



# Value Preferences Of Hearing And Hearing Impaired Late Adolescent Students

N.Sakuntala\*

\* Academic Consultant, Institute of Advanced Study in Education, Sri Venkateswara University  
Tirupati.

Dr V Mallikarjuna reddy

Academic Consultant, Institute of Advanced Study in Education, Sri Venkateswara University  
Tirupati.

## ABSTRACT

The paper examines value preferences of hearing and hearing impaired late adolescent students. The sample consists of 400 hearing (normal) and 400 hearing impaired (male-200 and female-200) adolescent students (15 to 18 years age group) studying different schools and colleges in Rayalaseema region of Andhra Pradesh state. Simple random, purposive and convenient sampling techniques were used to select the sample. Mean, standard deviation and t- test were employed for the collected data. The results indicated that the adolescent students gave most preference to hedonistic and power values, and least preference to health and social values among the dimensions of personal value questionnaire.

Key words: Value Preferences, Hearing, Hearing Impaired, Adolescent Students, Late Adolescence, Personal Values

## INTRODUCTION

Values are very important in any culture. Values are regarded as desirable, important and held in high esteem by a particular society in which a person lives. Value reflects ones personal attitudes and judgments, decisions and choices, behavior and relationships, dream and vision. They guide us to do the right things.

The student today is concerned with material gains, positions, power and does not care for good qualities at all. Now a day's many adolescents take to crime just for very trivial and small reasons. The problems of drug abuse, crime and mental stress are other fast spreading phenomena. The problems of poverty, inflation and unemployment have added fuel to above problems. These problems are reduced by changing the negative attitude of human beings through the knowledge of values. Values play an important role in our

life, because they influence our thoughts, feelings and actions. People behaviour and actions are decided by their value preferences.

## VALUE PREFERENCES

In our Indian culture there are so many values. Among them different values make claim on man at the same time and in the same situation, the persons make use of selection principle according to their needs and situation. This is value preference is done according to its importance in need gratification. Value preferences are choices people make on what they consider important (Stipek, 1997; Wigfield & Eccles, 2000).

## NEED FOR THE STUDY

Value degradation is current buzzing word in the field of research to day. It is evident from the recommendations of various committees and commission on inclusion of value education for inculcating values among students to bring about harmonious development in the society. Values are learned by observations and by formal learning. It is assumed by many researchers that communication is an indirect aspect of learning values. In this era of explosion of technology adolescents are exposed to various aspects which has a threat to their development. This is common to normal or disabled. The researcher contemplating on the hidden factor of the statement, “If wealth is lost, nothing is lost,

If health is lost, something is lost

If character is lost, everything is lost”, made an attempt to study the value preferences of hearing and hearing impaired adolescent students with reference to gender. Here the researcher wanted to compare hearing and hearing impaired adolescent students because of the difference in the level of communication capability. The researcher also wanted to see whether the sociological aspect gender has an influence of value preferences. Value preference was into consideration since preference comes before becoming part and Parcel of an individual. Here the researcher has confined to study the preferences particularly along the dimensions of personal values. Because personal satisfaction is one of the major need for all the human beings.

## OBJECTIVES

- 1) To find out the value preferences of hearing and hearing impaired adolescent students along the dimensions of personal values with reference to gender.
- 2) To compare the value preferences of hearing and hearing impaired adolescent students along the dimensions of personal values with reference to gender.

## HYPOTHESIS

- 1) There would be no significant difference between the mean comparison of hearing and hearing impaired male adolescent students along dimensions of personal values.
- 2) There would be no significant difference between the mean comparison of hearing and hearing impaired female adolescent students along dimensions of personal values.

## METHODOLOGY

The study is descriptive survey of research. The sample was collected from the hearing and hearing impaired adolescent students (15 -18 years age group) studying in different schools and colleges located at Rayalaseema region of Andhra Pradesh state. Simple random, purposive and convenient sampling techniques were used to select the sample. The total sample size was 800 which consist of 400 hearing and 400 hearing impaired (male and female) adolescent students.

For the purpose of the data collection the investigator has used the personal value questionnaire (PVQ) developed by G. P. Sherry and R.P. Verma, to find out the value preferences of hearing and hearing impaired adolescent students.

Mean, Standard deviation and t-test were employed for the data analysis to draw out the conclusions.

## RESULTS AND DISCUSSION

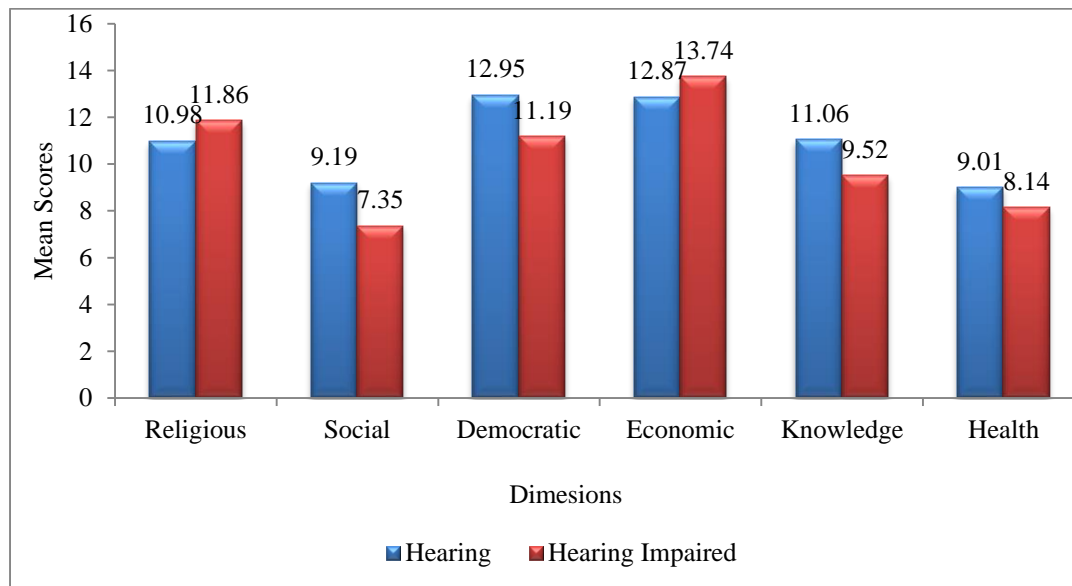
**Table-1:** Mean scores of hearing (H) and hearing impaired (HI) adolescent students along dimensions of personal values with reference to gender.

Variable	Grou	Dimensions of personal values									
		R	S	D	A	E	K	He	P	F	H
Male	H	10.74	9.02	12.58	11.28	13.00	11.22	14.42	13.53	13.16	9.32
	HI	11.84	7.16	11.20	10.84	13.76	9.68	14.45	14.10	13.54	7.96
Female	H	11.22	9.34	13.32	11.50	12.74	10.90	14.16	13.69	12.90	8.70
	HI	11.87	7.35	11.18	11.66	13.72	9.36	13.36	13.60	12.87	8.39

R: Religious, S: Social, D: Democratic, A: Aesthetic, E: Economic, K: Knowledge,

He: Hedonistic, P: Power, F: Family prestige, and H: Health value dimensions

**Fig-11 Difference between hearing and hearing impaired adolescent students in religious, social, democratic, economic, knowledge and health value preferences**



From Table-I and Fig-1 it was observed that the most preferred personal values of hearing and hearing impaired male adolescent students were hedonistic (14.42, 14.45) and power (13.53, 14.10) values. The least preferred personal values of hearing and hearing impaired male adolescent students were social (9.02, 7.16), and health (9.32, 7.96).

From the table it was also observed that the most preferred personal values of hearing female adolescent students were hedonistic (14.16) and power (13.69) values, and the most preferred personal values of hearing impaired female adolescent students were economic (13.72) and power (13.60) values. The least preferred personal values of hearing female adolescent students were social (9.34) and health (8.70) values, and the least preferred personal values of hearing impaired female adolescent students were health (8.39) and social (7.35) values.

From the table it can be concluded that value preferences of hearing and hearing impaired adolescent students with reference to gender was, hedonistic and power values are the most preferred personal values, except hearing impaired female adolescent students. They gave first preference to economic value and the second preference was same with others. Health and Social values are the least preferred personal values, except hearing female adolescent students. They gave least preference to social and health values.

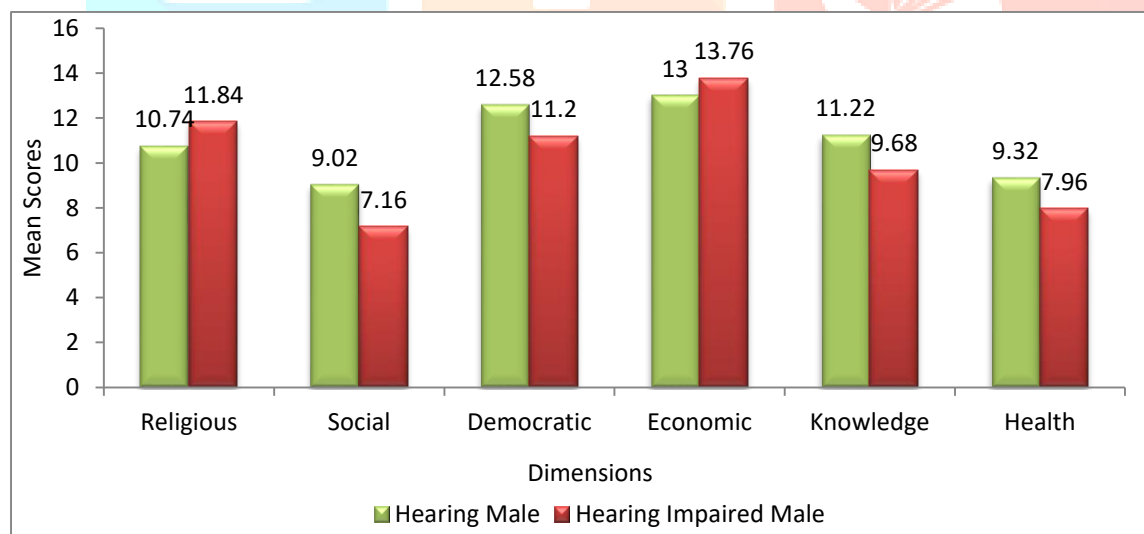
**Table-2** Mean SD and t-values of hearing and hearing impaired male adolescent students along the dimensions of personal value questionnaire.

Gender	Dimensions of personal value questionnaire									
Male	R	S	D	A	E	K	He	P	F	H
H - Mean	10.74	9.02	12.58	11.28	13.00	11.22	14.42	13.53	13.16	9.32
SD	2.65	3.00	3.32	2.29	2.70	2.78	2.77	3.07	2.97	2.53
HI - Mean	11.84	7.16	11.20	10.84	13.76	9.68	14.45	14.10	13.54	7.96
SD	3.09	2.99	3.64	2.79	3.17	2.94	2.83	2.93	3.34	2.44
t-value	3.83**	6.24**	3.96**	1.70@	2.69**	5.34**	0.12@	1.91@	1.17@	5.45**

@: not significant, \*: significant at 0.05 level, \*\*: significant at 0.01 level, H: Hearing,

HI: Hearing Impaired R: Religious, S: Social, D: Democratic, A: Aesthetic, E: Economic, K: Knowledge, He: Hedonistic, P: Power, F: Family prestige, and H: Health values.

**Fig-12** Difference between male hearing and hearing impaired adolescent students in religious, social, democratic, economic, knowledge and health value preferences



According to the data depicted in Table-2 and Fig-2 the mean scores of hearing male adolescent students with reference to religious value were 10.74 with SD 2.65 while that of hearing impaired male adolescent students was 11.84 with SD 3.09. The calculated t-value 3.83 was significant at 0.01 level. This shows hearing male and hearing impaired male adolescent students differ in religious value preference. It was clear from the mean scores hearing impaired male adolescent students gave more preference to the religious value than their hearing male counterparts.

With respect to social value the mean scores of hearing male was 9.02 with SD 3.00, while that of hearing impaired male was 7.16 with SD 2.99. The calculated t-value 6.24 was significant at 0.01 level. This shows hearing male and hearing impaired male adolescent students differ in social value preference. It was clear from the mean scores hearing male adolescent students gave more preference to the social value than their hearing impaired male counterparts.

With respect to democratic value the calculated t-value 3.96 was found to be significant at 0.01 level. This shows hearing male and hearing impaired male adolescent students differ in democratic value preference. The mean values of hearing male was 12.58 with SD 3.32, while of hearing impaired male was 11.20 with SD 3.64. The mean values points out that hearing male adolescent students gave more preference to the democratic value than their hearing impaired male counterparts.

With respect to economic value the calculate t-value 2.69 was found to be significant at 0.01 level. Therefore it can be inferred that hearing male and hearing impaired male adolescent students differ in economic value preference. The mean score of hearing male was 13.00 with SD 2.70 while that of hearing impaired male was 13.76 with SD 3.17. The mean scores points out that hearing impaired adolescent student gave more preference to economic value than that of hearing male counterparts.

With respect of knowledge value the calculated t-value 5.34 was found to be significant at 0.01 level. This shows hearing male and hearing impaired male adolescent students differ in knowledge value preference. The mean score of hearing male was 11.22 with SD 2.78 while that of hearing impaired male was 9.68 with SD 2.94. The mean scores points out that hearing male adolescent students gave more preference to knowledge value then their hearing impaired male counterparts.

With respect to health value the mean and SD values of hearing male and hearing impaired male were 9.32, 2.53 and 7.96, 2.44 respectively. The calculated t-value 5.45 was found to be significant at 0.01 level. The mean scores points out that hearing male adolescent students gave more preference to health value than their herring impaired male counter parts.

With respect to aesthetic, hedonistic, power and family prestige values the calculated t-values 1.70, 0.12, 1.91, and 1.71 respectively were found to be not significant at 0.05 level. This shows hearing male and hearing impaired male adolescent students did not differ in aesthetic, hedonistic, power and family prestige values.

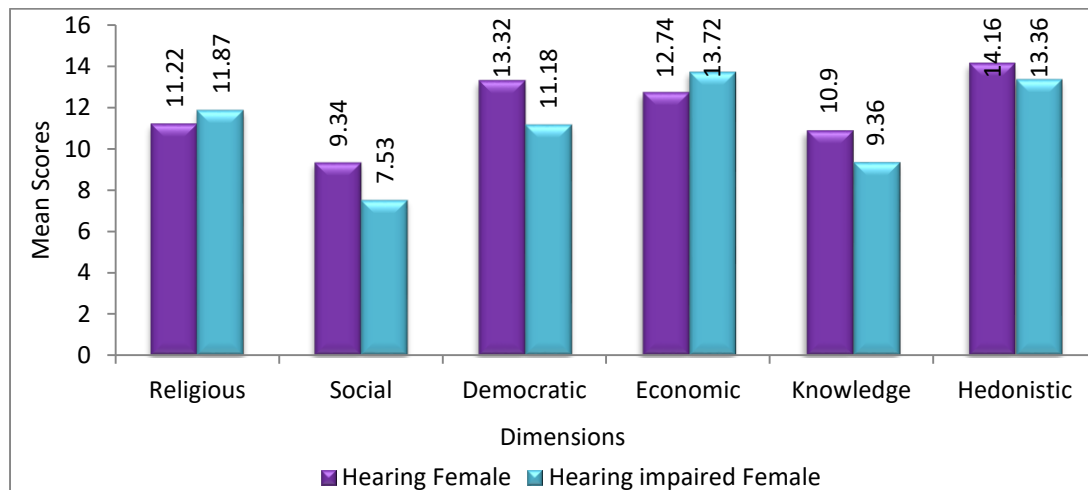
Hence the formulated null hypothesis “There would be no significant difference between the mean comparison of hearing and hearing impaired male adolescent students with reference to religious, social, democratic, economic, knowledge and health dimensions of personal values” were rejected. For the other aesthetic, hedonistic, power and family prestige value dimensions the null hypothesis was accepted.

**Table-3** Mean SD and t-values of hearing and hearing impaired female adolescent students along various dimensions of personal value questionnaire.

Gender	Dimensions of personal value questionnaire									
Female	R	S	D	A	E	K	He	P	F	H
H Mean	11.22	9.34	3.32	11.50	12.74	10.90	14.16	13.69	12.90	8.70
SD	2.65	3.00	3.32	2.29	2.70	2.78	2.77	3.07	2.97	2.53
HI Mean	11.84	7.16	11.20	10.84	13.76	9.68	14.45	14.10	13.54	7.96
SD	3.09	2.99	3.64	2.79	3.17	2.94	2.83	2.93	3.34	2.44
t-value	3.83**	6.24**	3.96**	1.70@	2.69**	5.34**	0.12@	1.91@	1.17@	5.45**

@: not significant, \*: significant at 0.05 level, \*\*: significant at 0.01, H- Hearing, HI- Hearing Impaired R: Religious, S: Social, D: Democratic, A: Aesthetic, E: Economic, K: Knowledge, He: Hedonistic, P: Power, F: Family prestige, and H: Health values

**Fig-13 Difference between female hearing and hearing impaired adolescent students in religious, social, democratic, economic, knowledge and hedonistic value preferences**



From table-3 and Fig-3 it can be observed the mean and SD values of hearing and hearing impaired female adolescent students with reference to religious value was 11.22, 2.65 and 11.84, 3.09 respectively. The obtained t-value 3.83 which was found to be significant at 0.01 level. Thus, hearing and hearing impaired female adolescent students differ in religious value. The mean values indicate the hearing impaired female adolescent students gave more preference to religious value than that of hearing female adolescent students.

With reference to social value the mean score of hearing female adolescent students was 9.34 with SD 3.00 while for hearing impaired female adolescent students was 7.16 with SD 2.99. The obtained t-value 6.24 was significant at 0.01 level. From the mean scores hearing female adolescent students gave more preference to social value than that of hearing impaired female adolescent students.

With reference to democratic value the mean and SD values of hearing and hearing impaired female adolescent students were 13.32, 3.32 and 11.20, 3.64 respectively. The obtained t-value 3.96 was found to be significant at 0.01 level. Thus, hearing and hearing impaired female adolescent students differ in democratic value. From the mean scores hearing female adolescent students gave more preference to democratic value than their hearing impaired female counterparts.

With reference to economic value preference the mean and SD values of hearing female adolescent students were 12.74 and 2.70, while for hearing impaired female were 13.76 and 3.17 respectively. The obtained t-value 2.69 was found to be significant level. Therefore it can be inferred that hearing and hearing impaired female adolescent students differ in their economic preference. From the mean scores if hearing impaired female adolescent students gave more preference to economic value than their hearing female counterparts.

With reference to knowledge value the mean and SD values of hearing and hearing impaired female were 10.90, 2.78 and 9.78, 2.94 respectively. The obtained t-value 5.34 was found to be significant at 0.01 level. Therefore it can be inferred that hearing and hearing impaired female adolescent students differ in their economic value preference. From the mean scores hearing female adolescent students gave more preference to knowledge value than their hearing impaired adolescent students.

With reference to health value the mean and SD values of hearing impaired female adolescent students were 8.70, 2.53 and 7.96, 2.44 respectively. The obtained t-value 5.45 was found to be significant at 0.01 level. Therefore it can be inferred that hearing and hearing impaired female adolescent students differ in their health value preference. From the mean scores hearing female adolescent student gave more preference to health value than their hearing impaired female adolescent students.

With reference to aesthetic, hedonistic, power and family prestige values the obtained t-values 1.70, 0.12, 1.91 and 1.71 respectively were found to be not significant at 0.05 level. Thus hearing and hearing impaired female adolescent students did not differ in aesthetic, hedonistic, power and family prestige values.

Hence the formulated null hypothesis “There would be no significant difference between the mean comparison of hearing and hearing impaired female adolescent students with reference to religious, social, democratic, economic, knowledge and health value dimensions of personal values” were rejected. For the other aesthetic, hedonistic, power and family prestige value dimensions the null hypothesis was accepted.

## CONCLUSIONS

1. Hedonistic and power values are the most preferred values. Health and social values are the least preferred personal values of hearing and hearing impaired adolescent students.
2. There is significant difference in religious, social, democratic, economic, knowledge and health value dimensions of personal values for hearing and hearing impaired adolescent students with reference to gender.
3. There is no significant difference in aesthetic, hedonistic, power and family prestige value dimensions of personal values for hearing and hearing impaired adolescent students with reference to gender.

## EDUCATIONAL IMPLICATIONS

- From the above findings, there is highest preference for hedonistic and power values and lowest preference for health and social values of the PVQ irrespective of normality in hearing. This undesirable trend must be corrected through some value orientations and programmes among the adolescent students.
- The parents and teachers as role models show priority in developing personal values among the adolescent students.
- Co-Curricular activities, yoga and meditation etc., will help them to reduce the stress and strain of adolescents.
- Guidance and counseling centers are rarely found in schools and colleges which are very necessary adolescents will face trouble as an adult. Hence it is very necessary that awareness on health issues and social characteristics has to be created through various means.
- From the study it is evident that health and social values are least preferred by adolescent. Though it is a projection of that stage specific character unless it is developed and focused.

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