

"An Analysis Of The Personal Values Among Commerce Students: A Case Study Of Trichy District"

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How to cite this article: A. Jesintha Rani, R.Revathi, P. Raj Kumar (2024) "An Analysis Of The Personal Values Among Commerce Students: A Case Study Of Trichy District". *Library Progress International*, 44(3), 19963-19969.

ABSTRACT

The purpose of this descriptive study was to explore the level of Personal Values of Commerce Students and find out the differences, if any, in terms of some selected personal variables such as Gender, Family Type, Region, Academic Stream, Medium of Instruction and Birth Order in the Family. 200 prospective students were selected randomly from different colleges located in rural and urban areas of Trichy District of Tamil Nadu state.

The t-test, Chi- Square Analysis and ANOVA test were used for analyzing the data. The results revealed the existence of significant difference between (i) Rural and Urban Commerce students in their Personal Values (ii) Male and Female Commerce Students in their Personal Values. Further, there was a significant difference in the Personal Values of Commerce Students with democratic values. There is a significant difference in the Democratic values, Knowledge and Health of Commerce Students belonging to different Region whereas there was no significant difference among Commerce Students of different Family Type, Academic Stream, Medium of Instruction in their Personal Values and its dimensions.

This study observed that male students possess high level of values. The present study indicated that rural students possess better personal values of knowledge and health values. The reason is rural students have a suitable atmosphere at home and at school. Parents and teachers demand values which improves their morality. Steps should be taken to improve the environment of urban students. In this study revealed that private students have better personal values than the Government and Aided College students, because of the socio economic status of the family. Special measures should be taken to improve the moral and ethical values of the Government and aided students.

INTRODUCTION

It is the right of every child to have a safe and contented living for which care and nourishment of the physical, socio emotional and intellectual needs of every child should be fulfilled irrespective of his or her status in the society. In the process of education values is of great importance. The basic aim of education is to develop Moral, Social, National, Personal values in the students. For the overall development of the child and for enabling he to become good citizens of tomorrow it is necessary to develop the basic values in him because values are the foundation of education.

Man alone has the responsibility of making values and setting them before himself for his own development individually and socially. If we can define values and look for the situations in which value oriented behavior is manifested, it is believed that such behavior can be developed through teaching.

It is the responsibility of parents and teachers to develop values among students. Therefore it is necessary to inculcate good values among the student teachers so that they can develop these values among the students, and it is for this purpose the Researcher decided to take up research in this area.

CHARACTERISTICS OF PERSONAL VALUES

- A value has is worth and importance.
- Value is subject, common and national oriented.

- It is the result of interaction between personal and impersonal element.
- Value is means as well as an end.
- It is a desired preference.
- It is a cherished data.
- It is strong belief put an action.
- It is an internationalized idea.
- It gives direction to human action.
- It is an abstract idea which is cherished, expressed, demonstrated in behavior and public affirmed.

THREE ESSENTIAL COMPONENTS OF PERSONAL VALUES

A value has three prolonged structure which covers all the possible aspects or dimensions of human personality.

1. Cognitive Aspect (Thought)

A value is an idea abstract in nature. More is the idea clear, strong will be the value. Therefore, it is to be assumed that a value is related to mental activity and cognitive development about an idea.

2. Affective Aspects (Emotion)

A value possesses a strong emotional bond with idea thought or material object. Happy association is the secret of a value. Feelings, sentiments and attitudes are involved in one's value structure. In fact values are the cherished goals, preferences or desired things.

3. Psychomotor Aspect (Action)

A value results into an action. This is the final stage or culmination of a value. The first two aspects pave the way for action. Therefore action is the acid test of one's value in life.

NEED AND SIGNIFICANCE OF THE STUDY

A value is a belief, a mission, or a philosophy that is meaningful. Whether we are consciously aware of them or not, every individual has a core set of personal values. Values can range from the commonplace, such as the belief in hard work and punctuality, to the more psychological, such as self-reliance, concern for others, and harmony of purpose.

This study on Personal Values will help the researcher to find out the levels of Personal Values among the Commerce students and there by Dimensions of Personal Values can be categorized. This will enable the teachers to deal effectively with their students and help them to become mature teachers.

OBJECTIVES OF THE STUDY

1. To examine the difference in Dimensions of Personal Values with respect to Gender, Age, Birth Order, Educational Qualification of Students, Medium of Instruction, Stream of Study, Family Type, Socio – Economic Status.
2. To investigate relationship between Personal Values for the whole sample as well as for the sub-samples classified on the basis of the selected personal variables namely, Gender, Age, Birth Order, Educational Qualification of Students, Medium of Instruction, Stream of Study, Family Type, Socio – Economic Status.

HYPOTHESES

H.0 There is no significant difference in the dimensions of Personal Values and Gender, Age, Birth Order, Educational Qualification of Students, Medium of Instruction, Stream of Study, Family Type, Socio – Economic Status.

H.1 There is no significant relationship between Personal Values for the whole sample as well as for the sub-samples classified on the basis of the selected personal variables namely, Gender, Age, Birth Order, Educational Qualification of Students, Medium of Instruction, Stream of Study, Family Type, Socio – Economic Status.

DELIMITATIONS OF THE STUDY

1. The sample is restricted to 438 students only.
2. The study is restricted to Commerce students of Trichy City only.
3. The research is restricted to Government, Government Aided and Private college students.

DESIGN OF THE STUDY

The present study has been designed as a descriptive study.

DESCRIPTION OF TOOLS

1. Personal Value Questionnaire was constructed and standardized by G.P Sherry and R.P Verma (1971). The scale consists of 40 items. The following are the Personal Values dimensions : (i) Religious, (ii) Social, (iii) Democratic, (iv) Aesthetic, (v) Economic, (vi) Knowledge (vii) Hedonistic, (viii) Power, (ix) Family Prestige and (x) Health.
2. Personal Data Sheet prepared by the investigators.

SELECTION OF THE SAMPLE

The sample for the study was selected randomly. The sample consisted of 438 Commerce Students drawn from Aided, Government, and Unaided Colleges from Tamil Nadu. A total of 438 subjects, comprising 174 males and 264 females were drawn from the following colleges

STATISTICAL TREATMENT OF DATA

1. Critical Ratio

Critical Ratio were computed to test the differences in Dimensions of Personal Values with respect to Gender, Age, Birth Order, Educational Qualification of Students, Medium of Instruction, Stream of Study, Family Type, Socio – Economic Status.

2. One way analysis of Variance

One way analysis of variance was computed to explore the differences in Dimensions of Personal Values with respect to Gender, Age, Birth Order, Educational Qualification of Students, Medium of Instruction, Stream of Study, Family Type, Socio – Economic Status.

3. Correlation Analysis

Pearson's product moment method was used for finding the relationship between Dimensions of Personal Values and the whole sample as well as for the sub samples classified on the basis of the selected personal variables namely Gender, Age, Medium of Instruction, Birth Order, Educational Qualifications, Family Type, Stream of study, Socio-economic Status and Region.

4. Regression Analysis

Regression Analysis was used to predict the values based on the variations in Personal Values and all the selected personal variables namely, Gender, Age, Medium of Instruction, Birth Order, Educational Qualifications, Family Type, Stream of study, Socio-economic Status and Region.

Table showing the 't' ratios of the Differences in the Dimensions of Personal Values for Gender

S.No .	Variables	Gender				t value	P value
		Male		Female			
		Mean	SD	Mean	SD		
1	Religious	12.01	2.62	11.77	2.83	0.868	P = 0.386 P>0.01 NS
2	Social	11.59	2.21	11.42	2.18	0.785	P = 0.433 P>0.01 NS

3	Democratic	14.11	2.74	13.07	2.78	3.857	P = 0.000** P<0.01 S
4	Aesthetic	12.63	2.73	12.92	2.74	1.115	P = 0.265 P>0.01 NS
5	Economic	12.48	2.53	12.72	2.43	0.965	P = 0.335 P>0.01 NS
6	Knowledge	11.61	2.48	11.84	2.44	0.942	P = 0.347 P>0.01 NS
7	Hedonistic	12.61	2.72	12.78	2.55	0.661	P = 0.509 P>0.01 NS
8	Power	12.27	2.55	12.29	2.62	0.070	P = 0.944 P>0.01 NS
9	Family	11.34	2.30	11.43	2.46	0.372	P = 0.710 P>0.01 NS
10	Health	9.34	2.80	9.75	2.83	1.492	P = 0.137 P>0.01 NS

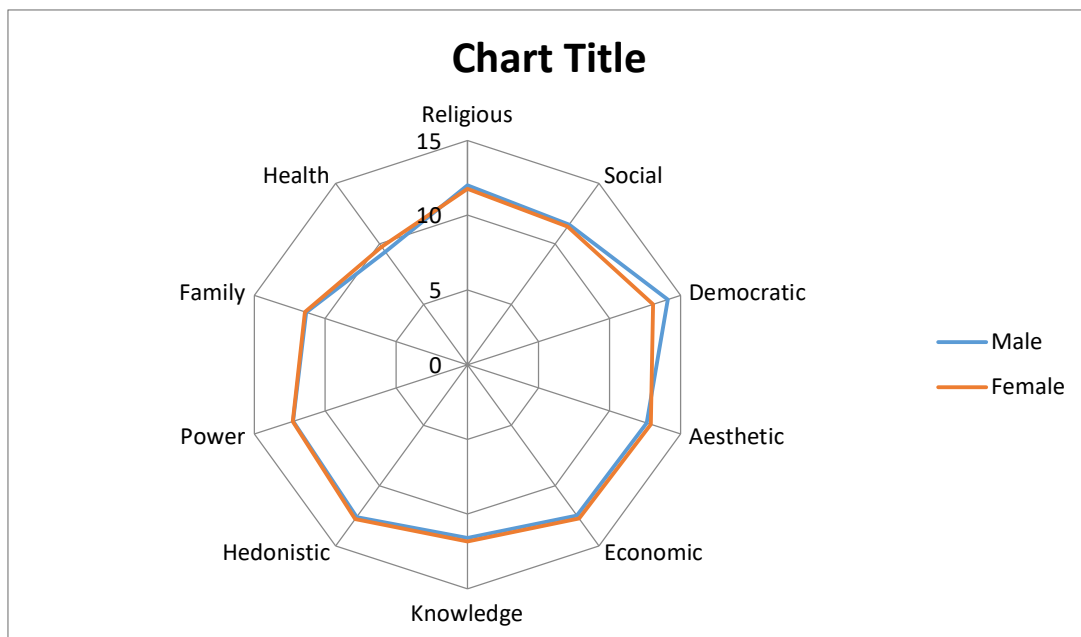


Table showing the Student F test for significant difference between Government, Aided and Private Colleges with respect to dimensions of Personal Values

Dimensions of Personal Values	Types of college						F value	P value
	Government		Aided		Private			
	Mean	SD	Mean	SD	Mean	SD		
Religious	11.75	2.54	11.91	2.87	11.89	2.74	0.106	P = 0.899 P>0.01

								NS
Social	11.96	2.15	11.45	2.15	11.26	2.23	3.195	P = 0.042 P<0.05 S
Democratic	13.15	2.58	13.62	2.84	13.52	2.90	0.898	P = 0.408 P>0.01 NS
Aesthetic	13.02	2.55	12.88	2.79	12.58	2.78	0.892	P = 0.410 P>0.01 NS
Economic	12.92	2.53	12.66	2.32	12.40	2.60	1.385	P = 0.251 P>0.01 NS
Knowledge	11.53	2.50	11.86	2.44	11.77	2.46	0.580	P = 0.560 P>0.01 NS
Hedonistic	12.26	2.77	12.76	2.46	12.95	2.68	2.155	P = 0.117 P>0.01 NS
Power	11.70	2.68	12.40	2.44	12.50	2.66	3.211	P = 0.041 P<0.05 S
Family	11.57	2.31	11.15	2.43	11.58	2.40	1.689	P = 0.186 P>0.01 NS
Health	10.14	2.73	9.31	2.81	9.56	2.87	2.772	P = 0.064 P>0.01 NS

MAJOR FINDINGS OF THE STUDY:

1. There is no significant difference in Gender with respect to Religious, Social, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family and Health. There is significant difference in Gender and Democratic.
2. There is significant difference between power and types of colleges. There is no significant difference between dimensions of Personal values with respect to Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Family, Health, Social Maturity and Patriotic Attitude on type of Colleges.

EDUCATIONAL IMPLICATIONS OF THE PRESENT STUDY

The present observed that male students possess high level of democratic values. The reason is that male students have the good democracy of our nation. Thus steps should be taken to improve the personal values of female students. The present study indicated that rural students possess better personal values of knowledge and health values. The reason is rural students have the good atmosphere and environment in rural areas. Thus steps should be taken to improve the good environment of urban students. The study revealed that private students have better personal values than the Government and Aided college students, because they have unique nature than the aided and Government students. Thus steps should be taken to improve the moral and ethical values of the Government and aided students.

RECOMMENDATIONS FOR FURTHER STUDY

- The study can be extended to other all types of colleges besides government, aided, unaided colleges.
- This study can be extended to the teachers of high school, higher secondary and at the college level.
- The same study may be attempted on a larger sample.
- The study can be extended to other districts and states.
- This study can be extended to higher secondary school students.
- This study can be extended to national level.

CONCLUSION

An inquiry was carried out with the objective of determining the extent to which the students' personal values are connected to the qualities that were picked. The investigation was carried out with the purpose of selecting a number of various characteristics of the students' personalities. The personalities of the students were selected using a variety of different methods. The findings of this study and the findings of this study have the potential to construct a database that might be utilized for additional research in the future. This database could be used for a variety of purposes. It is possible that the findings of this study will help educators who are currently engaged in the field of education. There is a chance that both of these occurrences could take place. The results of either of these two situations are not by any stretch of the imagination undesirable. In the event that both of these choices are taken into consideration, it is possible that both of them will be advantageous in their own right. The fact that this is the outcome is supported by the evidence that we have.

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