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RELATIONSHIP BETWEEN VALUE PATTERNS AND PERSONALITY DIMENSIONS AMONG COLLEGE-GOING STUDENTS

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Abstract

Values create visions for the future. Grasping one's values consciously, people become self-leaders. As self-activists their living example is larger than life, both to themselves and others thus easing value performance in real time. The transformative capacity of having values means the power to change your inner world. The relationships between values and personality traits are different depending on whether the traits in question are inferred from patterns of behavior aimed at satisfying growth needs or deficiency needs. Values and personality traits are covariant if the latter are inferred from behavior patterns aimed at satisfying growth needs.Thus, the characterized by the trait of curiosity is likely to attribute high importance to the value of curiosity and to disvalue boredom strongly. In contrast, values and personality traits are compensatory for traits inferred from behavior patterns aimed at satisfying deficiency needs. 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.

Keywords: Values, Personality and College Students

Introduction

Values

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. 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 social. 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. 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. Value is something which an individual holds to be important and preferable. Values are standards to evaluate and judge. Values have strong motivational components which lead to desirable behavior. Values are regarded desirable, important and held in high esteem by a particular

society in which a person lives. Values reflect one's personal attitude and judgments, decisions and choices, behavior and relationships, dreams and vision. They guide us to do right thing. New a days, students are found in a paradoxical situation, as they have value conflicts. In generally education and values are particular occupies a prestigious place in our society. The main constituents of values for building a good life. Values can be conceptualized in several different ways but Williams (1968) pointed out that the limit should never be arbitrarily set and that "there is no point in extending the term so broadly that there is no way of distinguishing between values and other determinants of human behavior."

Personality Traits

Personality traits are broad, enduring, relatively stable characteristics used to assess and explain behavior. Traits account for the fact that under similar circumstances, one person behaves differently from another. It is part of the nature of traits that although they can chance, they cannot change too much or too quickly. Their stability suggests that the behavior they describe will be relatively consistent from situation to the similar situation; their breadth implies that similar behavior will be manifested in different situations(Hirschberg). Woodworth(1965) defined a personality trait as some particular quality of behaviors such as cheerfulness, self-reliance, which characterizes the individuals in a wide range of his activities and is fairly consistent over a period of time. The term personality trait is well defined by Louw,Van Ede & Louw (1998) as relative constant characteristics of a person that is responsible for the consistency of his or her behavior. A formal definition of personality traits is – dimensions of individual differences in tendencies to show consistent patterns of thought, feelings and actions. More specifically, such basic human traits are identified as the big five, as in the five factor model. For an historical overview of the development of the big five model see, e.g., John and Srivastava (1999) and Wiggins(1996).Two major influences can be identified. The first is the lexical strategy which states that personality characteristics important in peoples lives will become part of their language(Ashton & Lee,2005). The second is the self-report strategy which states that important personality dimensions can be successfully captured by self-ratings in prearranged questionnaires.

Review of Literature: Sharon and Stewen(2005) studied the values of librarians under the heading-why do people librarians in 2005.It revealed that librarians are not primarily information centered but they are service centered. Thus social value is a core value of librarians and another value is to train users to become self-sufficient. A second value of librarians is that they love to work in groups **Siescoms(2006)** an Indian organization of business administration includes these specific values for M.B.A. students: respect of individuals, respect for freedom, respect for creativity, belief in achievement, quality focus in processes, self-confidence to achieve and to become the best in the educational field, social sensitivity, concern socially\economically under privileged, conscious effects to become a learning organization, ethics and values in all endeavor. **Malti(2007)**made a comparative study of values, intelligence and academic achievement of students of UP,CBSE and ICSE Board Schools. The study has compatibly employed descriptive survey research. Random-cum-cluster sampling technique has suitably used to draw a sample of 450 students of different schools from Educational Boards of Varansi City, namely, UP Board, CBSE and ICSE Board.75 male and 75 females have been drawn Board wise. Tools used were Personal Value Orientation Questionnaire(PVQ)of Sherry and Verma, General Mental Ability Test of M.C.Joshi and Achievement Test of Life Science constructed and standardized by the investigator has been utilized for the study. Mean, Standard Deviation and t-values have been computed for data analysis .In the study, the investigator has focused on values, General

Mental Ability(GMA) and Achievement of 12th standard students of the selected school, family prestige, democratic, economic, hedonistic, aesthetic religious ,knowledge-power and health, differences have been observed in the status of students Board wise, gender wise. The students of the three Boards have been reported to be almost at the same level of GMA. The students of ICSE Board and CBSE have been found to achieve greater on the Life Science as compared to of UP Board. **Jayria(2009)** conducted a study of teaching social studies at the secondary level in Hindi medium school of Baroda city. The objectives of the study were to study the academic qualifications and teaching experiences of teachers teaching of social sciences with reference to the pedagogical aspects like, objective of the curriculum, use of library, introducing a lesson, presentation and evaluation. Two tools were used for data collection namely questionnaire, observation schedule. Major findings were that majority of the teachers teaching social science are highly qualified,67\74% teachers have B.Ed training with social science, by and large 5 methods like discussion, project, self-study, observation on the basis from obtained data it was found that majority of teachers are using textbook while teaching, majority of respondents 76.74% said that adequate books and teaching aids are not available, lack of time and resources play a vital role in organizing field visits in social studies. **Manjulata Sharma(2010).**An attempt is made by the researcher to look at how people's value orientation, socioeconomic situation, and culture relate to their four basic requirements. The purpose of this study is to see how personality needs are related to value orientation. Study the link between socioeconomic situation and the needs of the personality. To find out if cultural norms affect a person's basic requirements. In order to alter, organize, and achieve goals, people need to be affiliated with their needs. The following are some methods to consider. The total number of 500 units were used in the research. A number of statistics were computed in order to better understand the data. Main findings are-a) rural cultures, regardless of their beliefs or socioeconomic condition, had higher levels of need, affiliation need order and need success. Regardless of their religious or cultural convictions, people with higher financial level had a greater need for order. b) individuals from rural cultures with how theoretical, economic, and social values were more likely to identify with need. c) people with a rural culture and a high economic worth had a greater need for change .d) those with low socioeconomic level in metropolitan areas felt the greatest need for change. e) those with a higher SES had greater levels of desire for affiliation, achievement ,and order. People with a rural culture, low social worth, and high socioeconomic level were more likely to have a need for affiliation.

Objective of the Research

To study the Values and Personality traits among College-Going Students.

Hypotheses of the Research

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

9. Environment x personality traits does not exist into set.
10. Sex x personality traits does not exist into set.
11. Students x environment x sex does not exist into set.
12. Students x environment x personality traits does not exist into set.
13. Students x personality traits does not exist into set.
14. Environment x sex x personality traits does not exist into set.
15. Students x environment x sex x personality traits does not exist into set.

Variables Included In The Study

The following have been taken into consideration-**1.Dependent Variable:** Values and Personality Traits. **2.Independent Variable:** Students(regular and private),sex(male and female),environment(rural and urban).

Population

The present study was conducted on the regular and private students of graduate and post graduate in commissionery of Meerut, which constitutes as population of this study. The age range of the population is 15-21 years. This study was carried out in various institutions of Meerut Commissionery.

Sample

The issues of actually selecting a sample of the requisite type and size becomes critical for any methodical and scientific approach of investigation.

Tools of Data Collection And Analysis: As it has been already mentioned earlier in this chapter. There are two tools used for data collection. To measure the values namely by Study Of Values was taken in to consideration and their details are as follows: **1. Study of Values (Revised edition)** by Dr. R. K. Ojha & Dr. Mahesh Bhargava.**2. Introversion-Extroversion Inventory (IEI) -**Indian adaptation in Hindi version by Dr(Miss) P. F. Aziz & Dr. (Miss) R. Agnihotry.

Data Analysis and Interpretations

Results of the seven 2x2x2x3 factorial experiments may be consolidated after presented-

Source	**Eco**	**The.**	**Rel.**	**Aes.**	**Soc.**	**Pol.**	**Values**
Students	5.4*	_	18.35 **	_	19.04 *	_	12.48 **
Environment	_	_	_	_	_	_	_
Sex	10.41 **	_	15.7 **	_	_	6.388*	8.31*
Personality Traits	_	_	3.34*	8.27*	5.54**	24.05*	16.45**
Stu. x En.	4.52 *	_	5.59*	_	_	9.88**	_
Stu. x Sex	_	_	_	5.4*	_	5.37*	5.12*
Stu. x P.T.	_	_	_	_	_	_	_
En. x Sex	_	_	_	_	_	_	16.62**
En. x P.T.	_	_	_	_	_	_	_

Sex x P.T.	_	7.04**	_	_	_	_	_
Stu. x En. x Sex	_	5.29*	17.29**	_	_	11.37**	10.57**
Stu. X En. x P.T.	_	_	_	_	_	3.26*	_
Stu. x Sex x P.T.	_	5.34**	_	10.15*	8.74*	17.47**	11.09**
En. x Sex x P.T.	_	_	_	_	_	3.4*	3.22*
Stu. x En. x Sex x P.T.	_	_	_	_	3.13*	3.82*	8.45**

Where ** significant at .01 level * significant at .05 level

The Results

In students situation, private students show a deficient ability and boys reflect their superior performance. In the perceptual situation regular boys and girls students are more successful than private boys and girls students in comparison to regular and private boys students. So the superior performance than their counterparts. Rural boys and girls students are show the low values than urban boys and girls students, while boys rural and urban students show the superior performance than their counterparts. Regular rural and urban boys students show the high values than private rural and urban boys students, while regular, private rural and urban girls students show the high score than their counterparts. Regular introverted, ambiverted & extroverted boys students are differ from their counterparts, while regular introverted, ambiverted and extroverted girls students show the higher values than private introverted, ambiverted and extroverted girls students. In briefly we can say that students, environment and sex are not same in the values and personality traits is affecting on the values.

Research Paradigm

	Regular				Private				
	Rural		Urban		Rural		Urban		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
Intro.	1507	1311	1103	1563	1415	1259	1518	1111	10847
Ambi.	1615	1430	1612	1587	1473	1475	1483	1466	12141
Extro.	1544	1483	1576	1496	1321	1443	1509	1305	11677
Total	4666	4224	4291	4646	4209	4177	4570	3882	3466

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