

Vol. 7, Issue 4, January 2018

ISSN 2249-894X

REVIEW OF RESEARCH

An International Multidisciplinary Peer Reviewed & Refereed Journal

Impact Factor: 5.2331

UGC Approved Journal No. 48514

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A STUDY ON VALUE PERCEPTION OF VISUALLY CHALLENGED STUDENTS

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ABSTRACT: -

In this study the investigator focused on the Value Perception of visually challenged students. The normative method was adopted for the present study. The sample consisted of 230 visually challenged students from the age group (13- 19) at Chennai and



Trichy city in Tamil Nadu. Purposive sampling technique was used for the selection of sample. The tool Value Perception Battery was constructed and standardized in proper way under the guidance of supervisor. *t*” test used to analysis the data. The study revealed that the visually challenged male students have better perceiving

their values than female students of visually challenged.

KEYWORDS: Values, Value Perception, Visually Challenged.

INTRODUCTION :

Value is the most important word which determines the human behavior in life and it is guiding principles of our lives. Value systems can be different from culture to culture. They have a great role to play in the conduct of social life. Values have been taken to mean moral ideas, general conceptions or orientations towards the world or sometimes simply interests, attitudes, preferences, needs and sentiments. But sociologists use this term in a more precise sense to mean “the generalized end which has the connotations of rightness, goodness or inherent desirability”. Here the term value perception mean as how they perceiving their values towards their own (individual values) and towards society (collective values). Need of this study, to enhance their value perception of visually challenged which leads to monitor their own values and improve their behavior as positive way to succeed in their life. In this study the investigator focus the value perception of visually challenged students.

OBJECTIVES

- To find out the significant difference in value perception and its dimensions among visually challenged students with respect to demo variables.

HYPOTHESES

1. There is no significant difference between Male and Female of visually challenged with respect to Value Perception and its dimensions.
2. There is no significant difference between day scholar and hosteller of visually challenged with respect to Value

Perception and its dimensions.

3. There is no significant difference between nuclear family and joint family of visually challenged with respect to Value Perception and its dimensions.

Research Method

Normative method is used for the present investigation.

Sample

The researcher adopted purposive sampling technique. The total sample consisted of 230 visually challenged from adolescent age group in Chennai and Trichy district of Tamil Nadu.

Tool

Value perception battery developed by researcher under the guidance of supervisor (2015) was used to collect data. To measure the Value Perception of the students, it consisted of three point scale as 3, 2 and 1, before finalizing the tool, a pilot study was carried out to test the suitability of the time required to conduct the test and to establish the validity and reliability of the tool. It has been standardized on a sample of 30 students of visually challenged children under 42 questions. By using Cronbach-Alpha to estimate the 42 questions from that 14 questions were selected the reliable value which gives 0.604. And the value perception battery can be factorized into two categories as collective values and individual values.

ANALYSIS AND INTERPRETATION

TABLE 1: t-test for Significant Difference between Male and Female with respect to Value Perception and its Dimensions

Factors of Value Perception	Gender				t-value	P-value
	Male		Female			
	Mean	SD	Mean	SD		
Collective Value	17.85	2.164	17.49	3.456	0.746	0.456
Individual Value	19.04	1.478	17.06	2.491	5.587	<0.001**
Overall Value Perception	36.89	2.998	34.54	5.511	3.019	0.003**

** denotes significant at 1% level

Since P-value is less than 0.01, the hypothesis-1 is rejected at 1% level with regard to Individual Value and Overall Value Perception. Hence there is significance difference between male and female of visually challenged with regard to Individual Value and Overall Value Perception. Based on mean score, the male students have better in Individual Value and Overall Value Perception than female students.

There is no significance difference between male and female of collective values, since P-value is greater than 0.05. Hence the hypothesis-1 accepted with regard to collective values.

TABLE 2: t-test for Significant Difference between Day Scholar and Hosteller with respect to Value Perception and its Dimensions

Factors of Value Perception	ACCOMMODATION				t-value	P-value
	Day scholar		Hosteller			
	Mean	SD	Mean	SD		
Collective Value	17.03	3.35	18.48	2.70	3.388	0.001**
Individual Value	17.28	2.51	17.95	2.26	2.048	0.042*
Overall Value Perception	34.31	5.34	36.43	4.44	3.092	0.002**

**denotes significant at 1% level, *denotes significant at 5% level.

Since P-value is less than 0.01, the hypothesis-2 is rejected at 1% level with regard to collective Value and Overall Value Perception. Hence there is significance difference between day scholar and hosteller of visually challenged with regard to collective Value and Overall Value Perception. Based on mean score, the hostel students have better in collective Value and Overall Value Perception than day-scholar students.

Since P-value is less than 0.05, the null hypothesis rejected at 5% level, with regard to individual value. Hence there is significance different between day scholar and hosteller of visually challenged with regard to individual value. Based on Mean score, hostel students have better in individual value than day scholar students.

TABLE 3: t-test for Significant Difference between Nuclear Family and Joint Family with respect to Value Perception and its Dimensions

Factors of Value Perception	FAMILY TYPE				t value	P value
	Nuclear Family		Joint Family			
	Mean	SD	Mean	SD		
Collective Value	17.89	2.952	15.95	3.894	3.465	0.001**
Individual Value	17.75	2.347	16.38	2.607	3.200	0.002**
Overall Value Perception	35.64	4.734	32.32	6.142	3.705	<0.001**

**denotes significant at 1% level

Since P-value is less than 0.01, the hypothesis-3 is rejected at 1% level with regard to collective Value, individual value and Overall Value Perception. Hence there is significance difference between nuclear family and joint family of visually challenged with regard to collective Value, individual value and Overall Value Perception. Based on mean score, the nuclear family students have better in collective Value, individual value and Overall Value Perception than joint family students.

MAJOR FINDINGS

- There is significance difference between male and female of visually challenged with regard to Individual Value and Overall Value Perception.
- There is no significance difference between male and female of collective values.
- There is significance difference between day scholar and hosteller of visually challenged with regard to collective Value and Overall Value Perception.

- There is significance difference between day scholar and hosteller of visually challenged with regard to individual value.
- There is significance difference between nuclear family and joint family of visually challenged with regard to collective Value, individual value and Overall Value Perception.

CONCLUSION

The research concluded that the male visually challenged students have high in their value perceiving than female students. Because, the female students were expressing their inner feelings within a limit due to some restriction and security so our educational system should monitor the female visually challenged students with at most care and by conducting workshop to develop values perceiving attitudes in a strong this also can be done by interaction and discussion of the female visually challenged students with normal female students. Thus the value based education will build up a strong society with integrate social relations.

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