

Research Article

A Comparative Study of Level Attaining Human Values for Value Based Education System between Professional and Nonprofessional Students

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Abstract

Satya, Dharma, Santhi, Prema and Ahimsa are the core universal values which can be eliminate the vices superstition, fatalism, obscurantism, religious fanaticism and violence respectively and these core values are identified as the foundation stone on which the value based education program can be built up. These five are indeed universal values and respectively represent the five domains of human personality: intellectual, physical, emotional, psychological and spiritual. They also correspondingly co- related with the five major objectives of education, namely knowledge, skill, balance vision and identity. Present study proposed to compare and evaluate the level attaining the basic core human values among professional and non professional students.

Keywords: Satya Dharma, Santhi, Prema, Ahimsa

Introduction

A person of human values is always considered to be high in the society. A person with values will always have a 'win' situation under any circumstances. Values form criteria for determining the level of goodness or worth and thus provide a platform to human survival. Human values make life worthwhile, noble and excellent. These qualities lie within the human personality, waiting to be drawn out and translated into action. Value Education is based on five human values: Truth (Satya), Right Conduct (Dharma), Peace (Santhi), Love (Prema) and Nonviolence (Ahimsa). Drawing out these five inherent human values develops good character. The development of good character is the ultimate aim or end of education.

The following are examples of commonly recognized character attributes of the five universal human values

The Five Human Values

Right Conduct

Information is received through the five senses i.e., smell, taste, sight, touch and hearing. When this information is referred to the conscience, the resulting action will be beneficial. Every action is preceded by thought. If the thought is consciously seen and noted, aims to help and is unselfish, the action will be good for oneself and others. If

our mind is busy, or we are daydreaming, the action may be useless, clumsy or harmful to ourselves or others. The injunction, "do good, see good and be good," captures the essence and intent of this value. It is rooted in attitudes and habits inculcated from early childhood that mature into respect and adherence to the duties and responsibilities that come with one's life circumstances.

Peace

Everyone desires and seeks Peace but it cannot be found in the material world. Peace requires the capacity for introspection and self-awareness. Self-awareness enables one to become mindful of his or her thoughts, words and deeds. When self-awareness becomes a habit, the individual begins to monitor and modify the habitual patterns of thought that obstruct the Peace within. True Peace requires inculcating equanimity, regardless of loss or gain, success or failure, pain or pleasure. Quieting the mind and opening the heart are essential for acquiring Peace. A quiet mind requires the application of discipline to take the time to look inward and experience the silence within.

Truth

The desire to know truth has prompted mankind to ask some of the great questions such as: Who am I, What is the purpose of life, How can I know my inner self/ God/ the Creator of the universe, How can I live fully in the present moment, One great distinction between human kind and the rest of the animal kingdom is the ability to choose how to behave, rather than just to follow the lower

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Table: 1 Five Human Values

Truth	Right conduct	Peace	Love	Nonviolence
Discrimination	Courage	Concentration	Devotion	Compassion
Intuition	Determination	Endurance	Empathy	Consideration for others
Quest for knowledge	Duty	Purity	Forbearance	Harmlessness
Spirit of enquiry	Honesty	Self-discipline	Friendship	Helpfulness
Truthfulness	Service to others	Self-respect	Selflessness	Justice

Table: 2 Values I have in my day-to-day work (Encircle your answers)

A	B	C	D	E
Honesty	Authenticity	Contentment	Brotherhood	Fairness
Inquiry	Conscience	Dignity	Compassion	Gentleness
Objectivity	Dedication	Equanimity	Devotion	Global Awareness
Simplicity	Duty	Inner Freedom	Friendship	Good Citizenship
Sincerity	Good Company	Self-Respect	Happiness	Helpfulness
Understanding	Initiative	Stability	Sympathy	Satisfaction
Total:	Total:	Total:	Total:	Total:

Table 3: Values, which have contributed most to my success in work (Encircle your answers)

K	L	M	N	O
Character	Charity	Ethics	Calmness	Creativity
Proper use of energy	Consideration	Fearlessness	Faith	Dialogue
Proper use of money	Cooperation	Justice	Fortitude	Discrimination
Proper use of resources	Empathy	Refusal to hurt	Generosity	Focus
Proper use of time	Equality	Sacrifice	Optimism	Integrity
Responsibility	Gratitude	Self-control	Patience	Knowledge
Trust	Loyalty	Selfless Service	Self Confidence	Wisdom
Total:	Total:	Total:	Total:	Total:

Table: 4 Values, which have contributed most to my success in work (Encircle your answers)

K	L	M	N	O
Character	Charity	Ethics	Calmness	Creativity
Proper use of energy	Consideration	Fearlessness	Faith	Dialogue
Proper use of money	Cooperation	Justice	Fortitude	Discrimination
Proper use of resources	Empathy	Refusal to hurt	Generosity	Focus
Proper use of time	Equality	Sacrifice	Optimism	Integrity
Responsibility	Gratitude	Self-control	Patience	Knowledge
Trust	Loyalty	Selfless Service	Self Confidence	Wisdom
Total:	Total:	Total:	Total:	Total:

Table 5: Add up the each column in the three questions and transfer the totals here to know your values

Truth	Righteousness	Peace	Love	Non Violence
A:	B:	C:	D:	E:
H:	J:	G:	F:	I:
O:	K:	N:	L:	M:
Total:	Total:	Total:	Total:	Total:

Table 6: Using self-assessment results find your strongest value

Human Value	Spiritual Essence	Cross-Cultural theme
Truth	Recognizing the unchanging, essential nature of Divinity in oneself and all creation	Searching for and expressing understanding and wisdom
Righteousness	Living in accord with the Divinity in oneself and all creation	Acting in alignment with your inner sense of duty and character
Peace	Dwelling in the bliss of Divinity in oneself and all creation	Being equal-minded with the ups and downs of life
Love	Experiencing the oneness of Divinity in oneself and all creation	Having purity of heart, and caring for all creation
Non-Violence	Regarding and treating everyone and everything in creation as Divinity	Respecting all and causing no harm to any being by thought, word, or deed

Table7: Represents the t value, Ns, Mean’s and SDs of level attaining human values scores of various groups of professional and non-professional students

S.No	Groups	N	Mean	S. D.	T
1.	Professional	200	110.91	7.54	11.61
	Non Professional	200	98.17	13.54	
2.	Professional (Male)	114	112.65	7.78	3.56
	Professional (Female)	86	108.95	6.77	
3.	Non Professional (Male)	133	101.69	10.59	5.40
	Non Professional (Female)	67	91.49	15.94	
4.	Professional (Male)	114	112.65	7.78	8.88
	Non Professional (Male)	133	101.69	10.59	
5.	Professional (Female)	86	108.95	6.77	9.51
	Non Professional (Female)	67	91.49	15.94	
6.	Non Professional (Female)	67	91.49	15.94	11.70
	Professional (Male)	114	112.65	7.78	
7.	Professional (Female)	86	108.95	6.77	5.84
	Non Professional (Male)	133	101.69	10.59	

instincts (the law of the jungle). A human being is also able to recognize past, present and future and to take note of changes occurring over time. To stimulate thought and questions may later come to mind to provide guidance and choice in a life situation and also aids the understanding of the value of honest speech and self-analysis. Short Term Pain for Long Term Gain: Choosing to refer to this higher level of awareness and to consciously exercise moderation in our behavior leads to know the truth.

Love

Love is not an emotion, affected by the sub-conscious mind, but is a spontaneous, pure reaction from the heart. It is the power of love which causes one person to wish happiness for another and take pleasure in their wellbeing. A beneficial energy (love) is directed towards the other person. As this energy flows through our own body first, it also enhances our own health. Love is unconditional, positive regard for the good of another. It is giving and unselfish. Love is essential if children are to grow up healthy in mind and body. Love is the unseen undercurrent binding all the four values. When the mind is turned away from selfishness, the 'heart' opens, and love flows. Love is energy, not an emotion and is inherent in every breath. It is the motive force of the physical body and is enhanced through breathing exercises.

Non-Violence

The zenith of all human values is Nonviolence. Truth, Right Conduct, Peace, and Love merge in Nonviolence. Nonviolence is a state of mind that recognizes the unity within the apparent diversity. It manifests as non-violation of the laws of nature and respect for law and order. It calls for restraint from the doing of harm to others and to nature in general. Nonviolence is rooted in forbearance, morality, and integrity. When the ethics of Nonviolence is embraced as the means to world peace, there will be global harmony. Nonviolence can be described as universal love. When truth is glimpsed through intuition, love is activated. Love is giving, rather than grasping and in allowing our stream of desires to subside, inner peace develops and right conduct is practiced. This results in nonviolence i.e. the non-violation of the natural laws which create harmony with the environment.

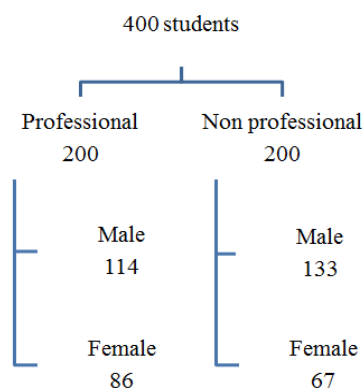
Sample: The sample of the present investigation comprises of four hundred (N=400) students studying in various professional and non-professional courses. According to the aim of the study, two hundred (N=200) students from professional courses and another two hundred (N=200) from non-professional courses were chosen.

Present investigation aims to study the level attaining the human values among professional and non-professional students and is a comparative study of different groups of professional students with different groups of non-professional students.

The details of method and procedure adopted in the present research have been divided into following parts:

1. Sampling
2. Statistical Analysis
3. Hypothesis testing
4. Conclusion

Breakup of subjects



Statistical Analysis

The selection of appropriate statistical technique for the purpose of data analysis depends upon the nature of data and design of the proposed work. In the proposed study evaluation of level attaining the human values of the students to compare different professional and non-professional students. The data obtained from various groups of students could be analyzed by means of other

statistical methods but 't' test was found more suitable to serve the purpose. This test serves the purpose of finding out the significance of mean differences among the students studying in professional and non-professional courses.

Hypothesis of the present study

The formulation of hypothesis plays a significant role in drawing inferences about the population from which the sample is drawn. Hypothesis is the assumption regarding the population parameter. It is the prime objective of the investigator to formulate hypothesis before conducting the study. To determine the objectives of the present research certain null hypothesis were formulated for the purpose of drawing conclusions regarding the population-

Ho1- It is expected that there will be no significant difference between the level attaining the basic core human values (TRUTH, RIGHT, CONDUCT, PEACE, LOVE NONVIOLENCE) among professional and non professional students.

Ho2- It is expected that there will be no significant difference between professional males and females the level attaining the basic core human values

Ho3- It is expected that there will be no significant difference between non-professional males and females the level attaining the basic core human values.

Ho4- It is expected that there will be no difference between professional and non-professional males the level attaining the basic core human values.

Ho5- It is expected that there will be no difference between professional and non-professional females the level attaining the basic core human values

Ho6-It is expected that there will be no difference between non-professional females and professional males the level attaining the basic core human values.

Ho7- It is expected that there will be no difference between professional females and non-professional males the level attaining the basic core human values.

Table 7 is divided into seven different groups. The first part indicates comparison of professional and non – professional students on their level attaining the human values. Results show that the mean human value score of professional students is higher than non – professional students. The mean score of the first group is 110.91 and for the second group it is 98.17.

The SD of the first group is found to be 7.54 and for the second group it is 13.55. The 't' value obtained is 11.61 which is significant at .01 level of confidence showing that non-professional students has a high degree of values than professional students. So the null hypothesis is rejected.

The second group shows mean human value scores of professional males (M = 112.65) and females (M=108.95).

The SD's of the two groups are 7.78 and 6.77 respectively. The 't' value calculated for the two groups is 3.56 which is significant at .01 level of confidence. It shows that male professional students have a high degree of human values than female professional students. So the result leads to the rejection of null hypothesis.

The third group shows a comparison between non-professional males (M = 101.69) and females (M = 91.49). The SD's of the two groups are 10.59 and 15.94 respectively. The 't' value calculated is 5.40 which is significant at .01 level of confidence which clearly indicated that the two groups significantly differ with regard to level of human values. So the result compels to the rejection of null hypothesis.

The fourth group shows a comparison between professional males (M = 112.65, SD=7.78) and non-professional males (M = 101.69, SD=10.59). The 't' value is found to be 8.88 which is significant at .01 level of confidence, it indicated that both the groups differ significantly with regard to human values. So the result leads to the rejection of null hypothesis.

The fifth group shows the mean scores of professional females (M = 108.95) and non-professional females (M = 91.49). The SD's obtained of the two groups are 6.77 and 15.94 respectively. The 't' value obtained is 9.51 which is significant at .01 level of confidence. It shows that professional females have a high degree of values than non-professional females. So the result leads to the rejection of null hypothesis.

The sixth group shows a comparison between non-professional females (M = 91.49) and professional males (M = 112.65). SD of the first group is found to be 15.94 and for the second group it is 7.78. The obtained 't' value is 11.70 which is significant at .01 level of confidence showing that professional males have a high degree of human values than non-professional females. Hence the null hypothesis has to be rejected.

The seventh group shows mean and SD's for professional females and nonprofessional males. The mean score of the first group is 108.95 and for the second group it is 101.69. SD of the first group is found to be 6.77 and of the second group it is 10.59. The 't' value obtained is 5.84 which is significant at .01 level of confidence showing that professional females has a high degree of human values than non-professional males. So the null hypothesis is rejected.

Conclusion

Society benefits more when individuals pursue their private good. The five major objectives of the education, knowledge, skill, balance, vision and identity are developed by practicing the core human values truth, right conduct, peace, love, and non-violence. The practice of human values leads to the value education that in turn leads to better society. From the above study, it can be concluded that, there is a significant difference between professional and non-professional students on their level attaining human values at 0.01 confidence level. The level of the professional students is higher than non-professional

students. At 0.01 confidence level, professional and non-professional male students having higher degree than professional and non-professional females. Professional and non-professional male students attaining the higher level than professional and non-professional female students respectively.

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