

A STUDY OF VALUES AMONG STUDENT-TEACHERS

¹Dr.K.Govindarajan ² S.Murugan

¹ Professor, Faculty of Education, Vinayaka Missions University, Puducherry,India

² Asstt. Professor, Faculty of Education, Vinayaka Missions University, Puducherry,India

^{1&2}:jevgovind@gmail.com

ABSTRACT

Values can be regarded both as means as well as ends by themselves. Values are considered as potent determinants of human behaviour. A value is what is desired or what is sought. Investigation describes the manner in which a group of southern black college students structure their value preferences. Based upon prior research, especially among white college students, it was expected that our sampled respondents would embrace values associated with economic and materialistic success. The objective of the study was to study the different Values among the student-teachers and to compare the different values of student-teachers with respect to gender, stream and degree level. Student- teachers irrespective of their gender, Degree level and Steam in which they study have more social and theoretical values. A significant difference in theoretical value of boys and girls students was fougnd. No significant difference in economic values, political values, social values, religious values and aesthetic values of boys and girls Student- teachers was also observed.

Key Words: Student, Teachers and Values.

INTRODUCTION:

Man is the sum total of many values good or bad, positive or negative, moral or immoral, nation or international. Hence values can be regarded both as means as well as ends by themselves. Values are considered as potent determinants of human behaviour. A value is what is desired or what is sought. Values may be operationally conceived as those guiding principles of life which are conductive to one's physical and mental as well as to social welfare and adjustment. A value is a special and important classes of beliefs acquired through experience. These beliefs are about what is desirable or good and what is undesirable or bad. These values reflect the culture of a society and are widely shared by the members of the culture. Human values are essentially subjective. They cannot certainly be adequately represented by physical

objects. Their intensities or magnitudes cannot be represented by physical objects. Their intensities or magnitudes cannot be represented by physical measurement.

Carter V. Good (1956) has defined the value as “any characteristic deemed important because of psychological, social and moral or aesthetic considerations”.

KINDS OF VALUES:

Every society has set certain norms or standards of behaviours in all spheres of life-moral, spiritual, social, intellectual, aesthetic and economic. These are called values, social values, intellectual values, aesthetic values and economic values.

Moral Value: Moral values emerge out of our experiences. Moral experience refers to the experience that we have whenever we think as to what we ought to do in a situation where we are free to choose.

Spiritual Value: Spiritual values emerge out of the ultimate reality of the creation is spiritual not material.

Social Value: Man is a social being. He has to abide by the rules and regulations lay down by the society. He has to behave according to the social norms and standards set by the society social values refer to these norms and standards. Social values in education reflect the social efficiency of the individual. Social efficiency is developed by the interaction of the individual in the society.

Intellectual Value: The intellectual value glorifies the rationality of the man and exhorts us to seek knowledge. Development of science and philosophy and to some extent education in general can be seen as the result of operation of this value in society.

Aesthetic Value: The aesthetic set is often called the aesthetic attitude, which is different from the moral, scientific or the practical attitudes. Education should develop the aesthetic sense of the child. He should be trained to appreciate truth, beauty and goodness.

Economic Value This value stands for desire of money and material gains. A man with economic value is guided by consideration of money and material gains. Economic value is instrumental rather than intrinsic. The economic values are the values of commodities in exchange and arise out the production and use of material good.

Hedonistic Value: Hedonistic value is the conception of the desirability of loving pleasure and avoiding pain. A man with hedonistic value indulges in pleasures of sense and avoids pain.

Political Value: Political value refers to one's interest in getting power through competition and struggle.

Comprehensive Value: Comprehensive value refers to the possession of all the above values. That is the sum total scores of all the values are called comprehensive value.

REVIEW OF RELATED LITERATURE:

Thornton, Clarence H. (2004), Value Orientation: A Study of Black College Students, College Student Journal, v38 n1 p 103 Mar. 2004

The investigation describes the manner in which a group of southern black college students structure their value preferences. Based upon prior research, especially among white college students, it was expected that our sampled respondents would embrace values associated with economic and materialistic success. However, results obtained suggest that rather than being preeminently concerned with economic pursuits, religion and family emerged as the joint modal category for the vast majority of both male and female students. Implications of the likely import of these findings are discussed in light of the historical significance of family and religion for Black America.

Hofmann-townfigh, Nadi (2007). Do students' Values Change in Different Types of School? Journal of Moral Education v36 n4 p453-473 Dec. 2007

The purpose of this study was to determine if students' values were different depending on which type of school they attended, and whether these values changed across the school year. Students of three different types of schools (private, state, religious) were measured at the beginning and the end of a school year, using the Schwartz Portrait Values Questionnaire 40. At both measurement times the analyses showed that the most significant differences between the types of schools were found for values of Tradition and Hedonism. Across all schools, the most notable changes were discovered for the values Power and Achievement, lesser changes were found for Benevolence and Universalism. The impact of school on change in values was mediated by religiosity for Conformity, Tradition, Benevolence, Hedonism and Power.

OBJECTIVES OF THE STUDY

1. To study the different Values among the student-teachers.
2. To compare the different values of student-teachers with respect to gender, stream and degree level.

HYPOTHESES

1. There is no significant difference between boys and girls in their Values
2. There is no significant difference between PG and UG in their Values.
3. There is no significant difference between Arts and Science Student – teachers in their Values.

SCHMATIC PRESENTATION OF THE DESIGN

Sl.No	Type	Sources
1.	Nature of research	Normative Survey
2.	Variables	Different Values
3.	Tool used	Value Inventory
4.	Sampling Technique	Purposive sampling
5.	Size of the sample	101 is drawn from student-teachers from various college of Education in Puducherry.
6.	Statistical techniques used	Differential Analysis
7.	Gender	(a) Boys- 48 (b) Girls-53
8.	Stream	(a) Arts -58 (b)Science - 43
9.	Degree Level	(a) Under Graduate-72 (b) Post Graduate-29

RESULTS:

Showing Mean and Standard Deviation of student- teachers in their Values

Max Score for each Value: 80

Values	N	Mean	SD
Theoretical Value	101	58.49505	8.432821
Economic Value	101	43.35644	6.355445
Political Value	101	39.83168	7.332216
Social Value	101	57.45545	7.457244
Religious Value	101	48.92079	6.20916
Aesthetic Value	101	52.38614	7.99371

The table above describes the mean and standard deviation of student-teachers in different values. As per the value scale, the maximum score for each value is 80. It is observed from the table in comparison with other values the mean score of student-teachers in theoretical and social values are higher than the other values.

HYPOTHESIS – 1 There is no significant difference between boys and girls in their Values.

Showing Mean, Standard Deviation, 't' Values and Results of Boys and Girls Student-teachers in their Values

Max Score for each Value: 80

Values	Category	N	Mean	SD	't' value	Results at 0.05 level
Theoretical Value	Boys	48	61.6875	8.483165	3.837	S
	Girls	53	55.60377	7.333641		
Economic Value	Boys	48	42.29167	6.021092	1.622	NS
	Girls	53	44.32075	6.550906		
Political Value	Boys	48	38.9375	8.032928	1.157	NS
	Girls	53	40.64151	6.60738		

Social Value	Boys	48	58.6875	7.167172	1.597	NS
	Girls	53	56.33962	7.605523		
Religious Value	Boys	48	48.66667	6.830262	0.386	NS
	Girls	53	49.15094	5.64459		
Aesthetic Value	Boys	48	52.4375	8.328128	0.061	NS
	Girls	53	52.33962	7.75823		

HYPOTHESIS – 2

There is no significant difference between PG and UG in their Values.

Showing Mean, Standard Deviations'' Values and Results of PG and UG Student -teachers in their Values

Max Score for each Value: 80

Values	Category	N	Mean	SD	't' value	Results at 0.05 level
Theoretical Value	PG	29	59.86207	7.288563	1.123	NS
	UG	72	57.94444	8.839554		
Economic Value	PG	29	43.03448	4.887906	0.371	NS
	UG	72	43.48611	6.885365		
Political Value	PG	29	39.55172	8.80173	0.216	NS
	UG	72	39.94444	6.717412		
Social Value	PG	29	56.58621	6.500095	0.803	NS
	UG	72	57.80556	7.824913		
Religious Value	PG	29	49.27586	5.793448	0.379	NS
	UG	72	48.77778	6.402513		
Aesthetic Value	PG	29	52.27586	8.547751	0.084	NS
	UG	72	52.43056	7.82165		

HYPOTHESIS – 3

There is no significant difference between Arts and Science Student – teachers in their Values.

Showing Mean, Standard Deviation, 't' Values and Results of Arts and Science Student – teachers in their Values

Max Score for each Value: 80

Values	Category	N	Mean	SD	't' value	Results at 0.05 level
Theoretical Value	Arts	58	58.862	7.364	0.486	NS
	science	43	58	9.761		
Economic Value	Arts	58	42.379	5.887	1.777	S
	science	43	44.674	6.785		
Political Value	Arts	58	38.706	7.336	1.819	S
	science	43	41.349	7.131		
Social Value	Arts	58	58.534	6.816	1.662	S
	science	43	56	8.098		
Religious Value	Arts	58	49.138	6.197	0.406	NS
	science	43	48.628	6.287		
Aesthetic Value	Arts	58	52.655	7.924	0.389	NS
	science	43	52.023	8.167		

FINDINGS OF THE STUDY:

- Student- teachers irrespective of their gender, Degree level and Steam in which they study have more social and theoretical values.
- It is found that there is a significant difference in theoretical value of boys and girls students. It is observed that there is no significant difference in economic values, political values, social values, religious values and aesthetic values of boys and girls Student- teachers.

- It is inferred that there is no significant difference between UG and PG Student- teachers with respect to the values of theoretical, economical, political, social, religious and aesthetic values.
- There is a significant different in economic values, political values, social values of Arts and Science Student- teachers. But it is observed that there is no significant difference in the theoretical values, and religious values, aesthetic values of Arts and Science Student- teachers.

CONCLUSION:

The investigator therefore attempts to assess the values of the Student- teachers to understand their value pattern in the present day social and educational environment of schools in the light of the present findings. The result of the study may be of help to the curriculum developers, educational administrators, teachers, guidance workers and counselors in strengthening the values and understanding the behaviors and goals of students. The educational administrators may also be helped by the knowledge of value study of students to arrive at more firm and sound decisions in the day to day problems of adolescence.

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