

A Study of the Value Preferences of Prospective Secondary School Teachers

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Abstract : The main purpose of the research was to study the value preferences of prospective secondary school teachers as they are the future teachers and many at times become the role models for their students. The researcher took 650 prospective secondary school teachers from 10 colleges of education under Nagarjuna university. The sample was selected using random stratified sampling method. Teacher values inventory by Dr. (Mrs.) Harbhajan. L. Singh and Dr. S.P. Ahluwalia was 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: 1) The prospective secondary school teachers gave first preference to social value and last preference to political value. 2) Male and female prospective secondary school teachers differ in their value preferences. 3) The graduate and post graduate prospective secondary school teachers differ in their value preferences.

Key Words : Values ,Value- preferences, Prospective Secondary School Teachers

I. Introduction

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.

According to Ebel Robert (1969) "Anything capable of being appreciated is a value- food, money, a poem; a political doctrine, a religious creed, a member of other sex etc. are values" [2]. In the words of Ruby (1960), "By values we refer to objects or situations or activities which are liked or desired or approved by human beings" [8].

Role of Teacher in Inculcating Values

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"[11]. 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 fulfillment 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[3].

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 one's 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 Ranganathananda, 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 [10].

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 secondary school teacher for the fast changing society in light of the feedback received.

II. Objectives of The Study

1. To study the value preferences of prospective secondary school teachers.
2. To study the value preferences of male and female prospective secondary school teachers
3. To study the value preferences of graduate and post graduate prospective secondary school.

III. Methodology

Sample for the study: The researcher used survey method to collect the data. The researcher selected a sample of 650 prospective secondary school teachers from 10 colleges of education affiliated to Nagarjuna University, using Random Stratified Sampling. **Tools Employed:** Teacher values inventory by Dr. (Mrs.) Harbhajan. L. Singh and Dr. S.P. Ahluwalia was 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.

IV. Result Analysis and Findings

A. The value preferences of prospective secondary school teachers: To observe the order of value preferences of the prospective secondary school teachers, the mean scores of the values were calculated. The values were assigned ranks based on the mean scores and the results are presented in table no.1

Table 1

Values	Mean	Ranks
Theoretical	94.11	2 nd
Economical	80.15	5 th
Aesthetic	82.83	4 th
Social	104.68	1 st
Political	78.68	6 th
Religious	84.54	3 rd

The mean scores of the values indicate that the prospective secondary school teachers gave first preference to social value followed by theoretical, religious, aesthetic, economic and political. The same could be observed from Fig. 1. This finding is corroborated by Kakkar (1971), Macheil (1991) whose studies showed that teacher trainees gave first preference to social value. Last preference to political values is in disagreement with finding of Pal (1969) whose study showed that student teachers gave last preference to religious value.

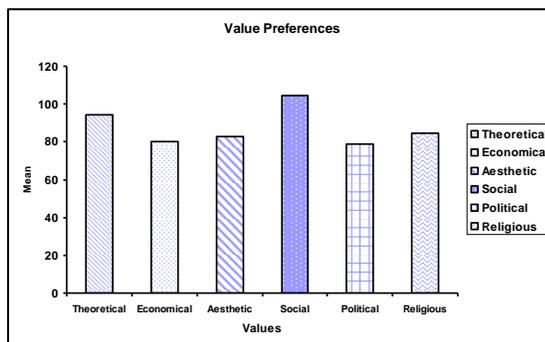


Figure 1. Value preferences of prospective secondary school teachers.

B. The value preferences of male and female prospective secondary school teachers: To find out the value preferences of Male and Female Prospective Secondary School Teachers, the

mean scores of the values were calculated. The values were assigned ranks based on the mean scores and the results are presented in table no.2

Table 2

Values	Male	Female
Theoretical	97.72 (5)	100.67 (2)
Economic	102.18 (2)	99.36 (5)
Aesthetic	98.09 (4)	100.56 (3)
Social	96.39 (6)	101.06 (1)
Political	107.81 (1)	97.72 (6)
Religious	99.18 (3)	100.24 (4)

Table 2 shows that there is difference in the order of value preferences of male and female prospective teachers. The male prospective teachers gave first preference to political value and last preference on the social value. The female prospective teachers gave highest preference to social value and the lowest preference to political value. The female prospective teachers scored higher on theoretical, aesthetic and religious values than the male prospective teachers. The same could be observed from fig .2.

This finding is in agreement with the findings of Dhull (2005), Patel (1975), Nakum (1991). The male prospective teachers scored higher on the economic and political values than the female prospective teachers. This finding is in agreement with the finding of Verma and Tyagi (1988).

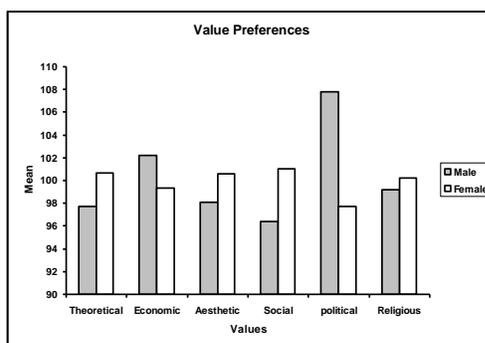


Figure 2. Value preferences of male and female prospective secondary school teachers

C. Value preferences of graduate and postgraduate prospective secondary school teachers:

To find out the value preferences of graduate and postgraduate Prospective Secondary School Teachers, the mean scores of the values were calculated. The values were assigned ranks based on the mean scores and the results are presented in table no.3

Table 3

Values	Graduates	Post Graduates
Theoretical	99.93 (5)	100.22 (2)
Economic	100.78 (1)	97.62 (6)

Aesthetic	100.71 (2)	97.84 (5)
Social	98.75 (6)	103.82 (1)
Political	99.99 (4)	100.02 (3)
Religious	100.35 (3)	98.94 (4)

Table 3 shows that there is a difference in the value preferences of graduate and post graduate prospective secondary school teachers. The graduates gave first preference to economic value followed by economic, aesthetic and religious values. They gave last preference to social value, whereas the post graduates first preference to social value and last preference to economic value. The graduates scored more on the economic, aesthetic and religious values than the post graduates. The same could be observed from Fig. 3.

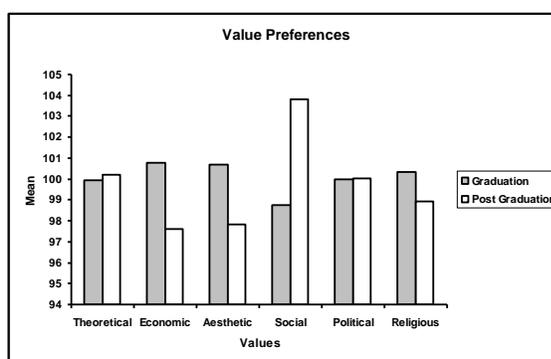


Figure 3. Value preferences of graduate and post graduate prospective secondary school teachers

V. Discussion

1. The prospective secondary school teachers gave first preference to social value followed by theoretical, religious, aesthetic, economical and political. Social value occupies a very significant place in any democratic country. The present finding is in line with the democratic spirit. The importance given to the theoretical value shows that the prospective teachers are oriented towards the cognitive approach.

2. There is a difference in the value preferences of male and female prospective secondary school teachers. The male prospective teachers gave first preference to political value and last preference to social value. First preference to political value shows that they are interested in acquiring power, dominance and control over others. The female prospective teachers gave first preference to social value and last preference to the political value. The female prospective teachers scored higher on theoretical, aesthetic and religious values when compared to the male prospective teachers. Higher religious value in females is because of the tradition of our country, in which females are more religious. The traditional culture aspect reflects in this finding. Similarly women have higher aesthetic values can be explained by their emotional dimension.

3. There is a difference in the value preferences of the Graduate and Post Graduate prospective secondary school teachers. The graduates gave equal preference to economic and aesthetic values and last preference to social value, where as the post graduates gave first preference to social value and last preference to economic value. The post graduates scored higher on the theoretical, political and social value and it can be attributed to higher educational level.

VI. Conclusion

The study shows that the value preferences of the prospective secondary school teachers differ according to gender, academic qualifications with which they join the training course. The teacher training programme should aim at enhancing the value orientation of those values which have been given last preference by various groups of prospective secondary school teachers, i.e. social value by males and graduates, political value by females.

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