

# A Study of the Value among Prospective Teachers (B.Ed Students)

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## ABSTRACT

Values are a precipitate of behaviour. They are established predispositions of behaviour. They are what is attractive to a person, they operate as criteria for making judgment between alternative cause of action and they directly influence the quality of the person's behaviour and decision as a rule, the person adopts those values which help him to achieve the ends he desires and which are at the same time sanctioned by the group with which he is identified, his values are thus influenced by and are reflections of his personality. The main purpose of the research was to study the value of prospective teachers as they are the future teachers and many at times become the role models for their students. The researcher took 100 prospective teachers from two colleges of education under C.C S University. The sample was selected using random stratified sampling method. Teacher values inventory by Dr. (Mrs.) Harbhajan. L. Singh and Dr. S.P. Ahluwalia were used for the study. The analysis and interpretation of the data was done by calculating the Mean scores of the values and assigning ranks to those scores. The major findings of the study were: Male and female prospective teachers differ in their value and its Dimensions. The Male prospective teachers gave first preference to Aesthetic, Social, political, and theoretical value and female prospective teachers prominence to overall value, Religious and economic values.

**Keywords:** Values and Prospective Teachers

Education, which has a fundamental role to play in personal and social development, has been used to create a more skilled work force, but often at the cost of the development of the whole person. The long-term goals of human values and moral principles tend to become less important when they have to compete with more immediate economic considerations. Furthermore, whether industrialized or industrializing, many countries in the region are still in the process of democratization and require enormous effort in the dissemination of the principles of universal values, such as human rights for all, and in the promotion of a culture of peace and tolerance.

To this end, education for peace, human rights and democracy (that is, international and values education) should receive more attention and greater priority. Education is a methodical effort towards learning basic facts about humanity. The

family system in India has a long tradition of imparting value education. But with the progress of modernity and fast changing role of the parents it has not been very easy for the parents to impart relevant values in their wards. Therefore many institutes today conduct various value education programs that are addressed to rising problems of the modern society. These programs concentrate on the development of the children, young adults etc. focusing on areas like happiness, humility, cooperation, honesty, simplicity, love, unity, peace etc. How can we develop citizens who can bring about the transformation of the culture of violence, intolerance and greed to one of peace, non-violence and respect for one another? These are not going to be achieved with the click of a finger.

There is no ready-made solution waiting to be adopted. Values cannot be forced, even if conveyed with good intentions. No real integration or

internalization of a value can be achieved unless the learner agrees with it. This Paper explores various approaches to value education from the point of view of an educator or a prospective teacher. The core idea behind value education is to cultivate essential values in the students so that the civilization that teaches us to manage complexities can be sustained and further developed. It begins at home and it is continued in schools.

Everyone accepts certain things in his/her life through various mediums like society or government. Values are a precipitate of behaviour. They are established predispositions of behaviour. They are what is attractive to a person, they operate as criteria for making judgment between alternative cause of action and they directly influence the quality of the person's behaviour and decision as a rule, the person adopts those values which help him to achieve the ends he desires and which are at the same time sanctioned by the group with which he is identified, his values are thus influenced by and are reflections of his personality. People differ in their values and so it is not surprising that their judgments' at the same object, person or situations differ and that they behave differently in the same or similar situations.

Each individual develops values which seem important to him and which guide his life. Conceptually, values refer to those guiding principles of life which are conducive to one's physical and mental health as well as to social welfare and judgment and which are in tune with one's culture. The inculcation of values is by no means a simple matter. There is no magic formula, technique or strategy for this value education in all its comprehensiveness involves developing sensitivity to values, an ability to choose the right values, internalizing them, realizing them in one's life and living in accordance with them. Therefore, it is not a time bound affair. It is a lifelong quest. According to Venkataiah (2007), "Education without vision is waste; education without value is crime; education without mission is life burden"<sup>[1]</sup>. Education in our life enables us to become comfortable and look after our family well.

But as far as the social progress is concerned, value based education is an unavoidable necessity. It is said that values are caught but not taught. Modern educationists are of the opinion that

values are caught as well as taught. In the pursuit and promotion of values, the teacher has the most vital role to play. Teacher with vision would enable proper transmission of values. The outstanding vehicle for inculcation and acquisition of human values could be only education. As stated by the NPE (1986) "In sum, education is a unique investment in the present and the future.

This cardinal principal is the key to the National Policy of Education." Further it stated, "Education has an acculturating role. It refines sensitivity and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit- thus furthering the goals of socialism, secularism and democracy enshrined in our Constitution." The basic mandate of education is to prepare the young for future. The level of fulfilment of such expectations would be an outcome of the level of application, understanding and action on the part of teachers. Nations are made of people. People are made of children. Children are made by teachers. Building a nation takes time; it is all based on the values we teach our children<sup>[3]</sup>.

A teacher has to generate the energy in oneself with which he or she becomes invested with dynamism and a spirit of dedication and handle it in ones work of educating the boys and girls that resort to him or her. A teacher has not only to instruct but also inspire the students. He or she has to influence the life and character of his or her students and equip them with ideas and values which will fit them to enter the stream of national life as worthy citizens. A teacher has to do all these during the years when the children are in school. If teacher is personally committed to the values and practices them in his / her own life, it is foregone conclusion that his / her students will imbibe the values for which teacher stands.

Therefore, if values have to be nurtured in children it would be crucial that their teachers function as role models. According to Swami Ranganath Ananda, whatever India will be in the next generation will depend upon what teachers teach to their students today in the classrooms. Remember that the humanity that our politics and administration handle is the end product of a processing, beginning with the parents at home and teachers in educational institutions. The most important processing takes place under the teachers.

As teachers deal with fresh and impressionable minds of the nation, a teacher's responsibility is to impress on those minds high humanistic values<sup>[10]</sup>. Like a unit of money which circulates and has multiple effects in economy teacher also multiplies his influences among students who come in contact year in and year out. The whole parent community looks up to teacher for the welfare and progress of their children.

Hence the values of teachers attain social significance. It is in school that most children find their teachers are worthy ideals. They consciously or unconsciously imitate the values, ideals and habits of their teachers. The saying, "as the teacher, so the taught and as the school, so the students" is something which cannot be disputed. Values are one of the most important inner factors in determining and shaping the attitudes and behaviors of an individual. In this context the researcher felt the need to study the value preferences of prospective secondary school teachers, as today's teacher trainees are our tomorrow's teachers. The values taken up in the present study are theoretical, economic, aesthetic, social, political and religious values. This study will also stimulate the academic bodies and teacher educators to plan and prepare the prospective teachers.

### Objectives of the Study

1. To study the value of prospective secondary school teachers in relation to their Gender.

### Hypothesis of the Study

1. There is no significant difference between male and female prospective teachers in relation to values.
2. There is no significant difference between male and female prospective teachers in relation to aesthetic values.
3. There is no significant difference between male and female prospective teachers in relation to social values.
4. There is no significant difference between male and female prospective teachers in relation to religious values.
5. There is no significant difference between male and female prospective teachers in relation to political values.

6. There is no significant difference between male and female prospective teachers in relation to theoretical values.
7. There is no significant difference between male and female prospective teachers in relation to economic values.

### Methodology of the Study

**Sample for the study:** The researcher used survey method to collect the data. The researcher selected a sample of 100 prospective secondary teachers from 02 colleges of education affiliated to C.C.S University, using Random Stratified Sampling.

**Tools Employed:** Teacher values inventory by Dr. (Mrs.) Harbhajan. L. Singh and Dr. S.P. Ahluwalia were used for the study.

**Statistical techniques used:** For analysis and interpretation of data the researcher used mean scores and ranks were assigned to the obtained scores.

### Result Analysis and Findings

There is no significant difference between male and female prospective teachers in relation to values.

Table 1

Gender	Numbers	Mean	Standard Deviation	t- Value
Male	50	11.90	2.80	3.10
Female	50	12.80	2.60	

### Interpretation

The data given in the Table 1 clearly indicate the effect of prospective teachers factor in relation to the Overall Values between Male and Female prospective teachers of two contrast groups .the Male prospective teachers (N = 50) score (M = 11.90) Mean score point with (2.80) standard deviation while their counterpart more scored Female prospective teachers (N = 50) score (M = 12.80) mean score with (2.60) standard deviation. The 't' - value clearly indicates (t = 3.10) that both the groups have significant difference in relation to their Overall Values.

Thus on the basis of 't' - value (3.10) 1<sup>st</sup> hypothesis of the study that "There is no significant difference between the Overall Values of Male & Female

prospective teachers”, had been rejected even at the 0.01 level of significance (2.58). The female prospective teachers have more overall value with the compare to Male prospective teachers.

There is no significant difference between male and female prospective teachers in relation to aesthetic values.

**Table 2**

Gender	Numbers	Mean	Standard Deviation	t- Value
Male	50	11.60	2.57	2.56
Female	50	11.00	2.36	

**Interpretation**

It is clear from Table 2<sup>nd</sup> that mean score of Male prospective teachers (M = 11.60) is higher than that of female prospective teachers (M = 11.00). Here calculated value of ‘t’ is 2.56 which is greater than the ‘t’ value given in the table. Hence the null hypothesis is rejected at 0.05 level of significance.

It may be interpreted that. There is no significant difference between aesthetic value of Male and Female prospective teachers.

In other words, it may be said that aesthetic value of male prospective teachers have more than female prospective teachers

There is no significant difference between male and female prospective teachers in relation to social values.

**Table 3**

Gender	Numbers	Mean	Standard Deviation	t- Value
Male	50	14.30	2.37	2.15
Female	50	13.70	2.90	

**Interpretation**

The data given in the Table 3 clearly depicts that the effect of teacher factor in relation to the Social Values between B.Ed students of two contrast groups the Male prospective teachers (N = 50) score (M = 14.30) Mean score point with (2.37) standard deviation while their counterpart more scored Female prospective teachers (N = 50) score (M =13.70) mean score with (2.90) standard deviation. The ‘t’ - value clearly depicts (t = 2.15) that both

the groups have significant difference in relation to their Social Values.

Thus on the basis of ‘t’ - value (2.15) 3<sup>rd</sup> hypothesis of the study that “There is no significant difference between the Social Values of Male & Female prospective teachers ”, had been rejected even at the 0.01 level of significance (2.58).

There is no significant difference between male and female prospective teachers in relation to religious values

**Table 4**

Gender	Numbers	Mean	Standard Deviation	t- Value
Male	50	11.05	2.90	2.38
Female	50	11.90	3.07	

**Interpretation**

Data of the Table 4 reveals that the effect of B.Ed students factor in relation to the Religious Values between prospective teachers of two contrast groups the Male students (N = 50) score (M = 11.05) Mean score point with (2.90) standard deviation while their counterpart more scored Female students (N = 50) score (M = 11.90) mean score with (3.07) standard deviation. The ‘t’ - value clearly depicts (t = 2.38) that both the groups have significant difference in relation to their Religious Values.

Thus on the basis of ‘t’ - value (2.38) 4<sup>th</sup> hypothesis of the study that “There is no significant difference between the Religious Values of Male & Female prospective teachers”, had been rejected at the 0.01 level of significance (2.58).

There is no significant difference between male and female prospective teachers in relation to political values

**Table 5**

Gender	Numbers	Mean	Standard Deviation	t- Value
Male	50	12.30	2.85	9.34
Female	50	9.80	2.35	

**Interpretation**

Result given in the Table 5<sup>th</sup> clearly indicate that the effect of B.Ed students factor in relation to the Political Values between B.Ed students of two

contrast groups the Male prospective teachers (N = 50) score (M = 12.30) Mean score point with (2.85) standard deviation while their counterpart more scored Female prospective teachers (N = 50) score (M = 9.80) mean score with (2.35) standard deviation. The 't' - value clearly reveals (t = 9.34) that both the groups have significant difference in relation to their Political Values.

Thus on the basis of 't' - value (9.34) 5<sup>th</sup> hypothesis of the study that "There is no significant difference between the Political Values of Male & Female prospective teachers", had been rejected even at the 0.01 level of significance (2.58).

There is no significant difference between male and female prospective teachers in relation to theoretical values.

**Table 6**

Gender	Numbers	Mean	Standard Deviation	t- Value
Male	50	14.5	3.50	2.70
Female	50	13.50	2.50	

**Interpretation**

As the data on theoretical value, given in the Table 6<sup>th</sup> clearly indicate the effect of B.Ed students factor in relation to the Theoretical Values between B.Ed students of two contrast groups the Female prospective teachers (N = 50) score (M =14.50) Mean score point with (3.50) standard deviation while their counterpart more scored Male prospective teachers (N = 50) score (M =13.50) mean score with (2.50) standard deviation. The 't' - value clearly reveals (t = 2.70) that both the groups have significant difference in relation to their Theoretical Values.

There is no significant difference between male and female prospective teachers in relation to economic values.

**Table 7**

Gender	Numbers	Mean	Standard Deviation	t- Value
Male	50	10.30	2.90	2.93
Female	50	11.05	2.70	

**Interpretation**

Result given in the Table 7<sup>th</sup> clearly reveals that

the effect of B.Ed students factor in relation to the Economic Values between B.Ed students of two contrast groups the Male prospective teachers (N = 50) score (M = 10.30) Mean score point with (2.90) standard deviation while their counterpart more scored Female prospective teachers (N = 50) score (M =11.05) mean score with (2.70) standard deviation. The 't' - value clearly depicts (t = 2.93) that both the groups did have significant difference in relation to their Economic Values.

Thus on the basis of 't' - value (2.93) 7<sup>th</sup> hypothesis of the study that "There is no significant difference between the Economic Values of Male & Female prospective teachers", had been rejected at the 0.01 level of significance (2.58).

**FINDINGS**

- ♦ **H<sub>1</sub>** "There is no significant difference between Overall Values of Male & Female prospective teachers", had been rejected at the 0.01 level of significance (2.58).

The main findings of the present study against the Objective No. 1<sup>st</sup> was overall values of B.Ed students were affected. In other words, it may be said that overall values of male and female B.Ed students have significant difference. female prospective teachers have more over all value than male prospective teachers.

- ♦ **H<sub>2</sub>** "There is no significant difference between Atheistic Values of Male & Female prospective teachers", had been rejected at the 0.01 level of significance (2.58).

On the basis of previous study against the Objective No. 2<sup>nd</sup> was Atheistic Values of B.Ed students were affected. In other words, it can say that Atheistic Values of Male & Female B.Ed students have significance difference. Male prospective teachers have more Atheistic value in the compare of female prospective teachers.

- ♦ **H<sub>3</sub>** "There is no significant difference between Social Values of Male & Female prospective teachers", had been rejected at the 0.01 level of significance (2.58).

To test the Objective No. 3<sup>rd</sup> of the study it may be said that Social Values of B.Ed students were affected. In other words, it may be said that Social Values of Male & Female B.Ed students having more difference in the respect

of Social Values. Male prospective teachers have more Social value in the compare of female prospective teachers.

- ♦  $H_4$  : There is no significant difference between Religious Values of Male & Female prospective teachers", had been rejected at the 0.01 level of significance (2.58).

The findings of the study reveals against the Objective No. 4<sup>th</sup> was Religious Values of B.Ed students were affected. In other words, it may be said that Religious Values of Male & Female B.Ed students have more deference in respect of Religious value. Female prospective teachers have more Religious value in the compare of male prospective teachers.

- ♦  $H_5$  : "There is no significant difference between Political Values of Male & Female prospective teachers", had been rejected at the 0.01 level of significance (2.58).

The result of the previous study against the Objective No. 5<sup>th</sup> was Political Values of B.Ed students were affected. In other words, it cam say that Political Values of Male & Female B.Ed students have more difference in relation to Political values. Male prospective teachers have more Political value in the compare of female prospective teachers.

- ♦  $H_6$  : "There is no significant difference between Theoretical Values of Male & Female prospective teachers", had been rejected at the 0.01 level of significance (2.58).

The main findings against the Objective No. 6<sup>th</sup> was Political Values of B.Ed students were affected. In case of Theoretical Values, Males are found to be higher than Females. The reason may be this that Males have taken more interest and conscious about theoretical aspects in comparison to Female In other words, the result revealed that theoretical Value was most preferred value by Male.

- ♦  $H_7$  : There is no significant difference between Economic Values of Male & Female prospective teachers", had been rejected at the 0.01 level of significance (2.58).

On the basis of previous result against the Objective No. 7<sup>th</sup> was Economic Values of B.Ed students were affected. In other words, it may be said that Economic Value of Male & Female B.Ed students more deference in respect of economic value. Female prospective teachers have more economic value in the compare of male prospective teachers.

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