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A study of values among college students to develop young minds for a better world

R. NEELAKANDAN
Faculty Member
Department of Psychology, Annamalai University, Annamalai Nagar (T.N.) India

ABSTRACT

Values are attribute that spring from the sublimity of soul. They are sentiments, like love, that involves mind, feeling and will, which are strong, deep and enduring. They are like truth reflections of reality that are not obstructed by and kind of prejudice. Value education is education for "becoming" and is concerned with the transformation of an individuals personality. As such it involves all three phases of personality - knowing, feeling and doing. Value education programmes should have clear-out objectives. These objectives span the cognitive, affective and conative domains. To be educated in values is to be able to think morally, to feel the right kind of emotions and to act accordingly these domains are interrelated and are not water tight compartment. A good programme of value education should seek to develop in the learner appropriate sensibilities in values, enable him to understand and appreciate the values of democracy, securalism, equality scientific temper, enable him to develop a concern and commitment for them and provide suitable opportunities for students to practice and live by these values. The present study aims to find out the values among college students. A samples of 100 college students selected randomly were studied using Students Value Inventory Scale (standardized). The results revealed that college students differed in values on the basis of gender and nativity. Also arts and science students differ in their values. By developing the values among the students, the future young minds are developed for better world.

Key Words : College students, Better world, Value inventory scale, Values

INTRODUCTION

Values are a set of principles or standards of behaviour. Values are regarded desirable; important and held in high esteem by a particular society in which a person lives. Thus values give meaning and strength to a person's character by occupying a central place in his life. Values reflect one's personal attitude and judgments, decisions and choice, behaviour and relationship, dreams and vision. They influence our thoughts, feelings and actins. They influence our thoughts, feelings and actins. They guide us to do right things.

Values are the guiding principles of life which are conducive to all round development. They give direction and firmness to life and bring joy, satisfaction and Peace to Life. Values are like the rails that keep a train on the track and help it move smoothly, quickly and with direction. They bring quality to life.

People especially the young, are confused about their values and value system. They are

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facing value conflicts and dilemmas. This is mainly due to the dramatic and far reaching socio-cultural and political changes that are taking place in our country and in other parts of the world. Besides these, there is breakdown of traditional values proper replacement, lack of adequate role models, conflicting ideologies and double standards practiced by people in position of power and influence. According to the role of cognitive process in value development and applied a structural approach. He believed that the child progression from sensory to pre operational, to concrete operational and finally to formal operational thought has its counterpart in value development.

Value education is education for "becoming" and is concerned with the transformation of an individuals personality. As such it involves all three phases of personality - knowing, feeling and doing. The child should be made aware of the right and good, to feel the appropriate emotions and internalize the values in thought and deed. Value education is not synonymous with character training which is only aspect of it. Value education also is not social adjustment as it concerned not so much with what is bit with what ought to be. Value education, is not the same as religious education although religion can serve as a source for value education.

Value education programmes should have clear-out objectives. These objectives span the cognitive, affective and conative domains. To be educated in values is to be able to think morally, to feel the right kind of emotions and to act accordingly these domains are interrelated and are not water tight compartment. A good programme of value education should seek to develop in the learner appropriate sensibilities in values, enable him to understand and appreciate the values of democracy, securalism, equality scientific temper, enable him to develop a concern and commitment for them and provide suitable opportunities for students to practice and live by these values.

Review of literature :

Laksmi Thakur (2002) conducted studies related to values. The present formal methods of education are lying extra-territorial stress on the economic welfare of man, ignoring that true education has to aim at the full rather all round development of human personality, by brining out the best of him and burning up alldross that might be his psychological inheritances. Man-values education is a sacred triangle, where education is a vital medium of imbibe, foster and perpetuate values in man. Education is capable of developing strong and abiding values. Everywhere and at all times, education has been built on values-system, conductive to the development of physical, intellectual, moral and spiritual life. It activates the latent capacities of the individual, enabling him to recognize truth, duty and goodness. It transforms man from animal, than man to authentic and autonomous human being, who is conscious of his role-play. It seeks to secure for him the right things and activities. The hallmarks of his personality are self-determinations, self-realization, self-integration, social adjustment, Economic self-reliance, moral and spiritual attitudes towards others. Value-education is the training of mind and soul, gives the young intellectual wisdom and practical power, develop fearlessness of mind, strength of conscience and integrity of purpose.

Jasim Ahmed (2003) has conducted a comparative study on values among the students of Science and Arts at Senior Secondary levels. The study was conducted in three districts of Azamgarh, Commissionary (U.P.) Azamgarh, Ballia and Mon. The study was confined to Government Schools. Two Government Schools were randomly selected from each of the 3 districts, 25 students of Science and 25 students of Arts were randomly selected from each of the 6 Schools. Personal Value Questionnaire (PVQ) by sherry and Verma was administered on them. The result revealed that there is no significant difference between the student of Science and Arts on all ten values. Mean scores of Sciences students on Social democratic, knowledge power and health values.

Where as, mean scores of Arts Students is more on Aesthetic, Economic, Hedonistic and Religious values. The mean scores of both Science and Arts students is almost same on family prestige value.

Objective :

This study aims to understand the values among college students to develop young minds for a better world.

Hypotheses :

Following the objective certain hypotheses have been formulated:

- Female students will have higher values than male students.
- Urban students will have higher values than rural students.
- Science students will have higher values than arts students.

METHODOLOGY

Sample :

This is an empirical study and primary data were collected from a random sample of 100 college students in Chidambaram Town.

Method of data collection :

Primary data, required for the present research work were collected by conducting direct interviews using questionnaire. All the respondents were given sufficient information about the survey. These respondents were provided with the same questionnaires. They were also informed that they have to answer in the same fashion.

Tool used for the Study :

Standardized questionnaire was used to collect the data. The tool developed by T. Padmanaban (1992) students value inventory was used. This inventory comprises of 30 items include 6 values. Every item has 4 choices. This helps to measure the value pattern of students. Ranking technique is adopted and respondent is required to indicate his or her of preference by writing. The respective rank order number against each of the four choices. Each choice represented on the six values. Scoring was done as follows. The students were asked to indicate their order of preference from first by writing for each one of the choices. The reversed orders of the ranks were given as scores. The first choice response was given a score of four, the second choice a response a score of three, the third choice response a score of two and the fourth choice a score of one. The summated scores of the different values found out for each individual.

RESULTS AND DISCUSSION

It is observed from the Table 1 that the female students have (56.85) higher values than male students (42.21). The difference between these two groups is statistically proved by t-ratio (3.71), which is significant at 0.01 level. Hence the hypothesis that female students will have higher values than male students is accepted.

It is inferred from the Table 2 that the urban students have (59.24) higher values than rural students (46.29). The difference between these two groups is supported by the computed t-ratio

Table 1 : Showing Mean, SD and t-ratio of college students values on the basis of gender					
Gender	N	Mean	S.D	t-value	Significant Level
Male	65	42.21	7.24	3.71	0.01
Female	35	56.85	6.85		

Hy : Female students will have higher values than male students.

(3.88), which is significant at 0.01 level. Hence the hypothesis that urban students will have higher values than rural students is confirmed.

Table 2 : Showing Mean, SD and t-ratio of college students values on the basis of nativity					
Nativity	N	Mean	S.D	t-value	Significant Level
Rural	74	46.29	8.79	3.88	0.01
Urban	26	59.24	8.33		

Hy : Urban students will have higher values than rural students.

It is exhibits from the Table 3 that the science students have (58.55) higher values than arts students (44.86). The difference between these two groups is statistically proved by the computed t-ratio (3.18), which is significant at 0.01 level. Hence the hypothesis that science students will have higher values than arts students is accepted.

Table 3 : Showing Mean, SD and t-ratio of college students values on the basis of subject studied					
Subject studied	N	Mean	S.D	t-value	Significant Level
Arts	68	44.86	5.46	3.18	0.01
Science	32	58.55	7.65		

Hy : Science students will have higher values than arts students.

Findings :

- Female students will have higher values than male students.
- Urban students will have higher values than rural students.
- Science students will have higher values than arts students.

Conclusion :

The present study make an attempt to know the value pattern of college students in order to develop better citizen for future. The main objective of the study is whether demographic variables (Gender, Nativity and Subject studied) influence of values among college students. Primary data was used. After collecting the data, they were coded. To test the hypotheses, statistical tool such as t-test was used. The result found that students differ in their values pattern on the basis of gender, nativity and subject studied. The researcher suggested some ideas to promote values among college students in order to develop the young minds for a better world. Values reflect one's personal attitude and judgments, decisions and choice, behaviours and relationship, dreams and vision. It also give direction and firmness to life and bringing joy satisfaction and peace to life. Therefore the educational institutions try to provide value based education and also conduct training programme related to attitude changes. By conducting these type of programmes the future young minds get positive attitude and also have positive self concept. Through this they are able to lead their life with full satisfaction, peace to life and better mental health. With these we are able to develop the young minds for a better world.

Youngsters are the future!

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