

University Undergraduates' Value Priorities and Lifestyle in Osun State

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Abstract. This study examined the relationship between value priorities and lifestyle of university undergraduates in Osun State. A descriptive survey was adopted, and 300 undergraduates served as the sample for this study. The study has three research questions, with questions one and two answered with the mean rating. In contrast, research question three had the corresponding hypothesis analysed with the Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. Findings revealed that self-direction, security, achievement, stimulation, power, tradition and conformity were the values prioritised among university undergraduates. This study recommended, among others, that parents should make efforts to educate their children on the right type of values and motivate them to know their importance to shape their lifestyles positively.

Keywords : Value Priorities, Lifestyle, University Undergraduates

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A. INTRODUCTION

University education allows individuals, who have the interest, to further academically, learn, interact and expand on their experiences, thereby bringing sustainable change to the world economy. Individuals found in the university are usually between the ages of 16-35, seen as youths or young adults. During this interaction, students from various homes come together to influence each other's behaviours either positively or otherwise. Behaviours such as sexual immorality, cyberbullying, rape, corruption, drug abuse, and a sense of entitlement are dictating the form of lifestyle most of these students want to lead, and in-turn determines their sense of wrong from right. Generally, concepts like general conceptions or orientations towards the society, moral ideas, and the world at large, as a result of this referred to as value. A value system is elaborate and embraces all aspects of moral principles in

human development that are passed from one generation to another through indigenous educational system (Aggarwal, 2007).

Value is the guiding principles for acceptable behaviour in the society, and the extent to which it conforms to the value system determines the acceptability or rejection of such behaviour (Osaat, 2011). It entails the interests, attitudes, preferences, needs, beliefs, principles, sentiments and dispositions of individuals in a given situation. They are the basic beliefs and attitude in a society whether of individual or groups which are considered worthwhile and which serve as a guide to choices and behaviour in daily life (Bodunrin, 2019). How we relate to other people are influenced by our values and attitudes. These cannot be separated from cognitive and understanding, and these two terms relate to the affective dimension of human behaviours. Values are the ideals that guide or qualify personal

conduct, interaction with others, and involvement in one's career. It helps one to and inform one of how he or she can conduct one's life in a meaningful way (Esu, 2009).

Values are used as a standard gauge to determine whether something is good or bad, right or wrong. Human values are what human beings perceive to be important to their existence. Thus, a value may be very important to one person but unimportant to another (Schwartz, 2005). Values are hierarchically structured elements about their importance, and each individual is characterized by a personal ordered system of value priorities that influences his/her behaviours and attitudes (Schwartz, 2012). Values are desirable objectives that provide guiding principles in people's life and constitute socially accepted representations of basic motivations. Exposing young adults to the acceptable value is among the cornerstones of every society. There is wide agreement that beyond academic teaching, formal education plays an important role in shaping school adolescents' character, imparting in them values such as curiosity, achievement, benevolence, and citizenship.

The value theory adopts a conception of beliefs linked inextricably to affect; desirable goals that motivate individual action; that transcend specific actions and situations; serve as standards or criteria. Besides, it is ordered by importance relative to one another; and the relative importance of multiple values which guides action (Schwartz, 2008). Also, a model of value has been grouped or categorized as self-direction; stimulation; hedonism; achievement; power; security; conformity; tradition; benevolence; and universalism. Each of us holds numerous values (achievement, security, benevolence) with varying degrees of importance which influences the way we live our life.

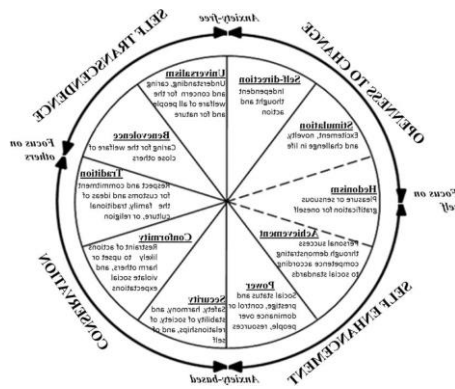


Figure 1: Schwartz's model of values

A lifestyle reflects an individual's attitudes, the way of life, values, or the world view. It is the interests, opinions, behaviours, and behavioural orientations of an individual, group, or culture. Lifestyle reflects in both work and leisure behaviour patterns and in activities, attitudes, interests, opinions, values, and allocation of income. Lifestyle is how people engage in activities, how they become individual and groups with unique characteristics, how their actions reflect their experiences, how they interact in their group, where they are living, (Utama, 2015). It also reflects people's self-image or self-concept; the way they see themselves and believe they are seen by the others. Lifestyle is generally expressed in the live pattern of someone through activity, interest, and opinion (Arun, & Girishwar, 2012).

Therefore, lifestyle is a means of forging a sense of self and to create cultural symbols that resonate with personal identity (Utama, 2015). Lifestyle is an amalgamation of intangible and tangible factors determining actions. In this context, tangible factors are demographic variables include an individual's demographic profile. On the other hand, intangible factors related to psychological aspects of an individual such as personal values, preferences, and outlooks. Environment, social and technical systems can constrain the lifestyle choices available to an individual, and they serve as the symbols for such an individual to project others and the self. Lifestyle may include views on politics, religion, health, intimacy, and

more (Singh, Maheswari, Sharma & Anand, 2016). Those mentioned above, the tangible and intangible factors play significant roles in shaping someone's lifestyle.

Lifestyle is a distinctive element of status/groups strictly connected with a dialectic recognition of prestige. Lifestyle is the most apparent evidence of social differentiation within the same social class. It also shows the prestige which the individuals believe they enjoy or to which they aspire (Waris, Sidra & Maheen, 2017). In some cases, lifestyle can be determined by one's sense of thought, that is, how one thinks or thinking capacity. Today, most youths determine their lifestyle based on how they see themselves, and in most cases, this is determined by what they see around them. The idea that one is not good enough or better than everyone else.

Understanding the manner in which values coalesce and impact maturing individuals is fundamental in addressing the underpinning sociological determinants of the well-being of young adults. Without access to critical information on values and their socio-cultural correlates, guardians, educators, policy makers, and relevant stakeholders wont be able to successfully foster young adults' positive lifestyle. Ultimately, the lifestyle of young adults is at stake, considering the necessity for sustainable and equitable value orientations across diverse environments in accord with mounting loss of values. This, thus, prompts the researcher to examine relationship between value priorities and lifestyle of University undergraduates' in Osun state, Nigeria.

Objectives

This study investigated the value priorities and lifestyle of university undergraduates' in Osun State, Nigeria. Specifically, this study examined;

1. the elements of values that are common among University undergraduates.
2. the profile of lifestyle exhibited by University undergraduates
3. the relationship between value priorities and lifestyle of University undergraduates'

Research Questions

To guide the execution of this study, the following questions were raised.

1. What are the elements of values that are common among values that are common among University undergraduates?
2. What is the profile of lifestyle exhibited by profile of lifestyle exhibited by University undergraduates?
3. Is there relationship between value priorities and lifestyle of University undergraduates?

Research Hypotheses

The following hypothesis was postulated for this study.

H₀₁: There is no significant relationship between value priorities and lifestyle of University undergraduates.

B. METHOD

This study focused on value priorities and lifestyle of University undergraduates, Osun State, Nigeria. The population for this study were all University undergraduates in Osun State, Nigeria. Three hundred (300) undergraduates were sampled across the Universities in Osun State for this study using a multi-stage sampling technique. A questionnaire designed by the researcher, titled "University Undergraduates Value Priorities and Lifestyle Questionnaires" was used for data collection while the data collected for this study were analysed using mean rating and Pearson Product Moment Correlation Coefficient (PPMC) at 0.05 level of significance

C. RESULTS AND DISCUSSION

1. Results

Research Question One: *What are the elements of values that are common among values that are common among University undergraduates?*

A cut-off score of 5.0 was used as the baseline for determining participants' responses since each item in the questionnaire contained two (2) sub-item and was structured in a four-response-type.

Therefore, items (value) found with mean scores equal or above 5.0 were remarked as 'Prioritised' while items with mean scores below 5.0 were remarked as 'Not Prioritised' among in-school adolescents.

Table 1. Mean and Rank order of the Values Priorities among University undergraduates

S/N	Values Elements	Mean	Rank	Remark
1	Self-Direction	8.12	1 st	Important
2	Stimulation	6.05	4 th	Important
3	Hedonism	4.51	8 th	Less Important
4	Achievement	6.66	3 rd	Important
5	Power	5.83	5 th	Important
6	Security	7.33	2 nd	Important
7	Conformity	5.54	7 th	Important
8	Tradition	5.73	6 th	Important
9	Benevolence	4.32	9 th	Less Important
10	Universalism	3.52	10 th	Less Important

As shown in Table 1, ranked 1st, 2nd up to 7th are items whose mean scores were above 5.0. This implied that self-direction, security, achievement, stimulation, power, tradition and conformity were the values considered more important among University undergraduates in Osun State, Nigeria. However, items ranked 8th, 9th and 10th are below 5.0. Hence, hedonism, benevolence and universalism of values were considered less important.

Research Question Two: *What is the profile of lifestyle engaged by University undergraduates?*

Items whose mean scores equal to 4, 3, 2 and 1 signify 'always', sometimes, rarely and never respectively.

Table 2. The Mean and Rank order of the Profiles of Lifestyles Engaged by University undergraduates

S/N	University undergraduates Lifestyles	Mean	Rank	Remark
1	Life Appreciation	3.96	2 nd	Always
2	Social Support	4.02	1 th	Always
3	Physical Activity	2.93	4 th	Sometimes
4	Nutrition	3.33	3 rd	Sometimes
5	Stress Management	2.97	5 th	Sometimes
6	Health Management	1.66	6 th	Rarely

Table 2 showed that in-school University undergraduates always engage in social support and life appreciation. They sometimes engage in nutrition, physical activity and stress management but rarely engage in health management in Osun State, Nigeria.

Hypothesis Testing

To test the research hypothesis, the Pearson Product Moment Correlation analysis was used to test the hypothesis postulated for this study at 0.05 level of significance.

Hypothesis Testing

Hypothesis One: *There is no significant relationship between value priorities and lifestyle of University undergraduates.*

Table 3. Summary of Pearson of Product Moment Correlation Coefficient between Values Priorities and University Undergraduates Lifestyles

Variables	No	Mean	S.D	df	r-cal	Sig
Values Priorities	300	17.3	3.21	297	2.54	0
University Undergraduates Lifestyle	300	8.36	3.02			

*Significant at p<0.05

Table 3 showed the r-cal of 2.54 with a p-value of 0.00 obtained at 0.05 alpha level. Since the p-value of 0.00 is less than 0.05 alpha level, the null hypothesis is rejected. This implies that there was a significant correlation between values priorities and University Undergraduates lifestyle in Osun State (Pearson' r' ⁽²⁹⁷⁾ =2.54, p<0.05).

2. Discussion

Findings from this study revealed that majority of the respondents considered values priorities among University undergraduates in Osun State are self-direction, security, achievement, stimulation, power, tradition and conformity. The outcome of this study is supported by previous research carried out by Schwartz and Rubel (2005) which found that school age adolescent attributed more importance to the protection and enhancement of well-being. The respect of traditional customs, religious ideas, and social norms, and to independence of thought and action. In line with the previous evidences reported by De Caroli, Falanga, & Sagone, 2012) whose report emphasised that youths attributed a greater importance to the well-being than adolescents. This thus implies that in-school adolescents value safety, harmony, and respect to the traditions, and attributed importance to achieving success and prestige and to controlling resources.

Findings obtained from this study also showed that University undergraduates always engage in social support and life appreciation. They sometimes engage in nutrition, physical activity and stress management but rarely engage in health management in Osun State, Nigeria. Sabine, Angela & Itziar, 2016) found that youths sometimes adopt behaviors that could decrease their risk of developing chronic diseases in adulthood, behaviors such as healthy eating, engaging in physical activity, leisure time and time for relaxation.

This study revealed that there was a significant relationship between values priorities and University undergraduates'

lifestyles in Osun State. Spini (2013) and Schwartz (2012) posited that values that have a universal and integrated structure: Power, Achievement, Hedonism, Stimulations, Self-direction, Universalism, Benevolence, Tradition, Conformity, and Security one way or the other reflected in human behaviour. In light of these results, priority values seem to play a significant role in the lifestyles of university undergraduates. Kasser (2011) observed that value priorities predict youths' current and prospective well-being of adolescent irrespective of their ages. As stated by Schwartz's Values Universal Theory, values are hierarchically structured elements concerning their importance and each in-school adolescent is characterised by a personal ordered system of value priorities that influences his/her behaviours and attitudes.

D. CONCLUSION

From the observations highlighted, it was concluded that undergraduates prioritise safety, harmony, and respect to the traditions, and attributed importance to achieving success and prestige and control resources. They, also they adopt behaviours that could decrease their risk of developing chronic diseases in adulthood, behaviours such as healthy eating, engaging in physical exercises, creation of leisure and time for relaxation. Thus, undergraduates' values priorities correlate their lifestyles in Osun State. Therefore, this study suggested the following:

1. Parents should make efforts to educate their children on the right type of values and motivate them to know their importance to shape their lifestyles positively.
2. Lecturers should endeavour to embed values in their relationship with University undergraduates (students) because they are role models to students.
3. Students should engage in lifestyles that conform to societal/national values. This is a lifestyle that could assist them to be a more obedient and good citizen.
4. There is a need to make available an adequate, up-to-date teaching and

reading materials for students and teachers to facilitate the implementation and attainment of national values curriculum

5. The government should promote values and inform the stakeholders on the significance of value priorities for better adolescent lifestyles.

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