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Gender Differences in Aesthetic and Economic Values: A Comparative Study of Male and Female Students at Rajshahi University

Tafajjal Islam^{1*}

ABSTRACT

In order to measure aesthetic and economic values, the Allport-Vernon-Lindzey study of values was administered to 20 male and 20 female students of Rajshahi University. The average scores obtained by the two groups on aesthetic and economic value were calculated separately and comparisons were made Between them. t-test was employed for this purpose. The results of the study show that female students are more economically and aesthetic than male students. The relationship between aesthetic and economic values was also examined by Pearson's product-moment method. It has been found that there's a positive correlation between aesthetic and economic values in the case of female students. But no such relationship is found in the case of male students.

Keywords: *Values, Economic, Aesthetic, Male Students, Female Students, Social Psychology, Rajshahi University*

Personal values

It is the fundamental basis of each unique philosophical system that works, consciously or unconsciously, to cultivate certain viewpoints, attitudes, and other dimensions of behavior (Lowry, 1944). A personal value, according to Scott (1965), is any person's view of the perfect human interaction and the situation that they believe to be finally, completely, and universally beneficial. A value is recognized by the way a person feels about it, not by what it says. Whatever state a person believes to be finally, entirely, and universally good, that state develops value for him.

According to Milfont et al. (2016); Vecchione et al. (2016), values are mostly stable over time in terms of both their complete significance and their qualified importance in people's structures of value significance. Values differ from wants and purposes—which are frequently cyclical—and as of attitudes, conventions, and particular purposes—which are usually situation- or time-sensitive and, as a result, variation more quickly—by their consistency during time.

One essential aspect of the self is their set of values. Though distinct from other individual traits, they are connected to them. Next, we look at the key structures of values that set them

¹Department of Psychology, University of Rajshahi, Rajshahi-6205, Bangladesh

*Corresponding Author

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apart from wants, objectives, motivations, attributes, and attitudes [Arieli et al. (2020); Maio (2010); Sagiv et al. (2021); Verplanken et al. (2002) discuss this issue thoroughly]. First of all, individuals believe that their personal ideals are worthy, excellent, and essentially necessary (Roccas et al. 2014; Rokeach 1973). Conversely, people could perceive some requirements (like exercise), motivations (like retaliation), characteristics (like aggression), or attitudes (like fondness for sweets) as undesirable.

Evaluation of a person's value is essential for the purposes of placement (Seashore, 1947), vocational suggestions (Mowardi, 1952), personal counseling (Louttit et al. 1947), and selection. Value is all that a human participant finds fascinating according to Perry (1954). Social psychologist Kluchohn (1951) defined a value as an idea, either explicit or implicit, that defines a person or a group and that finds the choice of available modes, means, and ends to success. The majority of conceptual possibilities are consumed when combining the four techniques for value definition that Adler (1956) described. First, even as "internal ideas" or as elements of the "mind of God," values might be seen as permanent. Second, it's possible to show that values are innate to items because of their capacity to satisfy wants and desires. Third, values may be seen as desires that individuals hold—whether they are natural, taught, or both. Lastly, a theory of values in terms of action is available. Adler's third definition is the one that most psychologists decide to use. Value might thus be viewed as a hypothetical construct, similar to a "mete-attitude," that is not immediately observable but can be learned from speech and other behaviors. It can also be used to predict other verbal and non-verbal behaviors which are tangible and quantifiable. Lewin (1951) takes a chance by assuming that values define what constitutes a positive and bad action for a person in a particular situation. Rokeach defined values as "standards that inform us about the attitudes, values, beliefs, and behaviors of others that we should try to influence or improve" (1973). According to French et al. (1962), values have the theoretical capacity to motivate an individual to act in a goal-directed manner by generating valences, or incentive values, in response to certain environmental items, actions, or situations. According to Rokeach (1973) and Feather (1995), a person's sense of identity is closely related to their values. Rokeach (1968) argued that values are fundamental to the cognitive networks that compose attitudes and beliefs. Changes in society and culture affect the evolution of values or value systems, and these changes are more evident when they do not negatively impact a person's sense of self-worth or self-concept (Moghaddam, 1993; Timmer et al. 1983; Begum, 1985; Huntly, 1965). A person's value system strongly correlates with their age, gender, race, and socioeconomic position, according to Timmer et al. (1983).

We may infer from the clarification above that values and value systems are aspects of the individual's integrative cognitive system that help develop, maintain, and enhance the self. The process by which individuals learn to characterize, clarify, and fully understand both the outside world and themselves has been formed by them.

The goal of value studies is to classify the six fundamental motivations that influence personality: political, theoretical, religious, economic, social, and artistic. The classification is based mostly on Edward Types Spranger's (50), masterful effort that supports the theory that understanding men's personalities best requires evaluating their attitudes or values.

It may be stated that Spranger had an actually positive perception of human nature when he chose his six kinds. He rejects persons with a selfish or expedient attitude of life, nor does he accept immature or ineffective characters. One spatial deficiency in his typology is his

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contempt for qualities that are blatantly opulent. It appears that his attempt to limit hedonistic decisions to a combination of aesthetic and economic factors is lacking.

The economic

The economic man is typified by his focus in utility. Originating with the fulfillment of basic physical needs (self-preservation), interest in facilities expands to include economic activities such as the manufacturing, selling, and consuming of commodities, the development of credit, and the acquisition of financial riches. This kind is a stereotypical representation of the typical American businessman and is very "practical."

Values other than economics regularly clash with the economic mindset. The practical guy views information that is not put to use as waste and wants education to be useful. The pressures that economic man places on science lead to great achievements in engineering and application. Similarly, utilitarian value opposes aesthetic value unless the art server's business purpose is fulfilled. The economic man's goal in life is probably to outweigh them in terms of riches rather than to rule over them (political attitude) or assist them in social matters (attitude). It may be said that the economic man occasionally turns Mammon worship into his religion. In other scenarios, on the other hand, he can respect the conventional God but perceive Him more as the source of prosperity, lovely presents, and other material rewards.

The Aesthetic

Form and harmony are what the aesthetic guy values most in life. Each meeting is evaluated based on its simplicity and symmetry of fitness. He views life as a series of incidents, appreciating each moment for its own unique value. He is aesthetic if he finds his major interest in life's creative moments; he doesn't necessarily have to be an effete or a "creative artist."

In certain ways, the aesthetic perspective and the theoretical attitude are completely opposed; the former is focused on variety, while the latter is more concerned with the personalities of experience. Either the aesthetic man agrees with Mencken that "It is a million times more necessary to make something charming than to make it truthful," or he chooses to follow Keats in considering truth to be the same as beauty. Making a beautiful thing is a million times more vital than making it real, according to the aesthetic, who sees the processes of manufacture, promotion, and trading as complete damage to the economic field. In terms of the economy, the aesthetic believes that the processes of production, marketing, and trading completely destroy the principles that are most significant to him. In matters of society, he may be considered focused on people but not on their welfare; he tends toward independence and self-reliance. People who value aesthetics frequently find beauty in the signs of pomp and circumstance, but they are against politics when they restrict individualism. They could mistake beauty in the religious sphere for a purer religious experience.

REVIEW OF LITERATURE

An analysis of the "authoritarian personality" study suggests that individuals' value systems may have a significant influence on their opinions. Many studies have been performed to look at how values influence opinions. Social psychologists from all around the world have used the scale multiple times along the way to study the values of their own people.

Numerous scholars have investigated the aesthetic and economic requirements of certain elements. Muhammad, N. (2012) investigated differences in values among male students

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enrolled in Bangladesh's public and private institutions at the equal level. The results showed that there were no significant changes in theoretical, artistic, or religious values between the two student groups. However, there were noticeable variations among respondents' political, social, and economic perspectives.

According to Kayesh et al. (2021), there was no noticeable disparity in aesthetic values between Rajshahi's Madrasah and general students. However, more investigation is required into the other potential causes that can explain the variations in results between the two study groups of students. S. Chatterjee (2019) found the same results.

The purpose of the current study is to determine if male and female Rajshahi University students have different theoretical, social, political, economic, artistic, and religious values.

Objectives of the study

The basic information and theoretical framework summary from earlier Explain that both theoretical and experimental methods may be used to explore the subject's relationship between economic and aesthetic values and gender.

As a result, the current study was designed to evaluate the following hypothesis: Compared to male students, female students are more economical and artistic. The previous studies show that personal value systems have been the focus of much inquiry. However, the research did not address the subject's gender orientation or personal values. Therefore, the author believes that more study is necessary to determine how gender and aesthetic and economic values relate to one another. This study would fulfill that purpose.

The following may be used to express the study's goal:

1. To investigate any differences in the aesthetic and economic values of male and female students.
2. To explore, in the instance of male students, if there is any relationship between aesthetic and economic values.
3. To find out if, in the case of female students, there is any relationship between aesthetic and economic values.

Consequently, the following hypothesis was presented:

Female students are more economically and aesthetically inclined than male students.

METHODS

This section describes the study's sample, the target population, the scales, and the methods used for collecting the data.

Design of the study

The adapted Bangla version of Allport, Vernon, and Lindzey was given to 20 male and 20 female Rajshahi University students. The male and female groups' average scores on aesthetic and economic values were calculated independently, and comparisons were performed between the two groups. The t-test was applied in this situation. Using Pearson's product-moment method, the relationship between aesthetic and economic values was also examined.

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Measuring Instruments

Numerous factors affect the selection of measuring instruments in a study. First, the fundamental factor in instrument selection is the study's goal. In the second place, the investigator may consider the study's samples as a determining factor. Thirdly, when selecting measurement equipment, the investigator's limited time should take priority. Fourth, the individual proficiency of the investigator with the specific type of measurement equipment. Finally, the choice of instrument in a psychological study may be influenced by the precision with which the data are scored, the possibility of using the right statistical methods, and the interpretation of the findings. Considering all of the previously mentioned factors, the following measurement equipment was chosen:

A Revised Form of the Allport, Vernon, and Lindzey Values Study:

In 1931, Vernon and Allport developed the Allport, Vernon, and Lindzey value analysis (Vernon and Allport, 1931). The 1951 edition and the 1960 third edition are the products of the authors' ongoing studies. The scale is an effective effort to measure several aspects of overall personality. The six values that Spranger logically identified are theoretical, economic, artistic, social, political, and religious. Lindzey used these values while designing their exam.

The Allport, Vernon, and Lindzey value study is a frequently used scale for assessing value (Kelly, 1950). By 1931, it had been employed efficiently. Authors and publishers have approved several foreign translations of the scale. However, for two reasons, this well-known scale cannot be used properly in Bangladesh. For first of all, the class is in English, and some of the things are culturally unfamiliar to the Bangladeshi group of students. Therefore, M.A. Latif (1991) modified and redefined this renowned scale to evaluate our people's values.

The split-half dependability of the redesigned Bengali version of the test was developed by separating the items measuring every value into equal parts of sub-scales. The sub-scales were created with the goal of having essentially an equal number of correlations between the value under investigation and all of the measuring variables. Both sub-scales were administered to similar individuals, and the product-moment method was used to assess the correlation between their results.

Newly developed Bengali version was presented to the individuals on two occasions, one month apart, to determine test-retest reliability. The product-moment approach was used to calculate the consistency between the two sets of scores. The correlation coefficients created to assess the redesigned scale's test-retest and split-half reliabilities are shown in Table 1.

Table-1: For the six values, the test-retest and split-half reliability coefficients

Values	Reliability in split half Coefficients		Reliability in test-retest Coefficients	
	r	t-ratio	t	t-ratio
Theoretical	.88	9.80*	.94	14.58*
Economic	.82	7.58*	.86	8.92*
Aesthetic	.81	7.31*	.85	8.54*
Social	.80	7.06*	.85	8.54*
Political	.88	9.80*	.86	8.92*
Religious	.86	8.92*	.88	9.80*

* $P < 0.001$

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From the numbers in the following table, all the correlations were significant at the 0.001 level. The test-retest reliability coefficients varied from 0.85 to 0.94, whereas the split half reliability coefficients reached from 0.80 to 0.88.

Finally, to compare the primary and adapted forms of the test, the first English and modified Bengali versions of the scale were tested on the same participant at one-month intervals using the standard procedure. In order to compare the two sets of scores, coefficients were constructed. Table 2 shows the relationship factors calculated to test similarity between original and adapted versions.

Table-2: Relationship factors between original and adapted versions.

Values	r	t-ratio
Theoretical	.90	8.76*
Economic	.90	8.76*
Aesthetic	.92	9.96*
Social	.96	14.55*
Political	.92	9.96*
Religious	.92	10.73*

* $P > 0.001$

Table 2's results reveal that there were highly crucial relationships between the two versions of the scale.

Sample

The current study included 40 students (20 men and 20 girls). They were chosen at random from Rajshahi University's second-year honors classes. They were in their 19s or 20s. They are every one of the Bangladeshi Muslim middle-class families.

Procedure

On a specific day, the participants were requested to report to the psychology department. Upon arriving, students were assigned seats in a classroom and given study materials. On the first page of the exam booklet, they were instructed to read the printed instructions. Although there was no time restriction, the participants were told to finish it quickly. The booklet and response sheet were taken from the subjects when they had finished the assignment as instructed.

RESULTS AND DISCUSSION

The Allport, Vernon, and Lindzey value study is given to 20 male and 20 female Rajshahi University students in the current experiment. For the purpose of assessing their aesthetic and economic value. Each subject's scores on each of the two values were computed individually. After that, the average scores of both groups were calculated. Using a t-test, a comparison was conducted between the two groups. Table 3 summarizes the findings.

Table-3: Aesthetic Value comparison Results

Gender	M	SD	SE _D	t	P
Male	22.45	18	4.66	2.77	.05
Female	32	10.47			

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Table 3 illustrates that female students scored higher on aesthetic value than male students. The difference in average scores between the male and female groups was shown to be significant. 05 level. Specifically, the results suggest that female students are more aesthetic than male students.

Table-4: Economic Value Comparison Results

Gender	M	SD	SE _D	t	P
Male	31.1	.51	.57	2.39	.05
Female	49.55	2.52			

Table 4 also shows that female students had a better average score on economic value than male students. Above the 0.05 level, the difference between the two means is equally shown to be significant. These findings imply that female students are more economical than male students. As a result of the study, female students were shown to be more economically and aesthetically inclined than male students.

Table-5: Economic and aesthetic values' relationship

Gender	N	r	P.
Male	20	.23	Not Significant
Female	20	.55	.01

The Pearson's product moment method examine was used to determine the relationship between the aesthetic and economic values received by each group. Table 5 summarizes the findings. In the case of the female group, the table indicates a considerable positive correlation between aesthetic and economic values. In the case of the male group, the table likewise reveals that there was no significant correlation between aesthetic and economic values. These statistics, however, show that attractive female students are also financially successful. In the case of male pupils, however, there is no such connection.

CONCLUSION

In order to measure aesthetic and economic values, The values survey conducted by Allport, Vernon, and Lindzey was given to 20 male and 20 female students of Rajshahi University. The average scores obtained by the two groups on aesthetic and economic value were calculated separately and comparisons were made Between them. t-test was employed for this purpose. The results of the study show that female students are more economically and aesthetic than male students. The relationship between aesthetic and economic values was also examined by Pearson's product-moment method. It has been found that there's a positive correlation between aesthetic and economic values in the case of female students. But no such relationship is found in the case of male students.

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Conflict of Interest

The authors declared no conflict of interest.

Informed Consent

All volunteers gave written informed consent, having been provided with a description of the purpose of this study and told they could stop participation at any time.

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