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A Comparative Study of Values Among School Teachers and Teacher Educators in the Context of Globalization

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ABSTRACT

Today, globalization of trade, privatization of education and computerization of institutions is extending in every field including education. This situation has significantly influencing school environment, teacher-student relations and values.To study the preferences of values and value system of the teachers and teacher educators with regard to: terminal values – a comfortable life, an exciting life, a world at peace, equality, family security, freedom, happiness, pleasure, self-respect, social recognition, true friendship and wisdom. both teachers and teacher educators preferred A world at peace as their priority. Teachers working in schools preferred more freedom, while the teacher educators have given least preference to the same. Teacher educators preferred more self respect and happiness while teachers working in schools have given least preference to the same. True friendship has been least preferred by both teachers working in schools and teacher educators.

KEYWORDS: Nonlinear Dynamics, Varying compliance frequency, ball passage frequency, chaotic vibration, Poincare maps.

Introduction

Today, globalization of trade, privatization of education and computerization of institutions is extending in every field including education. This situation has significantly influencing school environment, teacher-student relations and values. The forty-sixth session of the international conference on education took place from 5th to 8th September 2001 in Geneva on the theme of 'learning to live together'. It therefore closed three days before the disastrous strikes at world Trade Centre and other places in the United States. The conclusions and proposals for action related to teachers are: Improving the education of teachers so that they can better develop among pupils' behavior and values of solidarity and tolerance so as to prepare them to prepare them to prevent and resolve conflicts peacefully and to respect cultural diversity; Changing the relationship between teacher and pupil to respond to the evolution of society. Hence, it shouldered great responsibility on the teacher with a fore vision of protection of the universe, nature and society by way of education the future generations.

Economic requirements in some countries, ideological goals in others, the struggle for national liberation in many parts of the world and even, in some cases, the fear of social unrest, all contributed to the pressing need to make education more democratic. And there are signs of considerable progress. Bothe modem and traditional societies have created conditions to enable more people to attend school. Industrialized countries, whether socialist or capitalist, are continually expanding school education. Philip H.Coombs (1985) stated that increased bureaucratization and sociological diversity of the greatly enlarged education systems not only altered the atmosphere and human relation within the schools but also eroded their relations with parents and the community.

Crisis in values is discussed all over the world. Pluralism and pragmatism in values are prevailing. Considering this, value education is given much importance right from school to teacher education level. Teachers are value inculcators in the students and in the community at large. Hence, in the process of globalization and privatization there is a need to understand prevailing values and value system among teachers and also teacher educators because of mushroom growth of private teacher education institutions.

Objective of the Study

To study the preferences of values and value system of the teachers and teacher educators with regard to: terminal values – a comfortable life, an exciting life, a world at peace, equality, family security, freedom, happiness, pleasure, self-respect, social recognition, true friendship and wisdom.

Tool

The questionnaire included twelve terminal values adopted from Rokeach Value-Survey (RVS).

Sample

A sample of 200 teachers was selected from 70 government schools for the collection of the data. Random sampling method was adopted. The sample included male and female; married and unmarried. It included secondary grade teachers, school assistants and post-graduate teachers. The sample also included teachers of different academic and professional qualifications, teaching experience and place of residence.

A Sample of 40 teacher educators from 9 private teacher education colleges of the are is also selected randomly. The sample included male and female and with varied teaching experience and place of residence.

Findings and conclusions

The more preferred terminal values of the teachers are in the order of: 1. A world at peace (Free of war and conflict) 2. Freedom (Independence, free choice) 3. (A Prosperous life) and Equality (Brotherhood, equal opportunity for all) 4. Wisdom (A mature understanding of life). The less preferred terminal values are in the order of: 1. Happiness (Contentedness) 2. Family security (Taking care of loved ones) and Self respect (Self esteem) 3.True Friendship (Close companionship) 4. Pleasure (An enjoyable, leisurely life). The value system of the teachers for terminal values is found in the order of: 1. A world at peace (Free of war and conflict) 2.Freedom (Independence, free choice) 3. Equality (Brotherhood, equal opportunity for all) and A comfortable life (A Prosperous life) 4.Wisdom (A mature understanding of life) 5. An exiting life (A stimulating, active life) and Social recognition (Respect, admiration) 6. Pleasure (An enjoyable, leisurely life) 7.True Friendship (Close companionship) 8. Family security (taking care of loved ones) and Self respect (Self esteem) 9. Happiness (Contentedness). Hence, they are found at higher level of social consciousness.

The more preferred terminal values of the teacher educators are in the order of: A world at peace (Free of war and conflict), Happiness (Contentedness) and Self respect (Self esteem) The less preferred terminal values are in the order of: Freedom (Independence, free choice), An exiting life, (A stimulating, active life) and True Friendship (Close companionship) The value system of the teacher educators for terminal values is found in the order of :1. A world at peace (Free of war and conflict), Happiness (Contentedness) and Self respect (Self esteem) 2.A comfortable life (A Prosperous life), equality (Brotherhood, equal opportunity for all), Family security (taking care of loved ones), Pleasure (An enjoyable, leisurely life), Social recognition (Respect, admiration) and Wisdom (A mature understanding of life) 3. An exiting life (A stimulating, active life) and True Friendship (Close companionship) and 4. Freedom (Independence, free choice)

Hence, both teachers and teacher educators preferred A world at peace as their priority. Teachers working in schools preferred more freedom, while the teacher educators have given least preference to the same. Teacher educators preferred more self respect and happiness while teachers working in schools have given least preference to the same. True friendship has been least preferred by both teachers working in schools and teacher educators.

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