A STUDY ON IMPACT OF LIVING VALUES EDUCATION AMONG COLLEGE STUDENTS

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ABSTRACT: Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country (National Education Policy (NEP), 2020). Values are always a part of a nations' philosophy and its educational system. Values reflect an individual's judgment and help us determine what is important in life (Purc and Laguna, 2019). There is a serious need to give the living value education to individuals mainly in the place of learning environment, as they spend most of their time and learn many things. In this study by adopting descriptive design 137 college students pursuing their first year degree were selected to respond to this study. An attitude scale was constructed to measure their attitude towards ten different values they are experiencing in their life. Training programme was provided on living value education for the college students and hence in this study an attempt was made to examine the impact of training programme on living value education among the college students.

Key words: Living Values, Value education and College students.

I. INTRODUCTION

Education is very important for an individual's success in life. It can give a big impact on human opportunity in continuing their life quality. Education is generally seen as the foundation of society which brings economic wealth, social prosperity and political stability. Education through industry is the basic principal of basic education, Basic education, because it help developing values like respect for manual labour, sense of co-operation, feeling of being mutually helpful through manual work, development of friendship feeling, economical self-reliance, team spirit and sincerity. Role of education is means of socializing individuals and to keep society smoothing and remain stable (Carnoy, 2017). Education in

society prepares youngsters for adulthood so that they may form the next generation of leaders. The reflection on the values of a student is of extreme importance to the educational system, due to the relationship between education and living values. Education tries to develop three aspects: physique, mentality and character. Even though physique and mentality are important, they are menaces without the third because character is the greatest of these. Value-based education is a tool which not only provides us a profession which we can pursue but also a purpose in life. The purpose of our life is undoubtedly to know oneself and be ourselves (Sabri, 2017).

Values are guiding principles, or standards of behaviour which are regarded desirable, important and held in high esteem by a particular society in which a person lives. The Importance of Values and Morals are the code we live by in a civil and just society. They are what we use to guide our interactions with others, with our friends and family, in our businesses and professional behaviour. Our values and morals are a reflection of our spirituality; our character. They are what we hope to model for our children and the children around us, because children do watch us as they develop their own sense of right and wrong. Value education means inculcating in the children sense humanism, a deep concern for the well-being of others and the nation.

Living values are various universal habits that serve as a basis of good relationship and harmony between us and others around us (Arniati, et, al, 2020). Conceptually, the living values education is an integral part of the educational process as a whole (Komalasari, et. al., 2014). Value is neither thought nor caught, it is learned (Hermann, 1972). It means that the substance of value is not merely captured or taught but, further, it is digested in the sense of captured, internalized, and standardized as the inherent part of one's personal qualities through a learning process. Therefore, the educational process is a process of acculturation, which produces civilized man, including cultured human. One of the models of values education is the integration of the living values education in the learning process. The concepts that are providing the importance of values are used in this present study for analyzing the living values among the college students.

Living Values Education is a global endeavor which provides an approach, and tools, to help people connect with their own values and live them. Living values is a comprehensive value education programme scheduled to offer trainings through practical methodology to explore and develop universal values (Al-Braizat, 2016).

Living values are various universal habits that serve as a basis of good relationship and harmony between individuals and others around us. Living values education is one of the learning model developments of character education that emphasize in fun learning (Komalasari, et. al., 2014). The various values activities of living values education includes reflection point; imagining; relaxation/ concentration practice; artistic expression; self-development activity; social skill; values awareness of social justice; developing skill for social unity; and integrating the values into the existing curriculum. The living values developed for measuring among the college students before and after providing training programme in this study includes tolerance, honesty, humility, cooperation, happiness, responsibility, simplicity, peace, love and unity.

II. RESEARCH METHODOLOGY

The research was conducted based on the descriptive research design. The knowledge of college students towards the living values was examined and training programme was given for the students and after the training programme their knowledge on living values was again examined in the present study in a detailed manner hence the design is descriptive in nature.

Objectives of the study:

- To study the personal profile of the college students

- To analyse the students knowledge on living value indicators before and after the training programme

- To identify the difference between the knowledge of college students before and after the training programme on living values.

Hypothesis:

- The year of pursuing education do not have a significant difference with the students' knowledge towards living values before and after the training programme.

Sampling

The study was conducted among 137 respondents pursuing their first and second year undergraduate degree was selected from a private arts and science college in Trichy. The total population of the first and second year students was found to be 687 and 683 respectively. From the total population 10 per cent was selected as the samples which comprises of 69 students from first year and 68 from second year which accounts for a total of 137 students. The researcher adopted Simple Random Sampling method for the study.

Tools for data collection

Questionnaire was used by the researcher to collect the necessary and relevant data for this study. Self-structured Questionnaire was developed to analyse the personal profile of the respondents and it comprises of two parts:

- The first part of the Questionnaire deals with personal profile of the respondents comprising of Name, Age, Department, membership in NSS / NCC / Sports, type of family and parents educational status.

- The second part of Questionnaire comprises of the Living Values inventory. This part measures the respondents' knowledge towards 10 different living values that are practiced in daily life. This is measures by adopting Likert scale ranges from strongly agree to strongly disagree.

III. RESULTS AND DISCUSSION

A. Demographic Profile

The Descriptive results of the personal profile of the respondents are provided. The general profile such as age, year, stream of education, and membership distribution of the selected college students was explained in the Table 1 and is given below:

Table 1: Personal Profile

Personal Profile		Frequency (N = 137)	Percentage
Age	Upto 18 years	53	39
	19 years	71	52
	20 years & Above	13	9
Year	I year	69	50
	II year	68	50
Stream of Education	Arts	78	57
	Science	59	43
Membership Distribution	NSS	72	53
	NCC	24	17
	Sports	41	30

The above given table no. 1 shows that a little more than half of the students (52%) belong to 19 years of age. Exactly half of the respondents of the study are taken from I year and II year. More than half of the respondents comprising 57% are studying in arts stream and the remaining 43% are science students. In analyzing the membership status of the respondents 53% reported that they are the members of NSS, 30% students are in sports and the remaining 17% are in NCC.

B. Knowledge Level before and after the training programme on Living value Education

The finding in the table 2 reported the knowledge possessed by the selected college students towards living values before and after providing the training programme. The level of knowledge are measured and categorized among the college students with respect to their year of education.

Table 2: Knowledge possessed by the selected college students towards living values before and after the training programme

Living Value Indicators	Knowledge among the College Students					
	I Year (In Percentage)			II Year (In Percentage)		
	Before	After	Mean Difference	Before	After	Mean Difference
Tolerance	46	74	28	60	80	20
Honesty	56	66	10	64	92	28
Humility	45	79	34	60	85	25
Cooperation	65	87	22	47	86	39
Happiness	77	80	3	74	90	16
Responsibility	50	80	30	58	94	36
Simplicity	63	86	23	81	90	9
Peace	69	89	20	71	89	18
Love	72	90	18	64	88	24
Unity	75	95	20	73	90	17

The above table reveals that before the training program the aspects of living values imbibed by the selected college students of I and II year ranged between (45 - 75) among the I year students and (57 - 74) among the II year students.

After providing training programme for the college students, it was found that the highest mean difference seen among the I year students was for Humility (34%). This could happen among the students by getting an understanding of the training programme that the living values are important in pursuing a peaceful and happy life. The other factors that have a considerable increase in the mean difference level among I year students include responsibility and tolerance with 30 and 28 per cent respectively.

Among II year students it was found that the living value 'Cooperation' highest mean difference (39%) when compared to other values. This is followed by the value 'Responsibility (36%). Whereas, the value 'Happiness' has very low mean difference (3%) among I year students and 'Simplicity' has very low mean difference (9%) among II year students

C. Comparative analysis of Living value education programme among I and II year students

Paired-samples t-test was used to determine whether two means are significantly different from each other or not when the two values for each sample are collected from the same individuals. The statistical analysis of the living values among college students studying in I and II year with respect to age after the educational program is presented in the Table 3.

Table 3: Descriptive Statistics of Living Values among I and II year college students before and after training programme

Living Value Indicators	I year students						t value	Sig.	II year students						t value	Sig.
	Before			After					Before			After				
	Mean	N	SD	Mean	N	SD			Mean	N	SD	Mean	N	SD		
Tolerance	20.46	69	2.330	36.41	69	2.659	34.780	.000	20.71	68	2.350	36.44	68	2.470	39.011	.000
Honesty	15.94	69	3.807	16.83	69	2.640	1.518	.134	15.74	68	3.326	17.60	68	2.876	3.557	.001
Humility	36.49	69	4.082	19.67	69	4.667	52.944	.000	35.65	68	3.446	18.04	68	4.205	50.468	.000
Cooperation	18.01	69	4.533	35.70	69	2.178	30.773	.000	17.54	68	4.101	35.66	68	2.176	32.215	.000
Happiness	17.68	69	4.773	20.52	69	2.084	4.600	.000	18.12	68	4.638	21.35	68	2.698	5.133	.000
Responsibility	38.71	69	2.178	18.17	69	3.208	81.813	.000	38.66	68	2.176	17.31	68	3.279	65.275	.000
Simplicity	20.96	69	2.681	33.70	69	2.178	27.771	.000	21.74	68	2.250	33.66	68	2.176	31.132	.000
Peace	12.74	69	3.810	21.52	69	2.435	16.598	.000	11.93	68	3.159	20.65	68	2.795	17.560	.000
Love	38.68	69	2.170	41.71	69	2.170	8.280	.000	38.72	68	2.184	41.35	68	1.907	7.705	.000
Unity	12.52	69	2.004	38.32	69	4.057	45.100	.000	18.19	68	4.254	35.21	68	3.299	20.344	.000

The above table no 3 explains the results of the statistical analysis performed for the college students before and after the training programme. The highest mean value found among I year students in the pre-test was found to be 38.71 for the value 'responsibility' and the standard deviation was 2.178. The highest mean of the post-test was found for the living value 'unity' with a mean as 38.32 and the standard deviation was 4.057. The highest mean value found among I year students in the pre-test was found to be 38.72 for the value 'love' and the standard deviation was 2.184. The highest mean of the post-test was found for the living value 'love' with a mean as 41.35 and the standard deviation was 1.907. The t-value found from the analysis of the mean scores of the before and after training program for the ten living values among the I and II year students shows that there exist a significant difference after providing the training programme for most of the living value indicators. The value 'Honesty' ($t = 1.518$, $p > 0.05$) alone does not have a significant difference with respect to I year college students.

The hypothetical results between the year of education towards the living value indicators shows that there exists a significant difference between the means of different living values and year of education. The value of $p < 0.05$ depicts a significant difference for students studying in I and II year in their level of acquiring knowledge on living values by rejecting the null hypothesis and accepting the alternate hypothesis proves that the year of pursuing education have a significant difference with the students' knowledge towards living values before and after the training programme.

IV. CONCLUSION

The present study results show that students have shown an improvement in their level of knowledge on living values after providing essential training programmes on different aspects of living values. Hence it is suggested to incorporate the living values into the teaching materials so that the students identify, explore, clarify, analyze, internalize, and apply the living values in their daily activities in the classroom, campus, home, and community. Thus it is essential to develop the living values among the future generations by integrating the living value concepts with the regular academic learning of the students to enhance themselves and the society.

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