

An Investigation into Teacher Trainees' Attitude towards Personal Values

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Abstract

Teaching is the foundation of all professions, with educators playing a crucial role in shaping young minds and instilling values that go beyond academic knowledge. Central to teaching are four fundamental values—dignity, truthfulness, fairness and responsibility. These core values greatly influence teachers' aspirations and behaviour. For aspiring educators, it is crucial to understand how teacher trainees perceive these personal values. This study seeks to explore these attitudes among teacher trainees.

Keywords: Personal Value, Attitude

Introduction

Teachers are vital to societal progress, shaping the educational system and, in turn, the future of a nation. The National Education Policy 2020

(NEP 2020) highlights the critical role teachers play in guiding students towards their goals, thereby contributing to national progress. Mahatma Gandhi viewed education as a process of holistic development, while Swami Vivekananda saw it as a means for character development and idea integration. Teachers are entrusted with the responsibility of shaping well-rounded individuals who will become the future leaders of the country.

Value education plays a crucial role in creating a tolerant, humane and ethically sound society. Without a strong values framework, knowledge alone could lead to adverse social effects. Value education is integral to the learning process, influencing how individuals think, feel and act towards leading a fulfilling life. This study aims to explore teacher trainees' attitude towards personal values.

Review of Related Literature

Previous research studies have explored various facets of teachers' values. Sandhya (1999) identified that theoretical, social and economic values were given more importance than political, aesthetic and moral values among teachers. Urban teachers displayed higher moral and economic values compared to their rural counterparts. Bar and Singh (2004) discovered that female teacher trainees valued aesthetics more highly, while males prioritised hedonistic and power values. Urban trainees showed higher economic values compared to rural trainees, who placed greater importance on family prestige. Nique (2010) noted that value classifications vary across professions.

Importance of the Study

The Kothari Commission's statement, "The destiny of India is being shaped in her classrooms," underscores the profound impact teachers have on the nation's future. Teachers with strong personal values can impart these to their students, promoting

both academic and personal excellence. Value education fosters social cohesion and national unity, contributing to societal transformation and creating a positive learning environment. This study aims to assess teacher trainees' attitude towards personal values, which are critical for developing future educators.

Objectives of the Study

The study aims to:

1. evaluate the level of teacher trainees' attitude towards personal values.
2. compare the attitude of male and female teacher trainees towards personal values.
3. compare the attitude of science and general stream teacher trainees.
4. compare the attitude of trainees with regard to educational qualifications of their parents

Hypotheses of the Study

The study proposed the following null hypotheses.

H01: There is no significant difference in personal value scores between male and female teacher trainees.

H02: There is no significant difference in personal value scores between science and general stream teacher trainees.

H03: There is no significant difference in personal value scores between trainees having qualified and unqualified parents.

Limitations and Delimitations of the Study

Limitations: The study utilised a tool developed by G. P. Sherry and R. P. Verma from the National Psychological Corporation, Agra, which may have inherent limitations.

Delimitations: The study focused exclusively on teacher trainees from B.Ed colleges in Gujarat and focused mainly on personal values.

Variables of the Study

The study examined the following variables.

1. Dependent Variable: Personal Values
2. Independent Variables:
 - (a) Gender (male, female)
 - (b) Stream (science, general)
 - (c) Parental Qualification (qualified, unqualified)

Personal value has been defined:

'Personal values' refer to the attributes and behaviour that individuals consider important, which guide their decisions and actions.

Adler (1956) describes personal values as either socially or personally preferred, enriching and practiced individually. Shetty, et al., (2000) define personal values as those cherished by individuals regardless of social relationships. Richardson(2005) view them as enduring constructs that shape an individual's personality. The study considered 10 personal values—religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power, family prestige and health.

Research Method

This survey-based research employed a standardised tool to assess the attitude of teacher trainees towards personal values. The sample consisted of 152 teacher trainees from four B.Ed colleges in Gujarat. The data was collected and analysed.

Data Analysis

Objective 1: To assess the level of teacher trainees' attitude towards personal values

The data revealed the following.

- Lower mean score: 20.88
- Average mean score: 23.96
- Higher mean score: 25.03

These results indicate a range of personal value levels among trainee teachers.

Objective 2: H01 Data Analysis

| Gender | Mean | N | SD | Df | SE. d. | t | Remark |
|--------|--------|-----|--------|-----|--------|------|---------------------------|
| Male | 22.666 | 12 | 2.3094 | 150 | 0.261 | 2.61 | Significant at 0.01 level |
| Female | 23.833 | 140 | 0.3892 | | | | |

Here SE d means standard error of the difference

The null hypothesis was tested using Critical Ratio. The analysis showed the following.

- Mean for males: 22.67
- Mean for females: 23.83

- The computed t-value of 2.61 was significant at 0.01 level, indicating that females have higher personal values than males.

Objective 3: H02 Data Analysis

| Stream | Mean | N | SD | Df | SE d | t | Remark |
|---------|-------|-----|----------|-----|-------|------|---------------------------|
| Science | 23.33 | 28 | 0.984732 | 150 | 0.077 | 8.58 | Significant at 0.01 level |
| General | 22.66 | 124 | 2.309401 | | | | |

Here SE d means standard error of the difference

The comparison of science and general stream trainees revealed the following.

- Mean for science stream: 23.33
- Mean for general stream: 22.66

- The calculated t-value of 8.58 was significant at 0.01 level, showing that science stream teacher trainees possessed higher personal values compared to general stream teacher trainees.

Objective 4: H03 Data Analysis

| Qualification | Mean | N | SD | Df | SE d | t | Remark |
|---------------|-------|-----|------|-----|------|------|---------------------------|
| Qualified | 19.08 | 50 | 5.53 | 150 | 0.66 | 5.50 | Significant at 0.01 level |
| Unqualified | 22.75 | 102 | 2.34 | | | | |

Here SE d means standard error of the difference

The comparison of teacher trainees on the basis of parental qualification revealed the following.

- Mean for qualified parents: 19.08
- Mean for unqualified parents: 22.75
- The t-value of 5.50 was significant at 0.01 level, indicating that teacher trainees having unqualified parents possessed higher personal values than those having qualified parents.

2. Female teacher trainees possessed higher personal values than their male counterparts.
3. Science stream trainees exhibited higher personal values as compared to those from the general stream.
4. Teacher trainees having unqualified parents possessed higher personal values than those having qualified parents.

Major Findings

1. Personal values among teacher trainees varied: high for those above the 66th percentile, average for those between 33rd to 66th percentile and low for those below the 33rd percentile.

Conclusion

Understanding and embodying personal values is essential for teachers to effectively impart them to their students. This study highlights the significance of teacher trainees recognising and cultivating their personal values.

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