



# HUMAN VALUES :A CASE STUDY OF UNDERGRADUATE STUDENTS

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**ABSTRACT:** The research work human values of undergraduate students is conducted for assessing the human value domain of personality of undergraduate students. Human values have a very important place in human life. When a student enters school, college and professional life, his/her behavior plays an important role in influencing teachers and friends and has a great impact on humanity and moral abilities. In this article, the total sample size is 200 undergraduate students. The search focused on aesthetic, hedonistic, economic values that are highest. Values democratic, power, knowledge and family prestige followed by average, high and very high scores. Social, religious and health values scored average, low and very low.

**Keywords:** Human Values, Society, Students, Economic, Family

## INTRODUCTION

Students are essential part of any country who's future depend on them. So students must have good human values and society should take the responsibility to enrich values in students. In today's scenario, we can see the crime rate among students like drug, abuse, alcohol, murder, disputes, rapes, etc. The basic reason for the involvement of students in such dangerous crimes is the lack of human values in the students. Human values raise the skill of deciding what it is right and what it is wrong.

Students should have high human values so that they can become good members of society. Thus, the researcher feel a great need for this type of study where a researcher could assess the human value of the students. Through this present study, the researcher intends to assess the level of human values i.e. social values, religious values, aesthetic values, economic values, hedonistic values, family prestige values, democratic values, health values, knowledge value of students.

## OBJECTIVES OF THE STUDY

The main purpose of the study is established to find out the human values of the personality of students there are various objectives which are directly and indirectly related to this study such as :

- I. To introduce the concept of human values.
- II. To define various types of values.
- III. To examine the nature of the students.

**RESEARCH METHODOLOGY****DATA COLLECTIONS**

For this study, G.B. Pant University of Agriculture and Technology at district Udham Singh Nagar is purposively selected. The selected sample size is 200 students from all colleges of G.B. Pant University of Agriculture and Technology, Pantnagar. The stratified Random Sampling method is used for the selection of samples. Survey method is adopted to collect the information from the target population.

*Personal Value Questionnaire (Sherry and Verma,1998)* Personal value questionnaire is a tool to assess the human values of the respondent in several areas i.e. religious value, social value democratic value, aesthetic value, economic value, knowledge value, hedonistic value, power value, family prestige value, health value.

**STATISTICAL ANALYSIS OF DATA**

For the analysis of data the following steps is followed:

**Statistical analysis:** The data is statistically analyzed using frequency and percentage.

**Frequency** is used to find out the number of respondents in a particular cell.

**The percentage** is used for making simple comparisons for calculating the percentage of the frequency of a particular cell is multiplied by 100 and the total number of respondents in a particular category.

$$\text{Percentage (p)} = \frac{n}{N} \times 100$$

(n=Frequency of a particular cell)

(N= total number of respondent)

**RESULT**

1. Assess the human values domains of the personality of undergraduate students \
- Table 1:Percentage distribution of students on human values domain across all colleges (n=200)**

Human value areas	Percentage category score				
	Very high	High	Average	Low	Very low
Religious Value	3.00%	20.50%	33.00%	29.00%	14.50%
Social value	0.00%	2.00%	18.50%	40.00%	39.50%
Democratic value	4.50%	23.50%	42.00%	23.50%	6.50%
Aesthetic Value:	14.50%	45.50%	27.00%	12.50%	0.50%
Economic value	41.00%	32.50%	21.00%	4.50%	1.00%
Knowledge value	2.00%	19.50%	42.50%	34.50%	1.50%
Hedonistic Value	18.00%	25.50%	44.00%	12.50%	0.00%
Power value	17.00%	32.50%	30.50%	19.00%	1.00%
Family Prestige Value	1.50%	21.00%	50.50%	24.00%	3.00%
Health value	0.00%	12.00%	42.50%	34.50%	11.00%

**Table 1** reflects the percentage distribution of score categories under ten personality aspects i.e. religious value, social value, democratic value, aesthetic value, economic value, knowledge value, hedonistic value, power value, family prestige value and health value across students of all colleges.

- (a) Majority (33.00%) of the respondents is found to be average in religious value, 20.5% in high and only 3.00% respondents have very high religious value. Only 14.50% of the respondents have very low and 29.00% are low on religious value. Overall religious value scores almost 50% half and half towards average with high and low and very low.
- (b) In the case of the area of social value majority (40.00%) of the respondents are reported to be low, only 18.50% of respondents are observed to be average whereas, 39.50% have very low social value.
- (c) Under the domain of democratic value majority (42.00%) of respondents are found to be at an average level and only 4.50% of respondents have very high democratic value. However, 23.50% and 6.50% of respondents are noticed to be

low and very low, respectively. The trends towards average, high and very high thereby showed democratic value domain of students personality.

- (d) In the case of the aesthetic value 45.50% of respondents are recognized to be high and 0.50% of respondents are found to fall under the very low category. Moreover, 14.50% of respondents have very high aesthetic value. 27.00% of respondents are seen to be average and 12.50% percentages of respondents are found to be low in this component.
- (e) Majority (41.00%) of the respondent of economic value found very high, 32.50% of the respondent reported high, 21.00% respondents have average economic value and 4.50% comes under low economic value.
- (f) In the case of knowledge value majority (42.50%) of the respondents are found to be average whereas, just 2.00% have a very high knowledge value. Besides this, 34.50% of the respondents have low knowledge value. A meager percentage i.e.1.50% have very low knowledge value.
- (g) Majority (44.00%) of the respondents have average hedonistic Value while 18.50% fall under the very high category. 24.50% of the respondents are high on this area. A meager percentage i.e. 12.50% have low whereas, fallen under very low on this value.
- (h) In the case of the power value, the maximum number of students (32.50%) is observed to be high followed by 30.50% as average. Whereas 17.00% of respondents have a very high power value. But at the same time, it is also noted that 1.00% even falls under the very low category of power value.
- (i) Unlike power value, in the case of family prestige value it is noticed that more than half of the respondents (50.50%) are average in this area. 21.00% respondents are reported to be high and 24.00% respondents are seen below. Thereby till is toward power value by average and high score.
- (j) Under the domain of health value most of the respondents are noticed to be average and low (42.50% and 34.50%, respectively). However, 11.00% of respondents are even observed to be very low in this area.

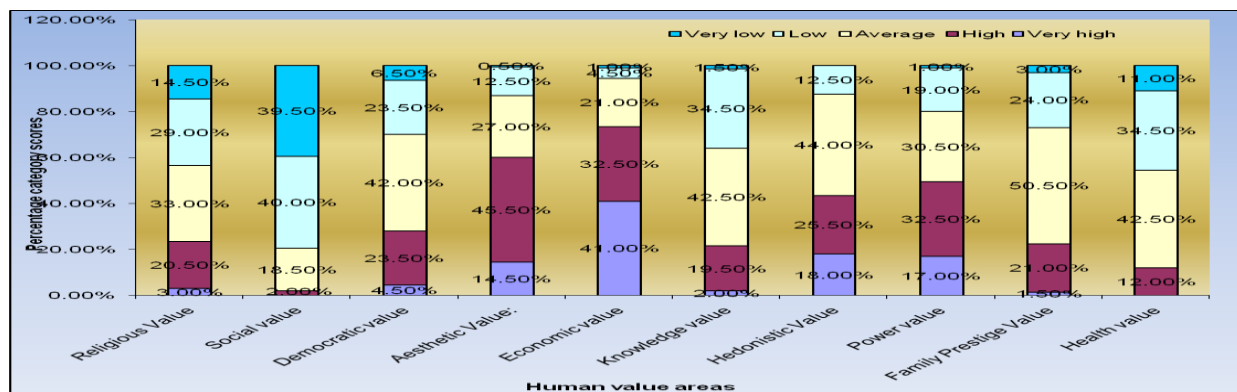


Fig. 1: Percentage distribution of students on human values domain across all colleges (n=200)

## CONCLUSION

After analysing the above data, it is come to ascertain conclusion that Human value is something that helps us to develop our character, nature and it keeps our humanity alive. We see that in today's time, students may lack human values. This is the reason why the researcher felt that research should be done in this area to find out the activities due to which students forget human values or lack human values. In the end, it is concluded that the student should have good knowledge of human values, so that they can brighten their future and society.

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