

A STUDY ON PERSONAL VALUES OF STUDENT TEACHERS

Dr. HEMALETHA P. K

Assistant professor in Social Science, St Joseph College of Teacher Education for Women,
Ernakulam , Kerala



ABSTRACT

Values are principles, qualities or objects that a person perceives as having intrinsic worth. Every individual has a personal hierarchy of values that may include success, wealth or monetary comfort, love and companionship, a sense of accomplishment or achievement and of course survival. Values are psychological objects. Although we cannot see and touch them, they are every bit as real as any physical object. Our values also reflect the values of the place where we live-our town or city, region, and country. Values are also integral to the process of Education. The present study focuses on the personal values of women student teachers. The hierarchy of values and core values of the group under each category were also taken into consideration to communicate and create insight into personal values of the students who are preparing to be teachers.

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INTRODUCTION

In this day and age of disintegrating values and morals, especially amongst the youth, it is necessary for people to identify what their core values are so that they may live a life of love, integrity and dignity. The development of youth's potential is vital in determining the country's success in socio- economic development. Rapid urbanization has affected youth values and life style. The development of communication systems and international computer networks poses challenges to traditional values and culture.

The families become more career and money oriented; friendships become superficial; relationships become a botheration and easily disposable; work becomes artificial with no loyalty or dedication; spirituality becomes a matter to fit into convenience; recreation and sport is being defined as a 'couch potato'; the nation and community is looked down upon with disdain and no loyalty or love and as health care becomes postponed and disregarded , it becomes important for people to evaluate themselves.

Need and Significance of the Study

Kids are highly influenced by their surroundings which include families, communities, schools, peers, high profile figures such as politicians, celebrities and the media. A closer look at family values and the way kids are raised needs to be taken into consideration. When families or parents lack in providing value guidance to children, it is the responsibility of the teacher to impart, supplement and develop them. The question then arises about the values of the teachers themselves, therefore it is important to identify or know our values before we try to impart it to other.

The new generation of student teachers may also belong to this section of youth with disenchanted views of life and disintegrating values. People who do not know their values tend to wander around, bouncing from one thing to another, trying to find themselves. This study will help the participants to understand their core values and the precedence they give to each. An understanding of the same will help them not only to understand themselves as a whole person but also on how to become a good teacher and also to impart the importance of values in young minds. Keeping these in view, the investigator has decided to conduct a study on the personal values of student teachers.

Statement of the Problem

The title of the study is stated as "A STUDY ON PERSONAL VALUES OF STUDENT TEACHERS"

Personal Values

Values are deeply held beliefs about what is good, right and appropriate. We accumulate our values from childhood based on teachings and observations of our parents, teachers, religious leaders and other influential and powerful people. (Jerry Lopper, 2011).

The role of personal values in explaining human behaviour has been defined as beliefs regarding preferable end states of existence and modes of conduct and it has been argued that they serve to guide actions, attitudes and judgement (Rokeach, 1973).

Our Personal Values are our convictions regarding what we believe are important and desirable. Personal values are those values which are desired and cherished by the individual irrespective of his social relationships

Women Student Teachers

Graduate students in Education attending training to become a Teacher, usually at an institution of higher education.

Objectives

1. To find out the personal values of women student teachers.
2. To find out the personal values of women student teachers based on locality and type of management.
3. To find out the hierarchy of values in a group of students undergoing teacher training.
4. To identify the core values of the group under each category

Methodology

Since the purpose of the study was to find out the personal values of women student teachers, the investigator used normative survey method. The biographical form is asked to be filled at first, followed by the PVQ II. The value domains like Family Relationships, friendships/Social relationships, Couples/ Romantic Relationships, Work/ Career, Education-Schooling/ Personal Growth and Development, Recreation/ leisure/ sport, Spirituality/ Religion, Community/ Citizenship and Health/ Physical well-Being were assessed.

Design

A single group design was used.

Sample

A total of 240 women student teachers from private and aided colleges in Ernakulam District were assessed using the Personal Values Questionnaire II. The test was administered individually and in a group. Instructions were printed on the first page of the questionnaire. Stratified random technique was used by the investigator for the present study, giving representation to factors like locality and type of management of college.

Tools

1. Personal Values Questionnaire II, developed by J T Blackledge, Joseph Ciarrochi & Ann Bailey, adapted from the personal strivings Measure developed by Kennon Sheldon & Colleagues.
2. Biographical Information Sheet

Statistical Technique

The results were analysed by using the simple descriptive statistics and percentage analysis.

Analysis and Discussion of Results

The investigator followed Descriptive Statistics, 't'test and Percentage method for analyzing the data collected. The details regarding the results of the data collected are given in table 1

Table 1.Comparison of Personal Values Based on Locality

Category	Types	Personal Values			
		Mean	SD	N	CR
Locality	Urban	225.9	79.4	120	3.493
	Rural	259.7	70.0	120	

The critical ratio of Personal Values of Urban and Rural is 3.493, which indicates that there is significant difference between Personal Values of student teachers in urban and rural areas. The result shows that students in rural areas have significantly high score in personal values as compared to urban areas.

Table 2.Comparison of Personal Values Based on Type of Management

Category	Types	Personal Values			
		Mean	SD	N	CR
Management	Pvt.	256.9	26.8	120	0.09
	Aided	262.3	21.7	120	

The critical ratio 0.09 shows that there is no significant difference between the Personal Values of Private and Aided Student teachers. From the findings, it is understood that there is no significant difference in the level of Personal Values among Student teachers based on type of colleges.

Table- 3: Percentage Classification of Personal Values of Student Teachers

Personal Values	N	Percentage
High	84	35
Low	52	21.67
Medium	104	43.33

Percentage analysis in table 3 shows that 35 % of student teachers have high personal values. Whereas 21.67 % of student teachers have low level of personal values. 43.33 % of student teachers have medium level of Personal Values.

Table4. Percentage Analysis of Value domains of Student Teachers

Sl. No	Value domains	Percentage Analysis
1	Family Relationships	76.9
2	Friendships/Social relationships	73
3	Couples/ Romantic Relationships	17.9
4	Work/ Career	42.5
5	Education-Schooling/ Personal Growth and Development	54.5
6	Recreation/ leisure/ sport	65.4
7	Spirituality/ Religion	80.7
8	Community/ Citizenship	30.4
9	Health/ Physical well-Being	8.33



Table 4 shows that 80.7% of the sample considers spirituality / religion to be the most important value which is followed by Family Relationships 76.9%, Friendships/Social relationships (73%). Recreation/ leisure/ sport value domain is considered to be the fourth important one at 65.4% and at the fifth level Education-Schooling/ Personal Growth and Development (54.5%). Work/ Career, Community/ Citizenship and Couples/ Romantic Relationships are valued at the sixth level of importance and least importance is given to Health/ Physical well-Being.

The results of the group are not ideal especially in the areas of Couples/ Romantic Relationships, Work/ Career, Community/ Citizenship and Health/ Physical well-Being. It would be helpful for the group to realize the importance of their work, their partners and their community. As to be teachers these are areas where they should place high importance. Recreation and health education emphasizing on the importance of good health and good living habits will also be helpful for them in life and profession.

CONCLUSION

Living our values is one of the most powerful tools available to us to help us be the person we want to be, to help us accomplish our goals and dreams and help us lead and influence others. Henceforth identifying and understanding them is very important.

Values are not add-ons. All education is, in a sense, Value education. 'Value less' or 'Value neutral' education is a contradiction in terms, given the meaning of 'value' and 'education'. Education is a process of bringing about 'desirable' changes in the way one thinks feels and acts in accordance with one's concept of the good life. J S Rajput stated, "Only the morally strong can advance in spirituality, which incorporates adherence to truth, nonviolence, peace, righteous conduct and love"

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