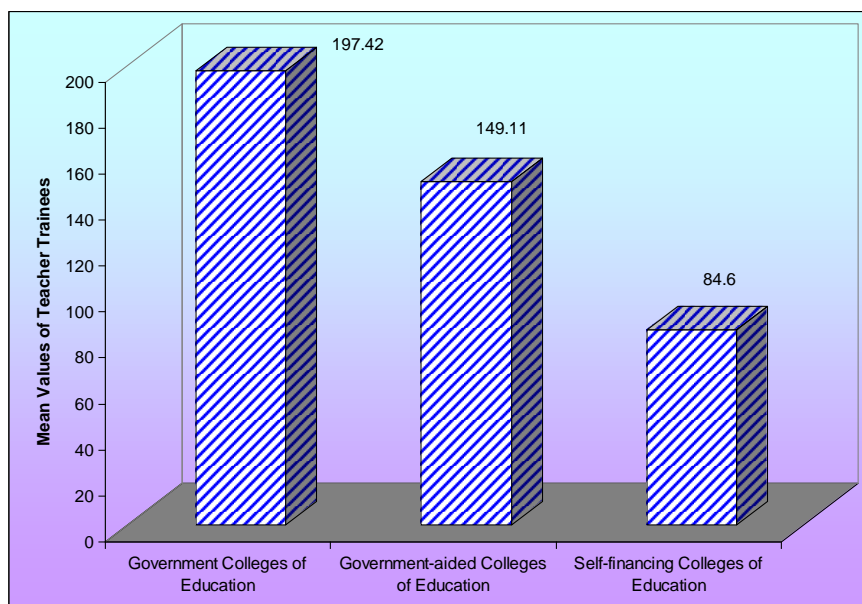


**MINOR RESEARCH PROJECT  
PERCEPTION OF VALUES AMONG TEACHER TRAINEES  
AT THE SECONDARY AND HIGHER SECONDARY LEVELS**

**Funded by  
Sriman N.K. Thirumalachariar National Education Society**

**Project Report Submitted to Internal Quality Assurance Cell**



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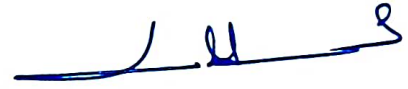
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**May 2016**

## DECLARATION

We hereby declare that the project entitled '**Perception of Values among Teacher Trainees at the Secondary and Higher Secondary Levels**' submitted to Internal Quality Assurance Cell is our original work and the project has not formed the basis for the award of any degree, diploma, associateship, fellowship or similar other titles. It has not been submitted to any other University or Institution for the award of any degree or diploma.

Place : Chennai  
Date : 31.05.2016



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## CERTIFICATE

Certified that the project entitled 'Perception of Values among Teacher Trainees at the Secondary and Higher Secondary Levels' is a record of project work done by Dr. S. Chamundeswari, Principal Investigator, Mrs. Deepa Franky, Co-investigator, Dr. V.J. Uma Co-investigator, during the academic year 2015-2016 and that the project has not previously formed the basis for the award of any degree, diploma, associateship, fellowship or similar other titles and that is an independent work done by the investigators.

Place : Chennai  
Date: 31.05.2016



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# PERCEPTION OF VALUES AMONG TEACHER TRAINEES AT THE SECONDARY AND HIGHER SECONDARY LEVELS

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## 1. INTRODUCTION

Every country in the world, more so India, is passing through a period of value crisis. It is being said that our social life, at present, is rampant with corruption, violence, cynicism, hypocrisy, exploitation, disparity and disruption. Much of the blame, for this sorry state of affairs, is being put on the present system of education, which seems to be divorced from the realities of life, cultural heritage and human values (Kishore, 1990). Education is to provide guiding principles and tools for the development of the whole person, recognizing that individuals achieve progress and excellence in terms of physical, intellectual, emotional, ethical and spiritual dimensions. Today, education is becoming more or less materialistic day-by-day and the old values and traditions of spiritualism and ethics are being either forgotten or ignored. There is a great degeneration with respect to values in various aspects of life relating to various fields such as political, social, philosophical, economical, commercial, educational, cultural and administrative fields. The modern world with all its scientific and technological advancements is pervaded by fear, unrest and anxiety.

The call for values is currently echoing throughout every country as educators and parents (and students too) are increasingly concerned about and affected by violence, growing social problems, lack of respect for each other and the world around them, and the lack of social cohesion. Leaders struggle with a variety of problems. Educators are therefore, repeatedly asked to address problems which have arisen within their societies. Sharma (1986) rightly described the current dismal social picture of India where values have got eroded over the years. According to him, if values are missing or negatively

directed, a nation loses ground. India is gradually heading to that situation. It is generally believed that the prime role of education is to provide an all-round development of the mental, social, emotional, physical and spiritual components of the personality of the child. With the dynamic changes taking place in the society, education should not be confined to just imparting information and skills to the child. It must also endeavour to inculcate basic values of humanism, socialism, equality and national cohesion. In respect of this role of education, Evans and Mocandless (1978) proposed two major premises of values, namely, personal principles of justice and reciprocity based upon empathy, mutual respect and regard for the integrity and rights of human beings; and realistic acceptance of social responsibilities. If education does not combine knowledge with basic human values, it will soon become dysfunctional and harmful.

It has been rightly remarked by Brembeck (1971), that education, which could not take into account the cultural realities, would either stand helpless or do positive harm. Education, for the purpose of development of values, appears to be often neglected in our schools and colleges. In our present system, the cognitive domain is developed to some extent, but the effective value internationalization and character-building seem to be missing. In addition to technological advancements, there has been a remarkable revolutionary change in the field of values, due to the influence of western culture, industrialization, modernization, urbanization and other international transactions. Traditional values have suffered much, giving place to modern values and the conflict between the tradition and modernity still continues. Undoubtedly, there is a need for making education related to the cultural values of our nation. Kabir (1973) observed that the growing generations must be trained to be Indians who accept their total heritage. This need has been neglected for long, thus making our education irrelevant and dysfunctional. According to Hanson and Brembeck (1971), there should be a philosophic frame of reference for relating education to social purposes and human well being. No conscious efforts seem to be made by the authorities to bring about 'value orientation' to the educational system.

The present deteriorated condition of our youth is due to lack of value–dimension in our educational system (Taneja, 1986). The value-oriented education will make them aware of the implications of these tensions and create in them a resilience of mind to fight these and lead a life of mental equipoise. Education, which does not serve its real purpose, however, much it may succeed in filling their mind with facts and formulas is of no use. Taneja (1986) rightly observed that the present system of education has been dysfunctional for long and there is an urgency of revamping it to make it value oriented. Until and unless educational system is made value charged, there is no hope for India to come out of the present rot. All our efforts should be made to shift the emphasis from book teaching and book learning to an all-round development of the student’s personality leading to the formation of a national character. Brembeck (1971) saw two major problems, which rendered the education systems in underdeveloped and developing countries dysfunctional. They are, problems of attitudes and values; and problems of educational practices. In the wake of foregoing, if education is to become functional, it must combine the preservation of the cultural heritage, along with the acquisition of new values demanded by a new age.

## **2. THEORETICAL BACKGROUND AND NEED FOR THE CURRENT RESEARCH**

There is an assumption that the student's values are influenced by his/her teachers' values and behaviours, teaching styles and teaching methods. Ödman (1998) points to the fact that teachers’ values are reflected in their attitude towards different pupils. The results of the limited number of studies available (Meyer, 1990; Carr, 1993; Hansen, 1993; Davies, 1994; Butroyd, 1997; Halstead and Taylor, 2002; Kelly, 2002) have confirmed the assumption that next to parents, teachers have an important and effective role in the inculcation of values, good or bad amongst children. The essence of education also encompasses, training of the spirit and character. Spiritual training of students is a much more difficult task than their physical and mental training. It

is required that every student needs to be acquainted with their own religion and training of the spirit was by itself to develop character and enable one to work towards knowledge of God and self-realization. This training of the young is possible only through the exercises that depend on the life and character of the teacher.

So, it is very obvious that the values possessed by teachers, play a central role in defining, choosing, organizing and supporting teaching and learning in their schools. Values of teachers ensure sharing of ideas, feelings, attitudes, beliefs and values among students. The values possessed by teachers not only shape his/her lives, but at the same time the lives of students also.

Teachers may hold various beliefs that become values when enacted in their classroom teaching (Bishop and others, 2001; Chin and Lin, 2001a). For example, Rokeach (1973) suggested that values are prescriptive beliefs wherein some means or end of action is judged to be desirable or undesirable, and Allport (1961) contended that a value is a belief upon which a man acts by preference. For them, value is a preference, a desirable mode of conduct, or a desirable end-state of existence, concerning the conception of something that is important and worthwhile of thinking and doing for the person. Thus, beliefs are more concerned with the nature of 'propositions about phenomena', and values are more about the 'key substances' underlying such propositions for people to think and act (Chin and Lin, 2001a).

To resolve the question of "How to help teacher trainees?, Who would become teachers very soon, become aware of and clarify their own values?" concerning these issues of values among teacher trainees, raised by the investigators, the present project aims to develop a tool to assess values among teacher trainees and to examine the perception of values among the teacher trainees in different categories of colleges of education.

### **3. THEORETICAL CONSIDERATIONS**

The contemporary age is an age of great confusion and great losses. Wars and conflicts never cease, and innumerable vicious phenomena are covering the world, such as terrorism, destruction, arson, kidnapping, murder, drug abuse, alcoholism, declining sexual morals, the breakdown of the family, injustice, corruption, oppression, conspiracy, and slander. In the vortex of this great confusion, humankind's most valuable assets are now almost lost. The loss refers to the loss of mutual trust among people, the deterioration of parental authority, teachers' authority, and governmental authority, the neglect of personal human dignity, the disregard of traditions, and the loss of the dignity of life. The cause attributed to this sorry state of affairs, is the collapse of the traditional views of value.

Today's democratic society is in a dangerous state, as can be seen from the degradation of the sexual morality of youth, the frequent occurrence of school violence, and so on. Yet, a suitable theory of education to overcome this confusion is not to be found anywhere, and present-day education has lost its sense of direction. The proper relationship between teacher and student is collapsing. That is to say, students do not respect their teachers, and teachers have lost their sense of authority and enthusiasm. In consequence, the relationship between teachers and students has become one in which the teachers are selling knowledge and the students are buying it, so that schools have turned into places for buying and selling knowledge. These social evils must be eliminated at all cost. To do this, a movement for a new view of value based on God's love must be launched. Along with it, a new theory of education must be established.

The new theory of education should be established on the basis of the standards that God originally intended to establish, for human growth. Such a theory will give proper direction to today's education, which is in confusion, and will provide a vision of education for future society. In other words, it is a theory

of education that makes preparation for the future, ideal society. The Unification Theory of Education presented here is precisely such a theory of education.

Theories of education usually have two aspects. One is concerned with the ideals, goals, methods, and so on, of education, and corresponds to what is called the philosophy of education. The other deals with education as an objective, observable phenomenon, and is called the science of education. The science of education inquires into school curricula, student evaluation and testing, learning techniques, student counseling, school administration, educational management, and so forth.

While the science of education has made great advances under the modern tendency to think highly of science, the philosophy of education is being neglected and is steadily declining. The fact that education today has lost its direction implies the absence of a philosophy of education. Therefore, what is urgently needed today is the establishment of a new philosophy of education. Therefore, to fill the need for a new philosophy of education, the *Unification Theory of Education* is hereby proposed.

God created man and woman as His objects, which are meant to resemble Him. That is the most important foundation for education. Based on this foundation, education can be described as the process of raising children to attain resemblance to God. In other words, education is an effort to guide children to resemble God. Human beings were created to resemble God. This resemblance, however, does not occur instantaneously from the moment of birth. In order to come to resemble God, people need time to develop themselves. Thus, human beings are made to grow through the three stages of Formation, Growth, and Completion, and then to resemble God in perfection, multiplication, and dominion. Man and woman must resemble God's nature of dominion. To resemble God's nature of dominion means to resemble God's Creativity, which is the ability to create objects centering on Heart (love). Therefore, God created human beings and all things with Creativity, and intended to have dominion over them. Since human beings were originally

endowed with this Creativity, they were created to have dominion over all things, centering on Heart. To be precise, it is only after human beings are fully developed that they come to possess this ability. For example, farmers cultivate the land, which is a form of dominion over the land. The purpose of education is to help human beings achieve resemblance to God's perfection, to God's nature of multiplication, and to God's nature of dominion. From these goals, the ideals of education are established.

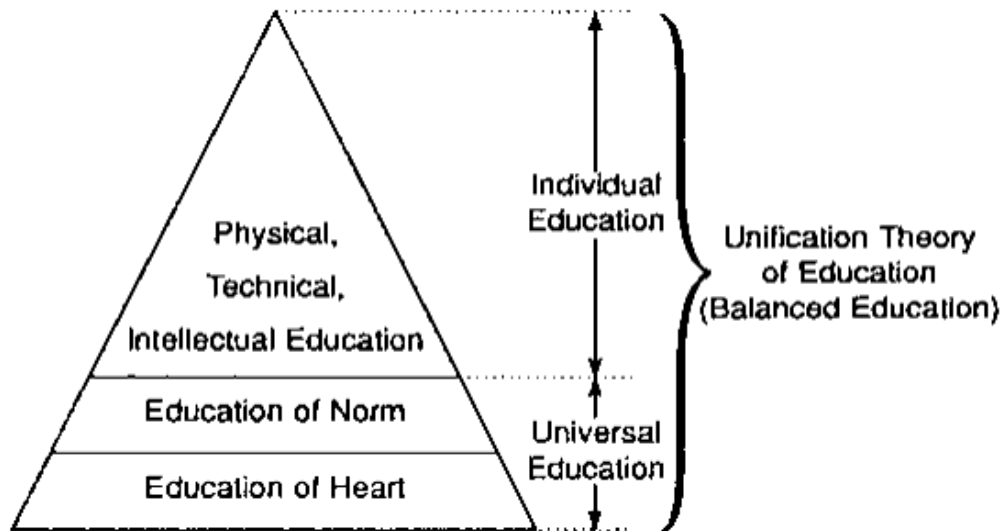
For the perfection of the individual, Education of Heart is required; for the perfection of the family, Education of Norm is required; and for the perfection of dominion, Education of Dominion is required, including technical education, intellectual education, and physical education.

The Education of Dominion must be carried out on the basis of, and in conjunction with, Education of Heart and Education of Norm. Only when based on Heart and norm called intellectual education, technical education, and physical education become wholesome and can creativity be fully manifested.

The Education of Heart and Education of Norm must be given equally to everyone. They are called Universal Education. On the other hand, the Education of Dominion must be given to people according to their abilities, interests, and desires. Some may major in natural science, others in literature, and still others in economics, and so forth. Thus, the field a person chooses varies depending on that person's preference and aptitude. In this sense, the Education of Dominion is 'Individual Education'. The reason is that the Education of Heart and the Education of Norm are spiritual education, that is, the education of the mind, whereas the Education of Dominion is 'Material Education', in the sense that the student learns certain materials and acquires certain techniques for the actual exercise of dominion over all things. Accordingly, universal education (Education of Heart and Education of Norm) and individual education (Education of Dominion) must be carried out side by side with each other. That is what is meant by 'Balanced Education'. They include the aspects of universality and individuality in education.

Figure - 1

**Universality and Individuality in Education**



It can be said that our values guide our actions. Certain actions, thoughts and views are regarded as self-evident and are not questioned; they are grounded in a central/ fundamental value and these can be very hard, or even impossible to change. However, it seems possible to bring a person to the insight that values are not general, but cultural. Hence, a theoretical point of department for this project is that a person's values, that guide his or her actions, are culturally inherited to one generation by the influences of the former generation. The most significant, and perhaps most effective, social institution that influences a human being to act in a certain way seems to be the educational system of a given society, since it works as a "methodological socialization of the younger generation" (Durkheim, 1956). This theoretical standpoint expresses two things. Firstly, even if certain actions, thoughts and views are regarded as self-evident and grounded so deeply in our culture that our conduct seems impossible to change, man is destined to experience changes. Secondly, since teachers will in their profession pass on and communicate their own values (consciously or subconsciously) to their pupils, it is important to find out which values teacher trainees embrace and whether the students' values may change or develop during the course of their studies.

Two approaches seem to be helpful for developing teacher values (Chin, Leu, and Lin, 2001): (i) encouraging teachers to articulate the differences between one's intended and implemented, and the discrepancies between one's own and others, values; (ii) developing values-related activities for teachers to model, justify, and reflect. According to Rokeach (1979), social groups implicitly transmit, inculcate, and implement a certain cluster of specialized educational values among its members. This means that values are better developed in the process of group sharing and reflection. From a Socratic view (Ling and Stephenson, 1998), values may involve such strategies as values clarification, critical thinking exercises and conversation in which individuals' value positions are articulated and critically examined. For Aristotle, the education of values includes debates and value examination activities; for Kant, moral reasoning within dilemma situations is useful for clarifying and developing values. The present research was intended based on these theoretical considerations.

#### **4. VALUES**

Values are defined as descriptive trans-situational goals that serve as guiding principles in people's lives (Shechtman, 2002). Value is a distinctively intellectual and desirable action which involves an operation of comparing and judging that guides behaviours (Dewey, 1944; Halstead and Taylor, 2002). Values are an individual's mental judgment and represent many things such as the person's belief in God, democracy and so on (Simadi and Kamali, 2004). According to Jahorik (1978), a value can be thought of as something which is good or desirable or preferable. There are several definitions of value, defining it as mental and emotional judgment which represents an individual's aims in life, attitudes and interests at the abstract level. In the educational context, valuing is concerned with the worth or value a student attaches to a particular object, phenomenon or behaviour (Gronlund, 1995). A value is mostly permanent and difficult to change. It affects one's way of thinking and behaviours and can be measured in various ways.

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/companionship, a sense of accomplishment or achievement, and of course, survival. When a teacher spends time after school to help a student, he may feel he has sacrificed his own needs to the needs of the student. At the same time, he is likely to have gained something for himself—perhaps a heightened sense of self-worth or the good feelings that come with the student's gratitude. Because values influence a person's behaviours and choices, they are worthy of exploration.

When people possess what they value, they are contented. If they are deprived of what they value, they feel frustrated or dissatisfied. Humans, therefore, unconsciously behave in ways that move them toward what they value or away from anything counter to that value.

#### **4.1 Definition of Values**

Human values are essentially subjective. They cannot certainly be adequately represented by physical objects. Their intensities or magnitudes cannot be represented by physical measurement. There are various definitions of values. Fairchild (1959) defined value as the standard of judgment, accepted by a person, group or institution. A judgment is a mental reaction to some situation which evokes an appreciative response in the individual.

Freeman (1962) while discussing test of values, defined value as the generalized and the dominant interest. According to Allport (1963) a value is a belief upon which man acts by preference. Roskens (1966) has stated that values are an enduring belief that determine a specific mode of conduct or end state of existence. Values are hypothetical constructs, which are normative and directional and at the same time they are also expressions of one's desires, wants, preferences and choices. The most important attempt in recent years to come, grips with the question of values which is that of Rokeach (1973). According to him, a value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or

converse mode of conduct or end-state of existence. Rokeach has identified two important functions which values serve. One of the functions is to set standards which will guide our conduct. The second function is motivational, which is concerned with our striving towards its attainment.

Thus the term 'value' has been defined differently by the experts, all their definitions do agree on two important attributes of value, namely that it is acquired from experience and that it determines the attractive or repulsive nature of a definite set of stimuli to the individual. As an individual, man ultimately reaches a stage when his entire personality may be equated with his system of personal values.

#### **4.2 Nature of Values**

Values are often thought to be abstract rather than concrete and some people think values as things or state of affairs which are thought valuable. Spranger (1928) has described values as basic interests in the personality of an individual. According to him the mental character of man is principally determined through value organization, by means of which he lives and shapes his own life.

Values with various origins and foundations can be classified as economic values, health values, recreational values, work values, social values, moral values, aesthetic values, intellectual values and religious values. After Independence, national values were much emphasized by national leaders. These values are democracy, secularism, socialism, socialistic pattern of society, social reconstruction, national integration and international understanding.

After the establishment of United Nations Organization (UNO), international values were established. These values are basic values of all times. They are becoming more assertive and conscious objectives of our society and of many nations. Tolerance, mutual understanding and increasing respect for the rights of persons of another race, nationality, language religion or colour are some of the international values.

## **5. OBJECTIVES OF THE PRESENT STUDY**

The objectives of the present study are as follows:

- To develop a scale to determine the values perceived by teacher trainees on issues related to educational life. Development of this scale with a sample of teacher trainees from various colleges of education will shed considerable light on the level of awareness of values in educational contexts;
- To investigate the values perceived among teacher trainees in different colleges of education, namely, government, government-aided and self-financing colleges of education;
- To investigate the values perceived among Science and Arts group teacher trainees in different colleges of education, namely, government, government-aided and self-financing colleges of education and
- To investigate the values perceived among teacher trainees at the secondary and higher secondary levels in government, government-aided and self-financing colleges of education.

## **6. STATEMENT OF THE PROBLEM**

***Perception of Values among Teacher Trainees at the Secondary and Higher Secondary Levels***

## **7. REVIEW OF RELATED LITERATURE**

For any researcher, it need not be emphasized that the review of studies related to his area of investigation is essential, but providing information of what has already been done in the field gives direction to the present study.

A survey of related literature is an essential step to get a clear understanding of the problem, which also broadens the general concepts and principles. A survey of related literature implies locating, reading and evaluating reports of research as well as casual observation and opinions that are related

to the individual's planned research project (Agaarwal, 2001). The study of related literature saves a researcher from working on a worked topic, besides helping him to select an ideal problem. It also helps to adopt suitable design for the study. Understanding the limitations of the previous studies ensures perfection in the study to be made. With these aims in view, the investigators have reviewed some of the past studies. The studies have been compiled and presented hereunder.

## **7.1 Studies related to Tools to Estimate Values**

Value Inventories, Value Tools, Value Instruments, Value Questionnaires, Value Tests, Value Scales, Value Schedules, Value Profiles and Value Surveys are the various research tools used for the measurement and evaluation of values.

### **(i) Value Inventories**

Dyer (1970) developed and validated an inventory, ***Revised Rubric Inventory for Expressed Values*** for recording expressed values of students in schools. It is designed as a continuum with classifications ranging from extremely conservative to traditional to moderate or relative to integrative to transformative or revolutionary. Each of these classifications in the four by five matrix has sub-categories of concepts concerning ethics success, self in relation to others and time-orientation. It includes all expressed values in the cultures of USA. It is a rapid, valid and reliable means of recording and classifying values expressed in written or oral discussion or in overt behaviour.

Supere (1970) developed the ***Super's Work Values Inventory*** for children of grades 7 to 16. Values measured by this scale are, intellectual stimulation, job achievement, way of life, economic returns, altruism, creativity, relationship with associates, job security, physical surroundings, supervisory relations, independence, aesthetics, variety, management of others and prestige.

***Inventory of Religious and Ethical Ways*** was constructed by Troyer and Lau (1971) which deals with nine ways of values. They are, Buddhism as a

way of self-discipline, nationalism, Christianity as a way of life, religion as an American way of utility, religious pluralism, Christianity as a way of salvation, atheism, religion as intellectual inquiry and Jewish traditions.

Guilford and others (1972) designed the ***Values Inventory for Children*** to measure seven dimensions of values, based on seven categories of needs-psychological, safety, love, esteem, aesthetic, self-actualization and aggression. There are sixty items in this inventory. It is a picture inventory which needs about seventy minutes for administration. It is available in two languages, English and Spanish.

***Inventory of Personal Values*** was developed by Lorr and Suziedelis (1973) for measuring the personal values of men. This inventory measures 10 dimensions of values-socially concerned, intellectual, hedonistic, self-interested, authoritarian, religious, elitist, work ethic, independent, venturesome and conscientious.

## **(ii) Value Tools and Instruments**

***Value Hierarchy Instrument*** was devised by Robert and Hawlghurst (1960). This instrument consists of a list of 15 desiderata with instructions to rate them from 1 to 15, in order of their relative importance to the individual. The values which are measurable by this instrument are: career success, health knowledge, honour, economic, security, freedom, friendship, respect, character, love, religious faith, good disposition, humour, wealth and power.

## **(iii) Value Questionnaire**

Sherry and Varma (1973) developed a ***Personal Value Questionnaire*** that measures ten personal values, namely, religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power, family prestige and health.

## **(iv) Value Tests**

Thomas (1967) developed a ***Self-concept Value Test***. It is an individually administered test utilizing a polaroid photograph of the child. The value factors are happiness, size, sociability, ability, sharing male acceptance,

fear of things, fear of people, strength, cleanliness, health attractiveness, material independence and total self-concept. The child is required to assume the perspective of “significant others”. The referents are the child’s mother, the child’s peers, the child’s teacher and himself.

Kulshrestha’s ***Test of Democratic Values*** (Kulshrestha, 1969) is a forced choice test which aims to measure seven types of democratic values, like, character, freedom, equality, intellectual, national integration, dignity of labour and health. In all, there are 140 items, roughly 20 of which refer to each of the seven values.

#### **(v) Value Scales**

***Study of Value Scale*** was developed by Allport and others (1960). Most of the researches on values are based on this ‘Study of Values’. It is a forced choice, a dependable and informative instrument. It has a definite theoretical basis, its statistical properties are adequate and yields scores which possess utility for both group and individual interpretation. It is specifically designed to measure the relative importance of six values, namely, theoretical, economic, aesthetic, social, political and religious. The test is divided into two parts. The total questions are 30+12=45 equally distributed for all six values. The Indian adaptation is available for this scale by Kulshrestha, Ojha and Bhatnagar for Hindi knowing people.

The ***Scale of Values*** devised by Rockwell in 1971 is made up of five values. They were, house wife role, anti-family limitation, non-traditional family structure, religiosity and pessimistic outlook.

#### **(vi) Value Schedule**

The ***Value Orientation Schedule*** (Venkataiah and Sandhya, 2002) consists of 22 items. Each item is a description of a situation or a person. Subject indicates a preference for the person or one of several solutions to the situation. The schedule’s questions deal with four aspects, namely, man’s relationship with other men, his relationship with nature, his relationship with major time orientations and activity dimensions. The total time required for the test is three hours.

### **(vii) Value Profiles**

Thoma (1967) developed *Differential Value Profile* that provides a profile of six value dispositions commonly held by adolescents and adults. The values identified in the profile were aesthetic, humanitarianism, intellectual, power material and religious. The profile can be used in predicting college grades and drop outs, assessing impact of curricula and in differentiating students in various types of institutions.

Nelson (1971) developed *Value's Profile in Physical Education* as a part of doctoral thesis. Content validity of this scale was established through majority approval of each item by a jury of seven experts. Internal consistency of the scale was examined through the split-half technique. The Spearman Brown Formula was applied to Pearson Product Moment co-efficient of correlation for each variable using a 'Z' transformation. The mean reliability co-efficient was found equal to 0.77.

### **(viii) Value Surveys**

Gordon (1960) developed *The Survey of Interpersonal Values (SIV)* to measure certain critical values involving the individual's relationships to him. He included the values, namely, support, conformity, recognition, independence, benevolence and leadership in his value survey.

**The Survey of Personal Values (SPV)** developed by Gordon (1967) intends to measure certain critical values that help determine the manner in which an individual copes with the problems of every day living. It consists of thirty traits within which the student must select the one most important to him and one least important to him. A high score indicates that the student is strongly oriented towards that value. This tool measures the values like practical mindedness, achievement, variety, decisiveness, orderliness and goal orientation.

Roheach (1971) developed the *Milton Rokeach's Value* to measure only two values, namely, terminal and instrumental values.

## 7.2 Studies related to Values among Teachers

The orientation and training given to teachers has a significant impact on the way they set out to impart value education. Prince's (1957) study found that the age of teachers had an influence on their value orientation. Older or aged teachers and principals were found to be more traditional in value orientation in comparison with the young teachers.

Roy Choudhury's (1958) study of values among teachers showed high political value and low religious values among them. Bowie and Morgan (1962) conducted a research on personal and verbal behaviour of teachers. It was found that teachers who scored high on religious values were making more supportive statements than teachers who scored high on political values. Teachers who were high on economic value did not lay emphasis on school rules and regulations as much as teachers of high social value.

Anderson's (1966) study showed that the secondary school teachers gave less importance to aesthetic and more importance to economic values in comparison with the college teachers. Kakkar and Gordon (1966) conducted a cross cultural study of teachers' values with a sample of 22 male and 73 female teacher trainees from India, Japan and America. The study indicated that certain values originally identified by factor analysis methods in the American culture could be reliably measured for educated English speaking subjects in Indian culture. The other findings of the study were:

- (i) Indian teacher trainees differed from their American counterparts on survey of interpersonal value tool indicators congruent with certain characteristics of Indian culture and beliefs.
- (ii) Indian teachers tend to score lower than their American counterparts on support, recognition and independence values and higher on conformity and benevolence values. The Indian virtues of self-realization and spiritual peace, reflect the psychological self sufficiency represented by low scores on the support and recognition scale and
- (iii) The greater similarity between the Japanese and American teachers may reflect in part the postwar American influence in Japan.

Gage (1967) is of the opinion that teachers have their own pattern of values. The significant aspect of the learning teaching process in the classroom is the transmission of value orientation from teacher to pupil. The study found that the flow of interaction through which value will be transmitted depends upon the teacher's own value orientation, which in turn, is determined by his position in the groups and subcultures of the social structure.

Kirchner and Hogan (1968) found that there was no significant change and the values of future teachers remained constant after the students had been exposed to a course of philosophy of education. Very little change occurred on the theoretical value scale. With the sex variable controlled, there were no significant differences among female future teachers in elementary, secondary or special education schools on five of the six scales of study of values.

Dixit and Sharma's (1969) study showed that men teachers scored high on aesthetic, political and social values than women teachers. In another study, Pal (1969) found student-teachers to consider political value as most important, indicating that they are much interested in power, prestige and in having some control over other. These teachers also placed great importance on the theoretical and economic values showing that they are oriented towards cognitive approach to things, and values that which is useful. The lowest value assessment was found for religious value which indicated that religious matters meant little to this group.

Strohmeyer (1970) ascertained whether student's perception of a teacher could be predicted from the knowledge of value differences or not. He found that teacher-effectiveness could be predicted significantly from teachers' and students' values. His study was confined to 420 students and 21 teachers only.

Nelson's (1971) study on the differences of values among teachers revealed that there were significant differences among teachers on their economic, aesthetic, political and theoretical values but did not significantly differ on social and religious values. Young (1971) surveyed the values held by

238 staff members of three junior colleges in California and concluded that institutional personalities of junior colleges were created by the value orientations of their staff and that the perception and values of staff could determine whether an institution succeeded or failed in achieving its objectivity. Longstreth (1971) questioned and interviewed the entire faculty of high school teachers with regard to values and found that 82 percent teachers felt that values were relative rather than absolute. Nearly all the teachers believed that the schools should be concerned with values, but were divided on the issue of ways of inculcation of values. Most of the teachers did not believe in planning value education and preferred to use examples and discussions for handling values. Those who believed in teaching values felt that the teacher the community and the students should help determine the values to be taught, with the teacher choosing the method.

Brawer (1971) surveyed students and faculty population of three junior colleges of Los Angeles area, each respectively embodying the characteristics of urban, sub-urban and rural schools. Most notably it was found that the actual role of students or teachers seems to affect the value-system more than the other variables. He concludes that, values to indicate one potentiality faithful way of examining people and hopes that by examining value differences, ways may be found to better understand people who function in our systems of education. Kakkar's (1971) study on the values among teacher trainees and college teachers showed that teachers obtained higher scores on political values followed by theoretical and social values. The teacher trainees gave first preference to social values followed by aesthetic and theoretical values.

Kulshrestha's (1972) study revealed the importance of age as a criterion in deciding the values of society. In his study, he found that the teachers born in the post-independent period were more interested in social matters than teachers who were born in the pre-independent period. Sinha (1972) observed in his study that value patterns were similar in student-teachers young and old. Those teachers belonging to same generation and profession have great similarity. The youngsters among teachers preferred social values more and less preference was given to religious, aesthetic and political values.

Pachaury's (1973) study of scientific values of Science teachers found that the predominant values present in the Science teachers were creativity, open-mindedness, objectivity and experimental verification. Kaul's (1973) study of factorial analysis of values possessed by teachers found that both popular and non-popular teachers differed significantly on all the six values. Popular teachers were predominant in political, social and religious and non-popular teachers preferred more the aesthetic values and economic values. Rokeach (1973) reported the review of the wide range of value data collected on American population of age ranging from 11 to 70s. He observed that at least 30 out of 36 values differed significantly with age. The impression gained was that value range from early adolescence through old age, with 14 different value patterns. Among 30 differentiating values observed, 9 of them appear to be more prominent.

Singh's (1974) study also found that the age of teachers influenced their religious and political values. The level of education, training, school management, location and size of the school had not much of influence on the values of teachers. The subject which the teacher taught was found to have a significant influence on the values of the teachers. Teachers with high social and theoretical values were found to be high on the scale that assessed the professional satisfaction of teachers

Kulshrestha (1979) in his study observed that teachers preferred more and ranked high on professional, social, progressive and aesthetic values. They ranked low, the values that were not social, economic, traditional and aesthetic in character. The teachers gave least preference to the authoritarianism, extravagance and non-professional values. Patel (1979) observed that senior teachers prefer social, political, economic and religious values, whereas juniors or youngsters preferred more democratic and aesthetic values. Rural teachers preferred social, political and economic values than their counterparts.

Kumari (1981) found that both men and women preferred theoretical values. Rural women teachers and urban men teachers possessed high morality. The urban women teachers preferred more economic and social values whereas rural women preferred aesthetic, theoretical and religious values more.

Kumar and Mutha's (1985) study revealed that the non-effective teachers score high on political values whereas theoretical values were preferred more by the effective teachers. Bush and Ahuja (1986) who carried out a research on value difference among adolescent youths and adults belonging to different levels of educational institution found the following:

- i) the educated masses assigned higher preference to honesty and equality, and lower preference to imagination and salvation uniformly at all age groups;
- ii) value system of adults was characterized by higher priorities to independent, self-control, freedom and mature love and bottom lower priorities to loving and responsible, comfortable life and world of beauty;
- iii) the liking for the values, broad minded, logical, capable, freedom happiness were specific to educated youth;

Adolescents care the maximum to cleanliness, being helpful and true friendship and the minimum to loving, mature love and inner harmony. The study of Surinder (1988) on the role of teacher in moral direction of students' revealed that teachers play an important role in directing the students to avoid use of narcotics, through self-control and direct students to have moral courage to resist copying and using unfair means in the examinations. A dedicated teacher can nourish the moral health of society.

Singh and others (1990) undertook an experimental study using pre-test-post-test-control group design. They reported that demonstration theory

orientation practice of value analysis model has helped in developing moral judgment in B.Ed. teacher trainees.

The study conducted by Assor (2004) examined the hypothesis that teachers' educational values predict their behaviour and students' attributes when these values function as chronically accessible, positively valenced categories which are linked discriminately to perceptions of specific behaviours. This hypothesis was tested in relation to the value of Encouraging Independent Thought (EIT). Fifty-two teachers were administered, in individual sessions, a sorting task and questionnaires assessing the variables of interest. Several months later, the 1,614 students of these teachers completed questionnaires assessing teacher behaviours and students' attributes. Discriminant accessibility of the value of EIT in teachers predicted two value consistent teacher behaviours: showing tolerance for independent and critical students' opinions and showing interest in and respect for students' ideas—as well as two students' attributes: assignment of little importance to the value of conformity and sense of acceptance by classmates. The findings demonstrated the theoretical usefulness of the notion of discriminant accessibility of values and suggested that, as part of teacher education programs, it is important to strengthen teachers' inclinations to examine the contribution of concrete actions to the realization of abstract values. Discriminant accessibility of the value of EIT also appeared to enhance teachers' ability to foster critical thinking in students.

The purpose of this qualitative study conducted by Baslo and Bardakci (2008) was to evaluate both the positive and negative changes in the aims and practices of current schools and, in addition, identify teacher values that have influenced the Turkish educational system from the early years of the Turkish Republic till now. With this in mind, a set of semi structured open-ended questions were directed to 50 retired teachers in Ankara, Samsun, and Corum. Questions aimed to identify the comparative views and thoughts on education, living conditions, and teaching objectives between 1940 and 2006. The

information for eight study problems were listed, grouped and summarized in ten-year sessions. For descriptive purposes, Microsoft Excel version 7.00 was used in order to provide frequencies, percentages, and graphical representations of the data for the first two questions. The answers to the remaining six questions were categorized and conceptualized line by line for each respondent. According to the results, there have been noteworthy changes on the teachers' perceptions regarding the values, such as the goals of education, human rights, participation, productivity, creativity, and critical thinking over time. In addition, old photographs, memories, diaries and letters that belong to the participating retired teachers were used as the study materials. As the result, the emerging themes were summarized in order to demonstrate the changes in the teacher values over the years, from the early days of the Republic to today.

For millennia, societies have been aware that each generation learns values, but the sources from which people learn values remained relatively unexplored. In today's world, learning from teachers seems an obvious source, yet teachers generally seemed uncomfortable with the word 'values'. There are at least two sound reasons for researching teachers' understanding of values. First, scholars associate self-knowledge of one's values, along with the capacity to integrate and live those values, with 'good' or 'expert' teachers (Combs, 1982; Boyer, 1995; Agne, 1999; Rallis and Rossman, 1995; Hamachek, 1999). Second, the literature is consistent that values are "internalized so deeply that they define personality and behaviour as well as consciously and unconsciously held attitudes" (Dewey, 1916; Burns, 1978; Jarrett, 1991). Even if teachers do not explicitly discuss values with students, they cannot avoid modeling their own values. Aristotle began the formal debate by opening his Eudemian Ethics with the fundamental question, "How and by what sources does virtue arise?" (Sherman, 1989). Since then, philosophers have written much about values, but few have written specifically about sources of values or the development of values in teachers (Heath, 1994). General references, though scattered, are plentiful concerning sources of values for

young children, less plentiful concerning sources of values for adults. Sources of values for teachers are rarely discussed in the literature on teacher development and are usually mentioned only in passing in books or articles dealing with other aspects of teaching. Values themselves may remain unexamined, hidden, or invisible, but the visible results of values can be observed in people's decisions and actions, choices and behaviours. Values also appear to be learned and refined over time; in adulthood, particularly through self-knowledge, reality, and reflection (Murdoch, 1970; Ryle, 1972). According to Krathwohl, Bloom, and Masias (1964), the highest levels of learning in adulthood reflect an organization of personal values into a coherent worldview and display of behaviours consistent with one's philosophy of life. Literature has indicated that teachers serve as powerful models in the development of children's values, so development and refinement of teachers' values appears a worthy topic for continuing professional development. This juncture requires re-thinking the role of values in 'good teaching' and the role of teachers as a source of values (Vivinnie, 2004).

## **8. METHODOLOGY OF THE PRESENT STUDY**

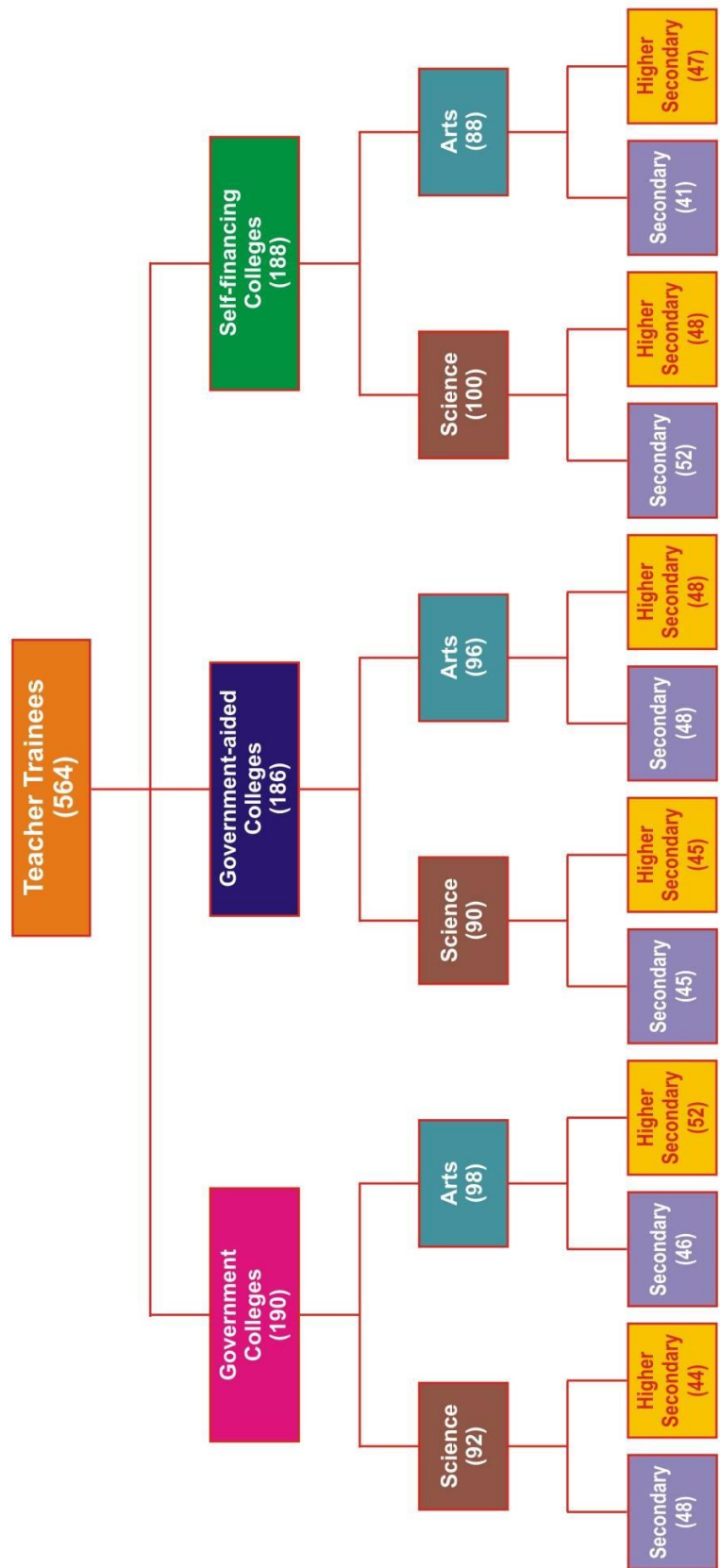
Methodology is an important aspect of any kind of research work. Each research study has its own objectives. The procedure adopted by the researcher for the investigation is known as methodology.

### **8.1 Research Design**

The present study deals with the analyses of perception of values among teacher trainees in different categories of colleges of education, namely, government, government-aided and self-financing colleges of education.

Therefore a factorial design was chosen to be most appropriate for the present study (Kerlinger, 1983). For the present study a 3 x 2 X 2 research design has been selected and presented hereunder.

**Figure - 2**  
**3 x 2 x 2 FACTORIAL DESIGN**



## **8.2 Method of Investigation**

Survey method is employed in the present research to collect, analyze and interpret the data. Data collected from the select sample was scored and subjected to statistical processing.

## **8.3 Population and Sample Characteristics**

Mahatma Gandhi called “Women as incarnation of Ahimsa”. Teachers are called Nation Builders. Teaching is respectful profession, most suitable for women. Mother is the first teacher of a child and the mother extends this role to the society by joining a School. Her innate qualities, her patience, her love and care and her “Mother Figure” role enable her to be ideally suited for this profession. In the present scenario of education, especially in India, women have often outclassed men in academic pursuits and there is proof of it in the results of Boards and Universities. Women are finding the teaching profession safe, respectful, satisfying and many have proved their mettle. As a result, today in India, we find that the percentage of women teachers out beat the percentage of men teachers. As a result the present study limits its investigation only to the women teacher trainees in different colleges of education.

Thus the sample chosen for the present investigation will be 564 women teacher trainees, 190 from government, 186 from government-aided and 188 from self-financing colleges of education.

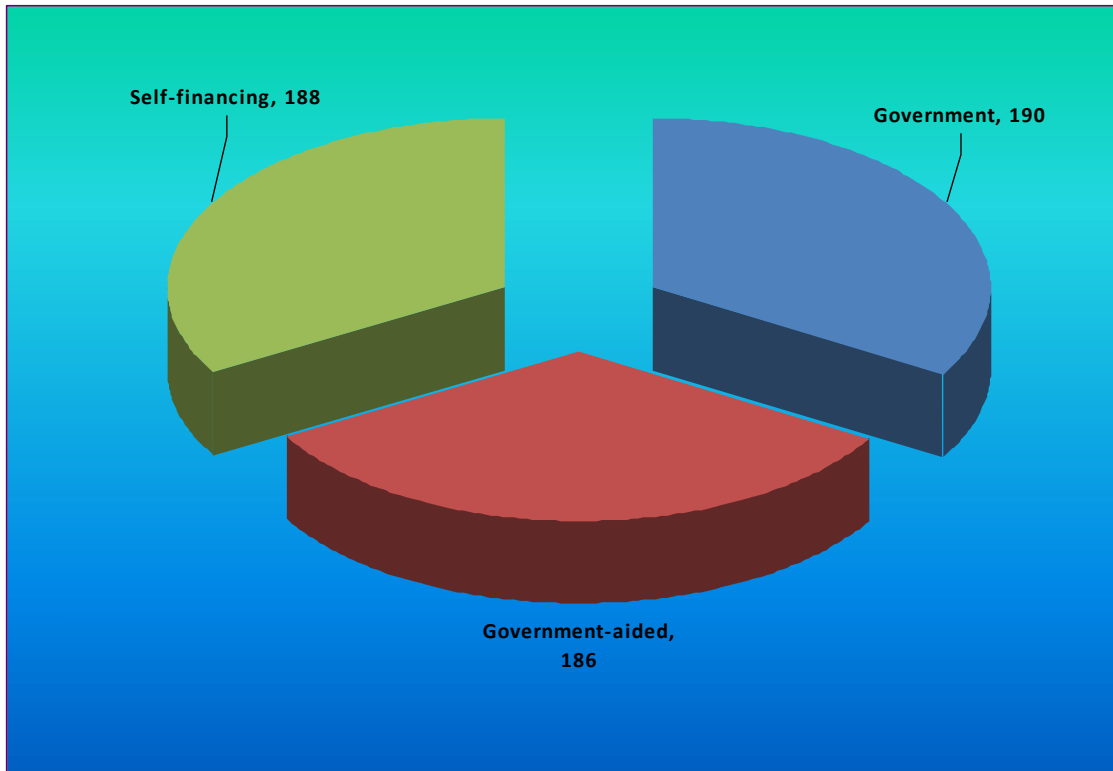
**Table - 1**

**Sample Distribution**

<b>Groups</b>	<b>Levels</b>	<b>Government Colleges</b>	<b>Government-aided Colleges</b>	<b>Self-financing Colleges</b>	<b>Total</b>
<b>Science Group</b>	Secondary Level	48	45	52	145
	Higher Secondary Level	44	45	48	137
<b>Arts Group</b>	Secondary Level	46	48	41	135
	Higher Secondary Level	52	48	47	147
<b>Total</b>		190	186	188	564

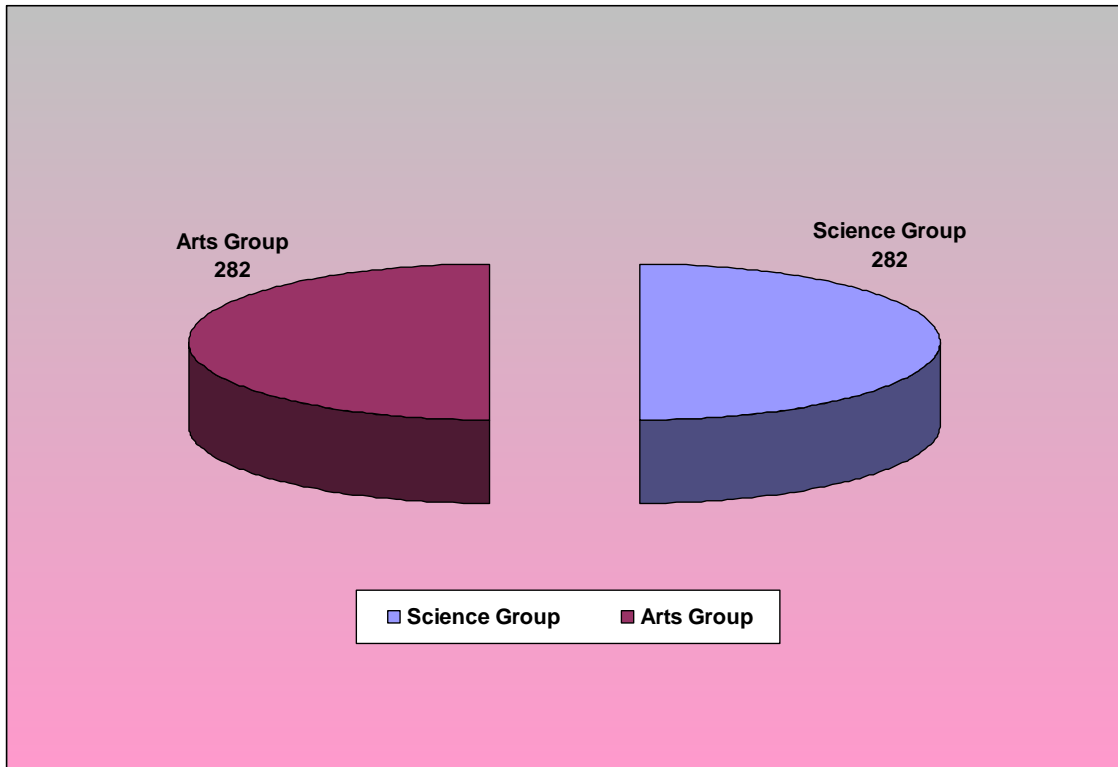
**Figure - 3a**

**College-wise Distribution of Sample**



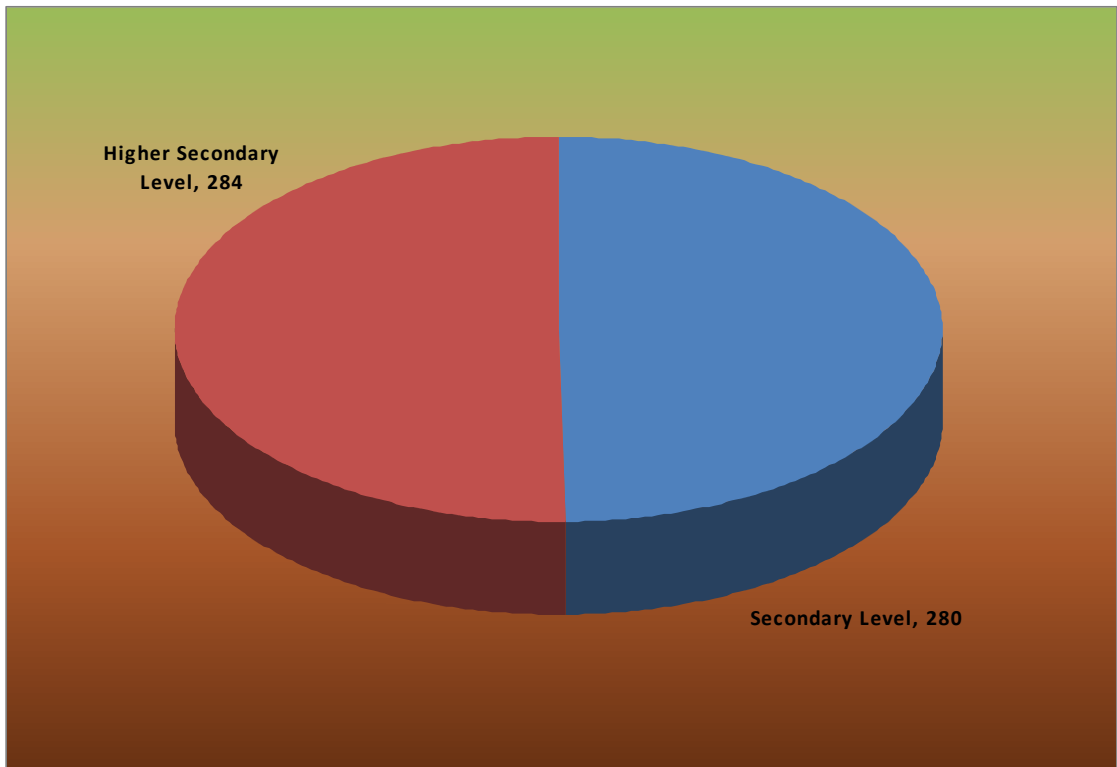
**Figure - 3b**

**Group-wise Distribution of Sample**



**Figure - 3c**

**Level-wise Distribution of Sample**



## 9 DEVELOPMENT OF THE SCALE

The scale was designed by the investigators to measure the degree of teacher trainees' values on issues related to educational life.

### 9.1 Procedure

Five steps were followed in the development of the scale.

The *first step* was reviewing the studies in the literature related to values and values scales.

The *second step* was to ask 60 teacher trainees an open-ended question. These trainees were not the participants in the study, but had the same features as participants. The question was: "According to your point of view, what are teachers' values related to educational life?" Fifty nine teacher trainees replied to this question. In the light of the results of the literature review and teacher trainees' views on teachers' values related to educational life, 75 items were developed based on the theoretical approaches and studies (Weiss, 1971; Hawley and Hawley, 1975; Bloom, 1991; Melinda, 1997; Tal and Yinon, 2009).

A pool of items was formed in the *third step*. Items were selected and formed according to the opinions of eight experts of whom two studied the measurements and development of the scale, two studied values, two studied the English language and two studied the Tamil language. Modifications were made according to these experts' suggestions and this resulted in the inclusion of 60 items.

In the fourth step, the scale was administered to 35 teacher trainees in order to test the understandability of the items for participants and to determine the time of administration and conditions.

The fifth and the last step covered the statistical analysis of the items and, as a result, a Teacher Trainees' Values Scale (TTVS) was formed with 50 items after required corrections and modifications. A Likert-type of scale was

used and the choices for each item were as follows: 1-Strongly Disagree; 2-Disagree; 3-Neutral; 4-Agree; 5-Strongly agree.

The final scale was again subjected to confirmatory factor analysis for purposes of standardization.

## 9.2 Results

### (i) Confirmatory Factor Analyses

**Table - 2**  
**Confirmatory Factor Index for Values**

<b>Factors</b>	<b>CFI</b>
Dedication	0.980
Punctuality	0.949
Intellectual Honesty	0.954
Sincerity	0.962
Right Conduct	0.968

Normal distribution analyses were carried out first for the validity and reliability of the TTVS. Analyses were carried out with SPSS 15.0 and 0.05 was accepted as the significance level.

### (ii) Validity Findings

A factorialy tested scale provides factorial validity. The validity check was made using convergent validity technique of Bentler and Bonette (1980). The final scale consisted of work stressors, health stressors and home stressors.

**Table - 3**

**Teacher Trainees Values Scale (TTVS) Validity**

<b>Value Subscales</b>	<b>BBNn-Normd Fit Index</b>
Dedication	0.94
Punctuality	0.93
Intellectual Honesty	0.93
Sincerity	0.94
Right Conduct	0.95

**(ii) Reliability Findings**

To examine the reliability of the scale, Cronbach's alpha coefficient, item-total correlations and extreme group comparison were calculated. The calculated Cronbach alpha coefficient was 0.87 for the whole scale; 0.84 for the first subscale which is composed of ten items, 0.82 for the second subscale which includes ten items, 0.70 for the third subscale which includes ten items, 0.80 for the fourth subscale which includes ten items and 0.83 for the fifth subscale which includes ten items.

Item-total correlations were also evaluated. Minimum and maximum correlation coefficients were 0.25 and 0.62, which is the generally accepted point. The correlation between the main scale and the first subscale was 0.81, the main scale and the second subscale was 0.85, the main scale and the third subscale was 0.69, the main scale and the fourth subscale was 0.79 and the main scale and fifth subscale was 0.80.

The correlation between the first subscale and the second subscale was 0.65, the first subscale and the third subscale was 0.28, the first subscale and the fourth subscale was 0.33, the first subscale and the fifth subscale was 0.30, the second subscale and the third subscale was 0.29, the second subscale and the fourth subscale was 0.32, the second subscale and the fifth subscale was 0.33, the third subscale and the fourth subscale was 0.31, the third subscale and the fifth subscale was 0.35 and finally the fourth subscale and the fifth subscale was 0.35.

### **9.3 Discussion**

In this study the Teacher Trainees' Values Scale developed, related to values in education for teachers, is expected to improve awareness of values among teachers. The teacher with values emphasizes a broader conceptualization of values and he/she fosters active, engaged, citizens by creating an environment in school. Depending on this idea, a scale measuring teacher trainees' values related to educational life was developed.

Results of the literature review and teacher trainees' views about teachers' values in education were highly connected. The initial pool of items was formed according to the results of the literature review, teacher trainees' views about teachers' values in educational life, and experts' opinions.

As a result, five subscales were finalized, each subscale can be used independently from other scales. For example, the subscale which was formed in this study and called "dedication" can be used as a separate scale in other studies.

Reliability studies showed that the whole scale and subscale internal consistency values are at an acceptable level. The whole item-total correlation values are between 0.25 and 0.62.

Results of the validity and reliability studies show that the scale is acceptable for defining the values of teacher trainees.

#### 9.4 Administration and Scoring

The TTVS was administered to the participants in their regular class hours in January, 2010 by the investigators. The following instructions were given to the teacher trainees.

***“Listed below are a series of statements that represent your perception of values to teach. Read the following statements one by one carefully. Each statement can be responded in 5 alternatives viz., Strongly Agree, Agree, Neither Agree nor Disagree, Disagree and Strongly Disagree. According to your view, think and decide which alternative suits you well. Opening upon your decision, put a tick (✓) in front of each statement in the columns provided. There is no time limit, however, do not spend too much time pondering over a single item. I expect an honest response from you as it goes a long way in building research knowledge. Thank you”.***

Most of the teachers took 20 minutes to complete the test. The responses were collected and scored.

The scoring was done on the basis of the 5 point rating scale of the Likert type and the scores for perception of values among teacher trainees ranged from 50 to 225. Low scores indicated a low perception of values and high scores indicated a high perception of values. The ratings were presented as follows for every item.

The scoring scheme is as follows:

- |   |   |                                      |
|---|---|--------------------------------------|
| 1 | - | Strongly Disagree                    |
| 2 | - | Disagree                             |
| 3 | - | Neutral (Neither Disagree nor Agree) |
| 4 | - | Agree                                |
| 5 | - | Strongly Agree                       |

## **10. ANALYSIS, INTERPRETATION AND DISCUSSION**

Research becomes meaningful in the process of data being collected and interpreted. Proper analysis and interpretation of data facilitates the researcher in drawing out meaningful inferences from the results. The main purpose of the study is to analyze the values perceived by teacher trainees at the secondary and higher secondary levels.

### **10.1 Analysis of Variance with regard to the Values Perceived among Teacher Trainees in Different Categories of Colleges of Education**

According to Fraenkel (1977) values of people are reflected in what they say and do, but one is never sure whether a statement or action reflects a particular value. The presence of a value can only be inferred based on the frequency and consistency between statements made and actions taken that have been observed over time. This implies that what-ever moral actions that we take must be based on some cognitive and affective aspects. Thus, in the present study, values perceived by teacher trainees in different categories of colleges of education are investigated. The data collected is subjected to statistical analyses and presented hereunder.

**Table - 4**

**Analysis of Variance of Perception of Values among Teacher Trainees in Different Categories of Colleges of Education**

<b>Source of Variation</b>	<b>df</b>	<b>Sum of Squares</b>	<b>Mean of Sum of Squares</b>	<b>F-ratio</b>
Between groups	2	1210386.00	605193.13	1520.71**
Within groups	561	223260.00	397.97	
Total	563	1433646.00		

\*\*Significant at 0.01 level

In Table-4, for the analysis of variance, different categories of colleges of education are treated as different groups. The F-ratio is 1520.71, which is significant at 0.01 level. Thus, there is a significant difference in perception of values among teacher trainees in different categories of colleges of education at the secondary and higher secondary levels.

In order to establish the actual degree of difference between the teacher trainees belonging to different categories of colleges of education, namely, government, government-aided and self-financing colleges of education, critical ratios were worked out and the actual difference between the mean scores were established. The tables presented below (Table-4a to Table-4c) thus indicate the mean difference between the student teachers in the different categories of colleges of education at the secondary and higher secondary levels.

**Table - 4a**

**Statistical Analysis of Means of Perception of Values among Teacher Trainees of Government and Government-aided Colleges of Education**

<b>Variable</b>	<b>Sample Size</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>SED</b>	<b>CR</b>
Government Colleges	190	197.42	19.98	1.45	1.79	27.00**
Government-aided Colleges	186	149.11	14.16	1.04		

\*\*Significant at 0.01 level

In Table-4a, the mean and standard deviation for perception of values are 197.42 and 19.98 respectively among teacher trainees in government and 149.11 and 14.16 respectively among teacher trainees in government-aided colleges of education. The critical ratio value is 27.00, significant at 0.01 level.

Thus, values perceived by teacher trainees in government colleges of education are significantly higher when compared to the values perceived by teacher trainees in government-aided colleges of education.

**Table - 4b**

**Statistical Analysis of Means of Perception of Values among  
Teacher Trainees of Arts Group in Government and Self-financing  
Colleges of Education**

<b>Variable</b>	<b>Sample Size</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>SED</b>	<b>CR</b>
Government Colleges	190	197.42	19.38	1.45	2.29	49.29**
Self-financing Colleges	188	84.60	24.34	1.78		

\*\*Significant at 0.01 level

In Table-4b, the mean and standard deviation for perception of values are 197.42 and 19.38 respectively among teacher trainees in government and 84.60 and 24.34 respectively among teacher trainees in self-financing colleges of education. The critical ratio value is 49.29, significant at 0.01 level.

Thus, values perceived by teacher trainees in government colleges of education are significantly higher when compared to the values perceived by teacher trainees in self-financing colleges of education.

**Table - 4c**

**Statistical Analysis of Means of Perception of Values among  
Teacher Trainees of Arts Group in Government-aided and Self-financing  
Colleges of Education**

<b>Variable</b>	<b>Sample Size</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>SED</b>	<b>CR</b>
Government-aided Colleges	186	149.11	14.16	1.04	2.06	31.29**
Self-financing Colleges	188	84.60	24.34	1.78		

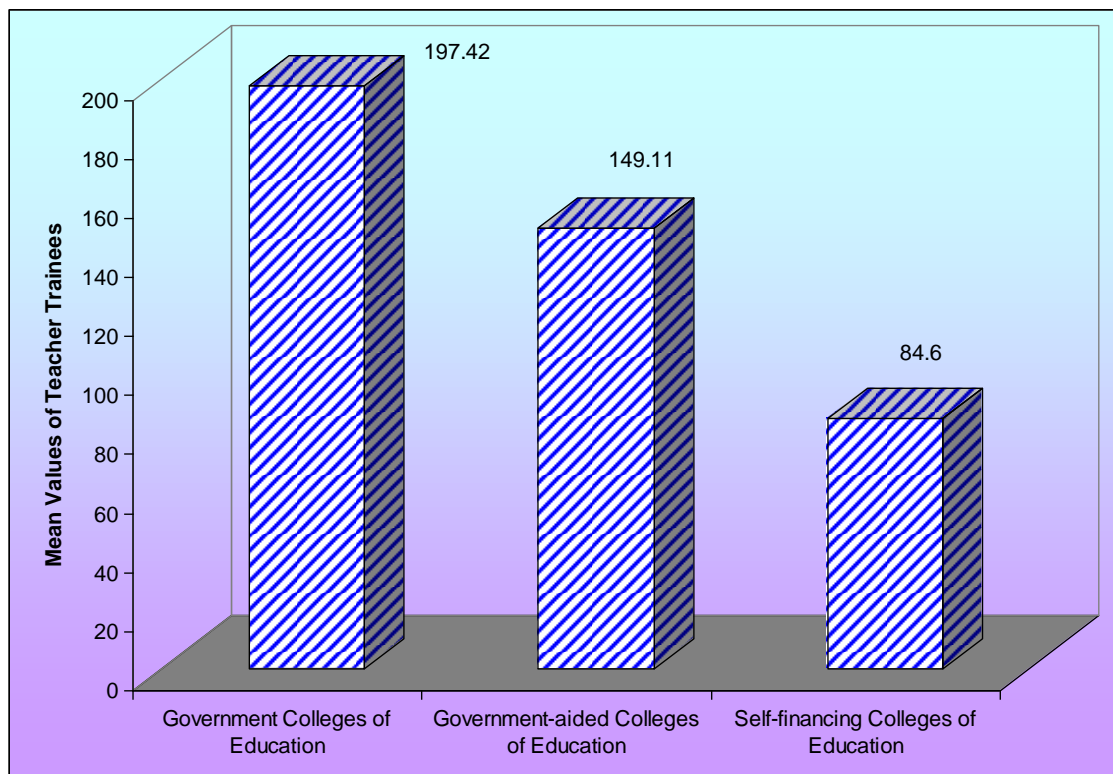
\*\*Significant at 0.01 level

In Table-4c, the mean and standard deviation for perception of values are 149.11 and 14.16 respectively among teacher trainees in government-aided and 84.60 and 24.34 respectively among teacher trainees in self-financing colleges of education. The critical ratio value is 31.29, significant at 0.01 level.

Thus, values perceived by teacher trainees in government-aided colleges of education are significantly higher when compared to the values perceived by teacher trainees in self-financing colleges of education.

**Figure - 4**

**Means of Perception of Values among Teacher Trainees in Different Categories of Colleges of Education**



## **10.2 Discussion on the Analysis of Variance with regard to the Values Perceived among Teacher Trainees in Different Categories of Colleges of Education**

The nations of the world are striving their utmost to bring into the lives of their people the marvels of science and technology. Indeed, human life on this planet has been greatly enriched with the incredible technological advances. There is great anxiety that our scintillating progress in controlling and adopting our material world, has not been matched by corresponding advance in human character and virtue. Indeed, many observers feel that moral values are disintegrating in all walks of life, both public and personal. 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/ companionship, a sense of accomplishment or achievement, and of course, survival. When a teacher spends time after school to help a student, he may feel he has sacrificed his own needs to the needs of the student. At the same time, he is likely to have gained something for himself—perhaps a heightened sense of self-worth or the good feelings that come with the student’s gratitude. Because values influence a person’s behaviours and choices, they are worthy of exploration. When people possess what they value, they are contented. If they are deprived of what they value, they feel frustrated or dissatisfied. Humans, therefore, unconsciously behave in ways that move them toward what they value or away from anything counter to that value.

Therefore, a great responsibility lies with the educational system to give a value–orientation to students. The system of education should be moulded so that it helps in developing among children the basic human values, national pride, sound citizenship and scientific temper. Values are acquired, subconsciously in many ways. While some are the products of reflection, many are acquired from various social groups such as the family, the religion, or the peer group (Hoover, 1972).

In the present study, it is found that the teacher trainees in government colleges of education perceive values at a significantly higher level when compared to the teacher trainees in government-aided and self-financing colleges of education. Students in government colleges of education are the cream of students who have entered these colleges purely by merit in counseling held for admitting students in various colleges of education all over Tamil Nadu. These students are more disciplined and dedicated to their teaching endeavour and thus perceive values significantly higher when compared to their counterparts in other categories of colleges of education, where there is a percentage of reservation for the management in admitting students.

### **10.3 Analysis of Variance with regard to the Values Perceived among Teacher Trainees of Science and Arts Groups in Different Categories of Colleges of Education**

England (1967) viewed values as something closer to an ideology or a philosophy than is to attitude. He defined values as a relatively permanent perceptual framework which shapes and influences the general nature of an individual's behavior. Values are similar to attitudes but are more ingrained, permanent and stable in nature. Another definition of values was expressed by Katz (1981), as expressions of our preferences and that is, preferences that stems from past experiences and help to guide us to and through new experiences. According to him, different people have different values due to various experiences, but nonetheless, values serve as guide to people's conduct.

The analyses of values perceived by teacher trainees in different categories of colleges of education (Tables-4, 4a, 4b and 4c) has exhibited the significant difference that exists between teacher trainees in government, government-aided and self-financing colleges of education. This has initiated the investigation of values perceived by teacher trainees of Science and Arts groups in these colleges of education. The results of the analyses are presented below (Tables-5a, 5b & 5c).

**Table - 5a**

**Statistical Analysis of Means of Perception of Values among  
Teacher Trainees of Science and Arts Groups in Government Colleges  
of Education**

<b>Variable</b>	<b>Sample Size</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>SED</b>	<b>CR</b>
Science Group	92	211.41	9.53	0.99	2.13	12.73**
Arts Group	98	184.29	18.23	1.84		

\*\*Significant at 0.01 level

In Table-5a, the mean and standard deviation for perception of values are 211.41 and 9.53 respectively among teacher trainees of Science group and 184.29 and 18.23 respectively among teacher trainees of Arts group in government colleges of education. The critical ratio value is 12.73, significant at 0.01 level.

Thus, values perceived by teacher trainees of Science group are significantly higher when compared to the values perceived by teacher trainees of Arts group in government colleges of education.

**Table - 5b**

**Statistical Analysis of Means of Perception of Values among  
Teacher Trainees of Science and Arts Groups in Government-aided  
Colleges of Education**

<b>Variable</b>	<b>Sample Size</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>SED</b>	<b>CR</b>
Science Group	90	161.06	8.88	0.94	1.20	19.36**
Arts Group	96	137.92	7.39	0.75		

\*\*Significant at 0.01 level

In Table-5b, the mean and standard deviation for perception of values are 161.06 and 8.88 respectively among teacher trainees of Science group and 137.92 and 7.39 respectively among teacher trainees of Arts group in government-aided colleges of education. The critical ratio value is 19.36, significant at 0.01 level.

Thus, values perceived by teacher trainees of Science group are significantly higher when compared to the values perceived by teacher trainees of Arts group in government-aided colleges of education.

**Table - 5c**

**Statistical Analysis of Means of Perception of Values among  
Teacher Trainees of Science and Arts Groups in Self-financing Colleges  
of Education**

<b>Variable</b>	<b>Sample Size</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>SED</b>	<b>CR</b>
Science Group	100	102.80	14.88	1.49	2.14	18.14**
Arts Group	88	63.82	14.41	1.54		

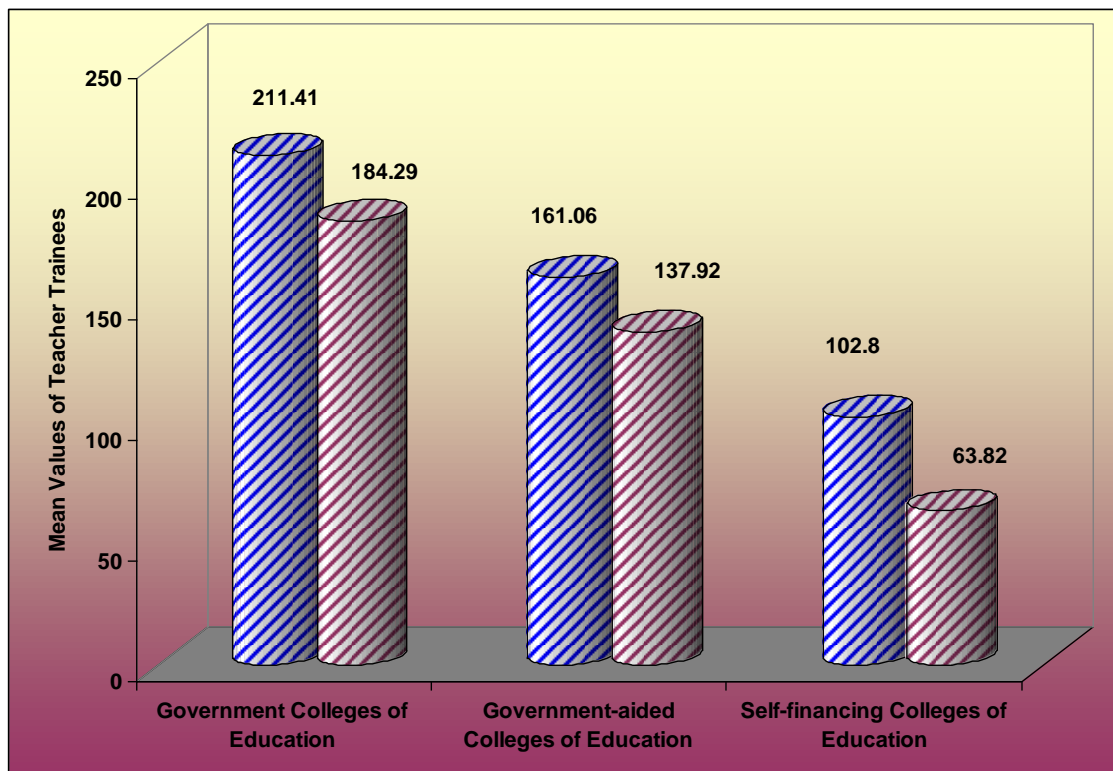
\*\*Significant at 0.01 level

In Table-5c, the mean and standard deviation for perception of values are 102.80 and 14.88 respectively among teacher trainees of Science group and 63.82 and 14.41 respectively among teacher trainees of Arts group in self-financing colleges of education. The critical ratio value is 18.14, significant at 0.01 level.

Thus, values perceived by teacher trainees of Science group are significantly higher when compared to the values perceived by teacher trainees of Arts group in self-financing colleges of education.

**Figure - 5**

**Means of Perception of Values among Teacher Trainees of Science and Arts Groups in Government, Government-aided and Self-financing Colleges of Education**



#### **10.4 Discussion on the Analysis of Variance with regard to the Values Perceived among Teacher Trainees of Science and Arts Groups in Different Categories of Colleges of Education**

According to Cuber (1962), values are the ideas and beliefs which people cherish. These ideas contain or express the judgment, which people have, of the relative importance things. Spaulding (1963) perceived values in terms of the involvement among the components of limited closed system, which would be essential for the integration of the system as constituted at the given time. Zaleznik and David (1964) referred to values as the ideas in the mind of men comparable to norms in that they specify how people should behave. Values also attach degrees of goodness to activities and relationships. The Education Commission of 1964-66 headed by Kothari reviewed the entire garment of education, and pointed out the defects of the present system of education with respect to moral and spiritual values. The Commission observed need of value-education in schools and emphasized the importance of value education.

It is quite heartening to note that the New Education Policy (1985-86), in its action plan, included a programme of annual education audit of the schools and five-yearly educational audit of the system of education to update and revamp it. In making education value-oriented, the first step is to make education functional and effective. In order to achieve this end, it needs to make drastic changes in institutional environment, curricular and teaching practices. In the present study it is evinced that the teacher trainees in the Science groups perceive higher level of values when compared to the teachers in Arts groups in all categories of colleges of education, namely, the government, government-aided and self-financing colleges of education. The teacher trainees in Science groups are exposed to various practical activities that give them opportunities to work as a team with discipline, sincerity and truthfulness. As a result, these students are able to accommodate themselves to various situations, which might be expected or unexpected. Thus, these exposures to practical experiences develop better perception of values among these teacher trainees than those in Arts groups.

## **10.5 Analysis of Variance with regard to the Values Perceived among Teacher Trainees of Science Group in Different Categories of Colleges of Education**

Thomas (1981) defined values as opinions which are not verifiable, but held as a matter of personal conviction. According to him, values vary in both direction and strength. The term 'direction' refers to whether a person judges something as being good or bad and 'strength' refers to the degree of the person's judgment as being slightly bad or very bad. Values can be described as a conception about what is personally more or less important, about what is good or bad; and about things which are right or less so. Values give direction to one's attitudes, beliefs and behavior and provide a guide for choosing among the more or less preferred modes or means or ends of one's behavior. In the present study, investigating the values perceived by teacher trainees in different categories of colleges of education the results of the analyses of students in different groups, exhibited significant differences among teacher trainees in Science and Arts groups. These results initiated the comparison of values perceived among teacher trainees in Science groups in different categories of colleges. The results are presented hereunder in Tables-6, 6a, 6b and 6c.

**Table - 6**

**Analysis of Variance of Perception of Values among Teacher Trainees of Science Group in Different Categories of Colleges of Education**

<b>Source of Variation</b>	<b>df</b>	<b>Sum of Squares</b>	<b>Mean of Sum of Squares</b>	<b>F-ratio</b>
Between groups	2	567627.50	283813.73	2128.20**
Within groups	279	37207.03	133.36	
Total	281	604834.53		

\*\*Significant at 0.01 level

In Table-6, for the analysis of variance, Science groups in different categories of colleges of education are treated as different groups. The F-ratio is 2128.20, which is significant at 0.01 level. Thus, there is a significant difference in perception of values among teacher trainees in Science groups at the secondary and higher secondary levels in different categories of colleges of education.

In order to establish the actual degree of difference between the teacher trainees belonging to different categories of colleges of education, namely, government, government-aided and self-financing colleges of education, critical ratios were worked out and the actual difference between the mean scores were established. The tables presented below (Table-6a to Table-6c) thus indicate the mean difference between the student teachers in the different categories of colleges of education at the secondary and higher secondary levels.

**Table - 6a**

**Statistical Analysis of Means of Perception of Values among  
Teacher Trainees of Science Group in Government and Government-  
aided of Colleges of Education**

<b>Variable</b>	<b>Sample Size</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>SED</b>	<b>CR</b>
Government Colleges	92	211.41	9.53	0.99	1.37	36.85**
Government-aided Colleges	90	161.06	8.88	0.94		

\*\*Significant at 0.01 level

In Table-6a, the mean and standard deviation for perception of values are 211.41 and 9.53 respectively among teacher trainees of Science group in government and 161.06 and 8.88 respectively among teacher trainees of Science group in government-aided colleges of education. The critical ratio value is 36.85, significant at 0.01 level.

Thus, values perceived by teacher trainees of Science group in government colleges of education are significantly higher when compared to the values perceived by teacher trainees of Science group in government-aided colleges of education.

**Table - 6b**

**Statistical Analysis of Means of Perception of Values among  
Teacher Trainees of Science Group in Government and Self-financing  
Colleges of Education**

<b>Variable</b>	<b>Sample Size</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>SED</b>	<b>CR</b>
Government Colleges	92	211.41	9.53	0.99	1.82	59.65**
Self-financing Colleges	100	102.80	14.88	1.49		

\*\*Significant at 0.01 level

In Table-6b, the mean and standard deviation for perception of values are 211.41 and 9.53 respectively among teacher trainees of Science group in government and 102.80 and 14.88 respectively among teacher trainees of Science group in self-financing colleges of education. The critical ratio value is 59.65, significant at 0.01 level.

Thus, values perceived by teacher trainees of Science group in government colleges of education are significantly higher when compared to the values perceived by teacher trainees of Science group in self-financing colleges of education.

**Table - 6c**

**Statistical Analysis of Means of Perception of Values among Teacher Trainees of Science Group in Government-aided and Self-financing Colleges of Education**

<b>Variable</b>	<b>Sample Size</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>SED</b>	<b>CR</b>
Government-aided Colleges	90	161.06	8.88	0.94	1.80	32.32**
Self-financing Colleges	100	102.80	14.88	1.49		

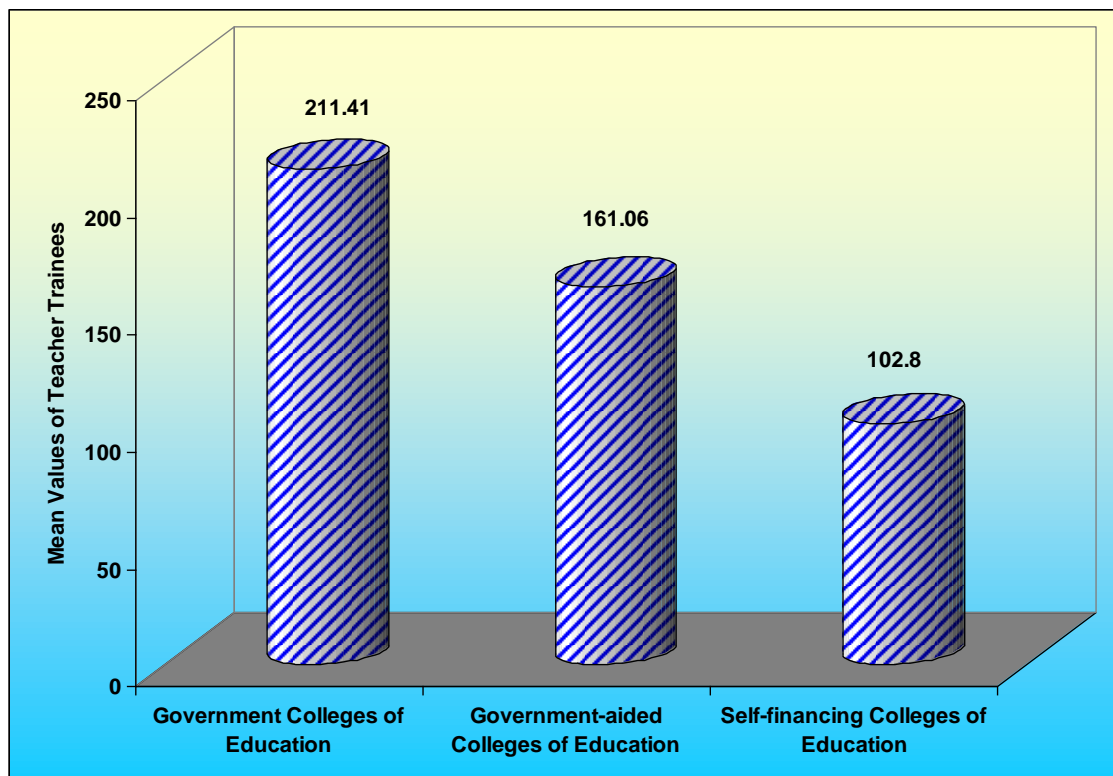
\*\*Significant at 0.01 level

In Table-6c, the mean and standard deviation for perception of values are 161.06 and 8.88 respectively among teacher trainees of Science group in government-aided and 102.80 and 14.88 respectively among teacher trainees of Science group in self-financing colleges of education. The critical ratio value is 32.32, significant at 0.01 level.

Thus, values perceived by teacher trainees of Science group in government-aided colleges of education are significantly higher when compared to the values perceived by teacher trainees of Science group in self-financing colleges of education.

Figure - 6a

Means of Perception of Values among Teacher Trainees of Science Group  
in Different Categories of Colleges of Education



## **10.6 Discussion on the Analysis of Variance with regard to the Values Perceived among Teacher Trainees of Science Group in Different Categories of Colleges of Education**

According to Dewey (1948), to value means to prize, to esteem: but secondarily it means to apprise, to estimate. It means act of cherishing something and holding it dear. Hunt (1975) defines value 'as a judgment concerning the worth of an object, person, group or situation'. Dutt (1983) said that a value could be defined as an endeavour, which satisfies need system, psychological as well as physiological needs. Almost all human beings have the same physiological needs but differ in their psychological needs and hence they differ in their values and styles of life. Functional education also implies 'education for all'. The idea of education for all was strongly supported by Huxly (1983), and he maintained that such an education should combine both facts and values.

The ex-prime Minister, Gandhi (1985), while addressing the conference of Educational Ministers of States and Union Territories emphasized the importance of value-based education which should help in breaking the barriers, sharpen social sensitivity, provide a sense of sharing and cooperation and strengthen democracy. Both attitude and behaviour, being the functional aspects of one's personality, are apt to be greatly influenced by education. In a broader sense, education, formal or informal, is a means to one's awareness to some information, knowledge or facts. It broadens one's mental outlook, influences one's belief-structure and modifies one's attitude towards an issue, object or class of people. Further, the process of educating a person enables him to think in terms of right or wrong, true or false, reasonable or unreasonable (Ruhela, 1986).

In the present study to investigate the perception of values among teacher trainees in different categories of colleges of education, namely, government, government-aided and self-financing colleges of education, it is

found that the teacher trainees of Science groups in government colleges of education are significantly higher in their perception of values when compared to the teacher trainees in government-aided and self-financing colleges of education. The students in government colleges of education are very dedicated to their training programme and are more serious about taking up the course, when compared to their counterparts in other colleges of education, namely, government-aided and self-financing colleges.

### **10.7 Analysis of Variance with regard to the Values Perceived among Teacher Trainees of Arts Group in Different Categories of Colleges of Education**

According to Mc. Kinney (1980), values differ from ideals, in that ideas do not always imply a choice. The culture in which a person grows up may hold certain ideals, but the ideals can only become values when they are being used as a personal way of making choices. These choices are usually personally held to be correct and appropriate for the individual. Mc.Kinney (1980) also regarded values as particular kind of belief which has to do with the appropriateness or acceptability of behavior. Unlike attitudes, which he regarded to be more specific and personal, values are more global and may underlie a whole set of attitudes. In other words, a value underlies a whole set of more specific attitudes. In the present investigation, the results of the analyses of the values perceived by teacher trainees among different groups in different categories of colleges of education, has initiated the investigators to further compare the values perceived by teacher trainees in Arts groups in different colleges of education. The results are presented in Tables-7, 7a, 7b and 7c.

**Table - 7**

**Analysis of Variance of Perception of Values among Teacher Trainees of Arts Group in Different Categories of Colleges of Education**

<b>Source of Variation</b>	<b>df</b>	<b>Sum of Squares</b>	<b>Mean of Sum of Squares</b>	<b>F-ratio</b>
Between groups	2	678820.20	339410.10	1706.05**
Within groups	279	55505.78	198.95	
Total	281	734326.98		

\*\*Significant at 0.01 level

In Table-7, for the analysis of variance, Arts groups in different categories of colleges of education are treated as different groups. The F-ratio is 1706.05, which is significant at 0.01 level. Thus, there is a significant difference in perception of values among teacher trainees in Arts groups at the secondary and higher secondary levels in different categories of colleges of education.

In order to establish the actual degree of difference between the teacher trainees belonging to different categories of colleges of education, namely, government, government-aided and self-financing colleges of education, critical ratios were worked out and the actual difference between the mean scores were established. The tables presented below (Table-7a to Table-7c) thus indicate the mean difference between the student teachers in the different categories of colleges of education at the secondary and higher secondary levels.

**Table - 7a**

**Statistical Analysis of Means of Perception of Values among  
Teacher Trainees of Arts Group in Government and Government-aided  
Colleges of Education**

<b>Variable</b>	<b>Sample Size</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>SED</b>	<b>CR</b>
Government Colleges	98	184.29	18.23	1.84	2.01	23.13**
Government-aided Colleges	96	137.92	7.39	0.75		

\*\*Significant at 0.01 level

In Table-7a, the mean and standard deviation for perception of values are 184.29 and 18.23 respectively among teacher trainees of Arts group in government and 137.92 and 7.39 respectively among teacher trainees of Arts group in government-aided colleges of education. The critical ratio value is 23.13, significant at 0.01 level.

Thus, values perceived by teacher trainees of Arts group in government colleges of education are significantly higher when compared to the values perceived by teacher trainees of Arts group in government-aided colleges of education.

**Table - 7b**

**Statistical Analysis of Means of Perception of Values among  
Teacher Trainees of Arts Group in Government and Self-financing  
Colleges of Education**

<b>Variable</b>	<b>Sample Size</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>SED</b>	<b>CR</b>
Government Colleges	98	184.29	18.23	1.84	2.43	49.56**
Self-financing Colleges	88	63.92	14.41	1.54		

\*\*Significant at 0.01 level

In Table-7b, the mean and standard deviation for perception of values are 184.29 and 18.23 respectively among teacher trainees of Arts group in government and 63.92 and 14.41 respectively among teacher trainees of Arts group in self-financing colleges of education. The critical ratio value is 49.56, significant at 0.01 level.

Thus, values perceived by teacher trainees of Arts group in government colleges of education are significantly higher when compared to the values perceived by teacher trainees of Arts group in self-financing colleges of education.

**Table - 7c**

**Statistical Analysis of Means of Perception of Values among  
Teacher Trainees of Arts Group in Non government and Self-financing  
Colleges of Education**

<b>Variable</b>	<b>Sample Size</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>SED</b>	<b>CR</b>
Government-aided Colleges	96	137.92	7.39	0.75	1.67	44.37**
Self-financing Colleges	88	63.92	14.41	1.54		

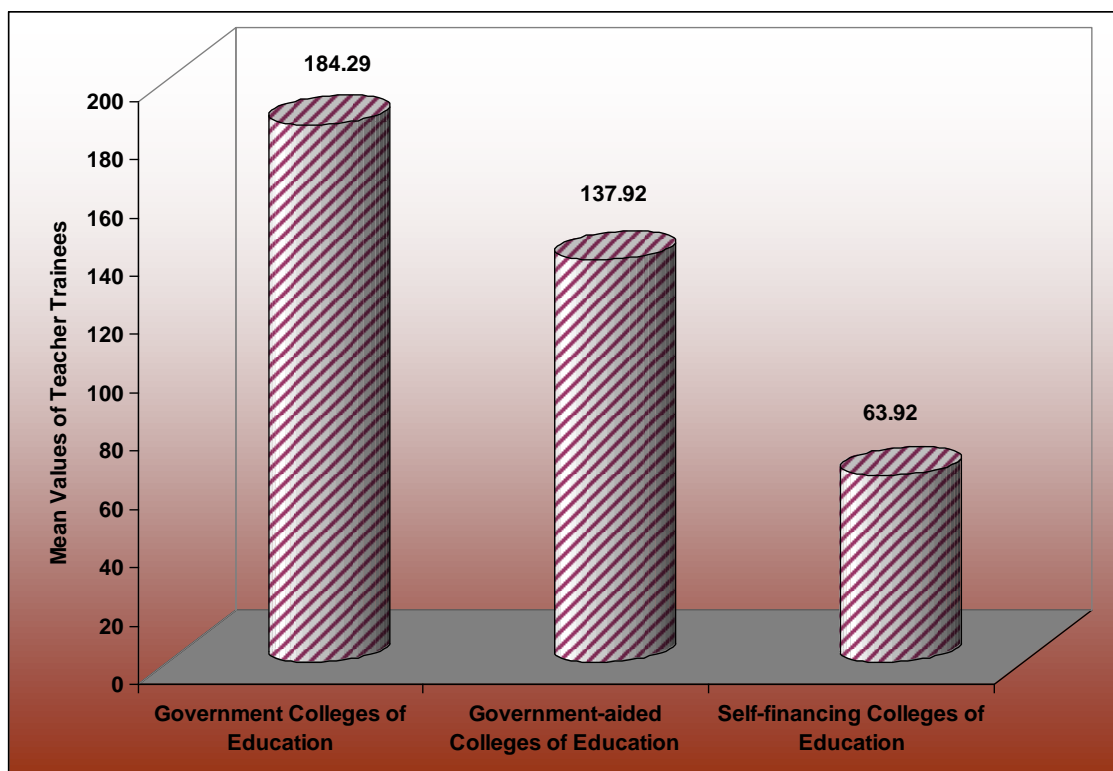
\*\*Significant at 0.01 level

In Table-7c, the mean and standard deviation for perception of values are 137.92 and 7.39 respectively among teacher trainees of Arts group in government-aided and 63.92 and 14.41 respectively among teacher trainees of Arts group in self-financing colleges of education. The critical ratio value is 44.37, significant at 0.01 level.

Thus, values perceived by teacher trainees of Arts group in government-aided colleges of education are significantly higher when compared to the values perceived by teacher trainees of Arts group in self-financing colleges of education.

**Figure - 6b**

**Means of Perception of Values among Teacher Trainees of Arts Group in Different Categories of Colleges of Education**



## **10.8 Discussion on the Analysis of Variance with regard to the Values Perceived among Teacher Trainees of Arts Group in Different Categories of Colleges of Education**

The term of value can be found in many disciplines, including anthropology, sociology, psychology, political science, economics, management, etc (Rashind, 1977). Each discipline appears to have its own definition or concept of value. The term value has always been confused with such term as ideals, beliefs and attitudes. Values should be taught from their home itself. It should continue in school as well. It is the duty of father, mother and teachers to inculcate in the minds of the young ones, to have quality in life (Sukhomlinsky, 1977). Today due to the advancement of science and technology life has become so sophisticated and very simple. There is a need for blending modernisation with values in this context. The Education Commission (1964–66) observed that modernization should derive its strength from the strength of spirit. The weakening of social and moral values in the younger generation is creating many serious social and ethical conflicts. Hence the need is felt to compare the value pattern among secondary and higher-secondary students. Value education has taken place in India from time immemorial, but often by means of informal structures of learning, which nurtures everyone with specific cultural attitudes about, right and wrong, good and evil. Value is one of those basic terms, which cannot be fully defined. There are a few general characteristics, which apply to all values. Values are a part and parcel of human existence. Values refer to objects that human beings consider desirable and worthy of pursuit in their thoughts feelings and actions. These objects may be material or abstract qualities and state of mind and heart like truthfulness, happiness, peace, justice etc. In any case, they function as ideals and standards that govern human actions.

In the present investigation of assessing values perceived by teacher trainees in different categories of colleges of education, it is seen that values

perceived among teacher trainees in Arts groups in government colleges are significantly better when compared to their counterparts in government-aided and self-financing colleges. Though the infrastructural facilities are not in par with the self-financing colleges and aided colleges, the teacher trainees in government colleges are cream of the students, highly committed to the teaching profession.

### **10.9 Analysis of Variance with regard to the Values Perceived among Teacher Trainees of Science and Arts Groups in Different Categories of Colleges of Education at the Secondary and Higher Secondary Levels**

The term 'value' stands for 'intrinsic worth'. Whatever is actually liked, prized, esteemed, desired, approved or enjoyed by anyone is valuable. An interdependent, accepted and consistent structure of values is called 'value-system'. The total number of values that constitute a person's value system is relatively not very large. All people everywhere possess the same social values with varying intensity (Zalenznik and David, 1964; Hall and Lindzey, 1967; Jones and Gerand, 1967; Evans and Smith, 1970; Shukla, 1983).

The analyses of values perceived among teacher trainees of Science and Arts groups in different colleges of education, exhibited significant differences among them in different groups and different categories of colleges. This has initiated the comparison of values perceived among teacher trainees at the secondary and higher secondary levels in Science and Arts groups.

**Table - 8a**

**Statistical Analysis of Means of Perception of Values among  
Teacher Trainees of Science Groups in Government Colleges of  
Education at the Secondary and Higher Secondary Levels**

<b>Variable</b>	<b>Sample size</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>SED</b>	<b>CR</b>
Secondary	48	203.75	5.31	0.77	1.07	14.95**
Higher Secondary	44	219.77	4.94	0.74		

\*\*Significant at 0.01 level

In Table-8a, the mean and standard deviation for perception of values are 203.75 and 5.31 respectively among teacher trainees at secondary and 219.77 and 4.94 respectively among teacher trainees at higher secondary levels of Science group in government colleges of education. The critical ratio value is 14.95, significant at 0.01 level.

Thus, values perceived by teacher trainees of Science group at the higher secondary level are significantly higher when compared to the values perceived by teacher trainees at the secondary level in government colleges of education.

**Table - 8b**

**Statistical Analysis of Means of Perception of Values among  
Teacher Trainees of Arts Groups in Government Colleges of Education  
at the Secondary and Higher Secondary Levels**

<b>Variable</b>	<b>Sample size</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>SED</b>	<b>CR</b>
Secondary	46	179.57	9.06	1.34	3.60	2.47*
Higher Secondary	52	188.46	22.85	3.17		

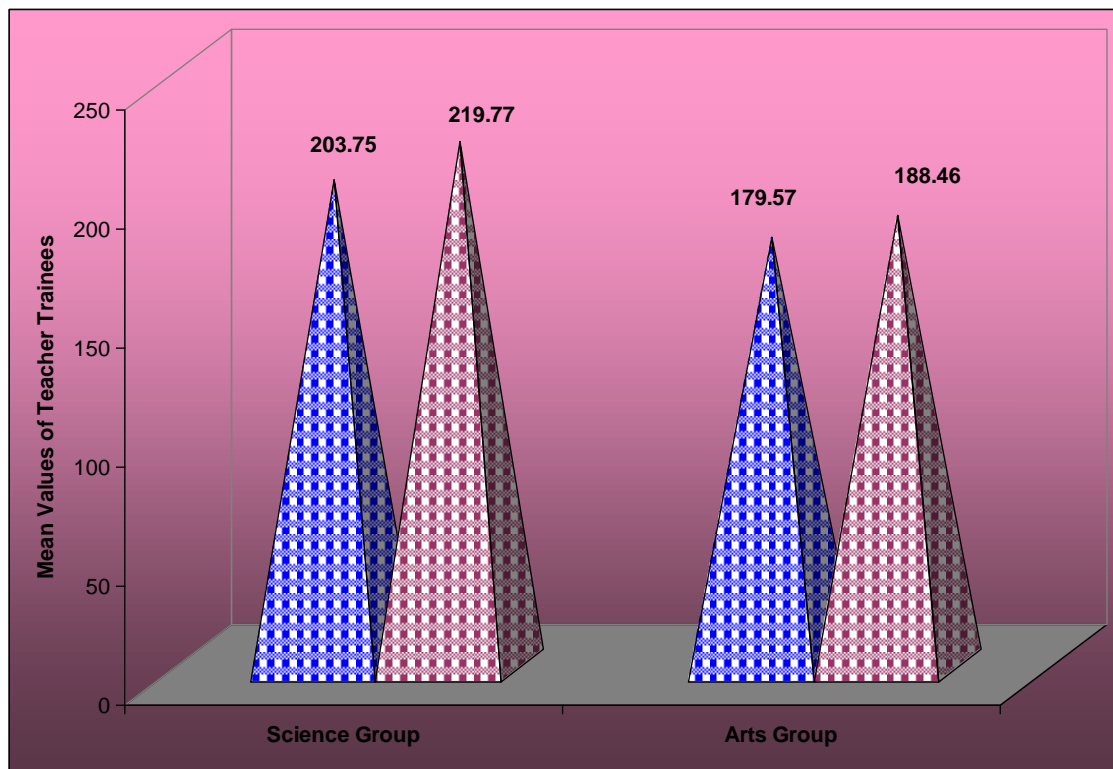
\*Significant at 0.05 level

In Table-8b, the mean and standard deviation for perception of values are 179.57 and 9.06 respectively among teacher trainees at secondary and 188.46 and 22.85 respectively among teacher trainees at higher secondary levels of Arts group in government colleges of education. The critical ratio value is 2.47, significant at 0.01 level.

Thus, values perceived by teacher trainees of Arts group at the higher secondary level are significantly higher when compared to the values perceived by teacher trainees at the secondary level in government colleges of education.

Figure - 7a

Means of Perception of Values among Teacher Trainees of Science and Arts Groups in Government Colleges of Education at the Secondary and Higher Secondary Levels



**Table - 9a**

**Statistical Analysis of Means of Perception of Values among  
Teacher Trainees of Science Groups in Government-aided Colleges of  
Education at the Secondary and Higher Secondary Levels**

<b>Variable</b>	<b>Sample size</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>SED</b>	<b>CR</b>
Secondary	45	154.67	4.93	0.74	1.30	9.82**
Higher Secondary	45	167.44	7.20	1.07		

\*\*Significant at 0.01 level

In Table-9a, the mean and standard deviation for perception of values are 154.67 and 4.93 respectively among teacher trainees at secondary and 167.44 and 7.20 respectively among teacher trainees at higher secondary levels of Science group in government-aided colleges of education. The critical ratio value is 9.82, significant at 0.01 level.

Thus, values perceived by teacher trainees of Science group at the higher secondary level are significantly higher when compared to the values perceived by teacher trainees at the secondary level in government-aided colleges of education.

**Table - 9b**

**Statistical Analysis of Means of Perception of Values among  
Teacher Trainees of Arts Groups in Government-aided Colleges of  
Education at the Secondary and Higher Secondary Levels**

<b>Variable</b>	<b>Sample size</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>SED</b>	<b>CR</b>
Secondary	48	133.85	6.04	0.87	1.26	6.43**
Higher Secondary	48	141.98	6.34	0.92		

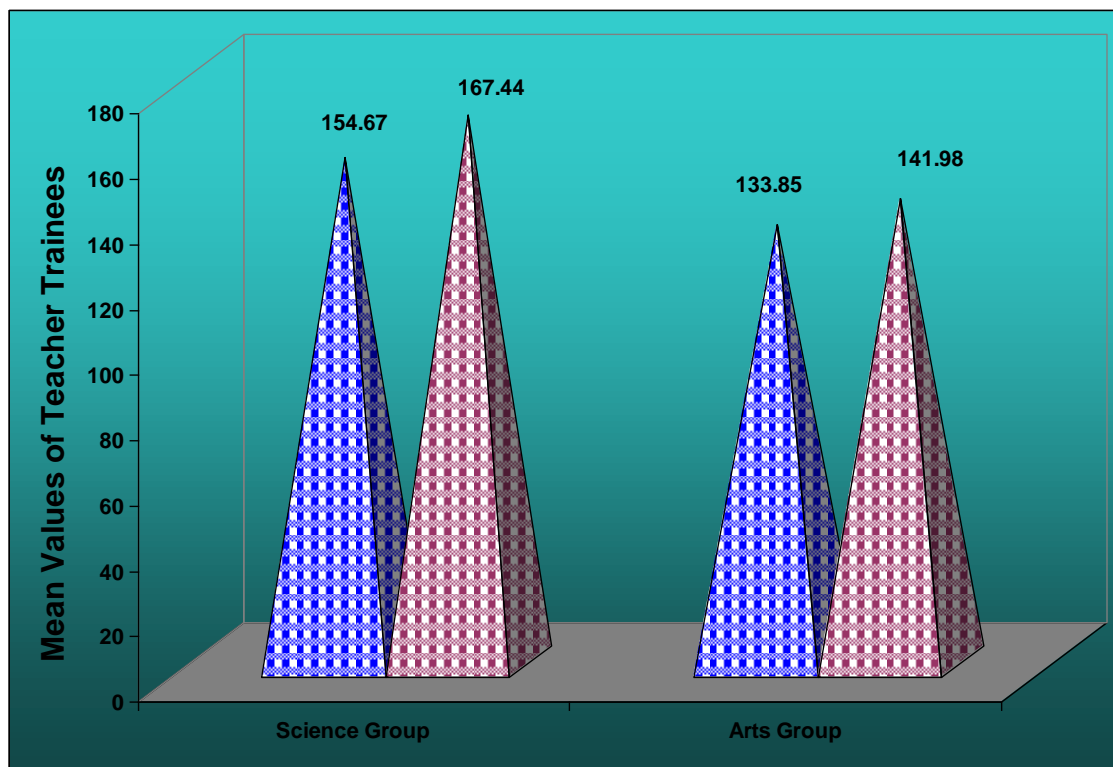
\*\*Significant at 0.01 level

In Table-9b, the mean and standard deviation for perception of values are 133.85 and 6.04 respectively among teacher trainees at secondary and 141.98 and 6.34 respectively among teacher trainees at higher secondary levels of Arts group in government-aided colleges of education. The critical ratio value is 6.43, significant at 0.01 level.

Thus, values perceived by teacher trainees of Arts group at the higher secondary level are significantly higher when compared to the values perceived by teacher trainees at the secondary level in government-aided colleges of education.

Figure - 7b

Means of Perception of Values among Teacher Trainees of Science and Arts Groups in Government-aided Colleges of Education at the Secondary and Higher Secondary Levels



**Table-10a**

**Statistical Analysis of Means of Perception of Values among  
Teacher Trainees of Science Groups in Self-financing Colleges of  
Education at the Secondary and Higher Secondary Levels**

<b>Variable</b>	<b>Sample size</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>SED</b>	<b>CR</b>
Secondary	52	93.17	13.83	1.92	2.20	9.10**
Higher Secondary	48	113.23	6.72	0.97		

\*\*Significant at 0.01 level

In Table-10a, the mean and standard deviation for perception of values are 93.17 and 13.83 respectively among teacher trainees at secondary and 113.23 and 6.72 respectively among teacher trainees at higher secondary levels of Science group in self-financing colleges of education. The critical ratio value is 9.10, significant at 0.01 level.

Thus, values perceived by teacher trainees of Science group at the higher secondary level are significantly higher when compared to the values perceived by teacher trainees at the secondary level in self-financing colleges of education.

**Table - 10b**

**Statistical Analysis of Means of Perception of Values among  
Teacher Trainees of Arts Groups in Self-financing Colleges of Education  
at the Secondary and Higher Secondary Levels**

<b>Variable</b>	<b>Sample size</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>SED</b>	<b>CR</b>
Secondary	41	61.83	18.60	2.91	3.07	1.28 <sup>NS</sup>
Higher Secondary	47	65.74	9.21	1.34		

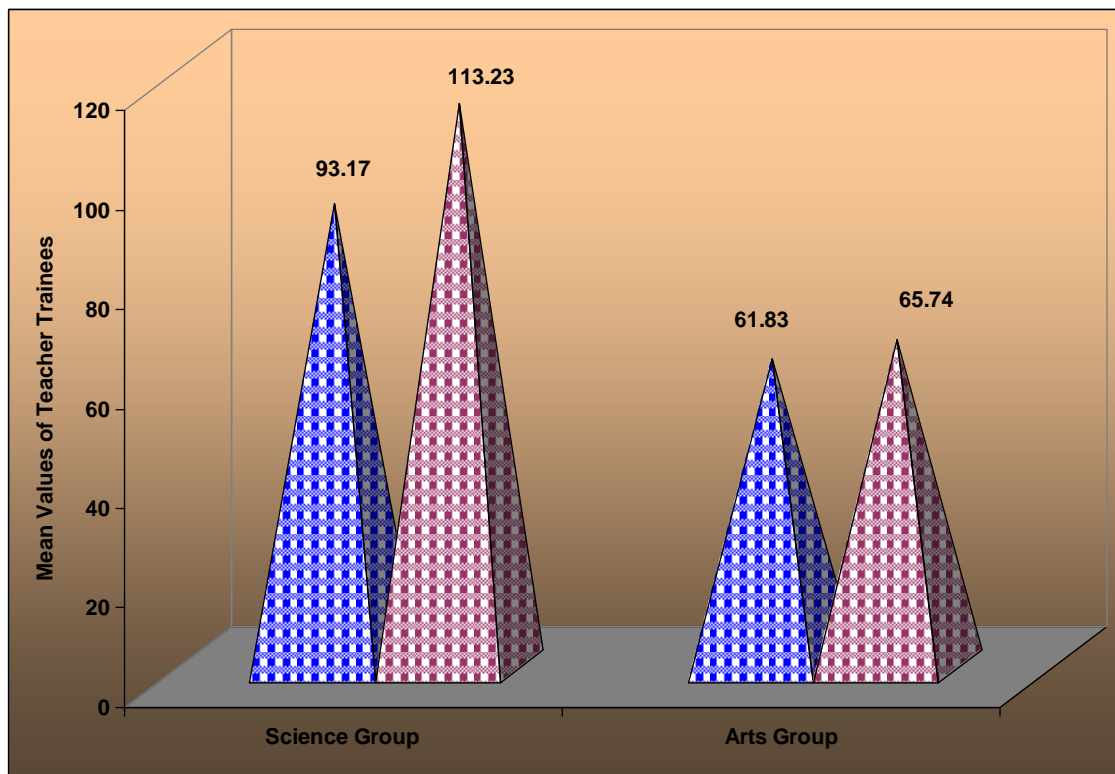
NS-Significant at 0.01 level

In Table-10b, the mean and standard deviation for perception of values are 61.83 and 18.60 respectively among teacher trainees at secondary and 65.74 and 9.21 respectively among teacher trainees at higher secondary levels of Arts group in self-financing colleges of education. The critical ratio value is 1.28, which is not significant.

Thus, values perceived by teacher trainees of Arts group at the higher secondary level and secondary level in self-financing colleges of education do not differ significantly.

**Figure-7c**

**Means of Perception of Values among Teacher Trainees of Science and Arts Groups in Self-financing Colleges of Education at the Secondary and Higher Secondary Levels**



### **10.10 Discussion on the Analysis of Variance with regard to the Values Perceived among Teacher Trainees of Science and Arts Groups in Different Categories of Colleges of Education at the Secondary and Higher Secondary Levels**

Though educators differ with respect to their definitions of the term 'value', nevertheless, it is certain that values guide our behaviour and conducts, set goals and determine actions towards different situations, events and objects. Value is a conception explicit or implicit, distinctive of an individual or characteristic of a group of the desirables, which influence the selection from the available means and ends of action (Kluckhohn, 1959). The Dictionary of Education (1959) defines values as 'things in which people are interested things they desire to be or become; feel as obligatory, worship, or enjoy'. Brightman (1978) postulates that in the most elementary sense, value means whatever is actually liked, prized, esteemed, desired, approved or enjoyed by any one at a time. According to Hipple (1969), values are conscious or unconscious motivators and justifiers of the actions and judgment. Parsons (1960) holds that value is an element of shared symbolic system, which serves a criterion or standard for selection among the alternatives of orientation, which are intrinsically open in a situation.

In the present study of investigation of the values perceived by teacher trainees, it is evident that the values perceived by teacher trainees at the higher secondary level is significantly higher when compared to the values perceived by their counterparts at the secondary level. The teacher trainees at the higher secondary level, are more matured with their post graduate qualification in their discipline and older in age than those teacher trainees at the secondary level. This is in line with researches found that the age of teachers had an influence on their value orientation. Older or aged teachers and principals were found to be more traditional in value orientation in comparison with the young teachers (Prince, 1957; Kulshrestha, 1972; Singh, 1974)

## 11. IMPLICATIONS OF THE STUDY

Man, who is the monarch of the external world, is a slave of his inner world of emotions and passions to a large extent. Today there is no harmony between the outward life of action or an average man and his inner life of emotions. There is a crisis of character which may be attributed to not giving preferences to values in social, economic and spiritual spheres of life. The potentials of man due to scientific advancements can destroy mankind unless human relationships are guided by spiritual and social values. Man though possesses nuclear power, unless he cherishes values of life like, love and brotherhood, such powers cannot benefit mankind. It is universally agreed that no society can exist and progress without fostering ethical and social values in its members.

Our country is at present facing many challenging problems, such as, communal tensions, border disputes and strikes. People seem to lack sense of social responsibility and respect for public property. Lawlessness, dishonesty, disobedience, deceit and corruption are on the increase. Social, moral and political values ought to hold the society together. Unless these values are fastened in the mind of each citizen, our country would return to barbarism. Therefore, there is a felt need to develop human values in the citizens at large, and teacher trainees in particular, as they the future teachers of our country are going to play a important role in moulding the younger generation.

The ancient triple Indian values are truth, beauty, and goodness which may be called the philosophic trio. But the connotation with which they were used was quite different. Sat, Chit and Ananda have been ultimate values in ancient India. Values are influenced by the changing philosophical ideologies, sociological perspectives, social conditions, political doctrines, scientific and technological advancements etc.

Education is becoming more or less materialistic day by-day and the old value traditions of spiritualism are being slowly given up. The moral and religious values of the great Indian tradition are being pushed back into the wilderness of oblivion. There is a great degeneration with respect to values of

people in general. There is also devaluation of values in various aspects of life relating to political, social, philosophical, economic, commercial, educational, cultural, administrative and so many other fields.

The modern world with all its scientific and technological advancement is pervaded by fear. It is also a victim of negative passions like hatred, envy, violence and jealousy. Therefore, in the midst of material prosperity which is no doubt of value, there is sense of frustration and gloom on the one hand, and a state of poverty to the extent of taking away lives of many, on the other hand.

In addition to technological advancement there has been a revolutionary change in the field of values, due to the influence of the western culture, industrialization, modernization and urbanization and other international transactions. Traditional values have suffered much giving place to the modern values and the conflict between the tradition and modernity continued.

No conscious efforts are made by the authorities to bring about value-orientation to the educational system. As such, values are only being referred incidentally in course, but they are continued in the text-books and in the discourses given by the teachers casually during their teaching activities. This is not sufficient enough to inspire the student population to imbibe in themselves all the desirable, moral and social values. Carefully planned and consciously prepared programme should be organized in order to achieve the desired goals.

The effect of education is discernible in each area of human activity. It is generally agreed that the main function of education is to promote a balanced development of the physical, mental, emotional, social moral and spiritual aspects of the personality of the educand. It is only those citizens with a well balanced personality can strive to promote social welfare and national interests. Education, in the context of dynamic changes that have been taking place in our country, has not only to impart information and develop skills to the educand but also to strengthen their basic values such as humanism, democracy, socialism, secularism and national integration. Thus education should be made a powerful tool for social change and the educational

institutions should act as training centers of democratic citizenship which catalyze social transformation, promote economic growth and accelerate our progress towards democratic socialism. Educational pattern should be well set for the realization of our national objectives of building a democratic and just social order based on equality, social justices, fraternity and freedom. If education in our country has to fulfill the national needs, then it is essential to emphasize value-oriented education in our schools. If education aims at good life, then it has to make decisions about values i.e. about better and worse, right and wrong values. To make the decisions knowledgeable of the facts is required. But in the process of making decision the schools should not turn themselves into knowledge-shops and the teachers as the information managers. Schools get good share of its norms from custom tradition and manners of the group.

Value changes for teachers and teacher trainees should be brought about through cognitive and affecting incongruity or inconsistency of some kind. For instance, if persons are induced to behave in a manner incompatible with their values; or expected to new information, including evaluations, from significant others that is inconsistent with one or more central values; or exposed to information about inconsistencies already present among their values, then the persons' values are expected to be changed. It is the resulting conceptual and behavioural change from incompatibilities, dissonances, and incongruities that would enable individuals to re-assess, re-organize, and re-construct their values (Rokeach, 1973). There are three major phases for developing pedagogical values with teachers (Bishop, 2001; Chin et al., 2001): (i) sensitizing them to values issues through the analysis of a reflection on value-loaded teaching activities; (ii) showing them examples of approaches to teaching which differ markedly in the values aimed; (iii) helping them clarify and modify their initial values, they might be in a better position to re-construct, re-organize, or re-assess a coherent values structure for their own classroom teaching. As a result, the provision of critical incidents and the creation of doubt; the clarification of one's own values positions; and the justification and criticism on value-related classroom teaching activities in a collaborative working-and-discussion team, were used to develop teachers' pedagogical

values. The scheme addresses the socially shared and personally constructed nature of values development, in which the processes of values clarification, argumentation, identification, and action are central.

Teachers, like other employees, of an organization bring into the organization differing values. Studies on culture, society and personality are the major antecedents of values, of which attitudes and behavior are their major consequence. In the context of an organization, values play an important role in determining managerial goals, leadership styles, organizational performance and work competence. How headmasters or principals go about planning, organizing, directing and controlling the behavior of their subordinates reflects the value system they possess.

Teachers are responsible for providing his or her services to teach and impart knowledge to the students. They are also responsible to carry out duties to implement the national curriculum. The integrated Primary and the Integrated Secondary Curriculum are planned and implemented to equip supply of sufficient skills and knowledgeable workforce for the nations development, Conclusively, teachers play an important role in the success of the vision of our country.

In a multiracial society like ours, the teaching profession consists of people from various cultural and socio-economic backgrounds. Teachers with differing cultural and socio-economic backgrounds bring into the organization different value system. Many personal forces influence human behavior in a managerial role. Values, attitudes, beliefs, ideologies, interest and skills are basic psychological variables pertinent in this important type of human behavior. These different value systems could result in interpersonal conflict which can adversely affect organizational performance, stability and growth.

The headmaster or principal of the school blends his human values and energies to the organizational mission, goals and objectives through the integrative mechanism of directiveness. They have to equip themselves with a wider repertoire of skills to better manage new and complex work demands and

pressures. The understanding on various values and adaptability are now considered key elements of the success of their own respective organizations.

## **12. LIMITATIONS OF THE PRESENT STUDY**

The present study has some limitations. First, the data were collected from only the women teacher trainees in government, government-aided and self-financing colleges of education alone. The male teacher trainees could not be included in the study and it is also necessary that the scale should be investigated in further studies by collecting data from not only teacher trainees but also from experienced school teachers. Second, additional study may be conducted by using scales that measure the teaching strategies, attitudes and problem-solving skills of teachers which might be positively related to values. Third, this study is one of the first studies on definitions and measures of teacher trainees' values in education. It should be kept in mind that the values of teachers are more complex structures than the scale measuring these five dimensions. Thus, the scale should be revised in future studies.

## **13. CONCLUSION**

'Value' is one of those basic terms which cannot be fully defined. There are a few general characteristics which apply to all values. Values are part and parcel of human existence. Human values are symbolic of man's social relations. Values are social products. They reflect man's aspirations about himself and of his control over his environment. Values are defined as descriptive trans-situational goals that serve as guiding principles in people's lives (Shechtman, 2002). Value is a distinctively intellectual and desirable action which involves an operation of comparing and judging that guides behaviours (Dewey, 1944; Halstead and Taylor, 2002). Values are an individual's mental judgment and represent many things such as the person's belief in God, democracy and so on (Simadi and Kamali, 2004). According to Jahorik (1978), "a value can be thought of as something which is good or desirable or preferable". There are several definitions of value, defining it as mental and emotional judgment which represent an individual's aims in life, attitudes and interests on the abstract level. In the educational context, "Valuing

is concerned with the worth or value a student attaches to a particular object, phenomenon or behaviours" (Gronlund, 1995). A value is mostly permanent and difficult to change. It affects one's way of thinking and behaviours and can be measured in various ways.

Personal participation is a per-requisite in modifying the value patterns. Values are not expressed by factual statements but by judgments. Personal experience and the conclusions derived from it are of essence in making such judgments. The famous anthropologist Kluckholm (1955) has stated that members of various cultures develop values concerning solutions to certain problems. If the individual accepts a value as his priority, it may become a goal for him. Each society had a dominant value orientation which relates to getting solutions to problems growing out of human situation.

It may be said that the three main guiding principles of modern India are: secularism, national integration and democracy based on social justice. Schools in Indian have to respond to social changes and equip individuals with useful skills and human values. In order to promote the above guiding principles of our country, we have to stress the importance of values which produce balanced citizens who strive to promote prosperity, social welfare, patriotism, morality and culture through peaceful and democratic means.

The crux of the problems facing education today is not only how to teach the pupils what they do not know, but also how to make them give the due importance for the positive values in life and to promote the balanced development of the personality.

Value development is the main and fundamental element of education. If we analyze the aims of education in many countries, it is clear that the primary aims are related to education in democracy and democratic value acquisition for all students from preschool to postgraduate. A lot of research about democracy, human rights and citizenship education has stressed the importance of democratic value acquisition in the educational system. Some studies have examined value acquisition in the institutional learning process in which an individual absorbs values and norms (Arweck and Nesbitt, 2004;

Simadi and Kamali, 2004). Every individual has a personal hierarchy of values that may include success, wealth or monetary comfort, love/companionship, a sense of accomplishment or achievement, and of course, survival. When a teacher spends time after school to help a student, he may feel he has sacrificed his own needs to the needs of the student. At the same time, he is likely to have gained something for himself—perhaps a heightened sense of self-worth or the good feelings that come with the student’s gratitude. Because values influence a person’s behaviors and choices, they are worthy of exploration.

When people possess what they value, they are contented. If they are deprived of what they value, they feel frustrated or dissatisfied. Humans, therefore, unconsciously behave in ways that move them *toward* what they value or *away from* anything counter to that value. Teachers become frustrated when outside pressures force them to choose one value at the expense of another. Teachers are often confronted with situations that threaten their sense of self-respect—an important value for most people. Many teachers have experienced similar situations that result in frustration, stress, and dissatisfaction. Understanding where these conflicts in values and beliefs lie is the first step in resolving them.

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## APPENDIX

**Category of the College : Government/ Government-aided/ Self-financing**

**Major Subject : Science/ Arts**

**Classes Taught : Secondary/ Higher Secondary**

### TEACHER TRAINEES VALUES SCALE (TTVS)

Listed below are a series of statements that represent your perception of values to teach. Read the following statements one by one carefully. Each statement can be responded in 5 alternatives viz., Strongly Agree, Agree, Neither Agree nor Disagree, Disagree and Strongly Disagree. According to your view, think and decide which alternative suits you well. Opening upon your decision, put a tick (✓) in front of each statement in the columns provided. There is no time limit, however, do not spend too much time pondering over a single item. I expect an honest response from you as it goes a long way in building research knowledge. Thank you.

S.No.	Items	SA	A	N	D	SD
1	I see my teaching profession as a mission vd;Dila Mrphpa gzpia nritahf fUJfpnwd;.					
2	I would never work merely for the sake of earning money gzk; <l;Ltjw;fhf kl;Lk; ehd; xUnghJk; ntiy bra;tjpy;iy.					
3	I will do my work without any restriction, on time ehd; vd; ntiyia bra;a[k; nghJ					

S.No.	Items	SA	A	N	D	SD
	neuk; ghh;f;fhky; bra;ntd;.					
4	I am willing to undertake innovative practices in teaching ehd; fw;gpj;jypy; g[Jikahd Kiwfis ifahs tpUk;g[fpnwd;.					
5	I will take all efforts to instill progress among students ehd; khzth;fs; Kd;ndw midj;J tHpfisa[k; tupa[Wj;Jntd;					
6	It is one of my responsibilities to enrich the knowledge of students khztUila mwpit nkk;gLj;Jtij vd;Dila flikfspy; xd;whf fUJfpnwd;;.					
7	Teaching is my passion fw;gpj;jy; vdf;F kpft[k; tpUg;gkhdjhFk;					
8	As a teacher, I should cater to the needs individual differences in my classroom xU Mrphpah; vd;w Kiwapy; ehd; vd;Dila tFg;giwapy; khzth;fspd; jdpahs; ntWghLfspd; njitf;nfw;g bray;gl ntz;Lk;;					
9	Identifying student talents and channelizing them appropriately is important for a teacher khzth;fSila jpwikfis fz;Lzh;e;J					

S.No.	Items	SA	A	N	D	SD
	mitfis jFe;j Kiwapy; tHpgLj;Jjny ,d;wpaikahjjhFk;.					
10	Achieving all educational objectives should be the goal of a teacher midj;J fy;tp nehf;f';fisa[k;; miltnj Mrphpahpd; ,yf;fhf ,Uf;fntz;Lk;.					
11	I am always punctual to the institution ehd; vg;bghGJk; epWtdj;jpy; fhye; jtwhikia filg;gpog;ngd;.					
12	I don't like postponing any work ehd; ve;j gzpiaa[k; js;spg;nghl tpUk;g[tjpy;iy.					
13	I like to be punctual for all academic functions vy;yh fy;tp epfH;r;rpfSf;Fk; ehd; neuk; jtwhikia filg;gpof;f tpUk;g[fpnwd;;.					
14	I believe in completing the syllabus in time Fwpj;j neuj;jpw;Fs; vd;Dila ghlj;jpl;l;ij Kog;ngd; vd ek;g[fpnwd;.					
15	I will give feedback to my students immediately vd; khzth;fSf;F cIDf;FId; ehd; gpd;D};lk; jUntd;;.					

S.No.	Items	SA	A	N	D	SD
16	Under any circumstances, I will not skip any school activities ve;j xU R{H;epiyapYk;/ gs;sp bray;ghLfis ehd; jtw tpl khl;nld;.					
17	My personal constraints will not be a hindrance in fulfilling my academic duties in time vd;Dila brhe;j gpur;rpids; fy;tp rhh;e;j flikfisr; rhpahd neuj;jpy; Kog;gjw;F jilahf ,Uf;fhJ.					
18	I will never absent myself from the institution without any valid reason jf;f fhuzkpd;wp epWtdj;jpw;F ehd; tuhkypUf;f khl;nld;.					
19	I will be ready with all student records in time khzth;fSila tptug;gjpt[fis jahuhf itj;Jf; bfhs;ntd;.					
20	I will always finish my class in time ehd; vg;nghJk; vd; tFg;ig Fwpj;j neuj;jpy; Kog;ngd;.					
21	I usually do a lot of reference before teaching a topic XU ghlij; jiyg;ig fw;gpf;Fk; Kd; mnjhL bjhlh;g[ila Jiz E}y;fis mjpfkhf ghh;itapLfpnwd;.					
22	I have a desire to upgrade my knowledge vd;Dila mwpit g[Jg;gpj;Jf;bfhs;s					

S.No.	Items	SA	A	N	D	SD
	tpUk;g[fpnwd;.					
23	I am always receptive to the innovative suggestions from students khzth;fspkUe;J tUk; g[Jikahd fUj;Jf;fis ehd; vg;nghJk; tuntw;ngd;.					
24	I value my students' constructive suggestions ehd; vg;bghGJk; vdJ khzth;fspd; cah;thd fUj;Jf;fSf;F kjpg;g[j; jUntd;.					
25	I encourage my students to raise questions on pertinent issues ehd; khzth;fis Fwpg;gpl;l gpur;ridfisg;gw;wp nfs;tpfs; nfl;f Cf;Ftf;fpd;nwd;.					
26	In a perplexing situation, I accept to clarify myself by adequate reference FHg;gkhd R{H;epiyapd;; nghJ ehd; nghjpa mst[ nkwnfhs E}y;fis goj;jwpe;J vd; FGg;gj;jpypUe;J tpLgLntd;;.					
27	I will keep pace with the advancements in technology bjhHpy; El;g tsh;r;rpf;nfw;g ehd; ,ize;J bray;gLntd;.					
28	I will be very enthusiastic in participating in any type of in-service programmes vt;tpjkhd gzpapel gapw;rp vdpDk; mjpy; g';Fbgw kpft[k;					

S.No.	Items	SA	A	N	D	SD
	Mh;tk; bfhs;fpnwd;.					
29	I will take care to expose students to all recent advancements in the subjects taught by me. ehd; elj;Jk; ghl';fspYs;s jw;nghija tsh;r;rpg;nghf;fpid mwpe;Jf bfhs;s itg;gjpy; ehd; kpft[k; mf;fiw brYj;Jntd;.					
30	I will use the expertise of other subject teachers in presenting an integrated knowledge to the students XU';fpize;j mwptpid khzth;fSf;F mspf;f ehd; kw;w ghl Mrphpah;fspd; jpwd;fis gad; gLj;Jntd;.					
31	I will evince total involvement in all my tasks ehd; vdJ vy;yh gzpfspYk; KGikahf <LgLntd;.					
32	I will be sincere in achieving the educational goals ehd; vdJ fy;tpf; bfhs;iffis miltjpy; cz;ikahf ,Ug;ngd;.					
33	I will do my best, for my institution to earn good reputation. vdJ epWtdk; rpwg;ghd m';fPfhuk; bgw ehd; vd;dhy; Koe;jtw;iwr; bra;ntd;.					

S.No.	Items	SA	A	N	D	SD
34	I will be loyal to the management ehd; vdJ eph;thfj;jpw;F cz;ikahf ,Ug;ngd;.					
35	In all circumstances, I will work for the progress of the students, institution and the satisfaction of the management vy;yh R{H;epiyfspYk;; ehd; vdJ khzth;fs; kw;Wk; vdJ epWtdj;jpd; tsh;r;rpf;fhf ghLgLntd;.					
36	I will take all efforts to realize the optimal level learning outcome among all students khzth;fs; fw;wy; tpist[fs; cr;r epiy bry;y ehd; vy;yh Kaw;rpfisa[k; vLg;ngd;.					
37	I will not talk anything that will be detrimental to the institution epWtdj;jpw;F jP';fpiHf;ff; Toa vijFwpj;Jk;; ehd; ngr khI;nld;.					
38	I will cooperate with the management for the welfare of the students khzth;fspd; eyDf;fhf ehd; eph;thfj;njhL Xj;JiHg;ngd;.					
39	I will be impartial in evaluating the academic achievement of students ehd; khzth;fspd; fy;tp milt[fi kjpg;gPL bra;a[k; bghGJ vt;tpjkhd ghFghLk; fhI;lkhl;nld;.					

S.No.	Items	SA	A	N	D	SD
40	I will work for the all-round development of the students khzth;fspd; KGikahd Kd;ndw;wj;jpw;fhf gzpahw;Wntd;.					
41	I will be a role model to discipline the students khzth;fis xG';FgLj;j ehd; Kd;khjphpahf jpfH;ntd;.					
42	I would like to observe an appropriate dress code as a teacher MrphpaUf;Fhpa jFe;j cil mzpgtuhf ehd; ,Uf;f tpUk;g[fpnwd;.					
43	I follow all the rules and regulations stipulated by the institution epWtdk; cUthf;fpa vy;yh tpjpKiwfisa[k; ehd; gpd;gw;Wntd;.					
44	I do not waste any class hours by doing irrelevant activities ehd; vdJ ghLj;njhL gpw bjhLh;gpy;yhj bray;fisr; bra;J vd;Dila tFg;g[ neu;ij tPzof;fkhl;nld;.					
45	I will maintain good relationship with my colleagues ehd; vd;Dila rf CHpah;;fSlid; ey;Ywt[ itj;Jf; bfhs;ntd;.					

S.No.	Items	SA	A	N	D	SD
46	I will not indulge in punishing or humiliating students khzthfSf;F jz;lidia mspg;gjpYk;/ Jd;g[Wj;JtjpYk; ehd; <Lglkhl;nld;.					
47	I respond to pertinent questions from parents bgw;nwhh;fspkUe;J tUk; jFe;j tpdhf;fSf;F gjpyspg;ngd;.					
48	I am very careful in not developing negative attitude in students khzth;fspilna vjph;kiwahd kdg;ghd;ik Vw;glhjthW ftdkhf ,Ug;ngd;.					
49	I provide suitable learning environment to cater to the individual differences and needs of students khzth;fspd; jdpahs; ntw;Wik njitfSf;nfw;g ehd; fw;wy; mDgt R{H;epiyia khzth;fSf;F mspg;ngd;.					
50	I will not discriminate students on the basis of social or economic status khzth;fis rKjha kw;Wk; bghUshjhu mog;gilapy; ntWgLj;jpf; fhz khl;nld;.					