

INCULCATING VALUES AMONG STUDENT TEACHERS

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ABSTRACT

Moral values are foundation of our Indian nations, because of our ancestors are gave more importance to moral values. Values in education are set according to the ever-changing needs of the society and the nation. Education and teacher attempt to meet them. The family, school and society have important role in the individual build up and setting the life patterns of which the values is one of the major components. The student teachers' role in value inculcation is immense and superb as he/she is the guardian of organizing future classroom teaching learning environment. The purpose of this study was to find out the impact of values among students teachers. Total of 50 student teachers are selected by purposive sampling and the study is conducted by survey method. It can be concluded from the present study that inculcating values among student teachers are necessary to groom future classroom. Now a day education system is giving more priority of ranks and sent percentage. So that student does not know what is good and what is bad.

KEYWORDS: *Values, Value Education, Moral Education, Student Teachers, Inculcation*

INTRODUCTION

"Teaching is not merely a job but an on-going process. Like kindling a lamp, a good teacher ignites the minds of his students to unveil their hidden talents". Values are basic and fundamental beliefs that guide or motivate attitudes or actions. Dealing with values and moral issues is recognised as integral part of teachers' roles. Student teacher is supposed to be the ethical watchdog of the society. He is a role model for his future students and also for the society. His secret of teaching values is to inspire and kindle the quest among the students by means of his own example of character and mastery of knowledge.

WHAT ARE VALUES?

Values describe the personal qualities we choose to embody to guide our actions; the sort of person we want to be; the manner in which we treat ourselves and others, and our interaction with the world around us. Values are essential to ethics.

A value is an emotional attitude which motivates a person directly or indirectly to act in the most desirable way preferred by him or her. Without values, one floats like a piece of drift wood in the swirling waters of a river. Values control and guide human behaviour. Value is a norm. It is an abiding goal. For progress, values are needed. In our philosophic tradition, we come across the widely accepted concept of value — Truth, Beauty and Goodness —

ROLE OF TEACHERS IN INCULCATING VALUES

A good teacher must devote sometime in the classroom to instil moral values in his students. "Since the students of today are the leaders of tomorrow, they are the building blocks of good society. We cannot create a good society if we fail to produce good human beings",

In school, children are members of a small society that exerts a tremendous influence on their moral development. Teachers serve as role model to students in school; they play a major role in inculcating their ethical behaviour. Peers at school diffuse boldness about cheating, lying, stealing, and consideration for others. Though there are rules and regulations, the educational institutions infuse the value education to the children in an informal way. They play a major role in developing ethical behaviour in children.

VALUES TO BE INCLUDED IN B.Ed., CURRICULUM ARE

- Patriotism
- Dignity of labour
- Justice
- Human brotherhood
- Democratic spirit
- Respect for all religion
- Humanism and love for mankind
- Tolerance
- International understanding
- Proper utilisation of time
- Dependability
- Service to others
- Sense of excellence
- Endurance
- Recognition of diversity in social life
- Gender sensitivity
- Scientific temper

VALUES TO BE INCLUDED AMONG TEACHER EDUCATORS ARE

- 1. Appreciating feelings of students
- 2. Punctuality
- 3. Personal hygiene
- 4. Cleanliness of environment
- 5. Modesty
- 6. Compassion
- 7. Appreciating students' ideas
- 8. Concern for special need children
- 9. Cordial relationship with colleagues
- 10. Honesty
- 11. Spirit of inquiry
- 12. Quest for knowledge
- 13. Obedience to head of institution
- 14. Tolerance
- 15. Checking home assignments properly
- 16. No discrimination towards children on the basis of sex, caste, creed and economic status

STATEMENT OF THE PROBLEM

Statement of the problem outlines the research purpose, variables selected and the issues to be addressed. The present study aimed to find out the impact of inculcating values among student teachers. Hence the study is stated as

“INCULCATING VALUES AMONG STUDENT TEACHERS”

LITERATURE SURVEY:

Review of related literature is essential in conducting a study. It gives an overall idea about the theory, related studies, research patterns adopted and the importance of the variables selected for the study. The review also helps a researcher to get in-depth knowledge and aspects related to the selected variables; it also helps in avoiding duplication. The present study aimed to find out the impact of inculcating values among student teachers.

Schofield (1974), "a Value is what a particular society values so highly that it finds it important to pass it on to each succeeding generation". In other words, it is the quality of anything that renders it desirable or something that is prized, held in respect, deemed worthy etc. A value is a relationship between a person and an environmental situation which evokes an appreciative response in the individual.

(Ehman and Patrick, 1974). "Values are: standards used to decide whether some objects are good or bad, right or wrong, important or worthless, preferable or not preferable. The 'objects' in this definition can take many forms. They can be ideas, decisions, personal statements, actions, physical objects etc".

Goyal, (1998), Values are the guiding principles decisive in day-to-day behaviour as also in critical life situations. It helps us in distinguishing the personally desired from universally undesired and vice-versa.

HYPOTHESIS OF THE STUDY:

The present study was designed to test the following hypotheses.

- There is no significant difference between the mean scores of rural and urban student teachers in inculcating values.
- There is no significant difference between the mean scores of arts and science subject student teachers in inculcating values.

METHODOLOGY

The method used to find the impact of inculcating values among student teachers is Survey method. Survey methodology is the study to gather data through questionnaire on the sample from a population. A questionnaire constructed in order to conduct a survey. This method was adopted to find out the percentage of positive and negative impact of student teachers towards inculcating values.

SAMPLE

The investigator used nonrandomized sampling for selection of samples. This study was conducted in B. Ed students and the sample consisted of 50 student teachers studying in different subjects which were classified under two major classification namely arts and science.

TOOL

A self-made tool (constructed and validated by the investigator) on measuring the impact of inculcating values among student teachers was used in this survey. The survey item responses are: Strongly Agree, Agree and Strongly Disagree. They are categorized into two types of impact namely, positive and negative impacts.

RESULT AND DISCUSSION

Comparison between the mean scores of rural and urban student teachers in inculcating values

An analysis was done a difference in the B.Ed student teacher educator using the impact of inculcating values. Mean, Standard Deviation and t-test was done to find out if there is statistical significant difference in the student scores and values are given in Table. 1

Table. 1. Comparison between the mean scores of rural and urban student teachers in inculcating values

Rural			Urban			Calculated t-value
N	Mean	SD	N	Mean	SD	
20	17.25	3.97	30	21.93	5.96	3.33*

***Significant at 0.05 level**

The calculated 't' value (3.33) is more than that of table value (1.97), at 5% level of significance. Therefore, the hypothesis is rejected. Thus, there is a significant difference between the mean scores of rural and urban student teachers in inculcating values.

Comparison between the mean scores of arts and science subject student teachers in inculcating values.

The following Table 2 is shows the mean and standard deviation and t-test for the student teacher educators based on subject specialization of students namely Arts and Science.

Table. 2. Comparison between the mean scores of arts and science subject student teachers in inculcating values.

Arts			Science			Calculated t-value
N	Mean	SD	N	Mean	SD	
24	20.62	5.78	26	19.53	5.69	0.66*

***Significant at 0.05 level**

The calculated 't' value (0.66) is less than that of table value (1.97), at 5% level of significance. Therefore, the hypothesis is accepted. Thus, there is no significant difference between the mean scores of arts and science subject student teachers in inculcating values.

RECOMMENDATIONS FOR FURTHER STUDY

Based on the results of the study the following recommendations are given by the investigator.

- Being student teachers, they need to get more exposure on the values which are needed to groom future classroom. Values which will be helpful for them when they handle students in future.
- To mould student teachers, the moral education can be included in their curriculum to get better insight.

CONCLUSION

Values are regarded desirable, important and held in high esteem by a particular society in which a person lives. Moral values are absorbed from various sources. The family, friends, work place, the events you observe, your personal reading, thinking and experience bring in many moral values and you keep them at different levels some become operative and some intended (you want use them). The institute is the place which teaches a person a lot regarding moral values and ethics.

It is for the student teacher to identify and select values and to decide how to integrate them naturally in the process of teaching a subject to facilitate value inculcation in their future classroom. Stories, legends, anecdotes, fables and biographies have to be selected to suit the age group so that context of value and purpose to be served can be used effectively to teach language and inculcate values simultaneously.

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