iJRASET
International Journal For Research in Applied Science and Engineering Technology



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 10 **Issue:** IX **Month of publication:** September 2022

DOI: https://doi.org/10.22214/ijraset.2022.46686

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International Journal for Research in Applied Science & Engineering Technology (IJRASET)
ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 10 Issue IX Sep 2022- Available at www.ijraset.com

Personality of College Students related with Religious Values

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Abstract: ***Education plays a vital role in the programme of nation building. Education also emancipates the human beings and leads to liberation from ignorance. It is also said that in the twenty first century-a nation's ability to convent knowledge into wealth and Religious good through the process of innovation is going to determine its future, according twenty first century is also termed as century of knowledge. Education is a principal instrument in awakening the child to cultural values in preparing him/her for later professional life and adjustment in their Religious life. Education is a goal oriented and continuous process that develop the adjustment ability in the child. India is a power house of software and human resources however the availability of electronics in country has not been up to the requirement for the service to its citizens. In the college students situation regular students are more successful than private students on the factors of Religious values. Boys are showing the high tendency performance than girls. Rural boys and girls students reveal low tendency than urban boys and girls. Effect of personality traits on environment (i.e. rural and urban) and sex (I,e boys & girls) are not equal on factors of Religious values.***
Keywords: Religious and Values among College Students

I. INTRODUCTION

Personality and values are closely related in human beings. In fact, these are the two sides of the same subject or personality. Education is the most important foundation for the advancement of human being. It enlarges, enriches and improves the individual's place in the society. Education occupies a very important place in human life. Education is capable of making life meaningful and to give proper movement to the development of society. Education plays a vital role in the programme of nation building. Education also emancipates the human beings and leads to liberation from ignorance. It is also said that in the twenty first century-a nation's ability to convent knowledge into wealth and Religious good through the process of innovation is going to determine its future, according twenty first century is also termed as century of knowledge. Education is a principal instrument in awakening the child to cultural values in preparing him/her for later professional life and adjustment in their Religious life.

Education is a goal oriented and continuous process that develop the adjustment ability in the child. India is a power house of software and human resources however the availability of electronics in country has not been up to the requirement for the service to its citizens .In today's technological and materialistic era, our fundamental and moral values are being lost, and only material comforts remain part of the blind race for prosperity, with which we can be rich physically but we are becoming weak spiritually and mentally. Therefore, there is a need to know, understand and adopt values. Value education is very needed in our modern society because our lives become more miserable. In today's era of competition and survival .We observe laxity in moral values. Values are emotional judgment, generated by feelings. Values are not related to truth which inherently in verification-oriented. The values are concept, not feeling. Value embody and express feelings, but they are more than feelings.

Values are bridge between individual and Religious. Individual holds value but others influence the formation of those values. There is an acute need for incorporate values on the real of faith, education, welfare works, economic and politics in India. The term value refers to a development of heart. It is not enough to seek out for mother India a contemporary independent, secular, technological, herd if, within the process she has lost her hearts. Value education is very needed in our modern society because our lives become more miserable. The quantity of education has considerably increased, but the standard has decreased. The number of educated students has reached at a high level, but murder hatred and selfishness have opened like wilfire everywhere .Many institutions are opened but only few civilized students are produced. Degrees are available for all, but the dignity has gone down.

Values are life –oriented, education is life related, hence values and education have similarity of purpose. Values are an integral component of the whole flowering of personality development, says Mahatma Gandhi, one of the most prominent thinkers of education. A persons style of living, not their values, separates them from everyone else. Values are facets of the soul that are manifested as qualities. **Strong,** long-lasting emotions, such as love, occupy the mind, heart, and will. They are like the truth in that they are a clear mirror of what's really going on. They can be compared to things beauty; complete in and of themselves. They, together with justice, are the moral building blocks of a state that give to everyone what they are due.

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In a word, values are what make someone who they are. So, to summarise, values are what make us human. Semantically charged words should be evaluated in light of the following: depending on the context, the term value can mean many different. Principles, ideals, and standards are all examples of concepts that fall under the umbrella term value.

Evaluation can be considered an emotional function psychologically. Values are conscious and unconscious preferences, beliefs and attitudes.

II. REVIEW OF LITERATURE

Gamage, K.A.A.; Dehideniya, D.M.S.C.P.K.; Ekanayake, S.Y. (2021) analyzed systematic review of the literature with a narrative summary that exclusively depended on online databases. Subject matter that were reported within twenty years were purposely selected due to the availability of a limited number of accessible resources to retrieve the literature. In the process of the main sources of data, Google Scholar, JSTOR and Elsevier were used.

The Research Gate database was also used for the search of resources and concluded that values can be linked to learning approaches even in a situation where students have left their home countries to undertake tertiary studies in a new Religious, cultural and educational environment. The findings have been interpreted to the higher-order values: self-aggrandizement, conservatism, self-directedness and benevolent change, which were initially termed as self-enhancement, self-transcendence, openness to change and conservation, respectively and the students who identified to a greater extent with the achievement, hedonism and security values have demonstrated a higher achieving approach to learning at the start of their higher education. Either, but in line with expectations, students who valued having fun and a good time more than other students have displayed fewer characteristics of the achieving approach to learning.

Bhautik Barot, Amreen Saiyad and Dr. Sujata Srivastava (2018). The investigator analyzed that Values are deeply related with our life span, they are concerned with aims of our life and they direct us to move and behave in various life situations. Education plays a very important and significant role in shaping the value system of the individuals from the very beginning of one's life like. On the basis of value judgment found that education develops a sense of discrimination among individual between right and wrong, good and bad, fair and unfair, etc. and all these values are learned in teaching learning situations from nursery to higher level ladder of education and this is inculcated through value education programmed.

Pingle Ganesh Gangadharrao (2017) a compared study on personality traits among secondary level students and found that those understudies who are low on action show eminent illuminating accomplishment than general open who are high in association quality. Understudies who score low in this estimation are undependable & like to be sound supporters. It shows that these understudies can give watchful thought to canny matters and who are high being created are prepared in their informative achievement than all-inclusive community who are not making.

Also mentioned that students those are experienced show high respect for other's desires, are truly eager, without inquiry & are persuading in life.

Village, A., & Francis, L. J. (2016) surveyed students' religious, personal and Religious values in Roman catholic school and results indicated that students attending Catholic schools were significantly different from students attending schools without a religious foundation, after controlling for personal, contextual, psychological and religious factors, in respect of five of the 11 dependent variables tested.

The first group of values is represented in the survey by racism and opposition to homosexuality. For these variables there were no overall significant differences between students in Catholic schools and students in schools without a religious foundation, and this finding persisted after controlling for the concentration of religious students in Catholic schools. Some of differences were related to the greater disaffection of non-religious pupils at Catholic schools compared with their counterparts in schools without a religious foundation.

Kanchana S (2015) surveyed on value patterns of B.Ed learners in terms and found that there is no significant difference in the mean scores of Value patterns of B.Ed. students in terms of Religion. However, the average values of Christian Student-teachers for the factors Personal, Human and Political are more than Hindu Student-teachers, There is no significant difference in the average value of value pattern among any two pairs of categories of socio economic status in connection with all other variables of value pattern, There is no significant difference in average personality index among any two pairs of categories of socio economic status in connection with all other variables of Personality and There is a strong negative relationship between Value Inventory and Personality Inventory. Investigator concludelly said that his implies that lower is the Value Inventory, then higher is the Personality Inventory and vice versa.

III. OBJECTIVE

Religious as a factors of values = f (students x environment x sex x personality traits).

A. Hypotheses

Re.1. Students does not affect the values toward religious.
Re.2. Environment does not affect the values toward religious.
Re.3. Sex does not affect the values toward religious.
Re.4. Personality traits does not affect the values toward religious.
Re.5. Students x environment does not exist into set.
Re.6.Students x sex does not exist into set.
Re.7.Students x personality traits does not exist into set.
Re.8.Environment x sex does not exist into set.

IV. RESEARCH METHODOLOGY

The method used in this study is descriptive statistical in nature. The survey approach was chosen since it is the most often used way of data collection in education and other social sciences. Additionally, the descriptive survey was deemed the most acceptable design for this investigation. The present study was conducted on the regular and private students of graduate and post graduate in college of Meerut, which constitutes as population of this study. The variables of this study are personality and Religious value. The age range of the population is 19-25 years. This study was carried out in various institutions of Jaipur and finally 80 college students was taking as a sample for further research.

Table 1 The ANOVA Summary

Source	S.S.	d.f.	M.Sq	F
L.S. Student	29.92	1	29.92	18.35**
Environment	3.22	1	3.22	1.97
Sex	3.22	1	3.22	1.97**
Personality Trait	10.92	2	5.46	3.34*
Student x En	9.12	1	9.12	5.59*
Student x Sex	5.60	1	5.60	3.43
Student x P.T.	7.46	2	3.73	2.28
En. x Sex	0.66	1	0.66	0.40
En. x P.T.	1.30	2	0.65	0.39
Sex x P.T.	0.50	2	0.25	0.15
Stu. X En. x Sex	28.19	1	28.19	17.29
Stu X En. x P.T.	4.78	2	2.39	1.46
Stu. x Sex x P.T.	2.90	2	1.45	0.88*
En. x Sex x P.T.	7.30	2	3.65	2.23
Stu. X En. x Sex x P.T.	7.39 2 3.69 2.26	2	3.69	2.26
With- in Treatment	944.16 576 1.63 -	576	1.63	-
Total	1089.04	599	-	-

A. Details of Significant Results

1) Ho Re1.Students rejected at .01 levels. Regular students reflects favourable values toward religious.
2) Ho Re3. Sex rejected at .01 levels. Ability on religious performance boys are superior than girls.
3) Ho Re4. Personality traits rejected at .05 levels. Traits of personality is affecting the increase in religious as a factors of values.

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4) Ho Re5.

a) Students x environment rejected at .05 levels. The difference between regular rural & urban and private urban & rural are not equal.

b) The difference between rural regular & private and urban regular & private are not alike on the religious values factors.

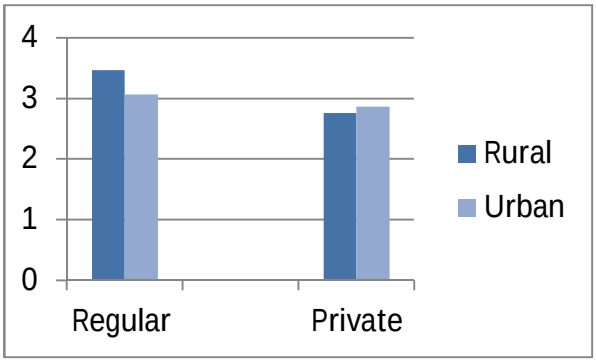


Fig 3.1 a

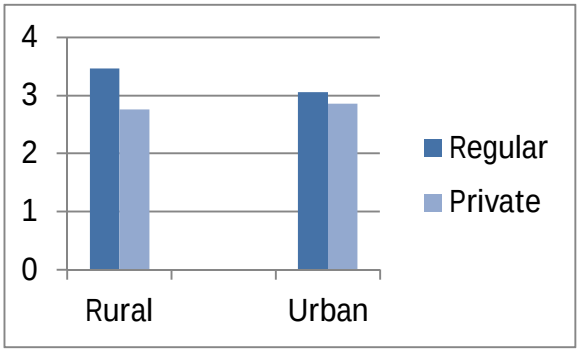
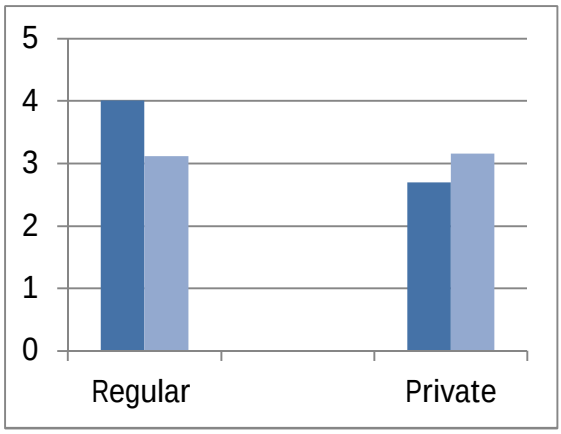


Fig 3.1 b



`Fig 3.2a

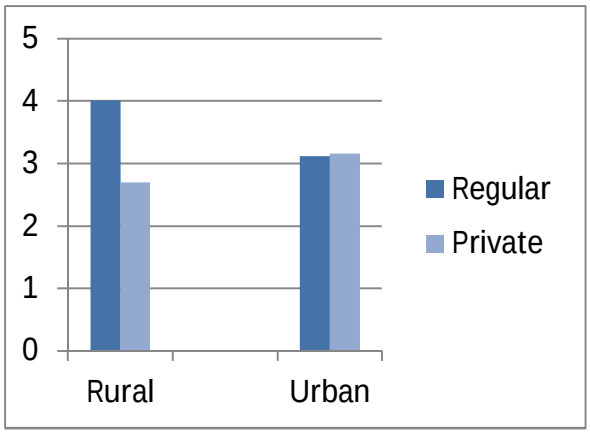


Fig 3.2b

5) Ho Re 11.

a) Students x environment x sex rejected at .05 levels. The difference between regular rural & urban boys are not alike as private rural & urban boys students.

b) The difference between rural regular & private boys and as urban regular & private boys students ate not equal on the values factors of religious.

c) The difference between regular rural & urban girls and private rural & urban girls are not same on the religious value factors.

d) The difference between rural regular & private girls & urban regular private girls students are not same.

B. The Summary

Regular rural, urban college students are superior than their same parts. Regular college students are superior than private students, while girls are not superior than boys college students. Personality traits are affecting on the religious values factors. College students, environment and sex are not same on the factors of religious values.

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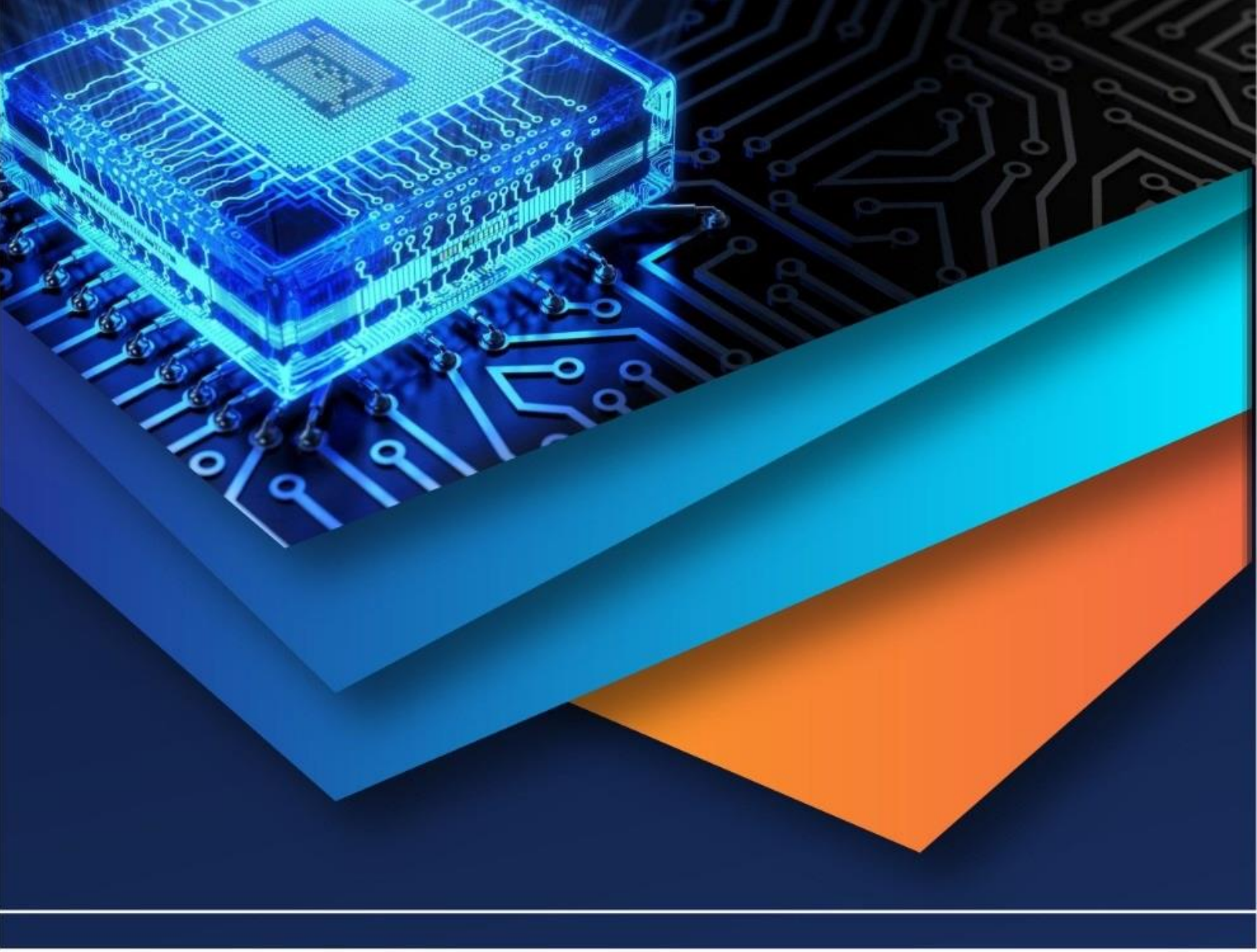
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