



A Study on Pre-Service Trainee Teachers' Attitude Towards Their Personal Values

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Abstract:

The main objectives of the study were two-fold:

- i) To find out how the pre-service trainee teachers perceived attitude towards their personal values central to teaching young aspirants that go beyond their academic knowledge, and*
- ii) To compare those pre-service trainee teachers with respect to the variables like gender (male, female) stream (science and other) and parental educational qualifications.*

The descriptive survey method was used with a sample of 144 (male 53, female 91) pre-service trainee teachers of West Bengal.

The result indicates towards the significance of pre-service trainee teachers' attitude towards personal values.

Level of pre-service trainee teachers' attitude towards their personal values varied (high, average and low).

The female, science stream and having unqualified parents pre-service trainee teachers respectively found superior attitude towards their personal values.

Keywords: *Attitude, Personal Values, Pre-Service Trainee Teachers.*

Introduction:

The teachers are the backbone of our society as they are the architect for building the future society which is also vital for its progress and development. The National Education Policy 2020 (NEP, 2020) emphasizes on building of a future worthy nation as its successor. The devotee teachers are engaged in doing such a crucial role.

In the line of the great educators of India and abroad NEP (2020) highlights on the vital role of teachers in guiding students towards our national goals, thereby contributing to our national progress. To build the future leaders of the country the teachers are entrusted with such responsibilities by shaping all-rounded individuals in their classrooms by providing them proper education including value education.

Value education plays an important role in creating a tolerant humane as well as an ethically sound society. The pioneers of education opines that without a strong values framework, knowledge alone could lead to adverse social effects. Value education is integral to the learning process, influencing how individuals think, feel and act towards leading a fulfilling life

Swami Vivekananda, Gandhi, Tagore and all the sect of the earth viewed education as all round development of the individuals where value education is an integral part for its nation.

Keeping the value of value education in mind the researcher, at present inspired to explore the pre-service trainee teachers' attitudes towards their personal values through this study.

Objectives of the Study:

1. To assess the levels of pre-service trainee teachers' attitude towards their personal values.
2. To compare the male and female pre-service trainee teachers' attitude towards their personal values.
3. To compare the science and other stream pre-service trainee teachers' attitude towards their personal values.
4. To compare the pre-service trainee teachers' attitude towards their personal values on the basis of their parents educational qualifications.

Hypotheses of the Study:

The following null hypotheses were formulated for the study:

- H01: There is no significant difference between male and female pre-service trainee teachers' attitude towards their personal values.
- H02: To compare the science and other stream pre-service trainee teachers' attitude towards their personal values.
- H03: There is no significant difference between the pre-service trainee teachers' attitude towards their personal values with regard to their qualified and unqualified parents.

Review of Related Literatures:

Before going through this work, the researcher consulted a thorough previous works of which a few important works are mentioned below:

Sandhya (1999) identified that theoretical, social and economic values were given more importance than political, aesthetic and moral values among teachers, urban teachers displayed higher moral and economic values compare to their rural counterparts.

Bar and Singh (2004) discovered that female teachers trainees valued aesthetics more highly while males prioritised hedonistic and power values. Urban trainees showed higher economic values compared to rural trainees, who placed greater importance on family prestige.

Nique (2010) noted that value classifications vary across professions.

Importance of the Study:

This study aims to assess pre-service teacher trainees' attitude towards their personal values which are very much crucial for developing future educators. National Policy of Education (NEP, 2020) also advocates that teachers with strong personal values are able to instill these values to the young learners with the academic excellence. Personal excellence goes hand to hand when value education is added and functions in the life of the child. Value education is very much urgent for integrity and social cohesion. The strength of mind, pure consciousness can be awakened in the mind of this youth society which causes social development and future growth. Teachers can make it possible through their strong personal value usage and here lies the actual importance of the study.

Variables of the Study:

The present study examined the variables as follows:

1. Dependent variable: Personal values
2. Independent variables: i) Gender (male, female),
ii) Stream (Science, general),
iii) Parental qualification (qualified, unqualified)

Definition of the Term 'Personal Value':

Personal values are the attributes and behaviours of the individuals which he / she thinks important for guiding their decisions and taking actions in their life situations.

Personal values as opined by Adler (1956) as either socially or personally preferred, practiced and enriching individually.

Shelly, *et al.* (2000) describe personal values as those attributes cherished by individuals regardless of social relationships.

Richardson (2005) views the personal values as enduring constructs which help shape an individual's personality.

Personal Values considered for the Study:

The present study considered ten (10) personal values as mentioned below:

- i) Religious value, ii) social value, iii) democratic value, iv) aesthetic value, v) economic value, vi) knowledge value, vii) hedonistic value, viii) power value, ix) family prestige and x) health.

Research Method:

For the present study, the researcher followed the survey based research.

Sample for the Study:

The sample for the study consisted of 144 trainee teachers (male 53, female 91) collected randomly from four B. Ed. colleges of West Bengal.

Tool for the Study:

The researcher used a tool for the study developed by G. P. Sherry and R. P. Verma (1998) to be had of the National Psychological Corporation, Agra.

Limitations and Delimitations:

The study exclusively focused on B. Ed. trainee teacher in West Bengal and mainly focused on the attitude of the pre-service trainee teachers towards their personal values. Regarding limitations it may be said that the utilised tool may have inherent limitations.

Administration of the Test:

The researcher personally visited the colleges and administered the test as per the direction of the test manual for data collection.

Data Analysis:

The collected data were analysed statistically for interpretation and results. The mean difference was tested using critical ratio (C. R.) method.

Interpretation of Results:

Objective 1: To assess the level of pre-service trainee teachers' attitude towards their personal values.

The data were analysed and presented below:

Table – 1

Showing level of pre-service trainee teachers' attitude towards their personal values

Level	Mean Score
Low	20.76
Average	23.84
High	25.08

The above results indicate a range of personal value levels among pre-service trainee teachers.

Objective 2: To compare the male and female pre-service trainee teachers' attitude towards their personal values.

H01: There is no significant difference between male and female pre-service trainee teachers' attitude towards their personal values.

Table – 2

Showing mean, S. D and t-value of male and female pre-service trainee teachers towards their personal value scores

Gender	Mean	N	S. D	df	SE _D	t-value	Remarks
Male	22.58	53	2.39	142	0.27	2.63	Significant at 0.01 level
Female	23.92	91	0.33				

Interpretation of Results:

The Table–2 revealed that the null hypothesis regarding difference between male and female pre-service trainee teacher was rejected (t-value 2.63, $P < 0.01$). The female mean score (23.02) was higher than their male counterpart (mean score 22.58) which indicated that female pre-service trainee teachers were superior to their attitudes towards personal values than their male counterparts, i.e., the female trainees possesses higher attitude towards that personal values.

Objective – 3: To compare the science and other stream pre-service trainee teachers' attitude towards their personal values.

H02: There is no significant difference between science and other stream pre-service trainee teachers' attitude towards their personal values.

Table – 3

Showing Mean, S. D and t-value of science and other stream pre-service trainee teachers' attitude towards their personal value scores

Stream	Mean	N	S. D	df	SE _D	t-value	Remarks
Science	23.36	36	0.97	142	0.06	8.58	Significant at 0.01 level
Other	22.64	108	2.31				

Interpretation of Results:

From Table–3, it was found that the null hypothesis regarding stream difference of pre-service trainee teachers was rejected (t-value 8.58, $P < 0.01$). The science stream mean score (23.36) was higher than the mean score (22.46) of other stream course trainees which indicated that the science stream teachers were superior to attitude towards their personal values than their other stream courses counterparts. So, it may be said that the science stream trainees attitude towards their personal values are better than the other stream pre-service trainee teachers.

Objective 4: To compare the pre-service trainee teachers' attitude towards their personal values with respect to their parents educational qualifications.

H03: There is no significant difference between the pre-service trainee teachers' attitude towards their personal values having qualified and unqualified parents.

Table – 4

Showing Mean, S. D and t-value of the pre-service trainee teachers' attitude towards their personal value scores having qualified and unqualified parents

Parents' Educational Qualification	Mean	N	S. D	df	SE _D	t-value	Remarks
Qualified	18.98	80	5.52	142	0.64	5.54	Significant at 0.01 level
Unqualified	22.72	64	2.33				

Interpretation of Results:

The Table-4 revealed that the null hypothesis was rejected (t-value 5.54; $P < 0.01$). The unqualified parents mean (22.72) was higher than the qualified parents mean (18.98) which indicated that the trainees having unqualified parents showed higher attitude towards their personal values than their qualified parents counterpart.

The Findings of the Study:

Major findings of the study may be given as –

- i) Pre-service trainee teachers' attitude towards their personal values differed; high personal values for those above 65th percentile, average personal value for those in between 32nd to 65th percentile, low personal value for those below the 32nd percentile,
- ii) the female pre-service trainee teachers possesses higher attitudes towards their personal values,
- iii) the science stream pre-service trainee teachers' attitude towards their personal values found better than other stream pre-service trainee teachers and
- iv) the pre-service trainee teachers having unqualified parents showed higher attitude towards their personal values than the pre-service trainee teachers' having qualified parents.

Conclusion:

The attitude towards personal values of pre-service trainee teachers is very much important for effective teaching learning in the institution where the life of young generations are getting shaped understanding and highlighting the attitude of teachers towards their personal values may have a good impact in their personal life as well as to serve the nation sincerely and effectively and leads their disciples to the way of *sum mum bonum*.

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