

A Study of the values among school teachers in relation to their attitude and teaching aptitude

Mrs. Preeti Gunwal
Assistant Professor
Budha College of Education
Ramba, Karnal

Education, in its true sense, is a process of aiding the all – round development of an individual - physical, intellectual, social, moral and spiritual. The teacher is expected to function not only as a facilitator for acquisition of knowledge but also as transformer of inner being. But during recent times, education became mere acquisition of information in cognitive learning areas with the sole purpose of passing examinations and getting degrees. This is resulting in the emergence of lopsided personalities. Ancient Indian education was value based. The ultimate purpose and aim of education in Ancient India was attainment of self realization. Education was beyond all religions, in the sense that it was aimed at realizing the ultimate reality, harmonious development and spiritual well being of an individual. The relationship between the teacher and the taught was spiritual and divine with such a close relationship; individuals acquired knowledge, efficiencies and attained meaning to life.

According to PrabhaDixit (2007) India reputed in the ancient lore as the custodian of the “Soul” and is now becoming a nation without soul. Materialism has engulfed us to the extent that everyone by and large has become a worshipper of Mammon. The youth of today is living in a more complex society, full of paradoxes and contradictions than their forefathers did. On the one hand they have experienced man on moon phenomenon made possible by advanced technology and on the other hand they have witnessed racial riots, wars, poverty and ecological corruption. To them institutions are no longer sacred shrines or temples of wisdom. They have become places where there is no devotion or respect. Because of the explosion of knowledge and implosion of wisdom, we find various kinds of grave aberrations, imbalances and calamities. There is explosion of violence in diverse forms. Our cultural heritage formerly impelled people when in trouble to resort to temple to take prayer to evoke the grace. For diversion and respite people today run to cinema hall or watch T.V. The breaking of the webs of closely knit communities, the dispersal of family members, the stimulation of acquisitiveness, impatience, intolerance this is all what modern civilization has taught us. The characteristic maladies can be summed up in two words “rat race”. This sort of today’s social life has challenged our education.

The National Curriculum Frame work (2005), NCERT, echoes the vision of integrating values in every aspect of schooling, seeking guidance from the constitutional vision of India as a secular, egalitarian and pluralistic society, founded on the values of social justice and equality. The values enshrined in the constitution assume paramount

significance (NCF, 2005). The inculcation of values among educants would be possible through teachers only, but the products of present teacher education programmes are not adequately equipped to foster these values among the children in schools. It is a hard reality that our teacher education programmes are isolated from the schools and the main stream of universal life.

As teachers are supposed to look after the total development of children and their performance is the most crucial input in the field of education (POA 1992), training should be adequate to stimulate the socio – cultural, moral development of the child; hence an immediate break through is necessary in teacher education programme so that it can meet the challenge of value crisis among young generations, which may result in the elapse of the future society.

Values are a precipitate of behaviour. They are established predispositions of behaviour. They are what is attractive to a person, they operate as criteria for making judgment between alternative cause of action and they directly influence the quality of the person's behaviour and decision as a rule, the person adopts those values which help him to achieve the ends he desires and which are at the same time sanctioned by the group with which he is identified, his values are thus influenced by and are reflections of his personality.

People differ in their values and so it is not surprising that their judgment's at the same object, person or situations differ and that they behave differently in the same or similar situations. Each individual develops values which seem important to him and which guide his life. Conceptually, values refer to those guiding principles of life which are conducive to one's physical and mental health as well as to social welfare and judgment and which are in tune with one's culture.

According to Ebel Robert (1969) "Anything capable of being appreciated is a value-food, money, a poem; a political doctrine, a religious creed, a member of other sex etc. are values."

In the words of Ruby (1960), "By values we refer to objects or situations or activities which are liked or desired or approved by human beings."

Values are subjective as they are entirely dependent upon the changing opinion of the valuing agent and thus deny to them all objective validity. Individuals have likes and dislikes, it is stated, and they project them upon outside objects which in themselves are valueless. One main thing is therefore as good or as bad as another, and there is consequently no standard of value, other than individual taste. So values change from one individual to another according to their own capacities and taste.

Mukherji (1959) held that values are socially approved desires and goals that are internalized through the process of conditioning, learning or socializing and that becomes subjective preferences, standards and aspirations.

Cattell (1965) stated that by value we mean the social, artistic, moral and other standards which the individual would like others and himself to follow. According to Hurluck (1964), “values are concepts heavily weighted with emotions. They are the concepts of the desirable which influence the selection from available modes, means and ends of actions.” James (1976) defines values as “Standards and principles for judging worth. They are the criteria by which we judge “things” (people, ideals, actions and situations) to be good, worthwhile, desirable, or on the other hand, bad, worthless or of course, somewhere in between these extremes, we may apply our value consciously, as part of the influence of our frame of reference, without one being aware of the standards implied by our decisions.”

The inculcation of values is by no means a simple matter. There is no magic formula, technique or strategy for this value education in all its comprehensiveness involves developing sensitivity to values, an ability to choose the right values, internalizing them, realizing them in one’s life and living in accordance with them. Therefore, it is not a time bound affair. It is a life long quest.

According to Venkataiah (2007), “Education without vision is waste; education without value is crime; education without mission is life burden.” Education in our life enables us to become comfortable and look after our family well. But as far as the social progress is concerned, value based education is an unavoidable necessity. It is said that values are caught but not taught. Modern educationists are of the opinion that values are caught as well as taught. In the pursuit and promotion of values, the teacher has the most vital role to play. Teacher with vision would enable proper transmission of values.

The outstanding vehicle for inculcation and acquisition of human values could be only education. As stated by the NPE (1986) “In sum, education is a unique investment in the present and the future. This cardinal principal is the key to the National Policy of Education.” Further it stated, “Education has an acculturating role. It refines sensitivity and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit- thus furthering the goals of socialism, secularism and democracy enshrined in our Constitution.” The basic mandate of education is to prepare the young persons for future. The level of fulfillment of such expectations would be an outcome of the level of application, understanding and action on the part of teachers. Nations are made of people. People are made of children. Children are made by teachers. Building a nation takes time; it is all based on the values we teach our children. A teacher has to generate the energy in oneself with which he or she becomes invested with dynamism and a spirit of dedication and handle it in ones work of educating the boys and girls that resort to him or her. A teacher has not only to instruct but also inspire the students. He or she has to influence the life and character of his or her students and equip them with ideas and values which will fit them to enter the stream of national life as worthy citizens. A teacher has to do all these during the years when the children are in school. If teacher is personally committed to the values and practices them in his / her own life, it is foregone conclusion that his / her students will

imbibe the values for which teacher stands. Therefore, if values have to be nurtured in children it would be crucial that their teachers function as role models.

Values are the enduring beliefs. They are emotionally charged. They are means to achieve the ends. Values are the product of subject and the object. Value is the function of desire and objective quality. They cannot exist apart from the co native effective activity of the subject. They are the presuppositions and intentions which serve as directive principles of one's behaviour patterns. In selecting goals, choosing means to achieve them, in resolving conflicts an individual is influenced at every turn by his conception of what he values. Something is preferable, appropriate, good and desirable depending on his value convictions. Values make one's life relatively coherent and meaningful.

Man cannot live in isolation but must be related to society. There is an aspect of life in which bonding or herding together, living together, group contact are prized both for their own sake and for the sake of their consequence – the more effective way of life resulting there from. If the individual stands up obligations and opportunities involved in being a friend and neighbour to other individual, then he must also accept those duties involved in being a responsible participant in the common processes of community life, ranging from local to the global in scope. This is the way to certain rewards, some individuals in their return, others commonly possessed by all which may properly be termed social values. Aesthetic Value refers to the beauty for its own sake as sought by artists or composers. An aesthetic man sees highest value on form and harmony. It is defined by Allport (1961) as “the value whenever we perceive an object as a unified expression of meaningful feeling. This value stands for appreciation of beauty, grace, symmetry and system.” The people possessing high aesthetic value have their main interest centered in artistic aspect of life. They love neatness and style in the arrangement of things. They like fine arts, drawing, painting, music, dance, sculpture, poetry and architecture. Broudy (1961) says, “Perceived objects to which adjectives beautiful and ugly are relevant give rise in the observer to the kind of experience, we call aesthetic.”

Teacher education system is an important vehicle to improve the quality of school education. The revitalization and strengthening of the teacher education system is therefore, a powerful means for the upliftment of educational standards in the country. The success of any educational process depends on the values, teacher attitude, teaching aptitude, personality of the teacher and many more factors

References:

- Adams, S.C. (1964). *Measurement and Evaluation in Education, Psychology and guidance*. New York: Holt, Rinehart and Winston Inc.
- Adaval. (1952). *A study on investigation into the qualities of teachers under training*. Unpublished Ph.D. thesis in Education, Allahabad University
- Agarwal Meenakshi. (1991). *Job satisfaction of teachers in relation to some demographic variables*. Ph.D. thesis, Agra Univ., In Buch, M.B. *Fifth Survey of Research in Education, N.C.E.R.T*, p. 1434.
- Agarwal, V. (1959). *Value system and dimensions of university students of U.P.* unpublished Ph.D thesis, Lucknow university.
- Aggarwal, S.S. (1966). *The study of attitude of training college teachers of Agra University towards their profession*, M.Ed dissertation, Delhi University, Delhi.
- Agnes, M. Mary Josephine. (1997). *A study of personality characteristics of B.Ed students in colleges of education in Tamilnadu*. *Journal of Value education*, Vol.6, No.1 & 2, Jan – July 2006, p. 191.
- Ahluwalia, S.P. (1974). *Manual for teacher attitude inventory*, National Psychological Corporation, India.
- Allport, G.W., Vernon, P.E. and Lindzey, G. (1951). *Study of values*. *Manual for the study of values*, Boston: Houghton Mifflin co.
- Allport, G.W., Vernon, P.E. and Lindzey, G. (1960). *A scale for measuring the dominant interests in personality*. 3rd edition, Boston:

- Allport, G.W. (1961). Pattern and growth in personality. New York:
Holt-Rinehart and Winston.
- Allport, G.W. (1935). Attitudes. In C. A. Murchison (Ed.), A handbook
of social psychology. Worcester: Clark university press.
- Anand, S.P. (1985): Attitude of teachers towards pupils and their job
satisfaction. Indian Educational Review, Vol.21, No.3. 189
- Anderson, Albin. L. (1966). Personal and situational factors effecting
the choice between college and secondary teachers. The journal of
Educational Research, Vol. 60, No. 2.
- Anjali. (1995). A study of teacher effectiveness in relation to values.
Job satisfaction and emotional stability of senior secondary school
teachers of Himachal Pradesh. Journal of value education, Vol.6, No.1
& 2, Jan – July 2006, p.192.
- Arora, R. (1993). A study of relationship between the nature of
scientific knowledge and values among university teachers and
students. Unpublished Ph.D thesis, B.H. University
- Arora. (1976). Difference between effective and in effective teachers,
Ph.D., Edu, Jamia Milia Islamia, New Delhi.
- Asma Noor & Venkataiah, N. (2001). A study of creativity of B.Ed
teacher – trainees in Bangalore City in relation to their values,
personality adjustment and achievement motivation. Ph.D. thesis,
University of Mysore. Journal of Value Education, Vol. 6, No. 1 & 2, Jan
– July 2006, p. 192.
- Ashutosh, Biswal. (2007). value orientation in teacher education. In
N.Venkataiah (ed). Value education. New Delhi: APH Publishing

Corporation.

- Atreya Jaishanker. (1989). A study of teachers values and job satisfaction relation to their teaching effectiveness at degree college level. Ph.D. thesis, Edu., Aaga Univ., In Buch, M.B. Fifth survey of research in education, NCERT., p. 1413.
- Babu Surendranath, G.V & Lakshminarayana, U. (1999). Influence of certain socio – psychological variables on teaching competency of teachers in DDEP and Non – DDEP districts, Ph.D. Thesis, University of Mysore, Mysore
- Bageshwar, S. (1993). Value profile and self concept of women teachers. Unpublished Ph.D thesis. B.H. University, Journal of value education, Vol. 6, No.1 & 2, Jan and July 2006, p. 194. 190
- Banerji, N. (1956). A study of specific ability and attainment in the teaching profession in junior high and higher secondary schools. A project study Allahabad, Government Central Pedagogical Institute.
- Battle. (1957). A study of the relationship between attitude and aptitudes of teachers towards teaching and academic standards of the secondary schools in south Arcot district of Tamilnadu. Ph.D. Thesis, University of Mysore, Mysore.
- Bertera, Francis, John (1979): Value change in Graduate school. Dissertation abstracts international, Vol. 46, No.4.
- Best, John w. (1953). Research in education. Prentice- Hall of India
- Bingham, W. V. (1948). Aptitudes and Aptitude teaching. New York: Harper and Brothers Publishers.