

A Comparative Study Of Values Of Graduate Level Students

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Abstract – In This paper tries to explore the values of graduate level students. Sample of the study has been chosen from 300 students studying in different colleges of Gwalior city. Standardized toll has been used .It has been found that there is not any significant difference in the values of boys and girls.

Key Words: Graduate Level Students, Value

INTRODUCTION :

Every human action is the reflection of an individual value and every human institution an out-growth of a social value. Every reaction to human experiences and to the events with which human beings are confronted, no matter what the religion or the nationality or the culture or the race or the civilization or the society or the ideology or class involved is conditioned by the personal and group values. Therefore, it is not at all possible to avoid the influence of values in human life.

Value is that which is important, that which is the object of the individual's effort, it is that for which one lives and for which he is prepared to make the greatest sacrifices, a quantitative analysis of value is made by economics, of a value which exists in practical utility, in exchange. Generally speaking, anything that satisfies human desire is considered to posses value, things such as bank account, art objects, friends and various momentous. Ethics makes a qualitative analysis of value. Value helps one in one's progress to the goal of life. It leads to self-realization and self-development.

Today's youth are faced with several hang-ups and are suffering from prejudices of class and caste divisions, corrupting influences of money and power, open defiance of the norms of justice and equity resulting in social chaos and libertarian ideas eating into the sanctity of family relationship. The value-oriented education will make them aware of the implication of these tensions and create in them the resilience of mind to fight those and lead a life of mental equipoise. Education, which does not awaken the young against

moral and social turpitude does not serve its real purpose, however much it may succeed in filling their minds with facts and formulas. In our industrializing society, the concept of education is always correlated with occupation. For failure to reach situations of profit and power, the students condemn education as irrelevant. Such people resort to deplorable means to achieve success even at the cost of their self-respect and dignity. It is against such eventualities the young need values built in them to lead a life of piety. Education must develop in the young the capacity to take a larger view of society and an interest in basic knowledge for mental refinement so as to make right choice of ends and means.

Inculcation of values will create in them rationalism and right responses in personal and social situations. They will get meaningfully involved in the life of the society and will not sidestep the questions of morality, integrity, justice, equity and fair play. In them should be fostered the ideal polygon of values like SATYA, DHARMA, SHANTI, PREMA and AHIMSA. The multiplicity of political, religious and social beliefs notwithstanding, the society can continue if it develops, sustains and perpetuates this penultimate value system which will enable the individual not only to value certain things but also to know whether the things he values are the things he ought to value. All this education can do.

Review of Related Literature :

Kulshrestha, Prabhat, Kumar, (1985), A comparative study of occupational aspirations of college students with reference to their values, self concept and environmental differences. The research may be said that the occupational preferences are closely associated with self concept and values besides socio-economics status.

Eccles, Jacquelynne S., wigfield, Allan, Flanagan, Constance A., Milles, Christy, Reuman, David A., Yee, Doris, (1989), Self-concepts, domain, values, and self-esteem relations and changes at early adolescence. They assessed how children's self-concepts of ability for mathematics, English, social and physical skills activities, rating of the importance of these activities, and general self esteem change across the transition to junior high school. Three types of change were assessed: change in mean levels, change in stability, and change in relationship. Twice each year during the sixth and seventh grades, 1,450 children completed questionnaires. Mean levels of children's self-esteem were lowest immediately after the transition, but recovered during seventh grade. Self concept of ability and importance rating for math and sports activities showed linear

declines. Self-concept of ability for social activities showed a cubic trend, but importance rating for social activities declined in a linear fashion. Children's self-concept of ability for Math and English became less stable across the junior high transition, whereas beliefs about other activities and general self-esteem were more stable in seventh grade.

Yoon, Kwang, Suk, Eccles, Jacquelynne S., (April 1996), Self-concept of ability, value, and academic achievement: a test of casual relations. Generally, the result show significant, reciprocal causal relations between motivational factors and academic achievement. As predicted, intrinsic value had a consistent and positive influence on performance over time. Contrary to common beliefs, however, positive SCA alone did not always have a positive influence on academic performance over time when controlling for other factors. Unrealistically positive SCA was often determined to both performance and value. There were significant gender differences in these casual relations.

Demirulku, Kursad, (2007), Parenting styles, internalization of values and the self-concept. Results indicated that value priorities of parents were systematically related to parenting dimensions. Parental acceptance mediated the relationship between parent's self transcendence values and parent-child value similarity and parental control mediated the relationship between parent's self-enhancement values and parent-child value similarity in both samples. Moderations effects were obtained in the university sample. Mother's socialization goals moderated the relationship between maternal control and mother child value similarity in the conservation domain value priorities were also found to be systematically related to self-esteem in the university sample per se. Whereas relationship between parental congruence on value priorities, self-concept clarity and self-esteem were not significant.

Simonovich, Heather, Elizabeth, (2008), Values in relation to acculturation and adjustment, this study examined the congruence between personal values and perceived U.S. value among U.S. American students and international students in the U.S. Data were collected from 305 international students and 218 domestic (U.S.) students studying at San Jose, State University during Fall 2004 and spring 2005 semesters.

Stimulation value congruence was greater for U.S. student than for international students but congruence among personal and perceived power, benevolence, and universalism values was greater for international VS U.S. students. Personal and perceived affective and cognitive work outcomes were more congruent among international students than U.S. students. Finally, international students valuing benevolence more than they think Americans value it were more marginalized or separated than international students who value benevolence similarly to what they thought Americans value it. Results suggest that international students come to the U.S. already seeing themselves as similar to Americans, whereas Americans see themselves quite differently from others.

METHODOLOGY

The sample study would be done for initially 300 (three hundred only) students studying in government or private colleges at graduate level of Gwalior city.

TOOLS Used:

Value Test : Value test questionnaire developed by Dr. R.K. Ojha and Dr. Mahesh Bhargava.

RESULTS AND DISCUSSIONS

1. Comparison of theoretical values between boys and girls

Groups	N	Mean	S.D.	D.F.	't' value	Significance Level
Boys	150	42.94	5.78	298	1.02	N.S.
Girls	150	43.63	5.86			

Table No. 1 Comparison of theoretical values between boys and girls

This table shows the mean and standard deviation scores on the Theoretical values for boys and girls. Here it includes the total number of girls (n=150) and boys (n=150). Moreover the means of Boys and girls are 42.94 and 43.63 respectively in this

theoretical group. The mean of both groups are approximately the same. There is a minor difference between the means of these groups. However, the same discussion may be found. When we see the S.D. of these groups. The total no. of subjects (N) in this theoretical group is 300 out of which 150 boys and 150 girls are recorded. The difference between boys and girls are slight on this group. We find that the difference between two mean is not significant. Thus we can say that both groups do not differ from each other. Hence null hypothesis no. 01 is excepted.

2.Comparison of Economic values between boys and girls.

Groups	N	Mean	S.D.	D.F.	't' value	Significance Level
Boys	150	41.91	5.870	298	0.90	N.S.
Girls	150	41.31	5.59			

Table no. 2 Comparison of Economic values between boys and girls.

Table no. 2 indicates that the mean scores of boys and girls on Economic values are 41.91 and 41.31 whereas S.D. scores are 5.87 and 5.59 respectively. The 't' ratio is found 0.90 which is not significant. Thus we can say that both groups do not differ from each other. Hence null hypothesis no. 02 is excepted.

3.Comparison of Aesthetic values of Boys and girls.

Groups	N	Mean	S.D.	D.F.	't' value	Significance Level
Boys	150	35.29	7.43	298	0.046	N.S.
Girls	150	35.33	7.32			

Table no. 3 comparison of Aesthetic values of Boys and girls.

Table no. 3 indicates that the mean scores of boys and girls on Aesthetic values are 35.29 and 35.33 whereas S.D. scores are 7.43 and 7.32 respectively. The 't' ratio is 0.046 which is not significant. Thus we can say that both groups do not differ from each other. Hence null hypothesis no. 03 is excepted.

4. Comparison of Social values of Boys and girls.

Groups	N	Mean	S.D.	D.F.	‘t’ value	Significance Level
Boys	150	41.74	6.03	298	0.59	N.S.

Table no. 4 comparison of Social values of Boys and girls.

Table no. 4 indicates that the mean scores of boys and girls on Social values are 41.74 and 42.17 whereas S.D. scores are 6.03 and 6.44 respectively. The ‘t’ ratio is 0.59 which is not significant. Thus we can say that both groups do not differ from each other. Hence null hypothesis no. 04 is excepted.

5. comparison of Political values of Boys and girls.

Groups	N	Mean	S.D.	D.F.	‘t’ value	Significance Level
Boys	150	40.72	5.00	298	0.67	N.S.
Girls	150	41.11	5.05			

Table no. 5 comparison of Political values of Boys and girls.

Table no. 5 indicates that the mean scores of boys and girls on Political values are 40.72 and 41.11 whereas S.D. scores are 5.00 and 5.05 respectively. The ‘t’ ratio is 0.67 which is not significant. Thus we can say that both groups do not differ from each other. Hence null hypothesis no. 05 is excepted.

6. Comparison of Religious values of Boys and girls.

Groups	N	Mean	S.D.	D.F.	‘t’ value	Significance Level
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Boys	150	37.38	6.66	298	1.23	N.S.
Girls	150	36.48	5.99			

Table no. 6 Comparison of Religious values of Boys and girls.

Table no. 6 indicates that the mean scores of boys and girls on Religious values are 37.38 and 36.48 whereas S.D. scores are 6.66 and 5.99 respectively. The 't' ratio is 1.23 which is not significant. Thus we can say that both groups do not differ from each other. Hence null hypothesis no. 06 is excepted.

SUMMARY

The obtained scores of boys and girls on theoretical values indicates that they do not differ significantly in their theoretical values (Table 1). The obtained result confirm the hypothesis mentioned above. It seems that sex does not play its discriminative role as theoretical values is concerned. It was found on the basis of obtained scores of boys and girls on economic values that they do not differ significantly in their economic value (Table 2). The obtained result confirm the hypothesis mentioned above. It seems that sex does not play its discriminative role as economic values is concerned. It was found on the basis of obtained scores of boys and girls on social values that they do not differ significantly in their Aesthetic value (Table 3). The obtained result confirm the hypothesis mentioned above. It seems that sex does not play its discriminative role, as Aesthetic values is concerned.

It was found on the basis of obtained scores of boys and girls on social values that they do not differ significantly in their social value (Table 4). The obtained result confirm the hypothesis mentioned above. It seems that sex does not play its discriminative role as social values is concerned. It was found on the basis of obtained scores of boys and girls on political value, that they do not differ significantly in their political value (Table 5). The obtained result confirm the hypothesis mentioned above. It seems that sex does not play its discriminative role as political values is concerned.

It was found on the basis of obtained scores of boys and girls on religious values that they do not differ significantly in their religious value (Table 6). The obtained result confirm the hypothesis mentioned above. It seems that sex does not play its discriminative role as religious values is concerned.

From the above findings we can say that there is not any significant difference were found in the values of boys and girls of graduate level.

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