



RELATIONSHIP BETWEEN VALUE PATTERNS AND HEMISPHERICITY AMONG COLLEGE STUDENTS

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ABSTRACT

College students, from all walks of life, face Value Patterns in one way or the other. In a broad sense, value pattern and modern life goes, hand in hand. Value pattern is one of the most important psychological problems faced by the majority of college students, all over the world. The study has been conducted to investigate the levels of value pattern and hemisphericity of College students. It also examines the relationship between the value patterns and hemisphericity of the College students. The study was made on a random sample of 1100 College students in Chennai City. The tools used in the study include the Value pattern scale constructed and standardized by the investigator and SOLAT-Style of Learning and Thinking, Hemisphericity Inventory developed and standardized by Venkataraman (1988). The study reveals the fact that the level of value pattern and hemisphericity are at moderate levels. Further, it is noted that there is negligible amount of correlation between the value pattern and the hemisphericity among the College students.

KEYWORDS: factors affecting unemployment, placement and recruitment agencies.

INTRODUCTION

A college students is responsible for the education of students under whose charge the destiny of our next generation is placed. The onus of quality of college students therefore rests on the College students themselves. It is of vital importance that College students internalize the changing role expectations with the changing times and make themselves ready for the future changes. It is the role of College students to prepare future students to be lifelong learners and educational workers to create a learning society. But, the College students can play such type of role effectively only if they themselves have been prepared in a creative, resourceful and efficient manner.

VALUE PATTERN

A value pattern is key to creating a pleasing visual path for the eye to follow as it views a composition. The value pattern is the careful choice of arrangement of all the values of a piece of artwork by an artist in order to guide the eye and unify all the objects/figures in the piece. 'Value' comes from the Latin word 'Valere', which means to be worth, to be strong. Values are those standards or codes of conduct, which are conditioned by one's cultural tenets, guided by conscience, according to which one is supposed to conduct himself and shape his life pattern by integrating his beliefs, ideas and attitudes with a view to realize the cherished ideals and aims or life. High values lead to objective, fair and correct decision

and actions and ensure the welfare of all concerned, while low values do exactly the opposite. Values are essential for the development of the whole person, recognizing that the individual is comprised of physical.

Values are attribute that spring from the sublimity of soul. They are sentiments, like love, that involves mind, feeling and will, which are strong, deep and enduring. They are like truth reflections of reality that are not obstructed by and kind of prejudice. Value in short, shape the moral personality of an individual. They enhance the finer side of potential. They help him live harmoniously and graciously with his fellow men. They act as the conscience of the community which when kindled with torch of learning would make him realize the responsibility he owes to the society. They are linked to the behavior that exposes the inner life and protect life, they foster pace, order, dignity, beauty, grace and delight. Value in one word are the divine side of man. Value is one of the basic term which cannot be fully defined. There are a few general characteristics, which apply to all values.

HEMISPHERICITY

Hemisphericity refers to the idea that people may rely on a preferred mode of cognitive processing, which is linked to activity on the part of the left or right cerebral hemispheres. Brain study research identifies the left brain is the academic brain. It is because educators generally emphasize its process in a traditional class room. It has some limitations in learning on the other hand the right brain is the artistic brain because it is the center for creative talents. Though science and medicines now give more attention to these brain process, education has traditionally neglected the right side, learning half of a students brain potential under educated. Nowadays more school systems are using whole brain learning technique. The brain study shows that learning can be flourished only when teachers make their students to integrate & use both sides of their brain is a lesson. For Example in Kg classes, Teachers who use music, Dance, Story telling, Drama or other right brain activities in their class which trigger the left brain students. Their learning capabilities can be increased but in the primary section the teacher can use traditional teaching which reduce the right brain activities. When right brain teacher teaches left brain students it affects the achievement of the learner. So the teacher should be whole brained their only he can produce right brain and whole brain dominated students.

NEED FOR THE STUDY

Previous research and document evidence obtainable in popular media has consistently reported that students' moral standing and general conduct in the wider society does not reflect acquisition and practice of values learnt through the schooling, teaching or parenting. This has caused complaints among those stakeholders in education who are concerned that the moral well being of the youth is on a downward trend. This suggests that either the teaching of values is defective or the Indian education system as a whole does not contain relevant elements that could enable students acquire relevant moral skills. Another possibility could be the existence of a discrepancy between the school program objectives and the instructional practices meant to achieve them. From the literature that was reviewed, it was evident that the nature of this discrepancy had not yet been established for effective intervention strategies to be put in place. The purpose of this study was to determine possible reasons for the status of various values among the college students with respect to their Emotional Intelligence and Hemisphericity.

OBJECTIVES OF THE STUDY

- To study the level of Value pattern of College students.
- To study the level of Hmisphericity of College students.
- To study any significant correlation between the Dependent Variable, Perceived Value Patterns and Independent variables and Hemisphericity

HYPOTHESES OF THE STUDY

- The level of Value pattern of College students is average.
- The level of Hmisphericity of College students is average.
- There is no significant correlation between the Dependent Variable, Perceived Value Patterns and Independent variables and Hemisphericity

METHODOLOGY

In the present study, the investigator adapted the normative survey method. The normative survey method describes and interprets what exists at present.

LOCATION OF THE STUDY

The investigator collected data from the College students studying in the different colleges in Chennai City of Tamilnadu state. For data collection, as many as 1100 College students were selected.

SAMPLE

The present study consists of 1100 College students studying in the colleges of Chennai City of Tamilnadu state. The sample was selected by using simple random sampling technique. The sample represents the entire population. Proportionate weightage was given to various sub-samples.

TOOLS USED

The tools used in the study include the Value pattern scale constructed and standardized by the investigator and SOLAT-Style of Learning and Thinking, Hemisphericity Inventory developed and standardized by Venkataraman (1988).

STATISTICAL TECHNIQUES USED

For the analysis of the data, the following statistical techniques had been used.

DESCRIPTIVE ANALYSIS

Measures of central tendency (Mean)

Measures of variability (Standard deviation)

CORRELATION ANALYSIS

'r' correlation

RESULTS

Table - 1
Mean Scores and SD of Hemisphericity and Value Patterns Perceived by College Students

Values/ Hemisphericity	Right		Left		Integrated		Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Personal	89.47	25.36	51.08	9.40	82.10	24.29	222.65	59.05
Family	38.01	10.23	30.23	8.61	37.46	10.15	105.70	28.99
National	33.77	8.82	28.02	6.96	32.37	8.20	94.16	23.98
Social	38.07	10.18	30.06	8.72	38.67	10.47	106.80	29.37
Religious	27.32	6.59	24.23	6.39	26.41	6.46	77.96	19.44
Total	226.64	28.91	163.63	9.17	217.02	22.80	607.29	60.88

From the Analysis of different Value Patterns activated by the hemisphericity of the college students, it is clear that the Right hemisphericity and integrated hemisphericity activated almost all the values i.e. Personal, Family, National Social and Religious values. From the table, the analysis of different value patterns

related to left hemisphericity, it has come to know that this part of the hemisphere activate value patterns to a limited level only. On the whole it is concluded that most of the value patterns are the seat of Right hemisphericity.

Table - 2
Correlation between Dependent Variable of the study Perceived Value Patterns of College Students and Independent Variables, Hemisphericity

Sl. No.	Dependent Variable Vs Independent Variables	"r" value	Level of Significance	Remark
1	Value Patterns Vs Right hemisphere dominants	0.295	P<0.01	Low Positive Correlation
2	Value Patterns Vs Left hemisphere dominants	- 0.260	P<0.01	Low Negative Correlation
3	Value Patterns Vs Integrated hemisphere dominants	- 0.073	P<0.05	Negligible Negative Correlation
4	Value Patterns Vs Types of Hemisphericity	0.323	P<0.01	Low Positive Correlation
5	Value Patterns Vs Emotional Intelligence	0.682	P<0.01	Substantial Positive Correlation
6	Types of Hemisphericity Vs Emotional Intelligence	0.365	P<0.01	Low Positive Correlation

"There is no significant correlation between the Dependent Variable, Perceived Value Patterns and Independent variables, Hemisphericity".

From the Pearson Correlation table it is found that,

1)The calculated 'r' value (0.295), there is 0.01 level of significance between the Dependent variable, Perceived Value Patterns of College students and Independent Variable, Right hemisphere dominated students. It indicates that there is significant Low level of Positive Correlation between the Perceived Value Patterns of college students and Right hemisphere dominant students.

Hence, the null hypothesis is rejected for Correlation between the Value Patterns of college students and Right hemisphere dominant students.

2) The calculated 'r' value (-0.260), there is 0.01 level of significance between the Dependent variable, Perceived Value Patterns of College students and Independent Variable, Left hemisphere dominated students. It indicates that there is significant Low level of Negative Correlation between the Perceived Value Patterns of college students and Left hemisphere dominant students.

Hence, the null hypothesis is accepted for Correlation between the Value Patterns of college students and Left hemisphere dominant students.

3) The calculated 'r' value (-0.073), there is 0.05 level of significance between the Dependent variable, Perceived Value Patterns of College students and Independent Variable, Integrated hemisphere dominated students. It indicates that there is significant Negligible level of Negative Correlation between the Perceived Value Patterns of college students and Integrated hemisphere dominant students.

Hence, the null hypothesis is accepted for Correlation between the Value Patterns of college students and Integrated hemisphere dominant students.

4) The calculated 'r' value (0.323), there is 0.01 level of significance between the Dependent variable, Perceived Value Patterns of College students and Independent Variable, different type of hemisphere dominant students. It indicates that there is significant Low level of Positive Correlation between the Perceived Value Patterns of college students and different type of hemisphere dominant students.

Hence, the null hypothesis is rejected for Correlation between the Value Patterns of college students and different types of hemisphere dominant students.

5) The calculated 'r' value (0.682), there is 0.01 level of significance between the Dependent variable, Perceived Value Patterns of College students and Independent Variable, Emotional Intelligence. It indicates that there is significant Substantial level of Positive Correlation between the Perceived Value Patterns of college students and their Emotional Intelligence.

Hence, the null hypothesis is rejected for Correlation between the Value Patterns of college students and their Emotional Intelligence.

6) The calculated 'r' value (0.365), there is 0.01 level of significance between the Independent Variables Types of Hemisphericity and Emotional Intelligence of college students, It indicates that there is significant Low level of Positive Correlation between the Independent Variables Types of Hemisphericity and Emotional Intelligence of college students.

Hence, the null hypothesis is rejected for Correlation between the Independent Variables different types of Hemisphericity and Emotional Intelligence of college students.

FINDINGS OF THE STUDY

- The College students have moderate level of Value pattern.
- The College students have high level of Hmisphericity.
- There is a significant correlation between the Dependent Variable, Perceived Value Patterns and Independent variables, Hemisphericity

CONCLUSION

Value pattern among College students is an important issue in the institution. It is an inescapable part of life - a natural and inevitable factor of life. Values can create problems in the performance and affect the health and wellbeing of the college students as well as the institution. Students must be taught to put their adaptive capabilities to test so as to ward off the negative impact of Value pattern. Successful interest not only depends on the personality characteristics of the person but also on the realistic appraisal of the situation.

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