

Importance of Intrinsic and Instrumental Value of Education in Pakistan

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Abstract

Normally, effectiveness of any object or thing is judged by two values; intrinsic and instrumental. To compare intrinsic value of education with instrumental value, this study has used the following variables: getting knowledge for its own sake, getting knowledge for social status, getting knowledge for job or business endeavor and getting knowledge for both purposes, which is for its own sake and also for job, business or status. For this research quantitative method was used and a questionnaire was deployed to collect responses from 465 bachelor degree students from all over Pakistan (combining all provinces including Gilgit & AJK). It was found that the students gave mixed responses of acknowledging both values of education during the survey. The research has significant relationship between each of its independent and dependent variables, although the strength of those relationships was weak in nature. However, 60% of the respondents when asked whether they will get their first or bachelor's degree even if there is no instrumental value attached with it, responded in affirmative. This concludes that bachelor degree students in Pakistan give more value to intrinsic nature of education than its instrumental value.

Keywords: bachelor's degree, intrinsic value, instrumental value, value of education

Introduction

It is quite difficult to estimate completely the intrinsic value as it is solely dependent upon individual judgment. However, intrinsic value matters because it is the value that makes a thing stand out and therefore the tendency to use it becomes inevitable. On the other hand, Dorsey (2009) defined instrumental value as that contrasted to end value, where he took the idea from Korsgaard (1983) while arguing that things and activities have an instrumental value if they are valued for their extrinsic quality. The fundamental difference between intrinsic and instrumental value is that intrinsic value is valued for its own sake, whereas instrumental value is valued for the end results gained from it.

Education has its intrinsic value in terms of abstract concepts like intellect, wisdom and knowledge. The intrinsic value of education is determined by the definition of education. Education requires an understanding of certain principles but until and unless individuals apply these principles in different and peculiar situations, they are not considered qualified in the true sense. Education refers to no specific process; rather, it may be devised from multiple processes. Thus, individuals could be educated by reading books, investigating their environment, traveling and conversing and even by talking and chalking in a classroom.

Education has both intrinsic and instrumental values. Intrinsic value is the motivational property of activities that people engage in and introduce to others; therefore, it is possible that the same activity may have an intrinsic value for one person taking part in it and instrumental for another (Langford & Connor, 2010), for

example, playing football. A person may enjoy playing football because it is an enjoyable activity in itself while another person may be playing it to make a career in it and not just for the sake of enjoyment. They involve in such activities either for their own sake or because they hope thereby to achieve some further end or achieve some goal. The distinction between intrinsic and instrumental value makes a difference in why people engage in activities.

Intrinsic and instrumental values, though contrasted, are not mutually exclusive; students may engage in them for both reasons. Education is not important because it leads to an end, but it is actually essential in its own self. As Aristotle mentioned, education is essential for the complete self-realization of man. Aristotle also argues that education is considered highly virtuous because it aspires happiness (Hummel, 1999). Historically, the meaning of education changed because the middle classes emerged from the lower classes because of getting education during the second era of industrialization. Education has provided a ray of hope to a good number of people living under poverty during industrialization to alter their destiny by either getting education themselves or by providing education for their children. They recognized that by getting education they can change their social status and improve their intellectual, mental, financial and social condition. This laid the foundation for instrumental use of education. In today's context, only instrumental value of education is enforced and reinforced by the social and educational institutions worldwide. Hence, this study will analyze the global issue of losing intrinsic value of education over its instrumental value in the Pakistani context.

This study is based on the assumption that students get

education in Pakistan because of its instrumental value and not because of its intrinsic value. Therefore, this study is one of its own kind because it analyzes that difference in terms of education and how getting education has its own intrinsic and instrumental value. To compare intrinsic value of education with its instrumental value, this study has used the following variables: getting knowledge for its own sake, getting knowledge for social status, getting knowledge for job or business endeavor and getting knowledge for both purposes, which is for its own sake and also for job, business or status. This study includes a young populace i.e. those starting their higher education in Pakistan to find out if they are only interested to earn a degree because of their future plans of getting a job, initiating their career, to earn money or social status which are all instrumental values, or if they value knowledge and intelligence which are intrinsic values.

Hypotheses

H1: There is a relationship between knowledge for its own sake and importance of intrinsic versus instrumental value of education in Pakistan

H2: There is a relationship between knowledge for social status and importance of intrinsic versus instrumental value of education in Pakistan

H3: There is a relationship between knowledge for job/business and importance of intrinsic versus instrumental value of education in Pakistan

H4: There is a relationship between getting knowledge partially for its own sake and partially to earn money or social status and

importance of intrinsic versus instrumental value of education in Pakistan

Literature Review

There is not enough literature available on this subject as this is dusted under a huge pile of capitalistic values and price theories. Nonetheless, this research has included some very important theories to understand the subject and help define it better. First, there is a subjective and objective view of intrinsic value as intrinsic value of education is considered totally a subjective matter, but there are evidences where objective intrinsic value of education cannot be overlooked. Moore (1922) claimed that if value is intrinsic, then it must be objective and cannot be subjective. A subjectivist will argue that if Moore is right, then nothing can be intrinsically valuable. Subjectivism is likely to be understood on the basis that objective intrinsic value which would be regarded as strange or odd because even if that value exists, it is hard to perceive with the naked eye (Mackie, 1977). Therefore, if one considers Moore to be justifiable in his argument, then the defender of intrinsic value must respond to these arguments of subjectivism. A subjectivist seeks to identify the difference between things that are valued for their own worth and things that are valued merely as a means, therefore subjectivists need intrinsic value too (Moore, 1922). The charm of subjectivists' view is that they acknowledge the connection of the good to human interests and desires.

Korsgaard (1983) defined intrinsic value as something that is valued for its own sake or simply it is the end result in itself rather than a means to an end. In contrast, the instrumental value is used to

achieve some kind of end. A common explanation of the supposedly contrasting kind could be intrinsic goodness, which means something that is intrinsically good and is valued for its own sake. It refers to something like the origin or actual source of goodness. The contrast between instrumental and intrinsic value is therefore misleading or a false contrast. The natural contrast to intrinsic goodness is the extrinsic goodness and implies the value a thing gets from some other source. Therefore, there are two comparisons in goodness. The first one is the difference between things that are valued for their own sake and those that are valued for the sake of something else. There is another difference between things which have their value in themselves like feelings and love, and those which have taken their value from some other source: intrinsically good versus extrinsically good things. Korsgaard (1983) argued that, both intrinsic and instrumental values are actually not correlatives, because they belong to two different categories.

On the other hand, Kant and Gregor (1785) argued that 'good will' has the highest status due to its intrinsic value. They defined intrinsic and extrinsic with the terms 'conditioned' and 'unconditioned.' Kant and Gregor further argued that things that are conditioned or meet the principles of good conditionality are objectively good and those that are good without being conditioned are good for their own worth. The theory of intrinsic values elucidates that there are certain beliefs or values that are abstract in nature like happiness, which is a kind of emotion that many people attribute to having intrinsic value because it is hard to control what makes people happy and almost everyone can agree on the fact that happiness is a positive natural emotion. Thus, intrinsic values are the means and end in themselves. Those values are actually the core

beliefs that lead an individual to make judgments on situations. The nature of intrinsic value is not an easy one to fathom. Moore (1903) used a notable straight forward question to argue that when the value is intrinsic, it is simple and indefinable. He offered the ‘isolation test’ as a criterion for determining whether something has an intrinsic value to it or not. The test can be applied to investigate if something can exist entirely by itself or not. In order to apply the isolation test, one has to ponder upon something existing entirely by itself; if it fulfills the criteria of the isolation test, then under such circumstances, the value is intrinsic; otherwise it is extrinsic in nature.

The desirable state of mind which education produces, involves the development of intellect and character. Peters concludes that it is wrong to think of it as a means to an end. Of course, not everything in a genuinely educational process must be valuable in itself, but it must be seen as contributing to the acquisition of a state which is desirable in itself. Education is the best example of it, as education is not desired for its end result, but is sufficient in itself since it has its own value like happiness, beauty and passion. It is argued by Justus, Colyvan, Regan and Maguire (2009) that entities with instrumentally valuable properties are prized to the extent they are or will be considered valuable by people.

If valued properly, education could provide incentives; otherwise education without recognition or proper valuation loses its charm. Motivation matters because it is motivation that inspires people to do something; therefore, the behaviors that are motivated intrinsically are involved in an activity for their own sake. It is enforced and reinforced when people engage in activities that

interest them; they act on them freely, with a full sense of will and without worrying about its instrumental value (Deci & Ryan, 1985). This could be exemplified by a child who reads a book because he likes it. Such a child would read it without being forced to do so as it would be for the inherent aspiration and he would be intrinsically motivated for that activity. Behaviors that are intrinsically motivated represent the prototype of self-determination and they emanate from the self and are absolutely verifiable (Deci, Vallerand, Pellitier, & Ryan, 1991).

Conceptual framework

This study is based on Korsgaard's (1983) theory that things could be intrinsically and extrinsically good and intrinsic goodness and extrinsic goodness can co-exist in one single object. Goodness is defined as a property of mental attitudes. In one part of his theory, he argued that intrinsic and extrinsic distinction is false because it depends on the subjective judgment of an individual rather than of an object itself. In the second part he mentioned that intrinsic goodness is situational so it is the context that separates the intrinsic from the instrumental value of an object. The study will also use Moore's theory (1922) in which he defines value of things as a complex whole that whole is incomplete without its intrinsic and extrinsic value. He exemplifies by beauty, since beauty without appreciation has no value; likewise knowledge without its practicality has no value. This study will therefore take knowledge as an object and would experiment to examine whether this object is intrinsically and/or extrinsically considered important for bachelor's degree students in Pakistan as shown in Figure 1.

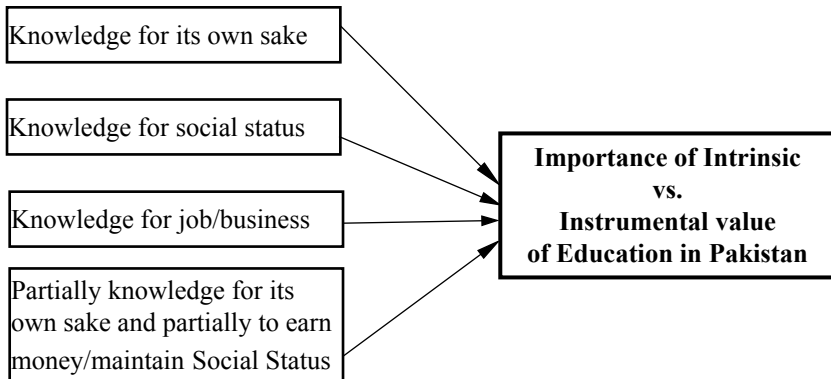


Figure 1: Conceptual framework of the study

Research Methodology

This research is an empirical quantitative research with a positivist approach based on realistic epistemological philosophy. The research has used four independent variables namely getting knowledge for its own sake, getting knowledge for social status, getting knowledge for job/business and getting knowledge for both purposes for its own sake and for job/business/status in order to understand the intrinsic value of education in Pakistan.

Sample

Responses were collected from 465 respondents through paper based/self-administrated questionnaires from the bachelor degree students of 12 universities located in four provinces of Pakistan namely, Sindh, Punjab, KPK, Balochistan as well as Gilgit Baltistan and Azad Jammu and Kashmir.

Instrument

The research used primary data collection method with questionnaires being the instrument for data gathering. It used non-probabilistic judgmental sampling as the financial resources were limited. The study is co-relational in nature with non-contrived setting and longitudinal attribute. The data gathered were analyzed through descriptive analysis, Spearman, and Pearson Co-relation test through SPSS software.

Result analysis

Quantitative research commonly uses experimental, quasi-experimental, correlational, or descriptive instruments (Holton & Burnett, 2005). There are normally two ways of analyzing quantitative data: descriptive and inferential. This research used both ways to understand the phenomena in a better way. It used 12 questions in the questionnaire in order to collect the data for this research and then analyzed the data through SPSS software. The descriptive analysis of some very important questions is worth mentioning here. The Spearman and Pearson correlation tests were used in this research because both tests are used to find the linear relationship between two variables, as is the case in this research; hence, both are best suited for this research.

Table 1

Participants' Responses through Descriptive Analysis

Questions Asked	Percentage Response of 465 Respondents				
	Quiet Sure	Sure	Not sure	Never	Not at all
Would you like to gain knowledge in your first degree to increase your knowledge base only	30.1%	55.9%	8.6%	1.0%	2.0%
Would you like to gain knowledge in your first degree to increase your social status	29.0%	44.0%	12.9%	8.6%	5.3%
Would you like to gain knowledge in your first degree to get a job/start your own business	30.1%	40.8%	16.1%	7.5%	5.3%
Would you like to gain knowledge in your first degree to earn a lot of money	17.2%	27.9%	24.7%	19.3%	10.5%
Would you like to gain knowledge in your first degree to increase your knowledge base and also get a job/ start a business/ earn money	33.3%	50.5%	11.8%	2.7%	1.5%
Would you like to gain knowledge in your first degree even if there is no instrumental value attached with it e.g. job/ money/social status etc.	20.3%	30.7%	25.8%	8.6%	6.4%

In response to the first question - would you like to gain knowledge in your first degree to increase your knowledge base only - if we add the responses of 'Quite Sure' and 'Sure' as shown in the Figure 2, almost 400 respondents claimed that they want to increase knowledge in their first degree. The remaining respondents were either not sure or just utterly denied this notion.

The above results show that almost 340 respondents agreed on the notion that they get their first degree just to maintain or to increase their social status, while the remaining respondents were either not sure or just rejected the notion. The responses to the third question are quite interesting. While 330 respondents were sure that they were interested to get their first degree just to get a job or start a business, some others were not sure and the remaining refuted the idea. If we compare the responses of this question with the responses of previous social status question, the responses to both questions are almost similar. The response to the fourth question, would you like to gain knowledge in your first degree to earn a lot of money, is quite amazing in which, more than one quarter of the respondents were not interested in getting their first degree in order to earn a money. If we exclude the “not sure” results, almost 35% of the respondents contradicted with the idea of getting knowledge in their first degree in order to earn money. However, only 200 respondents-less than 50% of the total sample agreed that they aim to gain knowledge in their first degree just to earn money.

The above results in the table show that more than 80% of the sample size is willing to do both, they are interested to increase their knowledge base, but also to get a job/do business etc. The last question in the questionnaire and a dependent question as well, depicts the results of the entire research by explicitly exhibiting that almost 60%of the respondents agreed to get their first degree even if there is no instrumental value attached to it. This shows that there are students in universities of Pakistan willing to educate themselves just for the sake of learning. On the other hand, only 10 % of the 465 respondents disagreed with the idea of getting knowledge for the sake of knowledge only.

Hypotheses testing

The research will test following hypothesis in order to understand the intrinsic value of education phenomena.

H1: There is a relationship between knowledge for its own sake and importance of intrinsic vs. instrumental value of education in Pakistan

Table 2

Relationship between Knowledge for its Sake and Importance of Intrinsic vs. Instrumental Value of Education

		Knowledge for its own sake
Would you like to gain knowledge in your first degree even if there is no instrumental value attached with it e.g. Job/Money/Social status?	Pearson Correlation	1.277**
	Sig. (2-tailed)	.000
	N	465

** . Correlation is significant at 0.01 level (2-tailed).

Table 3

Relationship between Knowledge for its sake and Importance of intrinsic vs. instrumental value of education through Spearman Correlation test

		Knowledge for its own sake
Would you like to gain knowledge in your first degree even if there is no instrumental value attached with it e.g. Job/Money/Social status?	Correlation Coefficient	.241**
	Sig. (2-tailed)	.000
	N	465

** . Correlation is significant at 0.01 level (2-tailed).

The above correlation test results generated by using Spearman and Pearson correlation of SPSS software (Table 1&2) show that the relationship between knowledge for its sake and importance of intrinsic vs. instrumental value of education in Pakistan is significant but the strength of that relationship is very weak.

H2: There is a relationship between knowledge for social status and importance of intrinsic vs. instrumental value of education in Pakistan.

Table 4

Relationship between Getting Knowledge for Social Status Importance of Intrinsic vs. Instrumental Value of Education through Pearson Correlation Test

		Getting Knowledge for Social Status
Would you like to gain knowledge in your first degree even if there is no instrumental value attached with it e.g. Job/Money/Social status ?	Correlation Coefficient	.230**
	Sig. (2-tailed)	.000
	N	465

** . Correlation is significant at 0.01 level (2-tailed).

Table 5

Relationship between Getting Knowledge for Social Status and Importance of Intrinsic vs. Instrumental Value of Education through Spearman Correlation Test

		Getting Knowledge for Social Status
Would you like to gain knowledge in your first degree even if there is no instrumental value attached with it e.g. Job/Money/Social status?	Correlation Coefficient	.213**
	Sig. (2-tailed)	.000
	N	465

** . Correlation is significant at 0.01 level (2-tailed).

The results of Pearson and Spearman correlation tests (Table 3&4), are significant, reflecting that getting knowledge for social status and importance of intrinsic vs. instrumental value of education in Pakistan has a relationship but the strength of that relationship is quite weak as depicted in the tables above.

H3: There is a relationship between knowledge for job/business and importance of intrinsic vs. Instrumental value of education in Pakistan.

Table 6

Relationship between Getting Knowledge for Job/Business and Importance of Intrinsic vs. Instrumental Value of Education through Pearson Correlation Test

		Getting Knowledge for Job or Business
Would you like to gain knowledge in your first degree even if there is no instrumental value attached with it e.g. Job/Money/Social status	Correlation Coefficient	.143**
	Sig. (2-tailed)	.002
	N	465

** . Correlation is significant at 0.01 level (2-tailed).

Table 7

Relationship between Getting Knowledge for Job/Business and Importance of Intrinsic vs. Instrumental Value of Education through Spearman Correlation Test

		Getting Knowledge for Job or Business
	Correlation Coefficient	.138**
Would you like to gain knowledge in your first degree even if there is no instrumental value attached with it e.g. Job/Money/Social status?	Sig. (2-tailed)	.003
	N	465

** . Correlation is significant at 0.01 level (2-tailed).

The results show that getting knowledge for job or business has also the relationship with the importance of intrinsic vs. instrumental value of education in Pakistan as those students who are willing to get knowledge for the sake of its instrumental value are also aware of its intrinsic nature. The relationship is significant but the strength is weakest among others as shown in Table 5 & 6.

H4: There is a relationship between getting knowledge partially for its own sake and partially to earn money or social status and importance of intrinsic vs. Instrumental value of education in Pakistan.

Table 8

Relationship between Getting Knowledge for both Job/Business/ Knowledge for its Sake and Importance of Intrinsic vs. Instrumental Value of Education through Pearson Correlation Test

		Getting Knowledge Partially for Knowledge and Job or Business
Would you like to gain knowledge in your first degree even if there is no instrumental value attached with it e.g. Job/Money/Social status?	Correlation Coefficient	.263**
	Sig. (2-tailed)	.000
	N	465

** . Correlation is significant at 0.01 level (2-tailed).

Table 9

Relationship between Getting Knowledge for both Job/Business/ Knowledge for its Sake and Importance of Intrinsic vs. Instrumental Value of Education through Spearman Correlation Test

		Getting Knowledge Partially for Knowledge and Job or Business
Would you like to gain knowledge in your first degree even if there is no instrumental value attached with it e.g. Job/Money/Social status?	Correlation Coefficient	.244**
	Sig. (2-tailed)	.000
	N	465

** . Correlation is significant at 0.01 level (2-tailed).

The above results of Spearman and Pearson tests in Table 7 and 8 show that the relationship is significant between getting

knowledge partially for the sake of knowledge itself and partially for getting job or doing business. The strength of the relationship is relatively better as compared to other relationships above but it is considered weak principally.

Discussion

The research is conducted on the idea that everything contains two values, intrinsic and instrumental; this applies to knowledge and education as well. It thus becomes important to know what values do the young populace of Pakistan hold while obtaining knowledge through formal education system. This broad question is answered through this research using independent variables namely, getting knowledge for its own sake, getting knowledge for social status, getting knowledge for job or business endeavor and getting knowledge for both purposes for its own sake and also for job/business/status and then to find their relationship with the intrinsic value of education in Pakistan. The intrinsic value of education is hard to comprehend without comparing it to its instrumental value, that is why, this research attempts to compare the prevailing value of education in Pakistan whether it is intrinsic or instrumental in nature. This research has used the theories of Moore (1903) and Korsgaard (1983) for guidance. Moore (1903) used a notable straight forward question to argue that when the value is intrinsic, it is simple and indefinable and offered the isolation test as a criterion to determine if something is intrinsically good or not. This was an amazing breakthrough philosophy, but it has certain implications and the critics argued that it is merely intuitionism and based on judgment therefore it is difficult to isolate something and to judge it objectively. Korsgaard (1983) put forth that instrumental value is

the value used to achieve some kind of end such as tools, money and chores; therefore one could suggest that education has its own value in itself even when it is not used to achieve some other purpose (e.g. Job/money/social status). Hence, in that context, the research asked multiple questions for understanding the phenomena at hand. The answers to all questions pointed towards the intrinsic value that education holds for Pakistanis Under graduate students.

Furthermore, when the researcher wants to find the relationship between each of its independent and dependent variable, it was found through the SPSS Spearman and Pearson correlation test that there is a relationship between knowledge for its own sake and importance of intrinsic vs. instrumental value of education in Pakistan. The relationship is confirmed because the p-value is 0.000 and alpha is 5% therefore it means the relationship is significant in nature. This relationship is also indicated in the study done by Frick (2004) while mentioning that values are considered as instrumental or intrinsic. Instrumental values are characterized as what something is 'good for.' However, intrinsic values indicate inherent worth, what is 'good in itself.' Thus, axiological knowledge of education can be characterized respectively as praxiological or philosophical. However, the influence of this relationship is weak because the percentage found is only 27%.

When the second hypothesis was tested, it was found that, there is also a relationship between knowledge for social status and importance of intrinsic vs. instrumental value of education in Pakistan. It was confirmed through p-value (0.000) and alpha is 5% that is why the relationship is significant. However, the strength of that relationship is only 21%, thereby concluding it a weak relationship.

This relationship is also reinforced by the study of Nazimuddin (2014) on social mobility while mentioning that education is the key for the vertical social mobility especially the formal education. It implies that getting knowledge to improve social status is common. This is also mentioned by Das (2013) that the relationship between education and social mobility is complex and dynamic. While there is no doubt about the fact that education makes an important contribution towards social mobility of individuals and groups, there are several factors that sometimes significantly alter the direction and fate of such a relationship.

Moreover, it was also observed that, there is a relationship between knowledge for job/business and importance of intrinsic vs. instrumental value of education in Pakistan because the p-value found to be 0.003 with alpha 5% meaning the relationship is significant in nature. However, its strength is considered to be weak as having only 13%. Similar kind of result was also found in the Baum and Paya (2005) when they mentioned that there is a correlation between higher levels of education and higher earnings for all racial/ethnic groups and for both men and women. They also reconfirmed that income gap between high school graduates and college graduates have increased significantly over time. In contrast, it is well argued by Cronon (1998) while discussing about the liberal education that education is the way through which an individual can reach its highest talent while having no instrumental strings attached to it. He emphasized on the ways and means by which education plays a role for human freedom.

Finally, it was found that there is relationship between getting knowledge partially for its own sake and partially to earn money

or social status and importance of intrinsic vs. instrumental value of education in Pakistan. The relationship is significant because p-value is 0.000 while alpha is 5% and strength is 26%. It implies that there is a weak relationship and can be concluded that each of the independent variables namely knowledge for its own sake, social status, knowledge for job/business/money and knowledge for both, job/business/money and its own sake has a relationship with the dependent variable, intrinsic value of education in Pakistan.

Conclusion

The research was conducted to investigate the importance of intrinsic value vs. instrumental value of education through getting knowledge for its own sake, getting knowledge for social status, getting knowledge for job or business endeavor and getting knowledge for both purposes for its own sake and also for job/business/status. The research also had an additional objective of finding out whether intrinsic or instrumental value is prevailing among the young future graduates of Pakistan. Previous studies were considered for developing the conceptual background. The research was quantitative in nature and used a questionnaire in order to collect data from 12 different universities from all provinces of Pakistan.

The study findings suggested that the majority of the respondents valued both intrinsic and instrumental side of education. It is also supported by the correlation test in which all the independent variables had relationship with the dependent variable, the intrinsic value of education in Pakistan. However, 60% of the respondents answered affirmatively for the last question about whether they

would get their first degree even if there was no instrumental value attached to it. This shows that while the respondents gave mixed response, yet most of them valued intrinsic value of education more than its instrumental value.

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