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Value Patterns Of Teacher Trainees In Relation To Education Level, Socioeconomic Status, Place Of Residence And Caste

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Abstract:

The aim of the present investigation was to study the value patterns of teacher trainees in relation to their education level, Socioeconomic Status, Place of residence and Caste. For the purpose of the present study, a sample of 100 B.Ed. trainees studying in a self-financed B.Ed. course at Patna Women's College, Patna was chosen. The Study of Value Test developed by Ojha and Bhargava was employed to gauge the value pattern of the teacher trainees. The data so collected was analyzed by converting raw scores into Z-scores and then inferences were drawn studying the percentage distribution of the value indicators and estimating the correlation among the value indicators. The findings of the study revealed that teacher trainees mostly belong to average and high category for the six values involved in the study.

KEYWORDS:

Value Patterns, Teacher Trainees, Patna.

INTRODUCTION:

The values represent what a person considers important in life. The values comprise the individual's philosophy of life. They make up his dos and don'ts his 'right and wrong'. According to Sherry and Verma (1980) "value is a concept of desirable ends, goals, ideas or mode of actions which make human behaviour selective". Philosophically speaking, values are those standards or a code for moral behaviour conditioned by one's cultural tenets and guided by conscience according to which a human being is supported to conduct himself and shape his life patterns by integrating his beliefs ideas and attitudes to realize cherished ideals and aims of life. Values are stable and long lasting, influencing the overall life pattern of an individual. The values which provide the prime motivating force behind man's thought, emotions and actions have to be moral and spiritual. In 1928, individuals had been classified into six major types and called as types of attitudes. Later researches and authors called them values which are of six types, namely, theoretical values, economic values, aesthetic values, social values, political values and religious values.

India is currently passing through a crucial period of development and progress. We are at present faced with a challenge due to break down of values which are a threat for stability of our society. It is very strange that even after sixty four years of independence;we are still discussing the values in our educational system and what type of values should be inculcated among the students. A tremendous responsibility lies upon the teachers to mould and train children in such a way as to make them worthy citizens. Teachers' duty is not only to impart education but also to inspire the students, instil in them values, form their character, refine their heart and discipline their spirit. This is possible only when teachers themselves are part of a value based system of education which attaches due importance to morality and ethics. A good teacher must look at teaching not as a vocation but as a mission. Un less we have teachers who are totally committed towards the students, parents and the society, efforts in improving good quality education will be

meaningless (Walia, 2000). For being an effective teacher, teachers require not only the knowledge of the content, expertise in skills and methodology of teaching but they should also have a favourable attitude towards their profession. They should also carry theoretical, social political, religious, economic and aesthetic values suited to the present day needs.

As a teacher one has to set an example because the children watch teachers carefully. Children's values are only half learned from their parents the rest comes from their teachers. Children observe more than adults. If the teacher's behaviour is value oriented his power to influence the students increase tremendously towards the right direction. Effective and productive learning on the part of the students can be achieved by employing teachers with desirable attitudes, values and beliefs for shaping the behaviour of the students in the desired direction.

Since teachers' play such an important role in the process of value inculcation among their students, there is an urgent need to look into the value patterns of the teachers themselves. The B.Ed. trainees are the future teachers who would be the part of the teaching community in the near future since those teacher trainees are in the process of acquiring attributes requisite for becoming competent teachers, a study of their value preferences will definitely be helpful in moulding them into better teachers.

Zubeen (1984) found that the teachers high on theoretical values dominated their class room behaviour whereas teachers high on religious values exhibited indirect behaviour more often than others. The teachers high on aesthetic values were reported to use the controlling behaviour. Rao (1986) revealed that the negative values like economically hedonistic, power and family prestige when over weighed in the value system had a determining effect on it. Prabhawati (1987) found that male teachers secured better points in the aesthetic, political and social values. Clemence (1989) reported that only social value had an effect on the total job satisfaction of teachers. Maheshwari (1989) reported that teachers having higher theoretical, economic, social, political and social values had positive attitude towards teaching. Aggrawal (1991) revealed that economic and political values were significantly related to job satisfaction. Nakum (1991) found interactive effect of sex, area and SES on democratic and economic values. Rawat (1992) found that sex, locality, types of organization and grades of teachers very feebly affected their value pattern. Nautiyal and Uniyal (2002) explored a significant relationship between values of teachers and their efficiency. Kukreti, Saxena and Gihar (2005) revealed a negative relationship between economic and political values and teaching competence. It was also concluded that social, religious and aesthetic values may not be considered as important determinants of effective teaching, while knowledge, creative and humanistic values play dominating role in making a teacher competent. Faranask (2007) investigated that age and subjects taught by the teachers do not have a significant effect on their work values. Pandey (2007) revealed that secondary school teachers teaching in private Vs government aided and recognized schools showed significant relationship between awareness of fundamental duties and adherence to values. Prasad (2008) found that there were more similarities among the male and female teachers with regard to more preferred terminal values and fewer similarities with regard to less preferred terminal value.

OBJECTIVES

1. To evaluate the value patterns of B.Ed. Trainees studying in Patna Women's College.
2. To compare the value patterns of B.Ed. Trainees from urban and rural background.
3. To compare the value pattern of B.Ed. Trainees on the basis of their educational level.
4. To compare the value patterns of B.Ed. Trainees from high, middle, and low socio-economic status.
5. To compare the value pattern of B.Ed. Trainees on the basis of their caste.
6. To study the relationship between the indicators of the values on their standard scores.

SAMPLE

Purposive sampling technique was adopted to select the sample. The sample consisted of 100 B.Ed. Trainees from self-financed Patna Women's College of Patna district.

TOOLS USED

The following tools were used by the investigators:

· Study of Value Test developed by Dr. R.K. Ojha and Dr. Mahesh Bhargava. This test is self-administering and consists of two parts. The first part consists of 30 items with two alternative answers and second part consists of 15 items with four alternatives answers. In all there are 45 statements with 120 alternative answers. It assesses the 6 values- theoretical value, economic value, aesthetic value, social

value, political value, religious value.

—   Personal data sheet – A self-developed personal data sheet was employed to gather detailed personal information involving various demographic variables of the sample subject. It involved information regarding their education level, caste, place of residence and socio-economic status.

STATISTICAL TREATMENT

Once the data collection and scoring of the value test was done, the raw scores were transformed into 'z' score to follow the norms the tool adopted. Correlation and percentage distribution was obtained to test the hypotheses and draw inferences.

RESULTS

The present study deals with the patterns of teacher trainees in relation to various demographic variables that include education level, caste, socio-economic status and place of residence.
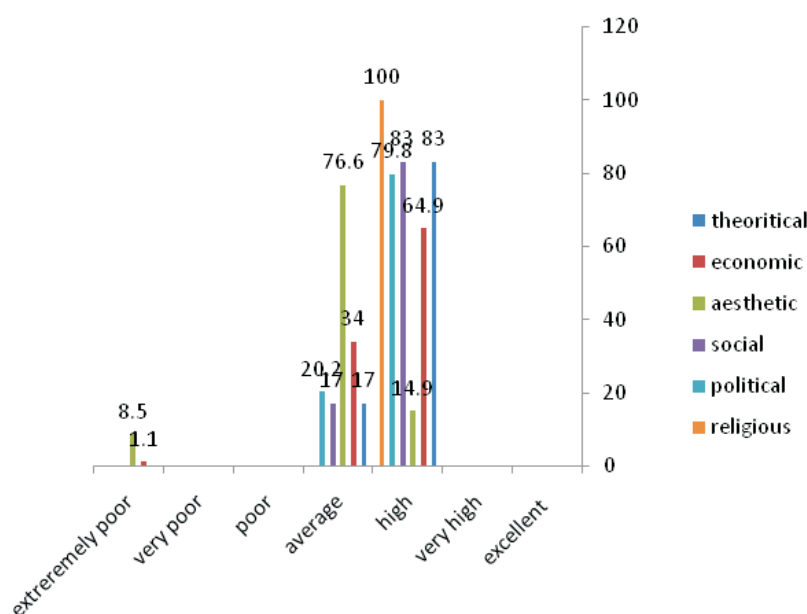
Figure

To evaluate the value patterns of B.Ed. Trainees studying in Patna Women's College.On evaluating the value patterns for the six selected value indicators Theoretical,economic,aesthetic,social,political and religious among the 100 B.Ed. trainees, it is observed that almost all of them fall between average and high categories but for aesthetic value it is observable from the Figure 1 graph that 8.5% of the trainees are under the extremely poor category and a very insignificant number i.e. 1.1% of the trainees were observed to have extremely poor economic value. Hence, indicating that the trainees for the course possess on an average optimum values with respect to the population, which is of crucial for the teaching profession. This finding is in consonance to the finding of Mumthas (2006) which reflect that female teacher educators have more preference for social and aesthetic values.All the B.Ed. trainees have high religious value it is indicated by 100% percentage distribution. This result is supported by research findings of Uniyal (2002).

Table : Percentage distribution of the value pattern of B.Ed. Trainees on the basis of their educational level

	Education	graduate	post-graduate
	high	81	86.7
Theoretical	average	19	13.3
	high	65.1	63.3
economic	average	33.3	36.7
	extremely poor	1.6	0
	high	12.7	20
aesthetic	average	76.2	76.7
	extremely poor	11.1	3.3
	high	81	56.7
Social	average	19	13.3
	high	76.2	86.7
Political	average	23.8	13.3
Religious	high	100	100

Table -1 reveals that post graduate students have more theoretical value as more number of postgraduate trainees are under high category (86.7%) than that of graduate students with 81%. The possible reason for this difference could be due to dominance of rationale approach among post graduate trainees in comparison to graduate trainees. However, there is only marginal difference for economic value between graduates and postgraduates with percentage distribution of 65.1% and 63.3% respectively. On the other hand on observing the percentage distribution for aesthetic value, it is observed that 20% of postgraduates belong to high category for aesthetic sense whereas only 12.7% of graduate trainees belong to high category. This seems to be due to care for accuracy, punctuality and attractive manners among post graduates. Results further indicate that social sense is seen to be towards higher side among graduate with 81% of individuals falling in high category when compared to the post-graduates only 56.7% of trainees are observed under the high category. Findings also show that postgraduate number is more with high category (86.7 %) in political value than that of graduates (76.2 %). On religious value there was no difference observed between graduates and postgraduates However, in research studies conducted to find value difference among students from different disciplines revealed that science students have more dominating, theoretical, economic and aesthetic values than arts students (Sinha, 1993; Pant and Abraham, 2004).

Table : Percentage distribution of the value patterns of B.Ed. Trainees from high, middle, and low socio-economic status

	SES	Low	Middle
Theoretical	high	91.3	76.6
	average	8.7	23.4
Economic	high	65.2	63.8
	average	34.8	34
	extremely poor	0	2.1
Aesthetic	high	10.9	19.1
	average	82.6	70.2
	extremely poor	6.5	10.6
Social	high	71.7	93.6
	average	28.3	6.4
Political	high	80.4	78.7
	average	19.6	21.3
Religious	high	100	100

Table – 2 shows the percentage distribution of B.Ed. trainees over the low and the middle socioeconomic status. The percentage distribution for theoretical value reveals that trainees with low socioeconomic status (91.3%) are more in number for high category than that of middle socioeconomic status (76.6%). For economic value the almost equal numbers of trainees fall under the high and average category. This may be due to exposure to more adverse situations in life in comparison to trainees from middle socioeconomic status. This finding is supported by Basu and Pandey (2012). Percentage distribution for aesthetic value however indicate that aesthetic value is more among trainees with middle socioeconomic status (19.1%) as compared to the number of trainees with low socioeconomic status (10.9%). It is also evident from the number of trainees with middle socioeconomic status (80.4%) that they have high social value in comparison to the number of the trainees with low socioeconomic status (71.7%). High percentage distribution of trainees with low socioeconomic status (80.4%) for political value leads to interpretation that they have slightly better political sense in comparison to the trainees with middle socioeconomic status (78.7%).

Table : Percentage distribution of the value patterns of B.Ed. Trainees from urban and rural background

	RESIDENCE	Rural	Urban
Theoretical	high	84.6	81.8
	Average	15.4	18.2
Economic	high	61.5	67.3
	Average	38.5	30.9
	extremely poor	0	1.8
Aesthetic	high	7.7	20
	Average	87.2	69.1
	extremely poor	5.1	10.9
Social	high	79.5	85.5
	Average	20.5	14.5
Political	high	87.2	74.5
	Average	12.8	25.5
Religious	high	100	100

From Table – 3, it was observed that trainees residing in rural areas have high theoretical value as indicated through their percentage distribution (84.6%) than trainees residing in urban area (81.8%). More number of urban trainees (67.3%)fall under the high category for economic value than that of rural trainees (61.5%) as visible in the table. Further it is observed that the percentage of urban trainees (20%) is in the high category for aesthetic value than the trainees residing in rural areas (7.7%). Teacher trainees under high category of social value come from the urban areas (85.5%). On the other hand more percent of rural trainees (87.2%) have high political value than that of trainees residing in urban areas. Most of these research findings are found to be similar to the findings of Joshi, Sharma and Yadav (2004).

Table :Percentage distribution the value pattern of B.Ed. Trainees on the basis of their caste

	CASTE	General	SC/ST/OBC
Theoretical	high	83.3	82.8
	average	16.7	17.2
Economic	high	55.6	70.7
	average	41.7	29.3
	extremely poor	2.8	0
Aesthetic	high	27.8	6.9
	average	63.9	84.5
	extremely poor	8.3	8.6
Social	high	86.1	84
	average	13.9	19
Political	high	83.3	77.6
	average	16.7	22.4
Religious	high	100	100

Table – 4 displays Percentage distribution of B.Ed. trainees over various categories for caste. Findings further reveal that there is no difference among general and reserved caste trainees for theoretical value. However, higher percentage distribution of reserved caste (70.7%) on economic value than general caste is visible through table. In the context of aesthetic value it is observed that in the higher category, general caste has high percentage distribution (27.8%) than that of the reserved caste but in the category of average there is higher percentage of 84.5% reserved caste trainees than that of general caste. The possible reason for this may be due to their emphasis on systematic work and love for aesthetic things. This may be due to the fact that they possess positive attitude towards new ways of living. From the table it is clearly visible that there is not much difference in the percentage distribution of the trainees between general caste and reserved caste. Lastly, in case of political value general caste trainees are seen to be in higher percentage (83.3%) than that of the reserved caste trainees.

religious- aesthetic
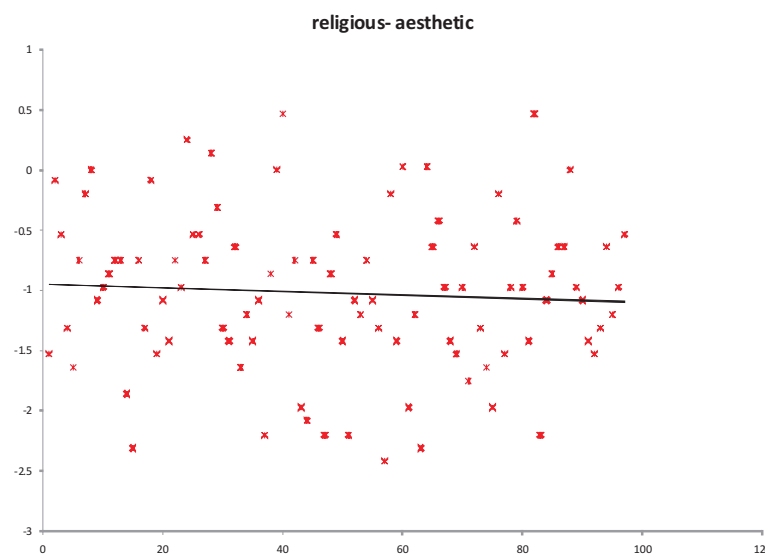
Figure

Table : Correlation matrix of the standardized scores of selected value indicators

	z_economic	z_aesthetic	z_social	z_political	z_religious
z_theoretical	0.03	-0.05	0.01	0.00	-0.20
z_economic		-0.02	-0.16	-0.10	-0.14
z_aesthetic			-0.17	-0.07	-0.31**
z_social				-0.06	-0.11
z_political					-0.14

Table – 5 represents the correlation matrix of the standardised scores of selected value indicators indicating that there is no significant correlation among the selected values except in the case of aesthetic value and religious value.A negative correlation (-0.31) between the standard scores of religious value and aesthetic value emphasise that trainees with high religious value have poor aesthetic sense and vice versa.

CONCLUSIONS

1.Evaluation of the value patterns of B.Ed. trainees studying in Patna Women's College reflects that   most of the trainees are between average and high categories for six selected values: Theoretical, economic, aesthetic, social, political and religious.
2.On comparing the value pattern of B.Ed. trainees on the basis of their educational level it can be concluded that for theoretical value maximum number of postgraduate students belong to the high category but for economic value more number of graduate students belong to the high category. Postgraduate trainees are however have better aesthetic sense than that of graduate trainees. Socially graduate trainees are more active than that of Postgraduate trainees. Finally for political value more number of postgraduate

trainees are under the high category.

3.Comparison of the value patterns of the B.Ed. trainees with respect to their socioeconomic status reveals that more number of trainees with low socioeconomic status have high theoretical value, political and economic value but opposite result is observed for aesthetic and social value with more number of trainees with middle socioeconomic status falling under high category.

4.Comparison pattern of the B.Ed. trainees from urban and rural background shows that more number of trainees with rural background belongs to the high category for theoretical and political value than trainees residing in urban areas but for economic, aesthetic and social value more number of urban trainees are under high category.

5.Value pattern of B.Ed. trainees on the basis of their caste shows that general caste trainees fall under high category for theoretical, aesthetic, social and political value whereas only for economic value reserved caste trainees are under high category.

6.Studies on the relationship between the indicators of the values on their standard scores conspicuously indicate absence of relationship between different values for the B.Ed. trainees except for negative correlation existing between religious value and aesthetic value.

IMPLICATIONS

1.The findings of the study are very useful for the curriculum planners of teacher education programme. Need based and value based curriculum relevant to Indian society should be included in Teacher Education, which has been clearly visualized by NCTE.

2.There is devaluation of values in various aspects of life relating to political, social, philosophical, economic, educational, and cultural and many other fields. Therefore carefully planned and consciously prepared programmes should be organized to motivate the teachers as well as the students to enable them to inculcate all the high-quality values.

3.Teachers can influence the future generations to develop a positive attitude with a healthy value-base. This depends largely on the competence as well as dedication of teachers. If the student has to be taught values, first the teacher has to be taught the values. Top priority should be given to the appointment of teachers equipped with high-quality values.

4.Teacher education programmes should be organized from time to time so that the teacher educators can practice the values in the field of life and work. Moreover, frequent workshops under the teacher training programmes should also be organized and it should be impressed upon the teacher trainees that it is their duty to impart values to the students, and that is obligatory for them to become value conscious and practice values themselves.

5. Adequate provisions should be there to orient in-service teachers through different modes with enriched materials/packages on value education.

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