



Prevalent Values Of B.Ed. Students In Relation To Certain Variables

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ABSTRACT

Today there is lot of degradation of values in every walk of human life. Individuals are crazy for material wealth. Money making is the main motive of the majority of the individuals even through immoral ways. Proper foundation will be laid on values at the initial stages of the child. Schools and colleges are the institutions which should shoulder the responsibility of inculcating values among the people and students. Hence there is a need to take up research activities in the area of values.

Key words; values, gender, locality, and religion

Introduction;

Education is a powerful instrument of change and progressive improvement of human behaviour. It has played an important role in shaping the destinies of societies. It tends to create a social order based on values of freedom, social justice and equal opportunity and fits a man perfectly for the time. Education in 21st century has to meet the emerging needs of mankind, as it progresses from the “local community to a world society”, from social cohesion to democratic participation, from economic growth to human development, from unsustainable development to sustainable development.

The current development scenario throughout the world –standing at the threshold of the 21st century and the third millennium –presents a very alarming picture. On one hand planning is a foot for a better global economic and social order and on the other hand numerous hard-core problems created by human kind are to be overcome. The societies, the world over are witnessing with deep distress and anguish, widening economic

disparities among and within the countries: widespread environmental degradation; civil strife and armed conflict; political turmoil and total value deterioration. Interdependence and shrinking of distances and complexity of contradictory currents are growing. During the last three to four decades, unprecedented explosion in major areas of knowledge, technology, science and aspirations has been witnessed. Knowledge and technology are developing at a much more rapid pace than before. The digital age is here.

The pace of technological ate seems to be quickening each year. There is an acute and dangerous social problem of crime and drug abuse, societies throughout the worked are in a transitional stage and are marked by instability, consumers' forum and human rights protagonist movements. There is a conglomeration of individuals with very little emotional attachment with the family, neighbourhood, community and the country. Consumerism, competition, lack of allow feelings, killer instinct, profit making, throw away or dumping garbage culture are growing, environmental and ecological imbalances are the result of emerging human behavior. An instance of inhuman approach is the process of eco-terrorism. This means ruining the environment of every country so that people there, are exposed to health hazards, their living conditions are made difficult and their economy crippled.

Need for the study;

'No great moralist was made so in a day.

Nor any one of them was a born moralist.'

Value crises are more in III-world countries. Youth of these countries look towards the Western culture and technologies. Many adopt Western ideas and practice Western value system rejecting their own. This confusion and conflict result in leaving apart on our own culture. Now the question is how to provide meaningful educational experiences to our students in the light of this exploration of knowledge and value crises. The answer is that values should be the basis of curriculum development.

The crisis of values is therefore so pervasive in the contemporary Indian education that it impinges upon every aspect of our life. The advances in science and technology, explosion in knowledge and the crisis and dilemmas we face in life are engulfing the entire society and confronting us with many challenges. Students should not be afraid to disagree with a viewpoint. Value education must spell out fundamental goals and general principles, rather than at the level of specific prescription. It is felt that value education is the privilege of the parents and often this contradicts the principles taught in state run schools and private schools and hence value education should be taken up by schools.

Values are like the rails that keep a train on track and help it to move smoothly, quickly and purposefully. They provide motivation and a person is ready to suffer and sacrifice for the sake of values. Without values, one floats the piece of driftwood in the swirling water of the river however exciting that may seem at first. That is why values are central to one's life and define the quality of that life. Each and every activity of the individual reflects the values that we here chosen or given preference. They direct the behavior of individual and give a shape to the personality development. So they are the integral part of human beings.

In fact the aim of education is developing and inculcating desired values in the students so that they can become good citizens. Any education system springs from the value system of a country.

In Independence period some commissions advocated expected changes in education, among which Indian education commission (1964-66) is important. This commission analysed the prevalent educational system and stated some inferences based on their study. The chief among these was the lack of social, spiritual and moral values in the curriculum of secondary education level. The edifice of Indian culture is based on the above values and therefore expected changes are not visible among society and students.

Title of the study;

Prevalent values of B.Ed. students in relation to variables gender, locality and religion-- a study

Objectives of the study;

1. To study the influence of **gender** on the prevalent values of B.Ed. students.
2. To study the influence of **locality** on the prevalent values of B.Ed. students
3. To study the influence of **religion** on the prevalent values of B.Ed. students

Hypothesis of the study;

1. There would not be significant impact of **Gender** on the prevalent values of B.Ed. students.
2. There would not be significant influence of **Locality** on the prevalent values of B.Ed. students.
3. There would not be significant influence of **Religion** on the prevalent values of B.Ed. students.

Variables of the study;

Gender

Locality

Religion

Methodology;

The present study is survey type investigation. Various procedures that are followed in the construction and standardization of data gathering instruments and the tools adopted to measure the impact of different variables that are included in the study are discussed. The methods adopted in selection of the sample, collection of data, scoring and analysis are as follows.

To measure the values of B.Ed. students, the prevalent values questionnaire developed by Sherry and Varma (1996) was adopted from Shamshuddin, Sk. (2005). For scoring two for a check mark (✓) showing the most preferred value under the stem. Zero for a cross (X) showing the least preferred value under the stem and one for the blank () or unmarked item showing the intermediate reference for the value. The total scores are marked on the right top corner of the sheet. A questionnaire is prepared to collect the necessary information about the students regarding their personal characteristics, home background and socio – economic conditions of the family.

RESULTS AND DISCUSSION;

Gender

In the present investigation, the B.Ed. students are divided into two groups; on the basis of gender the 600 male B.Ed. students form as Group – I and 600 female B.Ed. students form as Group – II. The influence of ‘gender’ on the prevalent values of B.Ed. students is investigated. The corresponding prevalent values of B.Ed. students scores of two groups are analysed accordingly. The influence of gender on prevalent values of B.Ed. students is investigated through ‘t’ – technique. The following hypothesis is framed.

Hypothesis – 1

Gender would not have significant influence on the prevalent values of B.Ed. students.

The above hypothesis is tested by employing ‘t’ – technique. The results are presented in **Table – 1**.

Table – 16: Influence of gender on the prevalent values of B.Ed. students

S. No.	Gender	N	M	SD	‘t’ - value
1.	Male	450	111.56	112.60	1.022@
2.	Female	450	15.76	14.59	

@ Indicates not significant at 0.05 level

It is clear from the Table – 1 that the computed value of ‘t’ (1.022) is less than the critical value of ‘t’ (1.96) for 1 and 898df at 0.05 level. Hence the Hypothesis – 5 is accepted for the variable ‘gender’ at 0.05 level of significance. It is concluded that ‘gender’ has no significant influence on the prevalent values of B.Ed. students.

Locality

In the present investigation, the B.Ed. students are divided into three groups; on the basis of native the 300 urban B.Ed. Students form as Group – I, 300 semi – urban B.Ed. students form as Group – II and 300 rural students form as Group – III. The influence of ‘native’ on the prevalent values of B.Ed. students is investigated. The corresponding prevalent values of B.Ed. students’ scores of three groups are analysed accordingly. The influence of native on prevalent values of B.Ed. students is investigated through one - way ANOVA technique. The following hypothesis is framed.

Hypothesis – 2

Native would not have significant influence on the prevalent values of B.Ed. students.

The above hypothesis is tested by employing one - way ANOVA technique. The results are presented in **Table – 2**.

Table –2: Influence of native on the prevalent values of B.Ed. students

S. No.	Native	N	M	SD	'F' – Value
1.	Urban	300	110.58	15.48	2.284@
2.	Semi - urban	300	112.83	14.60	
3.	Rural	300	112.83	15.38	

@ Indicates not significant at 0.05 level

It is clear from the Table – 2 that the computed value of 'F' (2.284) is less than the critical value of 't' (3030) for 2 and 897df at 0.05 level. Hence the Hypothesis – 3 is accepted for the variable 'native' at 0.05 level of significance. It is concluded that 'locality' has no significant influence on the prevalent values of B.Ed. students.

Religion

In the present investigation, the B.Ed. students are divided into three groups. On the basis of religion Group – I is formed with Hindu B.Ed. students. Group – II is formed with Christian B.Ed. students. Group – III is formed with Muslim B.Ed. students. The influence of 'religion' on the prevalent values of B.Ed. students is investigated. The corresponding prevalent values of B.Ed. students' scores of three groups are analyzed accordingly. The influence of religion on prevalent values of B.Ed. students is investigated through one - way ANOVA technique. The following hypothesis is framed.

Hypothesis – 3

Religion would not have significant influence on the prevalent values of B.Ed. students.

The above hypothesis is tested by employing one - way ANOVA technique. The results are presented in **Table -3**

Table- 3: Influence of religion on the prevalent values of B.Ed. students

S. No.	Religion	N	Mean	SD	'F' – Ratio	't' – Values
1.	Group – I	756	113.71	14.05	29.234**	$t_{12} = 4.729^{**}$
2.	Group – II	93	104.36	18.43		$t_{13} = 4.884^{**}$
3.	Group – III	51	102.02	16.70		$t_{23} = 0.773@$

** Indicates significant at 0.01 level

@ Indicates not significant at 0.05 level

It is clear from the Table –3 that the computed value of ‘F’ (29.234) is greater than the critical value of ‘F’ (4.60) for 2 and 897df at 0.01 level. Hence the Hypothesis – 7 is rejected for the variable ‘religion’ at 0.01 level of significance. It is concluded that ‘religion’ has significant influence on the prevalent values of B.Ed. students.

From the Table –3, it is clear that, the computed value of ‘t’ for group of Group – I and Group – II is 4.729. It is greater than the critical value of ‘t’ (2.58) for 1 and 847df at 0.01 level of significance. Therefore, Hypothesis – 3 is rejected at 0.01 level, for the factor ‘religion’. Hence it is concluded that ‘religion’ of Group – I and Group – II has no significant influence on the prevalent values of B.Ed. students.

From the Table – 3, it is observed that, the computed value of ‘t’ for group of Group – I and Group – III is 4.884. It is greater than the critical value of ‘t’ (2.58) for 1 and 805df at 0.01 level of significance. Therefore, Hypothesis – 3 is rejected at 0.01 level, for the factor ‘religion’. Hence it is concluded that ‘religion’ of Group – I and Group – III has significant influence on the prevalent values of B.Ed. students.

From the Table – 3, it is indicated that, the computed value of ‘t’ for group of Group – II and Group – III is 0.773. It is less than the critical value of ‘t’ (1.96) for 1 and 142df at 0.05 level of significance. Therefore Hypothesis – 3 is accepted at 0.05 level, for the factor ‘group’. Hence it is concluded that ‘group’ of Group – II and Group – III has no significant influence on the prevalent values of B.Ed. students.

The bar diagram for the mean prevalent values of B.Ed. students’ scores for the religion is shown in Figure – 1.

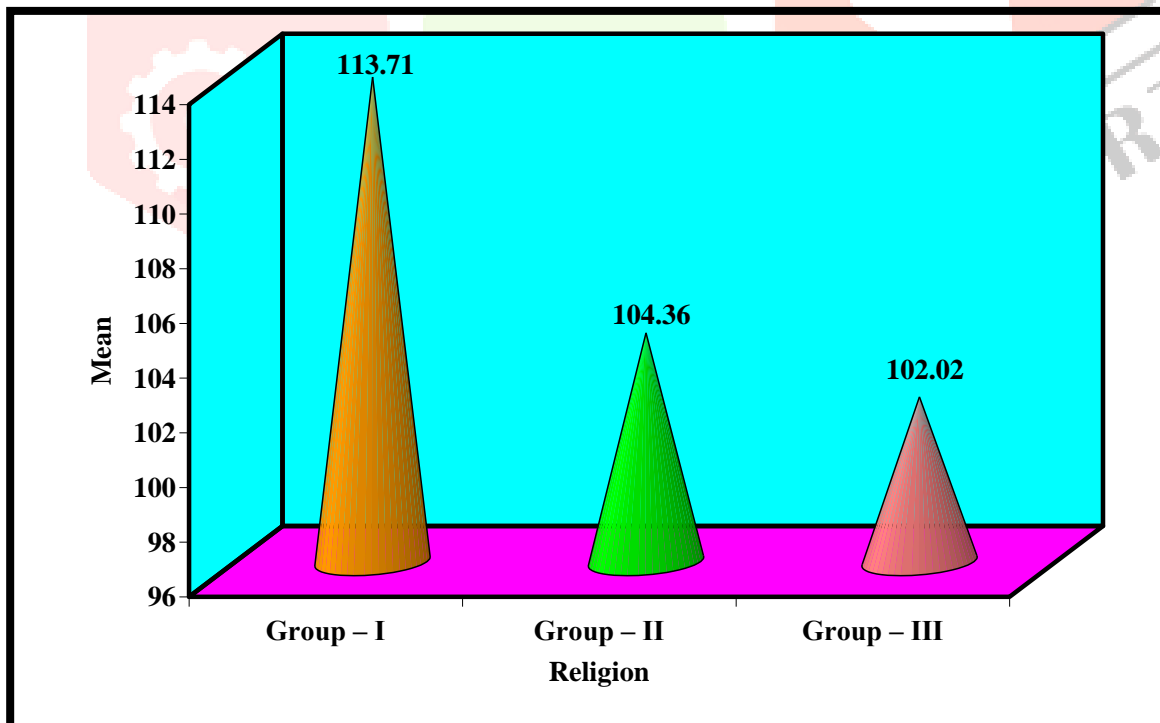


Figure – 1: Bar diagram for the mean prevalent values of B.Ed. students’ scores for religion

Major Findings:

1. Gender' has no significant influence on the prevalent values of B.Ed. students.
2. Locality' has no significant influence on the prevalent values of B.Ed. students.
3. Religion' has significant influence on the prevalent values of B.Ed. students.

Educational implications and recommendations;

Religion has influence on the prevalent values of B.Ed. students. It is observed that positive prevalent values of Hindu religious students have better than Muslim religious students. It is advised to provide good facilities for various religion students.

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