

PERSONAL VALUES AMONG B. ED. SPECIAL EDUCATION
(MR) TEACHER TRAINEES: AN ANALYSIS



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ABSTRACT

Background: Values can be considered as one's behavior, thoughts and beliefs which are linked with the social expectations and demands. It is important to give due importance for the development of values particularly among the future teachers. Human values are associated with the character, temperament and beliefs through which life pattern of an individual can be influenced. The culture, traditions, societal beliefs could be the foundation of human values. Values are directly related with usefulness and importance. **Objective:** To find out the personal values among the teacher trainees studying B. Ed. special education (MR). **Participants:** 53 teacher trainees studying B. Ed. special education (MR) were selected for the present study. **Design:** The survey research method using Cluster sampling method was employed. **Tool:** Personal Value Questionnaire (PVQ) developed by Sherry & Verma (1988) and published by National psychological Corporation, Agra was used. The PVQ consists of 40 items across 10 sub domains. **Results:** The results reported that there was no significant difference in the different personal values with respect to qualification. The analysis with respect to gender and marital status in the values economic ($t=2.286$, $p<0.05$) and family prestige value ($t= 2.498$, $p<0.05$) respectively shows significant difference. **Conclusion** with the help of the above analysis it can be concluded that the female were found to be much cautious in terms of economic value in compare to the male counterpart. Further it shows that married participants have strong belief towards the family prestige value when it is compared to the unmarried.

KEY WORDS: Personal values, b. ed. teacher trainee, special education (mental retardation).

INTRODUCTION

The education for man making and character building has been highlighted by Swami Vivekananda. Education is a process where one instills values among the students to prepare them to lead a meaningful life according to the social demands. There are several important policies which have been encouraging to inculcate values through early life's education among the learners. Teachers may have great role in advancing the values systems and molding personality of their learners in order to make them enlightened and responsible citizen of the country (Patel & Bharti, 2003). Teachers could be the right person to create awareness and sensitivity of responsibilities, duties and values among the learners. An efficient teacher aims at enlightening the young minds and illumining the hearts of individual. Teachers are the strong support of the nation (Nitasha, 2013). Values influences the behavior, function ideal activities and needs of an individual. The society has its own beliefs, ideals, principles, philosophy, practices and behavioral norms. And one needs to adopt themselves for to be accepted in the particular society.

The aspects which influences the values are called 'Sanskar'. In the language of psychology these are called hereditary traits coming from the parents. The other factors which can be taken in to account are the habits of family members and family code of conducts which has a huge impact on the children. The educational institutions and social ethos are equally significant factor which affect the values development

and its system. However, it functions directly and indirectly through society only (Gore, 2012). There is a tremendous change has taken place in the Indian society due to the impact of globalization and advancements in the field of information and communication technology. These advances have resulted in the change of the societal structure and subsequently influenced the value pattern. College going students are the most influenced as they are in the process of transition from college to work. When we Look at the earlier research and studies, it can be noticed that values of the college students have been found very dynamic (Ahmad & Subramanian, 2013). The field of education is a very crucial platform for the cultivation of a wholesome and healthy society. The attitude of teachers has a great influence on the students, parents and colleagues that they work with and also the institution where they work. Moreover, in the field of special education, teachers expected to have higher level of values and a strong positive attitude in order to deal with children with special educational needs. They must be able to inspire the children to develop a positive attitude too. In short, the attitudes of the teachers influence the performance of the students (Ahmad & Subramanian, 2013). Therefore, a need was felt to study the values among teacher trainees of B. Ed. special education (mental retardation).

OBJECTIVE

To find out the difference in the personal values among teacher trainees studying B. Ed. special education (Mental Retardation) with reference to gender, qualification and marital status.

METHOD

Participants:

53 teacher trainees studying B. Ed. special education (MR) were selected for the present study based on the following were the inclusion criteria: willingness to participate, only those who were undergoing regular B. Ed. special education (MR) course and both the genders (Male/Female) were included.

Design:

The survey research method using cluster sampling method was employed to achieve the objectives of the present investigation.

Tool:

Personal Value Questionnaire (PVQ) developed by Sherry & Verma (1988) was used. The PVQ has 40 items across 10 sub domains i.e. The reliability of (1) religious, (2) social, (3) democratic, (5) aesthetic, (6) economic, (7) knowledge, (8) hedonistic, (9) power and (10) family prestige & health value and the reliability coefficient were .64, .47, .48, .56, .70, .50, .63, .60, .67, and .52 respectively. This tool has been used by the several researchers since, it has been standardized (Sherry & Verma, 1988).

Procedure:

Prior to collection of data, the written permission was sought from the concerned head of the institutions. The participants were explained the aims and objectives of the study. The administration of the tool was scheduled as per the participants' convenience. All the participants received tool and voluntarily completed it. After completion, participants were thanked for their participation by the investigators.

Statistical Analysis:

The collected data was analyzed by applying independent t-test to find the difference among the selected participants with respect to gender, qualification and marital status.

RESULTS

Table: 1 shows comparison of Mean and SD of personal values with respect to gender

Values	Gender	N	Mean	SD	df	t	Sig.
Religious Value	Male	15	11.93	2.91	51	.376	p>0.05
	Female	38	12.26	2.86			
Social Value	Male	15	13.40	2.66	51	1.155	p>0.05
	Female	38	12.50	2.51			
Democratic Value	Male	15	14.13	2.47	51	.580	p>0.05
	Female	38	13.65	2.76			
Aesthetic Value	Male	15	13.06	2.30	51	1.704	p>0.05
	Female	38	14.52	2.59			
Economic Value	Male	15	10.00	2.77	51	2.286*	p<0.05
	Female	38	12.02	2.95			
Knowledge Value	Male	15	10.46	2.23	51	1.807	p>0.05
	Female	38	11.86	2.65			
Hedonistic Value	Male	15	11.13	2.87	51	.850	p>0.05
	Female	38	10.42	2.69			
Power Value	Male	15	9.93	2.93	51	1.698	p>0.05
	Female	38	8.36	3.05			
Family Prestige Value	Male	15	13.86	2.47	51	.937	p>0.05
	Female	38	12.92	3.57			
Health Value	Male	15	8.20	8.89	51	.708	p>0.05
	Female	38	7.60	3.01			

*-Significant at 0.05 level

In order to find out whether there is a difference in different personal values with respect to gender t test was applied. The analysis [Table-1] shows that 15/53 were males (28%) and 38/53 were females (72%). Both the groups did not differ on the basis of religious ($p=0.376$), social ($p=1.155$), democratic ($p=.580$), aesthetic ($p=1.704$), knowledge ($p=1.807$), hedonism ($p=0.850$), power ($p=1.698$), family prestige ($p=0.937$) and health ($p=0.708$). The difference was found only on the economic value ($p=2.286$, $p<0.05$). The result directs that there was no significant difference in personal values with respect to gender other than the economic value.

Table: 2 shows comparison of Mean and SD of personal values with respect to qualification

Values	Qualification	N	Mean	SD	df	t-Value	Sig.
Religious Value	Under Graduate	34	12.55	2.75	51	1.338	p>0.05
	Post Graduate	19	11.47	2.96			
Social Value	Under Graduate	34	12.94	2.59	51	.705	p>0.05
	Post Graduate	19	12.42	2.54			
Democratic Value	Under Graduate	34	13.97	2.61	51	.646	p>0.05
	Post Graduate	19	13.47	2.81			
Aesthetic Value	Under Graduate	34	14.11	3.33	51	.015	p>0.05
	Post Graduate	19	14.10	1.79			
Economic Value	Under Graduate	34	11.38	2.95	51	.225	p>0.05
	Post Graduate	19	11.57	3.22			
Knowledge Value	Under Graduate	34	11.58	2.59	51	.433	p>0.05
	Post Graduate	19	11.26	2.66			
Hedonistic Value	Under Graduate	34	10.26	2.60	51	1.280	p>0.05
	Post Graduate	19	11.26	2.92			
Power Value	Under Graduate	34	8.82	2.19	51	.038	p>0.05
	Post Graduate	19	8.78	2.93			
Family Prestige Value	Under Graduate	34	12.70	3.15	51	1.437	p>0.05
	Post Graduate	19	14.05	3.47			
Health Value	Under Graduate	34	7.67	2.96	51	.342	p>0.05
	Post Graduate	19	7.94	2.36			

The analysis [Table-2] shows that 34/53 were undergraduates (64%) and 19/53 were postgraduates (36%). Both the groups did not differ with regard to religious ($p=1.338$), social ($p=.705$), democratic ($p=.646$), aesthetic ($p=.015$), economic value ($p=.225$), knowledge ($p=.433$), hedonism ($p=1.280$), power ($p=.038$), family prestige ($p=1.437$) and health ($p=.342$). The result of the analysis shows that there was no significant difference in personal values with respect to qualification.

Table: 3 shows comparison of Mean and SD of personal values with respect to marital status

Values	Marital Status	N	Mean	SD	df	t	Sig.
Religious Value	Married	33	12.03	3.08	51	.454	p>0.05
	Unmarried	20	12.40	2.47			
Social Value	Married	33	12.75	2.65	51	.010	p>0.05
	Unmarried	20	12.75	2.46			
Democratic Value	Married	33	13.60	2.90	51	.649	p>0.05
	Unmarried	20	14.10	2.26			
Aesthetic Value	Married	33	13.75	2.58	51	1.167	p>0.05
	Unmarried	20	14.70	3.24			
Economic Value	Married	33	11.09	2.65	51	1.122	p>0.05
	Unmarried	20	12.05	3.54			
Knowledge Value	Married	33	11.54	2.82	51	.263	p>0.05

	Unmarried	20	11.35	2.23			
Hedonistic Value	Married	33	11.00	3.01	51	1.296	p>0.05
	Unmarried	20	10.00	2.15			
Power Value	Married	33	8.84	3.33	51	.112	p>0.05
	Unmarried	20	8.75	2.67			
Family Prestige Value	Married	33	14.03	3.33	51	2.498*	p<0.05
	Unmarried	20	11.80	2.82			
Health Value	Married	33	7.93	2.82	51	.562	p>0.05
	Unmarried	20	7.50	2.64			

*-Significant at 0.05 level

The analysis [Table-3] shows that 33/53 were married (62%) and 20/53 were unmarried (38%). Both the groups did not differ on the basis of religious ($p=.454$), social ($p=.010$), democratic ($p=.649$), aesthetic ($p=1.167$), economic ($p=1.122$), knowledge ($p=.263$), hedonism ($p=1.296$), power ($p=.112$) and health ($p=.562$). The only family prestige value differs significantly with respect to marital status at 0.05 level of significance ($t= 2.498$, $p<0.05$).

DISCUSSION

The personal values can be considered as representation of the highest state of mind, thoughts, and can even be assumed as a part of spirituality of a person. The study conducted by Bhatia, Bhasin, Upreti, Pandit, & Singh (2007) on personal values reported no gender difference on any of these values. It shows that on ethical beliefs male and female use almost similar values. Similarly, in the present study also it indicates [Table-1] that there was no significant difference among the selected samples on Personal Values with respect to gender other than the economic value which is found to be significant at 0.05 level of significance ($t= 2.498$, $p<0.05$). The results of this analysis interestingly revealed that there is no significant differences exist with respect to gender among the selected samples and all the values were equal. Study carried out by (Verma, 2011) reported that the college students show higher priority for economic, and power values, and lower for aesthetic, and hedonistic values. However, an average liking was observed towards religious, and family prestige values, lower for democratic, knowledge, and health values and the lowest for social value.

The analysis of t test [Table-2] indicates that the t- values were not found significant on any of the Personal Values with respect to qualification. This further indicates that there is no differences exist with regard to qualification. All the Values were given the equal importance. The difference with respect to qualification is not seen may be because of less number of sample or the undergraduate or postgraduate education has no contribution in the field of personal values. Similarities in many of the values have been reported with respect to qualification. The hierarchies of values of the undergraduate were knowledge, health, family prestige, democratic, social, religious, aesthetic and hedonistic. Whereas the orders of preference of values by postgraduate were knowledge, economic, democratic, family prestige; social etc. the ninth and tenth rank was given to hedonistic and religious value (Yudhister, 2013). Pandey & Singh (2008) conducted a study on 30 employed and 30 unemployed women to find out women empowerment, personal values, health and reproductive health behaviour. It was reported that employed women were more empowered and superior on social, democratic, hedonistic and power values than the unemployed women.

Results related to personal values and its sub areas with respect to the marital as shown in Table 3. The results of t test for personal values indicates that the only family prestige value is found to be significant. The Mean scores and SD on family prestige value with reference to marital status i.e. married and unmarried were 14.03, 11.80 and SD were 3.33, 2.82 respectively. The t-value was found to be significant at 0.05 level of significance ($t= 2.498$, $p<0.05$), indicating there is significant difference in the mean scores of family prestige value with respect to marital status. This indicates that the married group has greater concern for

the Family prestige value when it is compared to those of unmarried group. Usually it has been seen that the married people have much concern for the family and its prestige than the unmarried people this may be because of responsibility and other related factors. However, other than the family prestige value none of the personal values were found to be significant with respect to marital status. Study conducted by Gore (2012) on 400 college going girls reveals that value is positively related to socio-economic status, as all the groups differ to each other regarding social value and hedonistic value. The attitude of teacher trainees studying integrated B.Sc., B. Ed (n=50) towards the development of values carried out by Sharma & Sharma (2013) reported that majority of the teacher's trainees are opined that values development are the collective effort of the teachers and the parents.

QUALITATIVE ANALYSIS

There are certain issues in research which are difficult to express in the light of quantitative analysis. As there are many personal values which has been studied in the present study but shows no significant difference on the selected demographical variables such as gender, qualification and marital status. Considering that, there are some important observations which have been discussed below by making use of qualitative analysis. The preferences to personal values by female were given as follows, aesthetic, democratic, family prestige, social, religious, economic, knowledge, hedonistic, power and health value. Whereas the preference from the male were contradictory in some of the personal values, the preferences were in the following order democratic, family prestige, social, aesthetic, religious, hedonistic, knowledge, economic, power and health value. When the data was analyzed with respect to qualification i.e. undergraduate and post graduate it was seen that the personal values were in this order for the undergraduate group, aesthetic, democratic, social, family prestige, religious, knowledge, economic, hedonistic, power and health value. Whereas for the postgraduate group the preferences were as follows, aesthetic, family prestige, democratic, social, economic, religious, knowledge, hedonistic, power and health value. While analyzing with respect to marital status it was found that the family prestige, aesthetic, democratic, social, religious, knowledge, hedonistic, economic, power and health value were expressed in terms of preference by the selected unmarried group. Whereas the preference expressed by the married group were aesthetic, democratic, social, religious, economic, family prestige, knowledge, hedonistic, power and health value.

CONCLUSION

The success of special education program depends to a large extent on the special educators irrespective of placement options where they work such as special, integrated and inclusive education. The role of personal values has a great advantage in order to be in the field of special education and that too in mental retardation. It also has been seen that among all the disabilities the mental retardation is found to be the most challenging when it is compared with other disabilities like hearing impairment and visual impairment. The research studies pertaining to the personal values among the teachers help to identify their choices on different values or on certain areas of personal values. Teachers with adequate temperament, sincerity, spirit, courage, emotional attachment with the pupil and concern towards nation development will be able to fulfill the educational objectives and national goals. Hence, this study aimed at finding out the significant differences in the personal values and its components among teacher trainees of B. Ed. special education (MR) with regard to their gender, qualification and marital status. The present study emphasized much on the demographical variables of the special education teacher trainees. However, the researcher of the present study could not find any study related to the demographically variables of the selected samples.

LIMITATIONS OF THE STUDY

The number of participants were only 53, this could have been more. The samples selected for the study were only from two institutions offering special education courses. This study confined to only teacher trainees of B. Ed. special education (MR) while D. Ed. also could have been included. The disability area such as hearing, visual impairment also could have been studied. The present study is a descriptive research if it

would have an experimental it might have lead to the greater generalization. The study has much focused on three different demographic variables (gender, qualification & marital status) whereas the other variables such as socio economic status, parents education & occupation, and locality also should have been studied.

STRENGTH OF THE STUDY

The investigators tried their level best but couldn't find a single study on the personal values among the teacher trainees of B. Ed. special education (MR). The present study may be considered as the first study of its kind from India, as there is no study conducted previously on this topic. This throws the lights on different personal values and how it is being practiced by the emerging teachers of India in the field of special education (MR) with respect to their gender, qualification and marital status. The result has come out with the findings that females are much focused on the economic value when it is compared to their male counterpart. The married group of sample shows greater concerned for the family prestige value than the unmarried sample of those groups.

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ACKNOWLEDGMENT

The investigators of the present study acknowledge their sincere thanks to Dr. Seema Sareen, Assistant Professor, Dev Samaj College of Education, Sector-20, Chandigarh, for her contribution in the Analysis of data.