

A Study of Values among Trainee Teachers in Relation to Their Academic Achievement

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ABSTRACT--Education is the context of social changes is not only to impart information and to teach skills to the students but also to inculcate the values of humanism, democracy, socialism, secularism and national integration. This is necessary for realization of our national objectives of building a democratic and just social order based on equality, social justice, fraternity and freedom. Several educationists in India and abroad have stressed the importance of promoting values through education, which is facing the crisis of character in different spheres of life. Value education is a many sided Endeavour as value itself. The theory and practice of value education are emotional and teach some forty to sixty lessons in various classes in school subjects in which one specializes of these a few lessons may be directly related to the concepts of population education or may be modified to population awareness content in subjects thus providing opportunity to the teacher to acquire necessary skills of integrating population education in existing curricula.

Key words--Values, Education, Teachers, Academic Achievement

I. INTRODUCTION

Modern society presents a sharp contrast of values, as the young grows up; they are faced with confusions, delays and discontinuities. Adolescents, in particular are not certain about themselves- who they are, how they fit in the social system some are in conflict with themselves, bewildered and insecure.

Schools are asked to educate the young, not only in such skills as the three R's, but also in many social aspects of culture, they are asked to acculturate young people. That is to say, schools are expected to teach the moral values of society, when in the society itself there is a conflict of values. The problem of values is common to all fields of human activity, but education is often looked upon as the instrument for inculcating values.

As we grow older, various forces start acting on us. Therefore, education enables the human being to solve various problems of life and adjust in the social acceptable norms. Thus, education develops an individual like a flower, which spreads its fragrance all over the environment. In this sense, education is that conductive process which drags a person from darkness of poverty and misery to enlighten. Education develops individuality in all its aspects physical, mental, emotional and social. With this all round development, he becomes a responsive, dynamic, resourceful and enterprising citizen of good moral character who uses all his capacities to develop oneself, his society and his nation.

Education should be a strong instrument to attain our national goals – a united secular India, a modern nation, a productive people and a human and caring society. It presupposes refinement and development of man as an

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individual, leading to the improvement of others. Value education is at the root of this process, as values incorporated, digested in the system will enable people to achieve these goals.

Values determine the choice of man for his consideration towards what is good and what is bad, what is right or wrong, what is important or unimportant. Values exist as they are experienced in human mind and translated into human actions.

By analyzing and synthesizing the above viewpoints and definitions of 'value' we can conclude that values are things in which people are interested, things they want and desire to be, or felt as obligatory, worship and enjoy. It is the actual experience of enjoying a desires object or activity. Hence, value is an existing realization of desires, value is the experience of desires, and values are the experience of pleasure, satisfaction of desire in the mind of people.

Therefore, it is essential to explore and identify concrete devices for the incorporation of values in education. Some work on the theme on the theoretical side has been done from time to time. Perhaps the need is to examine all this in depth and create models modules which are comprehensive and in line with the integrated or holistic concept. A few patterns has been worked out- the Sai Ram mode, the Rama Krishna Mission system, Bhartiya Vidya Bhawan system of education where the sole stress or consideration is on putting ideas into practice.

Meaning of Values

Value comes from the Latin word 'Valerie' which means to be "of worth", "to be strong". Value literally means something that has a price, something precious, clear and worthwhile, hence something one is ready to suffer and sacrifice for if, necessary one is ready to die for it. Values are deeply held beliefs about what is good, right and appropriate.

There is a widespread feeling among a cross-section of the people in India today that, all is not well with our body politic and that education must contribute actively and positively to find a part of the solution.

In addition to emphasis of commissions on value education, persons of eminence have also advocated the cause of value education for all round development of the youth. Education is a powerful and pervasive agent for all-round development, individual and social transformation. This also can sustain culture and civilization. A balanced development of mind and body in harmony with spirit is the key to the enrichment of human personality and also the day 'true education' which in the ultimate analysis help humanity to rise to a higher level of consciousness.

Academic Achievement

Achievement is the accomplishment or proficiency of performance in a given skill or body of knowledge. Academic Achievement is a status or level of person's learning & his ability to apply what he has learned. Achievement means the extant to which the learner is profiting from instructions in a given area of learning. So, it means the achievement of the pupils in their so called academic subjects as reading, writing, arithmetic, history etc. as contrasted with skills developed in such areas as industrial arts & physical education.

Academic Achievement has been considered as an important factor in the educational life of the students. It encourages the pupils to work hard & learn more. It is the level of a person's learning & his ability to apply what he has learned.

II. NEED OF THE STUDY

Values are most crucial factor in human life. Without values we cannot become civilized. In modern era with the arrival of modernization, the concept of values in human life is rapidly deteriorating. These play a vital role in our life. Values affect every aspect of human life. Academic achievement is one of those aspects. It is the value which assists in analyzing the academic achievement of the child. The success failure of a child wholly depends on academic achievement. So values are adhered by the child in the conducive environment which is provided by educational institutions. So it is worthy to study the values among trainee teachers in relation to their academic achievement

III. STATEMENT OF THE PROBLEM

“A Study of Values among Trainee Teachers in relation to their Academic Achievement.”

OBJECTIVES

The following objectives are framed for the proposed study:-

- (1) To Study the Academic Achievement of Trainee Teachers.
- (2) To Study the Values of Trainee Teachers.
- (3) To Study the relation between Values and Academic Achievement of Trainee Teachers.

HYPOTHESIS

1. There is a significant relationship between Values & Academic Achievement of Trainee Teachers.

IV. DELIMITATIONS

The area of above Research is restricted or delimited to the:-

- (i) The study will be confined to Punjab state only.
- (ii) The study will be conducted on both Male & Female.
- (iii) The study will be conducted on Trainee Teachers only.

V. RESEARCH METHOD

The study was conducted through descriptive method of research. The descriptive method has undoubtedly been the most popular and most widely used research method in education

Sampling procedure

The sample consisted of 100 trainee teachers out of which 50 boys and 50 girls were taken. For the selection of the above sample, the investigator selected Punjab state through random sampling. Of the total number of Education colleges four colleges were selected for the sample to be surveyed through random sampling.

Research tools

- To Measure among Trainee Teachers, the scale of Values by R.K.Ojha will be used.

- Result of Final Year will be taken for Academic Achievement of Trainee Teachers.

VI. DATA COLLECTION

Trainee Teachers were cordially asked to take their seat and rapport was established with a general talk. Instructions (printed on the top of the inventory) were read loudly by the investigator. The Trainee Teachers were asked to follow it silently. If there is any confusion regarding the instructions, Trainee Teachers must ask by raising their hands.

There is no fixed time-limit for the inventory. But generally 40 minutes is sufficient for completion of the test. There is nothing right or wrong in the answer.

In order to get sincere co-operation from the Trainee Teachers, they were not allowed to consult their friends while answering the questions. He or she was free to ask the investigator or researcher, if they have any confusion.

As soon as the Trainee Teachers complete their task, test materials were collected from them immediately with thanks.

Statistical treatment of the data

The data collected through the administration and the data were analyzed by using different techniques of statistics such as Mean, Median, Mode, Standard Deviation and Co-relation (r).

Analysis and interpretation

In order to interpret the data scientifically and to arrive at a conclusive result the collected data have been treated statically to present a meaningful picture and also to draw valid inferences and conclusions.

The investigator entitled "A study of Values among Trainee Teachers in relation to their Academic Achievement" was undertaken

Hypothesis testing

It was assumed in the present study that there will be a significant relationship between Values & Academic Achievement of Trainee Teachers. For this purpose the mean, median, mode, standard deviations, correlation were calculated and t-ratio was found out. The results were as follows:-

TABLE 1: Showing Relationship between Values & Academic Achievement of Trainee Teacher

Values	N	Mean	Median	Mode	S.D.	Correlation
Theoretical Value	100	39.24	39	39	4.83	0.066

Academic Achievement	100	1340.56	1363	1411	231.24	
Economic Value	100	42.5	42	42	4.58	0.095
Academic Achievement	100	1340.56	1363	1411	231.24	
Aesthetic Value	100	39.56	40	41	4.64	0.075
Academic Achievement	100	1340.56	1363	1411	231.24	
Social Value	100	39.18	38.5	37	4.69	0.079
Academic Achievement	100	1340.56	1363	1411	231.24	
Political Value	100	40.13	41	41	4.84	-0.079
Academic Achievement	100	1340.56	1363	1411	231.24	
Religious Value	100	38.94	39	40	4.98	-0.60
Academic Achievement	100	1340.56	1363	1411	231.24	

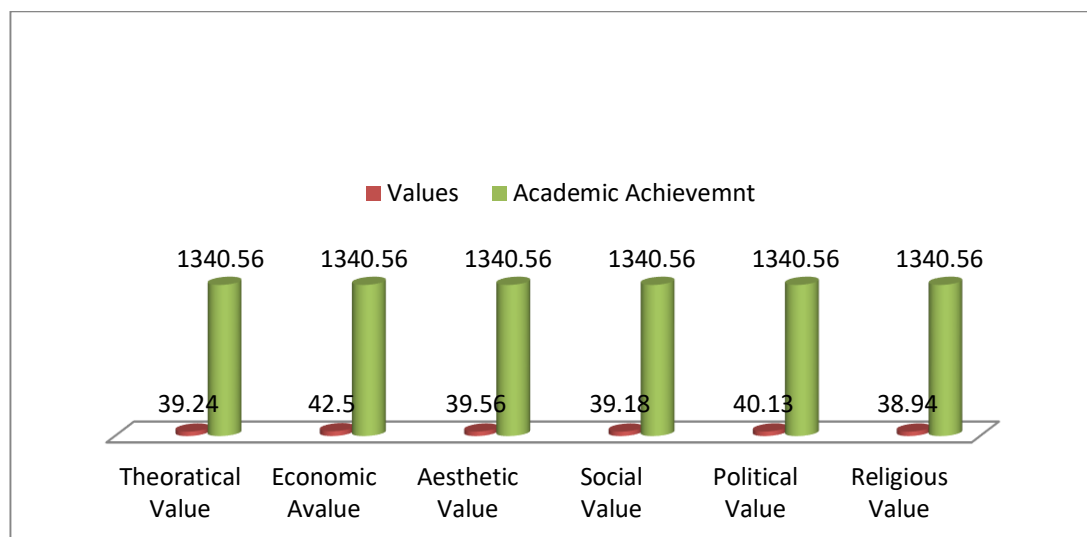


Figure 1: Showing Mean Scores of Values and Academic Achievement of Trainee Teachers

VII. INTERPRETATION OF RESULTS AND DISCUSSION

Table-1 and figure-1 show the mean, median, mode, S.D. and correlation scores of Trainee Teachers. The table shows the mean, median, mode, S.D. and correlation scores in all six Values and Academic Achievement. But the figure shows only mean score of Values and Academic Achievement of Trainee Teachers.

The table and figure show the mean scores of Theoretical Value and Academic Achievement of Trainee Teachers i.e. 39.24 and 1340.56 respectively. The table shows the median scores of Theoretical Value and Academic Achievement of Trainee Teachers i.e. 39 and 1363 respectively. The table shows the mode scores of Theoretical Value and Academic Achievement of Trainee Teachers i.e. 39 and 1411 respectively. And the table shows the S.D. scores of Theoretical Value and Academic Achievement of Trainee Teachers is 4.83 and 231.24 respectively. To find the relationship between Theoretical Value and Academic Achievement, correlation was found which is 0.066. It means there is an insignificant relationship between Theoretical Value and Academic Achievement.

The table and figure show the mean scores of Economic Value and Academic Achievement of Trainee Teachers i.e. 42.5 and 1340.56 respectively. The table shows the median scores of Economic Value and Academic Achievement of Trainee Teachers i.e. 42 and 1363 respectively. The table shows the mode scores of Economic Value and Academic Achievement of Trainee Teachers i.e. 42 and 1411 respectively. And the table shows the S.D. scores of Economic Value and Academic Achievement of Trainee Teachers is 4.58 and 231.24 respectively. To find the relationship between Economic Value and Academic Achievement, correlation was found which is 0.095. It means there is an insignificant relationship between Economic Value and Academic Achievement.

The table and figure show the mean scores of Aesthetic Value and Academic Achievement of Trainee Teachers i.e. 39.56 and 1340.56 respectively. The table shows the median scores of Aesthetic Value and Academic Achievement of Trainee Teachers i.e. 40 and 1363 respectively. The table shows the mode scores of Aesthetic Value and Academic Achievement of Trainee Teachers i.e. 41 and 1411 respectively. And the table shows the S.D.

scores of Aesthetic Value and Academic Achievement of Trainee Teachers is 4.64 and 231.24 respectively. To found the relationship between Aesthetic Value and Academic Achievement, correlation was found which is 0.075. It means there is an insignificant relationship between Aesthetic value and Academic Achievement.

The table and figure shows the mean scores of Social Value and Academic Achievement of Trainee Teachers i.e. 39.18 and 1340.56 respectively. The table shows the median scores of Social Value and Academic Achievement of Trainee Teachers i.e. 38.5 and 1363 respectively. The table shows the mode scores of Social Value and Academic Achievement of Trainee Teachers i.e. 37 and 1411 respectively. And the table shows the S.D. scores of Social Value and Academic Achievement of Trainee Teachers is 4.69 and 231.24 respectively. To found the relationship between Social value and Academic Achievement, correlation was found which is 0.079. It means there is an insignificant relationship between Social Value and Academic Achievement.

The table and figure shows the mean scores of Political Value and Academic Achievement of Trainee Teachers i.e. 40.13 and 1340.56 respectively. The table shows the median scores of Political Value and Academic Achievement of Trainee Teachers i.e. 41 and 1363 respectively. The table shows the mode scores of Political Value and Academic Achievement of Trainee Teachers i.e. 41 and 1411 respectively. And the table shows the S.D. scores of Political Value and Academic Achievement of Trainee Teachers is 4.84 and 231.24 respectively. To found the relationship between Political Value and Academic Achievement, correlation was found which is -0.079. It means there is insignificant relationship between Political Value and Academic Achievement.

The table and figure shows the mean scores of Religious Value and Academic Achievement of Trainee Teachers i.e. 38.94 and 1340.56 respectively. The table shows the median scores of Religious Value and Academic Achievement of Trainee Teachers i.e. 39 and 1363 respectively. The table shows the mode scores of Religious Value and Academic Achievement of Trainee Teachers i.e. 40 and 1411 respectively. And the table shows the S.D. scores of Religious Value and Academic Achievement of Trainee Teachers is 4.98 and 231.24 respectively. To found the relationship between Religious Value and Academic Achievement, correlation was found which is -0.60. It means there is insignificant relationship between Religious Value and Academic Achievement.

So, Hypothesis i.e. “there will be a significant relationship between Values & Academic Achievement of Trainee Teachers” is rejected.

VIII. CONCLUSION

There is an insignificant relationship between Values & Academic Achievement of Trainee Teachers.

IX. SUGGESTIONS

1. A sample of 100 Trainee Teachers was undertaken for the study. The study may be extended to a large sample.
2. The study is focused on Trainee Teachers; the scope can be extended to all levels of education.
3. The study is confined to Punjab state only but we can extend this study in other states of India also.
4. We can take other variables which are similar to these variables

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