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A Probe into Personal Values of the Students of Higher Education of Purulia

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Abstract: ***Present study was carried out through descriptive survey method within ex-post-facto research design. To collect the "Personal Value Questionnaire (PVQ)" were administered on a stratified random sample of 1813 respondents. In Personal Value Questionnaire (PVQ) there are all together 40 questions. A question consists of two parts: (i) a stem, and (ii) 3 items. In the stem of the questions a criterion situation for seeking the value preferences was depicted Each type of value has an equal numbers of items and so there are 12 items for each value and a 3-point Likert type scale ranging from 0 to 2 is attached. It is evident that the students of higher education of Purulia district expressed moderate value in hedonistic value, power value, aesthetic value, family prestige value and health value. It was also observed that the students of higher education of Purulia district have showed their high values in democratic, social and knowledge areas of Personal Value but they scored low in economic and religious dimensions of personal values.***

Keyword: Personal Value, democratic, social, knowledge, religious

I. INTRODUCTION

Kohn (1969) has defined values as desirable, trans- situational goals ranging in importance as guiding principles in people's lives. Again, Values are the guiding principles of life. Actually values add quality to life. Ethical and social value systems are the backbone of a society. But values may vary from one society to another, and also in the same society from time to time. But, usually, every society puts up with certain moral values, and these values are accepted unanimously by all society as Global Values. Personal value plays a crucial rule in one's life. It shapes the behaviour and thinking pattern of an individual. It motivates a person to act according to his own set of values. Personal values of an individual are reflected through the appearances of his/her needs, desires and choices and also through the mode of life functioning. Personal values of an individual, actually, provide an internal frame of reference in judging good, beneficial, important, desirable and constructive activities. Personal values are originated from the external circumstances. It motivates our action and behaviour. Values can also be changed over time.Personal values are absolutely related to choice of an individual. These values actually guide the individual in taking decisions. Personal values are developed from early life and it is also resistant to be easily altered. These personal values are derived from culture, religion, and political identity. However, personal values are not universal. Personal values of an individual are determined by the genes, family, nation, historical environment etc. The concept of values is not universal. Values vary from individual to individual and from group to group.The present study explored the different dimensions of personal values of the students of higher education of Purulia district.

A. Objective of the Study

The main objective of the present study was to have the statistical descriptions of the different areas of Personal Value Questionnaire scores obtained by of the Students of Higher Education of Purulia.

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II. METHOD

The present study was carried out through descriptive survey method within ex-post-facto research design. The details regarding sample, tool, procedure of data collection and statistical technique are reported hereunder.

A. Sample

A stratified random sample comprising of 1813 respondents of higher education of different castes of Purulia were the source of sample.

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B. Tool of Research

The following research tool was adopted for data collection. The tool was selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief description of the tool is given hereunder.

1) *Personal Value Questionnaire (PVQ) (Sherry & Verma, 2012):* This test is based on Indian Culture and tradition. It measures values in ten areas, such as – Religious Value, Knowledge Value, Hedonistic Value, Power Value Family Prestige Value, Health Value, Social Value, Democratic Value, Aesthetic Value and Economic Value. The format of PVQ is that of a forced choice type with multiple choice items. A question consists of two parts: (i) a stem, and (ii) 3 items. In the stem of the questions a criterion situation for seeking the value preferences was depicted .The items depicted the values for which the responded had to express his comparative preferences under the stimulus of criterion situation.

Sr.no	Name of the values	Symbol	Sr.no	Name of the values	Symbol
1	Religious value	A	6	Knowledge value	F
2	Social value	B	7	Hedonistic value	G
3	Democratic value	C	8	Power value	H
4	Aesthetic value	D	9	Family prestige value	I
5	Economic value	E	10	Health value	J

C. Procedure for Data Collection

The heads of the institutes were communicated for his/her permission to collect the data. The relevant data were collected by administering the above-mentioned tool on the subjects under study in accordance with the directions provided in the manual of the tool.

III. RESULTS

Descriptive statistics of *"Personal Value Questionnaire"* Scores are presented herewith.

Table-5.1.2: Descriptive Statistics of Personal Value Questionnaire Score of the Students of Higher Education (Considering Different Castes as a whole) of Purulia District

Personal Values	N	Range	Minimum	Maximum	Mean	Std. Deviation
Religious Value	1813	21	0	21	8.99	3.233
Social Value	1813	16	6	22	14.93	2.903
Democratic Value	1813	17	6	23	16.35	3.115
Aesthetic Value	1813	17	3	20	10.56	2.782
Economic Value	1813	15	2	17	9.37	3.092
Knowledge Value	1813	18	5	23	14.74	3.165
Hedonistic Value	1813	16	3	19	10.59	2.875
Power Value	1813	16	2	18	10.19	2.537
Family Prestige Value	1813	15	4	19	11.84	2.756
Health Value	1813	16	6	22	12.44	2.736

Table-5.1.2 presents the descriptive statistics of *"Personal Value Questionnaire"* score obtained by the students of higher education (considering different castes as a whole) of Purulia district in the present study. In case of *Religious Value* the "minimum" of the scores was 0 and the "maximum" of those was 21 and the range was 21; the "mean" and "standard deviation" of the said distribution were 8.99 and 3.233 respectively. Next, in case of *Social Value* the "minimum" of the scores was 6 and the "maximum" of those was 22 and the range was 16; the "mean" and "standard deviation" of the said distribution were 14.93 and 2.903 respectively. Then, in case of *Democratic Value* the "minimum" of the scores was 6 and the "maximum" of those was 23 and the range was 17; the "mean" and "standard deviation" of the said distribution were 16.35 and 3.115 respectively. Then in case of *Aesthetic Value* the "minimum" of the scores was 3 and the "maximum" of those was 20 and the range was 17; the "mean" and "standard deviation" of the said distribution were 10.56 and 2.782 respectively. Then in case of *Economic Value* the "minimum" of the scores was 2 and the "maximum" of those was 17 and the range was 15; the "mean" and "standard deviation" of the said distribution were 9.37 and 3.092 respectively. Then in case of *Knowledge Value* the "minimum" of the scores was 5 and the "maximum" of those was 23 and the range was 18; the "mean" and "standard deviation" of the said distribution were 14.74 and 3.165 respectively.

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Then in case of *Hedonistic Value* the "minimum" of the scores was 3 and the "maximum" of those was 19 and the range was 16; the "mean" and "standard deviation" of the said distribution were 10.59 and 2.875 respectively. Then in case of *Power Value* the "minimum" of the scores was 2 and the "maximum" of those was 18 and the range was 16; the "mean" and "standard deviation" of the said distribution were 10.19 and 2.537 respectively. Then in case of *Family Prestige Value* the "minimum" of the scores was 4 and the "maximum" of those was 19 and the range was 15; the "mean" and "standard deviation" of the said distribution were 11.84 and 2.756 respectively. Then in case of *Health Value* the "minimum" of the scores was 6 and the "maximum" of those was 22 and the range was 16; the "mean" and "standard deviation" of the said distribution were 12.44 and 2.736 respectively.

Figure-5.1.2(a) depicts the bar diagram of mean of different facets of Personal Value of the Students of Higher Education (Considering Different Castes as a whole) of Purulia District.

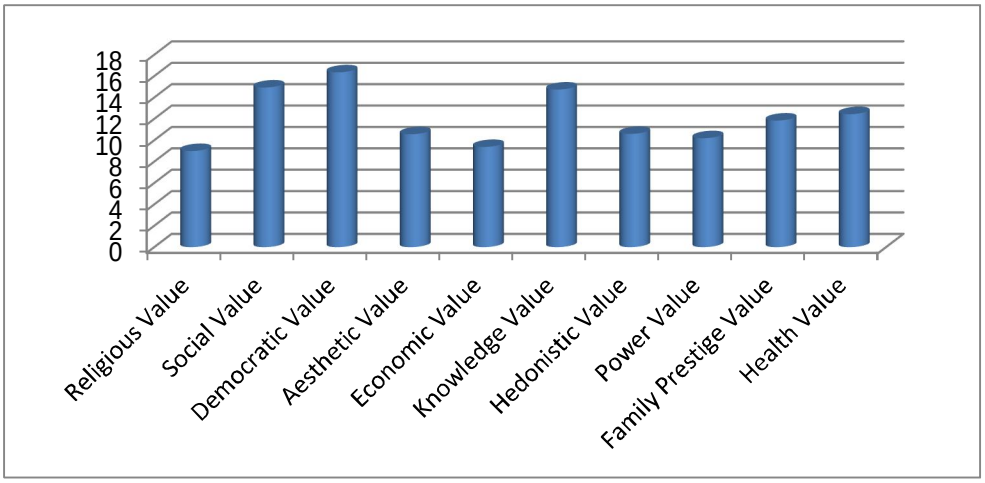

Figure-5.1.2(a): Bar Diagram of Mean of Different Facets of Personal Value of the Students of Higher Education of Purulia District

IV. DISCUSSION

From the manual for *"Personal Values Questionnaire" (PVQ)* we get there are 10 personal values and these values are – (a) Religious Value, (b) Social Value, (c) Democratic Value, (d) Aesthetic Value, (e) Economic Value, (f) Knowledge Value, (g) Hedonistic Value, (h) Power Value, (i) Family Prestige Value and (j) Health Value. In *"Personal values Questionnaire" (PVQ)* there are all together 40 statements and with each statement three items are attached. Each type of value has an equal numbers of items and so there are 12 items for each value. Maximum score for each value is 12×2=24 and minimum is 12×0=0. Therefore mid value is 12×1=12

1) *Religious Value:* In this value the mean of the scores was 8.99. This value is much less than 12 (Mid-Point). Therefore, on an average the students of higher education of Purulia exhibited low value in this facets. *Religious value* is defined in terms of faith in God, attempt to understand Him, fear of Divine Wrath and acting according to the ethical codes prescribed in the religious books. The outward act of behaviour expressive of this value are going on pilgrimage, living a simple life, having faith in the religious leaders, worshipping God and speaking the truth. Students of higher education of Purulia were not so concerned with the religion. It is an indication of secularism which is prevailing in the culture of Purulia – this fact may be reflected from the results.
2) *Social Value:* In this value the mean of the scores was 14.93. This value is much more than 12 (Mid-Point). In average the students of higher education of Purulia. showed high score in this facet. *Social value* is defined in terms of charity, kindness, love, and sympathy for the people, efforts to serve God through the service of mankind, sacrificing personal comforts and gains to relieve the needy and troubled to their plight. High score in this value obtained by our students reflected their high social value.
3) *Democratic Value:* In this value the mean of the scores was 16.35. This value is more than 12 (Mid-Point). On an average the students of higher education of Purulia exhibited high score in this facet. *Democratic value* is characterized by respect for individuality, absence of discrimination among persons on the bases of sex, language, religion, caste, colour, race and family status ensuring equal social, political and religious rights to all, impartiality, social justice and respect for the democratic institutions. High democratic value of the students of higher education of Purulia might reflect the effect of democratic environment of our country.

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4) *Aesthetic Value:* In this value the mean of the score was 10.56. This value is slightly less than 12 (Mid-Point). The students of higher education of Purulia (different caste as a whole) exhibited moderately in this facet. *Aesthetic value* is characterized by appreciation of beauty, form proportion and harmony, love for fine arts, drawing-painting, music, dance, sculpture, poetry and architecture, love for literature, love for decoration of the home and the surroundings, neatness and system in the arrangements of the things. The aesthetic value of the students was low – this reflected that they might be engaged themselves in the fulfilment of academic excellence and so cannot think about the beauty. But through proper education this aspect should also develop.
5) *Economic Value:* In this value the mean of the score was 9.37. This value is much less than 12 (Mid-Point). The students of higher education of Purulia exhibited low score in this facet. *Economic value* stands for desire for money and material gains. A man with high economic value is guided by considerations of money and material gain in the choice of his job. His attitude towards the rich persons and the industrialists is favourable and he considers them helpful for the progress of the country. Due to their coming from the poor and deprived families the students of higher education of Purulia economic aspiration is might not so high.
6) *Knowledge Value:* In this value the mean of the score was 14.74. This value is more than 12 (Mid-Point). The students of higher education of Purulia.) exhibited high score in this facet. *Knowledge value* stands for love of knowledge of theoretical principles of any activity, and love of discovery of truth. A man with knowledge value considers knowledge of theoretical principles underlying a work essential for success in it. He values hard work in studies, only if it helps develop ability to find out new facts and relationships, and aspires to be known as the seeker of knowledge. For him knowledge is virtue. Our students exhibited high hunger for knowledge – this may due to demand of the day; now-a-days both the students as well as the teachers face the exploration of knowledge simultaneously.
7) *Hedonistic Value:* In this value the mean of the score was 10.59. This value is much less than 12 (Mid-Point). The students of higher education of Purulia .) exhibited low score in this facet. *Hedonistic value* is the concept of desirability of loving pleasure and avoiding pain. For a hedonist the present is more important than the future. A man with hedonistic value indulges in pleasure of senses and avoids pain. Due to the scarcity of wealth in our country people are accustomed with the sacrifice and suffering in daily life – this might be reflected through the results of the present study.
8) *Power Value:* In this value the mean of the score was 10.19. This value is much less than 12 (Mid-Point). The students of higher education of Purulia .exhibited low score in this facet. Here the *power value* is defined as the conception of desirability of ruling over others and also of leading others .The characteristics of a person of high power value are that he prefers a job where he get opportunity to exercise authority over others, that he prefers to rule in a small place rather than serve in a big place, that the fear of law of the country rather than the fear of God deters him from having recourse to unapproved means for making money, and that he is deeply status conscious and can even tell a lie for maintaining the prestige of his position. The low power value may reflect that our students are submissive and devoted solely to the wellbeing of the society and they are not power mongers.
9) *Family Prestige Value*: In this value the mean of the score was 11.84. This value is less than 12 (Mid-Point). The students of higher education of Purulia exhibited moderate value in this facet. As defined here, the *family prestige* is the conception of desirability of such items of behaviour, roles, functions and relationships as would become one's family status. It implies respect for roles which are traditional characteristics of different castes of the Indian society. It also implies the maintenance on the purity of family blood by avoiding inter-caste marriages. It is respect for the conservative outlook as enshrined in the traditional institution of family.
10) *Health Value:* In this value the mean of the score was 12.44. This value is more than 12 (Mid-Point). The students of higher education of Purulia (considering different castes as a whole) exhibited moderately in this facet. *Health value* is the consideration for keeping the body in a fit state for carrying out one's normal duties and functions. It also implies the consideration for self-preservation. A man with high health value really feels if through some act of negligence he impairs his health. He considers good physical health essential for the development and use of his abilities. From the result of the present study it might be reflected that our students were moderately health conscious; health consciousness should be developed through education.

V. CONCLUSION

From the above discussion it is evident that the students of higher education have showed their moderate values in all facets of Personal Value but they exhibited high value in Democratic facet. They also preferred knowledge and social value over other values.

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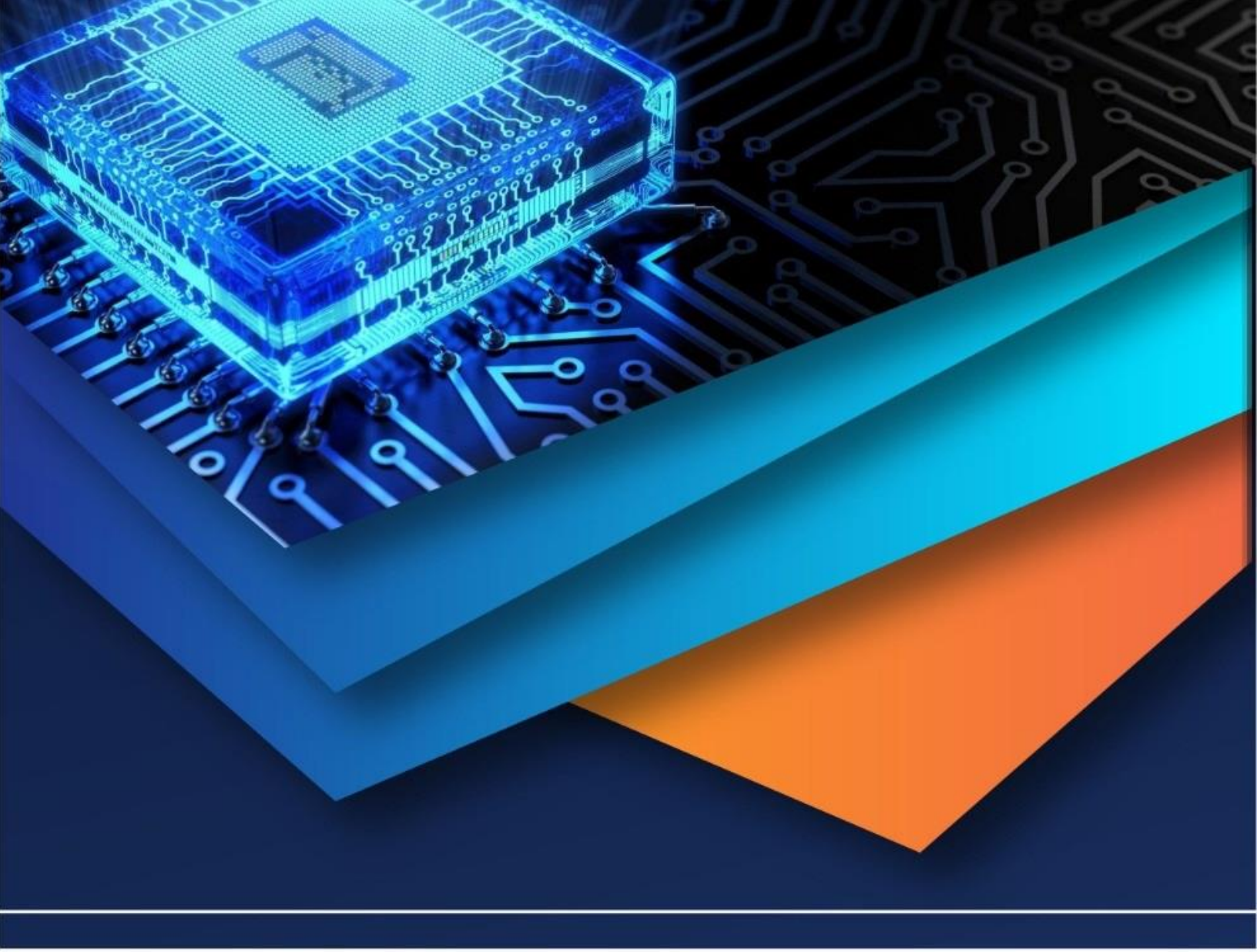

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