

# VALUES OF DOCTORAL STUDENTS IN MAJOR SUBJECT FIELDS

Al Raulerson  
Valdosta State College  
Valdosta, Georgia

This study deals with a comparison of the values of doctoral-level students in scholarly fields; i. e. , the disciplines normally represented in a College of Arts and Sciences.

The need for studies of the values of college students has been pointed out by many educators (Bushnell, 1959; Heist, 1960). A number of studies have dealt with the values of undergraduates and students in professional schools. Significant differences have been shown to exist among undergraduates as revealed by the Study of Values (Sternberg, 1955) and the Sixteen Personality Factor Test (Thistlewhaite, 1959). Students who express satisfaction with their field of study are more alike in their responses to the Study of Values than are students who express dissatisfaction (Norman, 1951). Several studies (Pugh, 1952; Sternberg, 1955) reveal that values of students differ according to their major field of study and the differences are expected ones; e. g. , students in fine arts score higher on "aesthetic value" than do other students.

The study reported here deals with the values of doctoral-level students and it was undertaken principally to determine if differences in student values which appear at the undergraduate level also appear at the doctoral level.

## Procedure

### Sample

The population was limited to all American-born, male, doctoral students in Arts and Science at the Florida State University and the University of Florida. The population consisted of 377 students. Data were sought from all 377 students, but only the 219 (58%) who furnished complete sets of data were included in the study.

## Data

The Study of Values, by Allport, Vernon, and Lindzey, was administered to students to obtain information about their values. This instrument provides for obtaining scores on the following values: Theoretical, Aesthetic, Social, Political, Economic, and Religious.

Additional data about each student were collected; Graduate Record Examination scores, geographic origin, age, and courses completed. These data were supplied by personnel officers at the two universities.

## Analysis

Students were classified into three broad categories--Social Science, Science, and Arts and Humanities--for purposes of analysis. A one-way analysis of variance design was employed in which the several value scores, in turn, were used as the dependent variables and the three broad areas of doctoral study served as the independent variables.

## Results

Analyses of variance revealed that groups differed at the .01 level of confidence on every value except Religious. No attempt was made to determine if all possible pairs of areas differed from each other in the cases where the main effect was significant. The results of the analysis appear in Table 1.

A side study revealed that, when students were classified by region of origin in the United States, a difference which was significant at the .01 level of confidence was found on the Religious scale. This finding corroborates the work of Jacob (1957).

When students were classified according to the three broad areas of doctoral study, no significant differences at the .01 level of confidence were noted between groups on Graduate Record Examination scores, age, or courses completed. However, students in the "Science" group tended to have higher GRE scores, to be younger, and to have completed fewer courses.

Table 1  
 Analysis of Variance between Areas  
 of Doctoral Study and Values

Value	Source of Variance	Mean Sum of Squares	df	<u>F</u>
Aesthetic	Between	2544.35	2	29.00**
	Within	87.22	217	
	Total	2631.57	219	
Economic	Between	514.41	2	7.12**
	Within	72.25	217	
	Total	586.66	219	
Theoretical	Between	961.92	2	18.00**
	Within	54.85	217	
	Total	1016.77	219	
Social	Between	416.79	2	8.99**
	Within	50.17	217	
	Total	476.50	219	
Political	Between	208.18	2	5.33**
	Within	37.15	217	
	Total	245.33	219	
Religious	Between	429.74	2	3.34
	Within	128.26	217	
	Total	558.00	219	

\*\*Significant at .01 level.

## Bibliography

- Bushnell, John. "What Are the Changing Characteristics of the Undergraduate and What Do They Mean for Programs of General Education?" Current Issues in Higher Education 1959 (Washington, D. C.: Association for Higher Education, 1959), 137-141.
- Heist, Paul, McConnell, T. R., and Farwell, Gail. "College and University--Student Populations," Encyclopedia of Educational Research (3rd ed., 1960), 289-298.
- Jacob, Phillip E. Changing Values in College: An Exploratory Study of the Impact of College Teaching. New York: Harper and Brothers, 1957.
- Norman, Ralph, and Redlo, M. "MMPI Personality Patterns for Various College Major Groups," Journal of Social Psychology, XXXVI (1951), 225-235.
- Pugh, T. J. "A Comparative Study of the Values of a Group of Ministers and Two Groups of Laymen," Journal of Applied Psychology, XXXVI (1952), 404-410.
- Sternberg, Carl. "Personality Trait Patterns of College Students Majoring in Different Fields," Psychological Monographs, No. 403 (1955), 1-25.
- Thistlewhaite, Donald. "College Press and Student Achievement," Journal of Educational Psychology, L (1959), 183-190.