Table-2 show that all the correlation was significant at the 0.001 level. The split- half reliability coefficients ranged from 0.80 to 0.88, the test retest reliability coefficients ranged from 0.85-94.

To compare the two forms of AVL Scale both versions (original English and the Bengali version) were administered on the same subject following the standard procedure at an interval of 30 days.

To compare the two sets of scores thus obtained correlation coefficients computed for testing the resemblance between the two versions appear in Table-3.
The figures in Table-3 indicate that there were very high correlations between the original and adapted versions (Adapted form: Latif, 1991).

Procedure: The present study was conducted to investigate the differences in six types of values in two categories of institutions in Bangladesh. To conduct this research several steps were followed that are discussed herein. The first step was to arrange the Bengali version of AVL scale. According to research plan, 104 samples were selected purposively from the different institutions in Bangladesh. Necessary rapport was established before administration of the test. All the subjects were treated individually for each condition. Both verbal and written instructions were given to them by the first author. The subjects were assured that the information would be kept secret. Before answering the items the respondent was given a sheet of paper to fill up some personal information which was attached to the first page. It took one hour on an average to complete the task. After the performance all the respondents were thanked by the investigator for their cooperation and participation in the study.

Results

The main purpose of the present investigation was to compare the values of male students in the public and private universities of Bangladesh. A composite score was derived after appropriate scoring and was computed for t-test. The findings of the comparisons among the students’ six values of mean analysis have been presented in table 4.

<table>
<thead>
<tr>
<th>Values</th>
<th>r</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical</td>
<td>.90</td>
<td>8.76*</td>
</tr>
<tr>
<td>Economic</td>
<td>.90</td>
<td>8.76*</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>.92</td>
<td>9.96*</td>
</tr>
<tr>
<td>Social</td>
<td>.96</td>
<td>14.55*</td>
</tr>
<tr>
<td>Political</td>
<td>.92</td>
<td>9.96*</td>
</tr>
<tr>
<td>Religious</td>
<td>.93</td>
<td>10.74*</td>
</tr>
</tbody>
</table>

*p<0.001

Table-3: Correlation Coefficients between the Original and the Adapted forms of the Test
Table 4: Comparison of students six types of values (Mean, t-test) between the universities

<table>
<thead>
<tr>
<th>Types of Values</th>
<th>Types of Universities</th>
<th>N</th>
<th>M (Mean)</th>
<th>SD (Standard Deviation)</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical</td>
<td>Public</td>
<td>52</td>
<td>40.42</td>
<td>5.65</td>
<td>1.78</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>52</td>
<td>42.27</td>
<td>4.95</td>
<td>n.s.</td>
</tr>
<tr>
<td>Economic</td>
<td>Public</td>
<td>52</td>
<td>42.17</td>
<td>5.83</td>
<td>2.54*</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>52</td>
<td>39.33</td>
<td>5.63</td>
<td></td>
</tr>
<tr>
<td>Aesthetic</td>
<td>Public</td>
<td>52</td>
<td>37.54</td>
<td>5.41</td>
<td>-1.58</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>52</td>
<td>39.19</td>
<td>5.22</td>
<td>n.s.</td>
</tr>
<tr>
<td>Social</td>
<td>Public</td>
<td>52</td>
<td>41.43</td>
<td>5.56</td>
<td>2.30*</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>52</td>
<td>39.15</td>
<td>4.66</td>
<td></td>
</tr>
<tr>
<td>Political</td>
<td>Public</td>
<td>52</td>
<td>42.56</td>
<td>4.61</td>
<td>2.93*</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>52</td>
<td>40.07</td>
<td>4.07</td>
<td></td>
</tr>
<tr>
<td>Religious</td>
<td>Public</td>
<td>52</td>
<td>36.06</td>
<td>8.48</td>
<td>-1.84</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>52</td>
<td>39.01</td>
<td>7.88</td>
<td></td>
</tr>
</tbody>
</table>

* p < 0.01 & n.s. denotes not significant

The findings revealed that there was no significant difference in theoretical (t = 1.78, P < 0.667), aesthetic (t = -1.58, p < 0.556) and religious (t = -1.84, P < 0.442) values between the male students of public and private universities in Bangladesh. But results also suggest that the significant differences were found in economic (t = 2.54, P < 0.01), social (t = 2.30, p < 0.01), and political (t = 2.93, P < 0.01), values between the male students of public and private universities.

In case of economic value mean score of the male students of public universities is found higher (M = 42.17) than that of the private university (M = 39.33) male students. This result suggests that public universities male students’ economic value is higher than that of private universities. The mean score of social value of the public universities students’ is more (M = 41.43) than that of the private universities’ (M = 39.15) students. This result indicates that public universities male students’ social value is higher than that of private universities’ male students. In case of political value, the mean scores of public and private universities’ students are 42.56 and 40.07 respectively, which is significant at 0.01 levels. This result explains that political value of public universities’ male student is significantly higher than that of private universities’ students.

Discussion

The present study was designed to investigate differences in personal values between the public and private universities male students. To measure the personal value system of the respondents adapted Bangla version of Allport-Vernon-Lindzey Study of Values was administered. It was hypothesized that there would be a significant difference in values (theoretical, economic, aesthetic, religious, political and social) among male students of public and private universities in Bangladesh. The results (table 4, 1st row) of the study indicate that there is no significant difference in theoretical value between public and private universities male students. In case of economic value (table 4, 2nd row) it can be said that the public universities’ male students economic value is higher than that of private universities. According to Allport-Vernon-Lindzey
high economic values in man shows interest in practical knowledge and use of this knowledge for financial and economic gain. Most of the public universities’ students spent money in logical and proper way. Since, in Bangladesh the students can achieve their academic degree in comparatively low cost and other facilities are provided by the Government as well as their financial condition is lower than that of the private universities’ students that can help them to understand the appropriate use of financial assistance.

The result (Table 4, 3rd row) indicates that in case of aesthetic value there is no significant difference between public and private universities’ male students. In case of social value it can be mentioned that the mean score of public universities’ male students is higher than that of private universities’ students. This finding is consistent with Smith’s outcome. In explaining this finding it can be said that high social values drive the person towards care and fellow feeling for others (Sprangers, 1928). It has been mentioned earlier that public universities’ students have many opportunities to serve others. Although, Freud (1949) mentioned in his Psychoanalytic theory that children values, interest, personality and other characteristics are formed within six-seven years of age. Besides, Kohlberg (1976) stated in his moral reasoning development theory that values develop during adulthood period. On the other hand, Erickson (1963) mentioned in his theory that personality develops from neonate to old age and he also explained for developing the personality society has very important role. So, public universities students’ social values may have changed due to the environment of the university.

It can be seen from Table 4 (5th row) that means scores of political value of the public and private universities’ students are 42.56 and 4.07 respectively which is significant at .01 level. This result suggests that public universities students’ political value is higher than that of private universities. This finding is consistent with our assumption. A large number of investigators reported that values are mostly related with the education system as well as the environment (Moeed & Murshad, 1986). In the public universities of the Bangladesh most of the students’ especially male students are engaged in the political activities. The public universities’ students get suitable political environment that can help them to be more political. This is why, political values would be established within a public university’ students. On the other hand, in the private universities of Bangladesh political activities are strictly prohibited that reduces their political values or interest.

The result also indicates that there is no significant difference in religious value between public and private universities’ male students. To interpret this finding it can be argued that for developing the religious value of the university students’, the family has great contribution rather that educational institution. In addition, there may be lack of sufficient opportunity to practice their respective religion or both public and private universities’ environment may not encourage them to practice their religion.

However, the findings of the present study suggest that there are significant differences in economic, social and political values between public and private universities’ male students. Results also indicate that there are no significant differences in theoretical, aesthetic and religious values between public and private universities’ male students. Thus, the results confirmed our proposed hypothesis partially.
References


