

## **ABSTRACT**

The objectives of this study are to study the value and value system of ABAC students and to examine the association between demographic profiles and the values.

Dependent variables of this study included seven value categories: maturity, security, prosocial behaviors, restrictive conformity, enjoyment in life, achievement and self-direction. Independent variables included demographic profiles: gender, age, level of education, academic year, department of study, household income, father's education, mother's education, and religion.

Three hundred seventy-seven students studying at Assumption University are chosen as the sample using quota sampling method. Mann-Whitney U and Kruskall-Wallis are used for hypothesis testing.

The most important value category is found to be security, followed by prosocial behavior, restrictive conformity, maturity, enjoyment in life, self-direction and achievement.

Among the thirty-six values in the seven value categories, the five most importance values are family security (1), honesty (2), true friendship (3), responsibility (4), a world of peace (5) and the five least important values are a world of beauty (28), ambition (29), mature love (30), happiness (31), and an exiting life (32).

There are differences in restrictive conformity among the departments of study. Restrictive conformity means desirable forms of behavior in terms of restrictive ruling or conforming to established rules (obedience, politeness, self-control, cleanliness and responsibility). Law students gave the most important to restrictive conformity. Engineering students gave the least important to this value category. There are differences in achievement among household income. Achievement means

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desirable of life and desirable forms of behavior in terms of things done successfully with effort and skill, social recognition (an exiting life, ambition, and capability). Students who have low household income have higher achievement value than high household income students.

There are differences in each value among gender. Males rated freedom and mature love more than females, and rated family security less than females. There are differences in each value among age groups, for example, elder students (29-34 years old) rated the sense of accomplishment more than young students (17-22 years old). There are differences in each value among departments of study. Business students rated the sense of accomplishment the most important. Art students rated the least important for the sense of accomplishment. Art students rated the most important for family security. But art students rated the least important for national security. Engineer students gave the most importance to national security. However, engineer students rated the least important for family security.