



ORIGINAL RESEARCH PAPER

Education

"A STUDY OF THE VALUE PRIORITIES OF THE SECONDARY LEVEL TEACHER TRAINEES IN RELATION TO CERTAIN DEMOGRAPHIC VARIABLES"

KEY WORDS: Value Priority, Secondary Level Teacher Trainees.

Dr. Alaka Das.

Dept of Education, Pub Kamrup College.

ABSTRACT

"Price is what you pay, Value is what you get"

Warren Buffet, 1930

Abstract of the Study- Education is a methodical effort towards learning basic facts about humanity. Concern for value education is increasing in recent years as a result of crisis of values that our society is currently experiencing. Personal values of individual develop with experience that direct one's preferences and behaviour in the later life. Teacher education must, therefore, create necessary awareness among teachers about their new roles and responsibilities. In this paper an attempt has been made to study the value profile of teacher trainees of secondary level in relation to certain demographic variables. It is interesting to observe that teacher trainees have high level of democratic and knowledge but low in power and health priorities which may be a issue of concern. Growing and inculcating proper values among the teacher trainees will help in developing values among the students.

Introduction- A 21st century education system must meet the needs of the whole person and be built on explicit assumption of connectedness, wholeness and being. It has to enrich the mind, warm the heart and awaken the spirit of each student to provide opportunities for students to be creative, contemplative and imaginative. Such transformation in education will not be possible by another theory, or another book or another formula, but a transformed way of being in this world-a life illuminated by the magic of the mind, voice of the heart and spark of consciousness infused in one's personality. It should encourage students to go deep into themselves, into nature and into human affairs. It should value service to others and the planet. Human life is fulfilling and meaningful only when we experience ourselves as being connected to the world, to the land, to the cultural heritage, to the living, striving community, to the cosmos as a whole. In order to fulfil the above demand we the teacher educators need to reflect, explore and work towards the dimensions beyond the sphere of cognition for teaching and learning. We need to equip the students with attributes proper to the unique stature of human beings like empathy, mature emotions, artistic expression, moral conscience, and social responsibility.

Value literally means something that has a price, something precious, dear and worthwhile, something for which one is ready to suffer and sacrifice for. Values are a set of principles or standards of behaviour, enduring belief, a specific mode of conduct that is personally or socially preferred. These are the essence of the society which guides human behaviour. The meaning of values has been changing from time to time with the emergence of new concepts, but the fundamental approach is the same throughout.

The concept of value is gaining importance because of the present unwholesome condition of society where higher values are given scant recognition. The world is progressing at a high speed and at the same speed there is erosion of social, moral, cultural and political values. Basic human values like love, tolerance, sacrifice, affection, peace, courtesy, seemed to lose their importance. The present educational system, with all its complexities and intricacies, has proved to be deficient in so far as it does not give the deserving importance to values in human life. Education is a process which draws out the best in man with the aim of producing a well- balanced personality culturally refined, emotionally stable, ethically sound, logically correct, mentally alert, intellectually competent, technically advanced, morally upright, physically strong, socially efficient, spiritually mature, vocationally self-sufficient and internationally liberal. These words show the relation of education with life, character, ideas and ideals. In such situation, it is significant to know about the value preferences of the prospective teacher trainees.

Value and Teacher-The role of a teacher in the changing scenario is becoming very challenging. Since the teacher occupies a major role in the value oriented education system, their own value prioritise become a matter of vital concern. Teacher education

must, therefore, create necessary awareness among teachers about their new roles and responsibilities. The quality of a teacher is mainly depends on the quality of Teacher education. Therefore we should start value education from teacher education. Because, personality of the teachers, values and character reflect the traits of that society from which they belong. In this study, an attempt has been made to know the value priorities of the secondary level teacher trainees of Kamrup District in relation to their gender, locality, Academic background and the title of the study is stated as-" A Study of the Value Priorities of the Secondary Level Teacher Trainees in Relation to Certain Demographic Variables"

Objectives of the Study-

- To study the Value Priorities of the secondary level teacher trainees.
- To find out the differences in Value Priorities of the male and female teacher trainees.
- To find out the differences in Value Priorities of teacher trainees from rural and urban area.
- To find out the differences in Value Priorities of teacher trainees from Arts and Science background.

Hypotheses of the Study

- There is no significant difference in Value Profiles of the male and female teacher trainees.
- There is no significant difference in Value Profiles of the teacher trainees from Rural and Urban area.
- There is no significant difference in Value Profiles of the teacher trainees from Arts and Science background.

Significance of the Study- The National Policy of Education (1986), The National Curriculum Framework (2005), NCERT recommended integration of values in every aspects of schooling. As teachers are supposed to look after the total development of children and their performance is the most crucial input in the field of education (POA -1992) teacher training should be adequate to stimulate the socio-cultural, moral development of the child. The teacher education programme plays an important role in shaping and moulding the habits, manners and above all character of student teachers to become an effective teacher. Even though we talk about value crisis and absence of values, deterioration of values, it is a known fact that the values are present in some form or the other. Erosion of values among our student community is very evident and that may become disastrous if our education system were not equipping them to be aware of this grave situation. Everyone must be conscious of the existing value pattern among students so as to develop and implement the relevant measures for value attainment, which is the need of the hour to promote values in young children, and develop in them the powers of conviction. Analysis of the extent of value attainment among student teachers is significant in the sense that they are both students and the future teachers responsible for value development of the upcoming generation.

Review of related studies- The fifth survey of Educational research

(1997) identified values as one of the important areas of research and cited thirty one studies. The Sixth survey of Educational Research (2007) reported that there was a marked decline of interest in value research and the area of value measurement had remained an elusive area in Indian Research. Bhushan (1979) found that both male and female prospective teachers assigned highest importance to self control, obedience and honesty. The survey has identified eight studies related to values of teachers and student teachers. Longstreth(1979) observed that almost all teachers believed that the school should be concerned with values and preferred to use examples and discussions for handling values. Singh and Singh (1986) conducted an experimental study and concluded that Value Clarification Strategies (VCS) are more effective than conventional methods for teaching the value of 'dedication to teaching profession etc'. Nayyer's (1989) study revealed that the student teachers most important values are justice, discipline and honesty. Ragendra. P. (2005) found that most preferred terminal values of teacher educators were a world of peace, happiness and self respect. Jayanthi & Agarwal (2006) observed that teachers possessing high social value found to be successful in creating positive socio-emotional classroom climate.

The review of the studies shows that the value system and value preferences of prospective teachers need more observation. Hence, in the present study, an attempt is made to look into the value preferences of the B. Ed students that represent mode of conduct of the teacher trainees.

Methodology- Descriptive Survey method was used in the study. Stratified random sampling technique was adopted to select 200 representative sample of teacher trainees from Six teacher training Colleges, of Kamrup district affiliated to Gauhati University to collect data regarding the value priorities of teacher trainees.

Tool used : For the collection of data, the investigator use of following tool-

- i) Personal Values Questionnaire(PVQ) developed by G. P. Sherry and R. P. Verma that consists of 40 items covering ten value dimensions.
- ii) Personal data sheet-Self structured personal data sheet for collection of personal information.

Statistical Technique used: For analysis of collected data, Mean, Standard Deviation and 't'- test were employed.

Analysis and Discussion of the Result –

Objective 1.-Value Profile of the secondary level teacher trainees – (N=200)

Table 1- Mean and Standard Deviation of the Personal Value of the teacher trainees-

Values	Mean	SD
Religious	13.64	2.19
Social	14.49	3.18
Democratic	14.76	3.15
Aesthetic	13.47	2.86
Economic	12.74	2.38
Knowledge	14.81	3.11
Hedonistic	11.46	2.14
Power	12.26	3.13
Family Prestige	12.49	3.12
Health	10.34	2.82

- From the Table 1, it can be observed that as per manual of PVQ and calculate corrected mean scores and categories, most of the means fall within the range of 10 to 15 and therefore, it can be concluded that personal value profile in all dimensions of PVQ of the prospective teacher trainees fall within the average level. Knowledge and democratic are the most preferred values while power and health are the least preferred values out of 10 dimensions of PVQ among the teacher trainees. This observation does not support the observation made by G. Vaneeta (2011) who found

knowledge, social and health values least concern for the teacher trainees.

Table-2 Value profile of Male and Female Teacher Trainees N=200

Values	Male=80		Female=120		t
	M	SD	M	SD	
Religious	13.21	2.11	13.85	2.28	2.06*
Social	13.85	3.12	15.13	3.36	1.24
Democratic	15.14	3.19	14.38	3.11	1.65
Aesthetic	13.26	2.67	13.73	2.84	1.19
Economic	12.96	2.16	12.42	2.61	1.59
Knowledge	14.92	3.35	14.70	2.76	0.50
Hedonistic	11.75	2.25	11.27	1.98	1.87
Power	12.76	3.56	12.34	2.13	1.15
Family Prestige	11.84	3.12	12.69	3.24	1.85
Health	9.74	2.90	10.86	2.72	2.13*

*=Significant at .05 level of significance

**=Significant at .01 level of significance

From the table 2, it can be observed that male and female teacher trainees differ significantly in two components -religious and health value. In other aspects of PVQ, the difference is not significant. Female teacher trainees are observed to be more concerned regarding religious and health aspects.

Table-3 Value profile of Rural and Urban Teacher Trainees

Values	Rural =73		Urban=127		t
	M	SD	M	SD	
Religious	13.81	1.99	13.47	2.39	1.09
Social	14.78	3.56	14.21	2.81	1.19
Democratic	14.41	3.02	15.12	3.28	1.54
Aesthetic	13.28	2.59	13.80	2.64	1.33
Economic	12.27	2.63	13.32	3.09	2.56*
Knowledge	14.49	2.54	15.13	2.16	1.78
Hedonistic	11.75	2.65	13.15	3.57	3.18**
Power	11.87	2.60	12.69	1.87	2.12*
Family Prestige	12.69	3.16	12.37	3.27	.68
Health	9.92	2.25	10.86	3.41	2.38*

From the table 3, it can be observed that area factor seems to have effect on Personal Value Perspective. Urban student teachers show significantly higher personal value in economic, hedonistic, power and health aspects than the trainees from rural area. The difference in value priority may be attributed to the difference in value inculcation among the teacher trainees.

Table-4 Value profile of Teacher Trainees from Arts and Science Stream

Values	Arts =142		Science=58		t
	M	SD	M	SD	
Religious	13.35	2.14	13.74	2.25	1.15
Social	14.67	3.27	14.37	3.07	.61
Democratic	14.51	3.32	15.11	2.91	1.25
Aesthetic	13.67	2.78	13.37	2.94	.67
Economic	13.18	2.51	12.32	3.21	1.83
Knowledge	14.71	3.26	14.91	2.46	.49
Hedonistic	12.60	2.61	12.20	3.22	.83
Power	12.68	3.01	11.86	3.25	.37
Family Prestige	13.14	3.18	11.84	3.09	2.71*
Health	10.14	2.72	10.44	2.92	.67

From the table no 4, it can be observed that teacher trainees from Arts and science background differ significantly, students from rural area are more concerned about family prestige. In other aspects of PVQ, there observed no significant difference among the teacher trainees coming from arts and science background.

Educational Implications of the Study

From the findings, it can be observed that while there is preference for social, democratic and knowledge aspects, teacher trainees have least importance on power and health aspects. Besides, an average level of value priority of the teacher trainees in PVQ is a matter of concern that indicates the need of proper value inculcation among the teacher trainees too. The findings of the present study have their implications for students, teachers, and curriculum designers and administrators. Value acquisition goes on constantly in the educational institutions through its various kinds of activities. Teachers play a crucial role in transmitting ideals, ideas, and values to the future citizen of nation. Teachers mastery of knowledge, honesty and personality inspires the students. Instead of telling about values, emphasis should be given in valuing process, teacher should be the role model. While framing curricula importance should be given on incorporating environment, peace, international understanding human rights, and cultural development moral education as foundation course. Giving priority for democratic and Social values is a good trend and it has to be further reinforced and strengthened highlighting their importance in the field of education.

Suggestions for value oriented teacher education

- (i). Value oriented education should be the one of the main focus of teacher education.
- (ii). A compulsory paper for value education should be introduced.
- (iii). Value enhancement programmes like discussions, seminars, symposium etc should be arranged both for the trainees and teacher educators.
- (iv). Teacher educators should be given necessary training regarding the value orientation strategies.
- (v). Value orientation programmes should be arranged with the active involvement of parents and society.
- (vi). The university and other bodies should encourage teacher education colleges to implement value orientation programmes through financial assistance and some other ways.

Conclusion -

Educational objectives refer to explicit formulations of the ways in which students are expected to be changed by the educative process. That is, the ways in which they will change in their thinking, their feelings and their actions. In many countries today the emphasis is on socio-economic reconstruction with the declared intention of a more equitable distribution of the benefits brought about by modernisation. From this study it is found that many student teachers have their own perspectives on values and very little effort is made by the authorities on the affective dimension of education ie; inculcation of proper attitudes and values and even if some institutions are making attempt on these lines, it is not gaining momentum due to the over emphasis of materialization in education. Hence it is highly essential to include value development strategies like inculcation approach, moral development approach, analysis approach, Values clarification, Action Based learning etc. so as to provide a multi dimensional approach for developing values. Above all teachers should use the modelling technique by themselves as well as from external resources because values are rather caught than taught.

References

1. Annamma, A.K. (1984). Values, aspirations and adjustment of college students in Kerala. Ph.D., Psy., University of Kerala, Buch M.B., IV Volume, p.1352.
2. Bhusan, A. (1979) "Values Across Sex and Family Vocations" Schools Of Education. Himachal Pradesh University. In Buch. M. B.(ed)1987. Third Survey of Research in Education.
3. Gold, Veronica (2000). Values and value transmitters: A study of secondary student teachers vis-à-vis teaching values in public schools. Ed.D., Clark University, Dissertation Abstracts International, Vol. 60, No. 11, May 2000.
4. Longstreth, L.E.(1979) "Values in Social Studies: Implicit, Explicit or Ignored, Social Education". In S.P. Kulsretha Emerging Value Pattern Of Teachers and New Trends of Education in India , New Delhi: Light and Life Publishers 39.
5. Jayanti & Agarwal Reena (2006) "Relationship between Teacher's Values and Socio-Emotional Climate in Classroom". Journal of Indian Education, Vol-XXX11 No 2 Aug 2006 NCERT New Delhi 110016 pp 106-114.
6. Mohanty, A. (2003). Integration of Human Values in Teacher Education, University News, Vol. 41 (34), Aug. 2003.
7. Nayyar, Surindor Mohan (1989) "Closed Mindedness, Open Mindedness and Teacher Values Of Student Teachers In Relation To Caste and Class" Indian Educational Review.
8. Ragendra Prasad, D. (2005) "A comparative Study of School Teachers and Teacher Educators in the Context Of Globalization". In Talwar(ed) Teacher Education and

Globalisation. Bangalore Cavery Prakashan.126

9. Sherry G P & Verma R.P (1994) 'Personal Value Scale' National Psychological Corporation 4/230 Agra 282004 UP.
10. Vaneeta G (2012) "Personal Value Profile of Student Teachers" Edutracks, June Vol 11 No-10 (38-42)