



VALUE PATTERN AMONG 'WOULD BE TEACHERS' IN RELATION TO THEIR GENDER

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ABSTRACT

This paper investigates the Value Pattern among 'would be teachers' in relation to their Gender. The sample of study consisted of 160 'would be teachers' Studying in Colleges of Education of Ambala District. This study examined the Value Pattern of 'would Be Teachers' regarding the following values – i) Aesthetic, (ii) Theoretical, (iii) Religious, (iv) Political, (v) Social, (vi) Economic and (vii) Hedonistic Values. The results showed that both Male and Female 'would be teachers' have different ideology on the basis of their 'Aesthetic', Political, 'Social,' and 'Hedonistic' values but regarding 'Theoretical, Religious and Economic Values they have similar value pattern. Further it is said that this research will be helpful to change the face of society according to their value pattern.

Key Words: 'Would Be Teachers', Value Pattern, Aesthetic Value, Theoretical Value, Religious Value, Political Value, Social Value, Economic Value and Hedonistic Value.

INTRODUCTION

All we know that education, in its true spirit, leads to the development of personality in all its extent i.e. intellectual, physical, social, moral and spiritual spheres. On the other hand, value education has the capacity to transform a diseased mind into a healthy, young, fresh, natural and attentive mind. It develops a sense of humanism, a deep concern for the wellbeing of others and the nation.

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Now the question arises what are values?-

According to Oxford Dictionary, the term value means “Worth” and valueless means worthless. In other words, factors which effect human behavior are called values. These are the pillars upon which the citadel of ‘style of life’ is built. Further it can be said that these are the foundation of meaningful life which not only help a man in self-evaluation but also in self-evaluation in self-drive. Values are the set, of principles of life which are conducive to all round development. These principles give direction and firmness to life and bring joy, satisfaction and peace in individuals life by keeping the train of life on track.

VALUE EDUCATION

Education system in ancient India was based on some virtues like honesty, sincerity, non-violence and above all Truth (Satyam), Goodness (Shivam) and Beauty (Sundram). At that time strict discipline was the key factor to control the desires to gain knowledge and acquire skills required for self-perfection. But in this modern era value education may be inculcated among students by their means-directly, indirectly and incidentally. Value education through direct mode refers to deliberate systemic instruction given during the time of formation, indirect form of value inculcation may be imparted through regular teaching course subjects and co-curricular activities. Incidentally value education may be inculcated through events and incidents related to goodness of others which occurs around us in daily life.

VALUE PATTERN

A value pattern is key to creating a pleasing visual path for the eye to follow as it views a composition. The value pattern is the careful choice of arrangement of all the values regarding “to follow” and “not to follow”.

NEED OF THE STUDY

As the great Saint Mahatma Gandhi has already given us a message that an education which does not teach us to discriminate between good and bad, to assimilate the one and eschew the other, is a misnomer. But very sorry to say that our education system is totally failed to fulfill the dream of Mahatma Gandhi. There are many complexities and intricacies in our present education system which leads to human sufferings and sorrows. The students of today have been deprived of their roots with the result that they have failed, by and large, to identify themselves. This dark side of education system makes it obligatory to redefine the role of education and employ it for building up and edifice of attitudes, values and moral standards.



A society can survive even if beliefs are various but in the absence of unifying cord of common values it leads to total anarchy and society disintegration. These are the values which set the tone of behavior patterns and help to make sense out of discrete human behavior. But in the current education system values have become the neglected lot and consequently the maxim, "Education changeth man" ceases to be meaningful and has almost lost its reality.

This is why, there is an urgent need for adopting such methods which may be helpful to promote value education. No doubt, teachers play vital role to inculcate values through the use of various curricular and co-curricular activities, by fixing one period exclusively in the school time table for value education. It is the teacher who is the guide, friend and philosopher in itself. He is the main instrument to inculcate values through different subject contents and may be able to understand the values inherent in the contents. But it is word fact that our teacher education programmes running this time in colleges of education are not adequately equipped to foster value education and are isolated from the present, social system. Both practice teaching and real teaching have become the two poles which never meets. It has become the need of the hour to remember the great teachers like Dr. Radha Krishnan and Rabinder Nath Tagore, who influenced this country with their philosophy of value oriented education. If the teacher has a deep sense of values and has faith in values, he may be able to guide the whole generation through his versatile personality. His life may be a great message to the future of India 'the younger generation'. Such valuable 'would be teachers' are being produced in colleges of education under the noble guidance of teacher educators.

This is why, the researcher chose the following problem for the present investigation.

THE STATEMENT OF THE PROBLEM

"Value Pattern among would be teachers in relation to their gender"

OBJECTIVES OF THE STUDY

1. To study the value pattern among male and female 'would be teachers' in relation to Aesthetic Values.
2. To study the value pattern among male and female 'would be teachers' in relation to Theoretical Values.
3. To study the value pattern among male and female 'would be teachers' in relation to Religious Values.

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4. To study the value pattern among male and female 'would be teachers' in relation to Political Values.
5. To study the value pattern among male and female 'would be teachers' in relation to Social Values.
6. To study the value pattern among male and female 'would be teachers' in relation to Economic Values.
7. To study the value pattern among male and female 'would be teachers' in relation to Hedonistic Values.

HYPOTHESES OF THE STUDY

1. There is no significant difference among the value pattern of male and female 'would be teachers' in relation to Aesthetic Values.
2. There is no significant difference among the value pattern of male and female 'would be teachers' in relation to theoretical values.
3. There is no significant difference among the value pattern of male and female 'would be teachers' in relation to religious values.
4. There is no significant difference among the value pattern of male and female 'would be teachers' in relation to political values.
5. There is no significant difference among the value pattern of male and female 'would be teachers' in relation to social values.
6. There is no significant difference among the value pattern of male and female 'would be teachers' in relation to economic values.
7. There is no significant difference among the value pattern of male and female 'would be teachers' in relation to hedonistic values.

SAMPLE

For this study 160 'would be teachers' selected randomly from the Colleges of Education of Ambala district.

METHOD USED

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The method used by the investigator is known as survey method.

DELIMITATIONS OF THE STUDY

1. The study is confined to the 'Would be Teachers' studying in Colleges of Education of Ambala district.
2. The value pattern was studying on the basis of their gender only.

OPERATIONAL DEFINITIONS

'Would be Teachers': Here 'Would be teachers' means the students studying in B.Ed. Class to attain the degree of Education for teaching.

'Value': Value means factors which effect human behavior

'Aesthetic Values': Assigning a value to an object based on its appearance and emotional effect.

'Theoretical Values': Judgment regarding the beauty or utility of objects by keeping the knowledge in a systematized way.

'Religious Values': Doing actions according to the ethical codes prescribed in the religious books.

'Political Values': a set of beliefs, principles carried by an individual on specific and important issues of the time and which guide their general behavior.

'Social Values': Efforts to serve God through the service of mankind, sacrificing personal comforts and gains for the needy one.

'Economic Values': The value stands for money and materialistic gains.

'Hedonistic Values': Conception of the desirability of loving pleasure and avoiding pain.

TOOL USED

"A New Test For Study of Values" Constructed and Standardized by K.M. Sashi Gilani

STATISTICAL TOOL USED

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To find out significance of differences ‘t’ test was applied

ANALYSIS AND INTERPRETATIONS

Table – 1

Showing Level of Significance on the basis of ‘Aesthetic Values’

	N	M	σ	SED	‘t’	Level of Significance
Male ‘would be teachers’	80	43	3.01	0.641	7.80	Significant
Female ‘would be teachers’	80	38	4.91			

‘t’ value is Significant at both the levels

Table – 2

Showing Level of Significance on the basis of ‘Theoretical Values’

	N	M	σ	SED	‘t’	Level of Significance
Male ‘would be teachers’	80	41	4.42	0.616	1.623	Not Significant
Female ‘would be teachers’	80	40	3.3			

‘t’ value is Not Significant at both the levels

Table – 3

Showing Level of Significance on the basis of ‘Religious Values’

	N	M	σ	SED	‘t’	Level of Significance
Male ‘would be teachers’	80	40	4.1	0.568	1.760	Not Significant
Female ‘would be teachers’	80	41	3.01			

‘t’ value is Not Significant at both the levels

Table – 4

Showing Level of Significance on the basis of ‘Political Values’

	N	M	σ	SED	‘t’	Level of Significance
Male ‘would be	80	41	3.10			

teachers'				0.557	5.38	Significant
Female 'would be teachers'	80	38	3.912			

't' value is Significant at both the levels of Significance

Table – 5

Showing Level of Significance on the basis of 'Social Values'

	N	M	σ	SED	't'	Level of Significance
Male 'would be teachers'	80	43	3.12	0.649	7.704	Significant
Female 'would be teachers'	80	38	4.91			

't' value is Significant at both the levels of Significance

Table – 6

Showing Level of Significance on the basis of 'Economic Values'

	N	M	σ	SED	't'	Level of Significance
Male 'would be teachers'	80	40	3.959	.581	1.72	Not Significant
Female 'would be teachers'	80	41	3.34			

't' value is Not Significant at both the levels of Significance

Table – 7

Showing Level of Significance on the basis of 'Hedonistic Values'

	N	M	σ	SED	't'	Level of Significance
Male 'would be teachers'	80	38	3.81	0.517	3.466	Significant
Female 'would be teachers'	80	36	3.498			

't' value is Significant at both the levels of Significance

MAIN FINDINGS AND GENERALIZATIONS



- According to Hypothesis (1) the data does not support the assumption and the hypothesis was rejected. It depicts that the male and female 'would be teachers' have different ideology regarding 'Aesthetic Values'. Female 'would be teachers' have good aesthetic sense and try to indulge themselves in creative things which are interesting and beautiful. They also try to find out the beauty during gardening and feel that beauty always stimulate their behavior than their counter parts.
- According to Hypothesis (2) the data supports the assumption and the researcher was forced to accept it. It exhibits that both type of 'would be teachers' have same ideology regarding theoretical values. Both of them feel that to differentiate the human being on the ground of caste and religious is a curse for the society. Both the male and female 'would be teachers' assume that the colour of blood of every person is red and all should obey the elders. They are also in the favour that boys and girls should have full freedom for taking decision related to their lives.
- Table-3 shows that data supports the assumption which concludes that 'would be teachers' whether they are male or female have same views regarding 'Religious Values'. They have strong opinion that western culture is affecting our culture and ideals. They further feel that categorization of people on the basis of religious is hazardous for society and in this modern era the study of the religious and moral education should be made compulsory for school students. They advocates that there is some uniformity in all the religions and one should not disobey any religion.
- It exhibits through the Table- 4 that data does not support the assumption and both type of 'would be teachers' have different ideology. Male 'would be teachers' feel that either they are boys or girls should take part in politics because India is a democratic country and each citizen of India has right to express his views at political form. Further they feel that there should be strong opposition for the progress of nation and at school level political science subject should be taught compulsorily.
- Table-5 exhibits that the data does not support the assumption which concludes that Male and Female 'would be teachers' have different ideology regarding social values. Female 'would be teachers' feel that we should help the needy one because it creates the feeling of cooperation which leads our society to wards progress. But on the other hand male 'would be teachers' feel that sometimes people deceive us by showing their helplessness and they expend such type of help on their luxurious things. Female 'would be teachers' also feel that the women of Indian Society have not got that much freedom which they should get at social level.
- According to Table-6, it exhibits that the both type of 'would be teachers' have similar ideology regarding economic values. Both of them feel that one should not



spent the money on luxury rather should spend on necessary things. Everyone should have some savings for further. They acquaint themselves regularly regarding economic issues. Both of them feel that education should enable the student to earn his livelihood.

- It depicts from the table-7 that data does not support the assumption and the male 'would be teachers' have different views on hedonistic values rather than their counterparts. They believe in simple living and high thinking and should keep in mind the interests of society during their working. They also feel that in this modern society love marriage as well inter caste marriage should be accepted.

EDUCATIONAL IMPLICATIONS

As the main aim of education is to adjust with environment and all round development of personality, so it is the foremost duty of the teachers to inculcate values among their students. Values and education are inseparable and embodies in educational practice. This research shall set a milestone in the way of improving education system. All the 'would be teachers' will be helpful to change the face of society according to their value pattern.

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