

Value Pattern of Pupil Teachers

Vijay Kumar

Research Scholar, Faculty of Education, B.R.A Bihar University, Muzaffarpur

ABSTRACT

In this study, value pattern of Govt. & self finance pupil teachers (B.Ed.) have been studied Govt. female pupil-teachers score high value with all the value factors than self finance male teachers except religious value. However significant mean difference is observed for both the groups in the area of Hedonistic value at .01 level of confidence. In the area of Aesthetic value are observe at .05 level of confidence. Female self finance college pupil teachers and male Govt. College pupil teachers significantly differ and religious, Economic & Hedonistic value obtained t values are respectively 2.70, 3.01 and 3.98 significant at .01 level. The mean difference between total Govt. College and total self finance pupil teachers in Theoretical is lightly significant at .01 level of confidence. The mean difference in religious are Hedonistic are significant at .05 level of confidence. Urban government college pupil teachers are score more value than rural college pupil teachers in respect of all seven factors. The difference is significant at .01 level in respect of Aesthetic, Political and social. However self- finance pupil teachers of urban& rural the difference is significant at .01 level in respect of Aesthetic. Social Economic & Hedonistic in respect of religious is significant at .05 level.

Keywords: Personality, Human, Hedonistic, Social Economics

Introduction :

As we know every individual is motivated a system of value, the personality of an individual can be studied through the study of values, shaped largely through his experience with his socio-culture environments, values as goal of behavior, regulate a person's conduct and his mode of thinking values are referred to exclusively, as "Morale" preference (Shillo 1958). A value is not just a preference but is preference which is felt and or considered to be justified-morally or by reasoning or by aesthetic judgment usually by two or all three of these (Kluckhon 1951) Values are culturally weighted preference of a person institution or some kind of behavior (Kluckhon et. al., 1952) social approved or disapproved desires or goal conceptions or standards by which things or behavior are composed and approved or disapproved (Tiwari G. and Gupta, R.P. 1972) which express the "Good" the "bad" the "should" and the "oughts" of human behavior and put things and behavior as on approved disapproved continue (Kerlinger 1967). Value-orientation are regarded as the surface expressions of deep-rooted personality

characteristic (Khan 1981). The mentionable point regarding the researches on value had not received a great deal of attention. Although Dukes (1955) did locate 211 studies on value related problems. The possible reason for this may be the "complexity" of the term or somewhat "mentalistic" in nature. It is also true that value researches are not fit for laboratory experiences or mental testing programme but recently value has been occupying an increased importance in perception (Upadhaya, 1979), Politics and career choice.

For the delimitation of several definition of value Jacob and Flink (1962) have made a serious attempt. They summarized several definitions and then defined the terms as "Values are normative Standards by which human beings are influenced in their choice among the alternative course of actions which they perceive".

Aims and objective of the Study :

1. To study the value pattern of pupil-teachers (B.Ed.) of Patna Division Govt. and self financed training colleges.

2. To study the difference in the value pattern of male and female of pupil-teachers.
3. To study the value Pattern vary with rural and urban type of training colleges of pupil teachers. And finally.
4. Is there any significant difference in the value pattern of pupil teachers due to variation in demographic variables such as sex, rural urban, married and unmarried and others.

Principle Assumptions of the Study :

To proceed with the study value pattern of pupil teachers (B.Ed.), certain assumption was made. It was assumed that:

1. Value are measurable.
2. Value can be measured objectively and reliably with the help of questionnaire, inventories and scales.

Regarding the Outcome of the Study :

1. What suggestion can be given for the recruitment of teachers and/or selection of pupil teachers based on their value pattern.
2. What can be done to improve some of the conditions in training colleges to increase value of pupil teachers.

Methodology of the Study:

The methodology used for the present research work has been describe mainly deals with the method, population, sample, sampling technique employed for the study sample selection, tools used, administration of the tools, scoring and preparation of the master chart.

This study is descriptive survey Type of research, aiming study of values of pupil teaches belonging to self finance and Govt. B.Ed. Colleges of Patna Division. All Pupil - Teachers studying in B.Ed. standard of Patna Division constitutes the population of the study. A sample of 450 was selected 252 from Govt. training colleges and 198 from self finance training colleges.

Instruments and Tools for the Research :

To measure the value pattern of pupil teachers, Teachers value inventory (TVI) developed and standardized by Shanmium Karim was used which is valid and highly reliable. Further more

intensive comparison was made with regard to pupil-teacher's value pattern especially of the following seven factors;

- | | |
|----------------------|----------------|
| 1. Aesthetic | 2. Theoretical |
| 3. Religious | 4. Social |
| 5. Economic | 6. Hedonistic |
| 7. Political Values. | |

An attempt was made to quantify score on different variables and to study the mean difference between the two groups through the application of "t" test. To isolate and identify different type of inter relationships existing between the different variables, a good many intergroup and intra group combination was made and studied with care and caution.

A personal data sheet was devised by researcher to gather relevant information about sex, type of colleges married, unmarried, rural-urban back ground and other socio-economic status etc. of the respondents. The information was required to be used for dividing the respondents into sub-groups of studying differences among them on various selected variables.

Scoring:

The values answer sheet were scored by means of handmade punched scoring keys as per the direction in the manuals. The scoring was checked and rechecked for mistakes if any, and it was found that there was hardly any mistake.

Statistical Analysis :

The following statistical procedures were adopted for the analysis of data. In order to analyze personal data of the respondents mean, standard deviations and standard error of mean and standard error of mean deviation were calculated for the total group as well as for the various sub-groups as Govt. & self finance training colleges of pupil-teachers on each factor of teacher value inventory. The personal data are analyzed under the two categories viz, Govt. and self financed colleges. Three variables 1. Sex. 2. Rural Urban. 3. Married Unmarried were taken into consideration.

To test the significance of difference between mean of different variables have been calculated with the help of the following formula :-

$$t = \frac{M.D.}{S.E.M.D.}$$

E
M
D

M.D. = $M_1 - M_2$ where M_1 & M_2 are mean of first group and mean of second group respectively.

S
E = Standard Error of Mean Deviation
M
D

In Which M.D.= Mean Differences of two groups.

Table - 1

Significant of difference between Govt. Female pupil teachers on seven factors of teacher value inventory (TVI)

Where M1 = Govt. Male and M2 = Govt. Female pupil - teachers

| Sl.no. | Value Factors | M ₁ | M ₂ | M.D. | S.E.M.D. | t | Interpretation | |
|--------|---------------|----------------|----------------|------|----------|------|----------------|-----|
| | | | | | | | .05 | .01 |
| 1. | Aesthetic | 28.14 | 30.33 | 2.19 | 1.10 | 1.98 | - | - |
| 2. | Theoretical | 24.15 | 25.08 | 0.93 | 0.66 | 1.26 | - | - |
| 3. | Religious | 16.31 | 15.79 | 0.52 | 0.64 | 0.82 | - | - |
| 4. | Political | 33.34 | 34.06 | 0.71 | 0.96 | 0.71 | - | - |
| 5. | Social | 17.41 | 17.84 | 0.43 | 1.04 | 0.41 | - | - |
| 6. | Economic | 08.52 | 8.82 | 0.30 | 0.45 | 0.67 | - | - |
| 7. | Hedonistic | 30.90 | 36.71 | 5.81 | 1.31 | 4.43 | - | - |

Significant at .05 level confidence

Significant at .01 level confidence

Table - 2

Mean, S.D. and SEM for total Govt. (TG) and total self-finance (TS) college Pupil-teacher on seven factors of teacher value inventory (TVI)

| S.No. | Value Factors | Group | Mean | S.D. | SEM |
|-------|---------------|-------|------------|----------|----------|
| 1. | Aesthetic | TGTS | 68.6260.04 | 3.114.33 | 3.114.31 |
| 2. | Theoretical | TGTS | 66.3060.79 | 2.653.91 | 2.643.90 |
| 3. | Religious | TGTS | 68.9668.84 | 2.553.67 | 2.543.66 |
| 4. | Political | TGTS | 65.5657.21 | 3.517.79 | 3.503.91 |
| 5. | Social | TGTS | 69.7062.21 | 3.494.72 | 3.484.71 |
| 6. | Economic | TGTS | 66.1657.25 | 3.274.51 | 3.264.50 |
| 7. | Hedonistic | TGTS | 66.1058.79 | 3.493.75 | 3.483.74 |

Result and Discussion :

The data recorded in the table -1 shows the Govt. Female pupil- Teachers are score high with all the value factors than Govt. male teachers except economic value. However significant mean difference is observed for both the groups in the area of Hedonistic value at .01 level of confidence. In the area of Aesthetic value are observed at .05 level of confidence. No significant mean differences are seen for the areas of theoretical, religious, political, social & economic values.

It is evident from the table - 2 that total Govt. College pupil-teachers have more favorable value view than total self-finance college pupil-teachers in respect of all value factors.

It was found that there is significant differences between the total pupil-teachers (male & female) of Govt. and self finance married and unmarried with regard to theoretical value. Theoretical value is high in married pupil teachers. While there is significant difference in economic and aesthetic value for both type of colleges pupil-teachers. There is no significant difference female in value such as social, political & religious values for pupil-teacher married and unmarried of Govt. & self finance colleges.

It was found that there is significant difference between total male & total female of Govt. & self finance training college of pupil teachers with regards to economic & aesthetic values. Economic value is high in male while aesthetic value is high in female teachers.

A close study shows that urban college Government pupil-teachers score high value than rural college pupil-teachers in respect of all several factors. The difference is significant at .01 levels in respect of Aesthetic, political & social values.

Present study depicts that theoretical and social value are prominent in B.Ed. level of pupil teachers while political, economic and religious values are near mean scores and aesthetic value are lowest. This is period of study of pupil-teachers (B.Ed.), therefore there is need to encourage

development of balance value. There should be special classes which help pupil teachers to inculcate economic and aesthetic values at the sometime discourages pupil-teachers from social civilities, if above is take care in pupil teachers the disparities in values and all round development and harmony.

Kumar (1982) the profile analysis of sex variable failed to show significant difference in value pattern through slight difference in order of value were noted between male and female groups. Kapoor (1986) Sarswati School student had more respect for religious and social values where as the public school student paid more regard to aesthetic and economic values.

Translor and Vectione (1959) - The result revealed that males had significant higher aesthetic, social and religious.

Dorothy (1952) - She found that men held theoretical, economic, political, aesthetic, social and religious Values.

Conclusion:

A majority of Govt. and self-finance pupil teachers score more value with the aesthetic, theoretical, religious and political value. A small majority of Govt. self-finance female and male Govt. pupil teachers are score more with social value. However self finance male pupil-teachers are score less values with these factors. Male pupil teachers are score less with economic than female pupil-teachers a majority of Govt. and self-finance pupil teachers are score less with Hedonistic value whereas female self-finance pupil-teachers are score more values.

Acknowledgments :

The author are grateful to Dr. Rama Shanker Singh National awardee Principal and Ex. Principal and H.O.D. of B.Ed. S.S. College, Sasaram (Bihar) for interest and valuable suggestions during tenure of the work and also to Umakant Prasad, Research Scholar (Education) FoE, B.H.U., Varanasi for cooperation for the study.

References :

1. Asha R. Srivastava (1975). "A study of values and attitudes of students' teachers" unpublished M.Ed. Dissertation, BHU.
2. Bhatnagar, J.N. (1979). "An Investigation into the Values, Aspiration and Personality Traits Adolescents of Rajasthan" Ph.D. Education in M.B. Buch's Third Survey of Research in Education, NCERT, P. 333.
3. Bisht, G.S. (1972). "A study of Educational Aspiration in Relation to Socio-Economic condition and Educational Attainment". Ph.D. Education, Agra University, P. 60.
4. Buch, M.B. (Ed.) (1978-1983). "Third Survey of Research in Education". National Council of Education Research and Training, New Delhi.
5. De, D.K.(1974). "A study of values of High School Boys of some schools in West Bengal". Ph. D. Edu. Calcutta University, in M.B. Buch's second survey of Research in Education, Society for Educational Research and Development Baroda, India, P-94.
6. Dutta Ratna (1971). "Values in Models of Modernization."
7. Garrett, Henry E. (1966). "Statistics in Psychology and Education". Vakils, Feffer and Simons Pvt.Ltd., Bombay.
8. Gaur. R.S. (1975). "A study of values and perceptions of high school students of the state of Rajasthan and their relation to learning." Ph. D. Rajasthan University, M.B. Buch's Second Survey of Research in Education, Society for Educational Research and Development, Baroda, PP. 180-181.
9. Guilford, J.P. and Fruchter, B. (1975). "Fundamental statistics in Psychology and Education". Fifth Edition, Meg raw Hill Book Company, New York.
10. Gupta, A. (1979). "Psychological Stress related to level of Aspiration and Achievement Motivation". Ph. D. Psychology, in M.B. Buch's third survey of research in Education, NCERT, P.354.
11. Kandou, N.(1982). "Value pattern of college students its Relation to Psycho-social variables". Ph. D. Psychology, Calcutta University in M.B. Buch's Third Survey of Research in Education, NCERT, P. 149.

