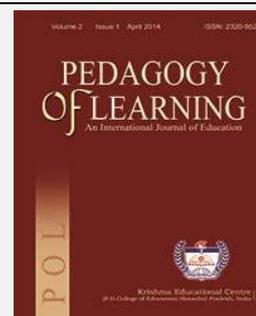


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## **A Study of Personal Values of Student Teachers in Relation to their Self-concept**

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### **Abstract**

Values play a vital role in determining individual behaviour, decision making and managerial success. Therefore, a vigorous programme of value-oriented education is the need of the hour in order to safeguard the present set-up of society from further degeneration and deterioration. Similarly, self-concept is one of the most dominating elements influencing one's behaviour, so to say, one's personality pattern. It is considered as the most significant factor in human life as it has close connections with some personal aspects like learning, motivation, attitudes, perception and adjustment which determine the academic and other successes of the individuals in and out of school. Thus, the self-concept is now taken as of major importance in the field of education. Therefore, the inculcation of values and development of proper self-concept in the children becomes essential. In fact, it is the teachers who can play a significant role in this direction. But it can happen only when teachers have their own values so that, they in turn can pass on the same to the children. There are studies exploring the levels of values and self-concept of teachers and also prospective teachers. But a review of earlier researches reveals that there are dearth of study on the relationship between values and self-concept. Therefore the present study is an attempt

to explore the relationship between personal values of students studying in teacher education institute in relation to their self-concept. Survey method was adopted to explore this. Initially, 100 student teachers studying in College of Teacher Education, Balasore were selected as the sample of the study on the basis of purposive sampling technique. However, the final sample comprised of 95 subjects due to experimental mortality. Personal Values Questionnaire developed by Sherry and Verma (2005) and a Self-Concept Questionnaire (SCQ) developed and standardized by Saraswat (2005) were used to gather data from the subjects. The data were analyzed by employing Pearson's product moment coefficients of correlation ( $r$ ). However, before finding out  $r$ , the obtained raw scores of the subjects in both the variables were first converted into T-scores by computing Mean, Standard deviation and z-scores. The results of the study indicated there was a positive and significant relationship between social value of student teachers and their self-concept. Moreover, there was negative and significant relationship between hedonistic value of student teachers and their self-concept.

**Keywords:** Personal Values, Self-concept, Student Teachers.

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## I. INTRODUCTION

Values are "abstract ideals, positive or negative, not tied to any specific object or situation, representing a person's beliefs about modes of conduct and ideal terminal modes (Milton, 1968). According to idealists, values are the supreme ends foreseen, planned, desired and willed by god, the cosmic mind and gradually realized through the world. Personal values or individual values are the values to which an individual is committed and which influences his behaviour (Theodorson and Achilles, 1969). Hofstede (1980) has defined values as "a broad tendency to prefer certain states of affairs over others." A more elaborate definition is given by Schwartz (1992, p.2), who defined values as "desirable states, objects, goals, or behaviours, transcending specific situations and applied as normative standards to judge and to choose among alternative modes of behaviour." Thus the values refer to the way in which people evaluate activities or outcomes and guide to a person's intentions and actions. Most of the early attempts in studying values have observed that values play a very important role in determining individual behaviour, decision making and managerial success (Mc Murray, R., 1963, Sikula, A.F., 1971, Singer, H.A., 1975). The personal values of the individuals gets manifested in the work settings through the association of the work values with underlying motives, which determines their behaviour towards work consequently influencing the performance of an individual.

It is no denying a fact that mutual survival of people in a progressive society is value based. Values give meaning and strength to an individual's character by occupying a central place in his life. Values reflect one's personal attitude and judgements, decisions and choices, behaviour and relationships, dreams and vision. These values form an important element in the personality of an individual and influence one's thoughts, feelings, behaviour & actions and guide him/ her to do the right things. Above all, character is built through these values, which forms the foundation of any society. It is viewed that human and social values have sustained the humanity ever since advances in civilization gave rise to organized social structures. Moreover, individual and sectarian motives in the progressively rampant complexities of the society have taken precedence over the humanitarian concerns and a rapid erosion of human and social values has become the order of the day. The distortion of such values is partially

due to imbalance between ancient trend and new pattern of life. But crisis of values is pervasive resulting in adverse development in all walks of life. In view of this values have been globally perceived as an answer to the challenge of strengthening moral and social fabric of the societies. To quote Dr. Sarvepalli Radhakrishnan (2011), "Civilizations are measured with the values they stand for, not the machines they invented and use. They are the individual's as well as the society's idea of what is desirable." Again, Singh, Karan (2000) expressed, "Fostering of fundamental and human values and generating a 'carrying and compassionate consciousness' has tremendous potential to salvage the human goodness". Again, from the report of several committees and commissions appointed from time to time it is obvious that there has been consensus of opinion regarding inclusion of values in educational system.

The education commissions, committees and national policies on education have all sought to overhaul teacher education to meet the emerging national needs and face the challenges of the world in the 21<sup>st</sup> century. In this context, Kothari, D. S. (1966) in the Report of the Education Commission (1964-66) has very rightly recommended that conscious and organized attempt be made for imparting education in social, moral and spiritual values with the help, whenever possible of the ethical teachings of great religions. The MHRD in the National Policy on Education (1986) highlighted the urgent need for value education in view of the erosion of essential values and increasing cynicism in society. Similarly, in view of the growing concern over the erosion of essential values and increasing cynicism in society the MHRD (1992) emphasized on the need for readjustment in the curriculum in order to make education a forceful tool for cultivation of social and moral values. Acharya Ramamurti Committee (1990) stated, "Inculcation of values was indispensable for creation of enlightened and humane society". Moreover, NCERT (2000) in its National Curriculum Framework for School Education assigned an important place to value education. It states "a comprehensive programme of value inculcation must start at the earliest stage of school education as a regular part of school's daily routine".

Besides value education, there has been a greater emphasis on the study of self-concept during the past decades for understanding and predicting the many facets of human behaviour, since this attribute has been observed as a vital component in the process of education. Self-concept in fact, is one of the most dominating elements influencing one's behaviour, so to say, one's personality pattern. It may be stated that self-concept has close connections with some personal aspects like learning, motivation, attitudes, perception and adjustment which determine the academic and other successes of the individuals in and out of school. It is considered as the most significant factor in human life as everyone is continuously striving towards self-actualization, self-realization and self-enhancement, and is constantly wishing to avoid self-condemnation and self-lowering experience. Thus, the construct of self-concept which originally was considered to be the keystone in non-directive counselling by Rogers is now taken as of major importance in the field of education also and therefore, the assessment of self-concept becomes essential. It is desirable to state here that this concept has been defined in different ways. Self-concept is typically defined as a person's composite or collective view of himself/ herself across multiple dimensions of perceptions of self in specific domains. It is based on knowledge of self and knowledge of the worth of one's own capabilities. Lowe (1961) referred self-concept as one's attitude towards

self while Pedersen (1965) stated it as an organized configuration of perceptions, beliefs, feelings, attitudes and values which the individual views as a part of characteristics of him. Rogers (1951) defined it as “an organized configuration of perceptions of the self which are admissible to awareness. It is compared to such elements as the perceptions of one’s characteristics and abilities, the precepts and concepts of the self in relation to others and to the environment, the value qualities, which are perceived as associated with experience and objects, and the goals and the ideals which are perceived as having positive and negative valence.” Deo (1973) and Ross (1973) defined self-concept as a directing force of behaviour. Good (1973) defined self-concept as “an individual’s perception of himself, as a person, which includes his abilities, appearance, performance in job, and phases of daily living”. To quote Hurlock (1978), “Self-concept is the image that the people have of themselves.” Saraswat & Gaur (1981) described “the self-concept as the individual’s way of looking at himself, his way of thinking, feeling and behaving”. According to Taneja (1991) self-concept refers to the picture or image a person has of himself. Hawkins *et al.* (1998) however, defined self-concept as “the totality of an individual’s thoughts and feelings having reference to himself /herself as an object”.

## **II. REVIEW OF RELATED RESEARCHES**

Visualizing the importance of values and self-concept, Manar (1974) attempted to compare the attitudes, values, and self-concept of the professional college students and non-professional college students. Saraswat (1982) conducted a study to examine the relationship of self-concept measures with adjustment, values, academic achievement and socio-economic status of boys and girls. Kulshrestha (1983) investigated the ‘Value orientation, interests and attitude as correlates of self-concept among male and female adolescents’ and revealed that value orientation affected the self-concept. Banuo (1992) however attempted to explore the relationship of self-concept with the personal values of Nagaland College students and evinced positive correlations between self-concept and social as well as democratic values and negative correlations between self-concept and power as well as family prestige values, but no relationship between self-concept and religious, aesthetic, economic, knowledge and health values. In a study, Amareswaran (2010) observed that the students who scored better on dimensions of self-concept and total self-concept had significantly better moral values than others.

### ***Rationale for the Study***

The concept of values is very important in education. It is only what is valuable that is transmitted to the younger generation by the elder generation. In fact, education implies the transmission of what is valuable to those who committed to it. And these values play a vital role in determining individual behaviour, decision making and managerial success. It may be mentioned here that the importance of values cannot be overemphasized particularly in the present social set-up. The values we cherish can become an integral part of our personality. But the awakening in this direction has been too late in our society.

On the other hand, the instances of deteriorating standard of human conduct and neglect of social concern are quite numerous in the recent history of our country in all walks of national life, and the prevailing crisis of character has therefore, stirred nation-wide interest of people for a critical appraisal of school practices and our educational

programmers. The quality of teachers and teaching schools and school products has now become a subject of the deepest national concern. In the aforesaid context of the national situation, a vigorous programme of value-oriented education is the need of the hour in order to safeguard the present set-up of society from further degeneration and deterioration. Similarly, development of proper self-concept among students is essential for their wholesome development.

But a review of researches reveals that there is a gap in the area of value education. Buch (1991) in Fourth Survey of Research in Education (1983-88) in a trend report on research in Sociology of Education stated that the breakdown of moral values and the role of education in a culturally heterogeneous society is an important dimension that needs to be better understood. Similarly, Buch (2000) in Fifth Survey of Educational Research (Volume II) reported thirty one studies in the area of moral, art and aesthetic education and among them only two are related to teachers' values. Mohan, S. (2007) also expressed, "The area of value measurement has remained an illusive area far as Indian research is concerned. Much more heuristic orientation and emphasis is called for in order to indigenise and validate concepts, professional practices, and evaluation of outcomes in value education through systematic exploring, designing, and executing of comprehensive value education and research programmes". Moreover, there are dearth of researches on the relationship between self-concept and values in general. It is not an erratum to state that the responsibility of building up of a good nation and national integration among the people lies mostly on the teachers. In fact, it is the teachers who can play a significant role for the development of values as well as self-concept in their students. But it can happen only when teachers have their own values and proper self-concept so that, they in turn can pass on the same to the children. In view of this, the values and self-concept that the teachers should possess need to be examined. Hence, the present study is an attempt to explore the relationship between self-concept and personal values of student-teachers studying in teacher education institute, who are supposed to be teachers after completion of their study.

### ***Key Terms defined***

*Personal Values:* As human values are innumerable, one can have different values. As such certain values which are related to a particular person are known as personal values. Personal values in the present study refer to one's ten values which include religious value, social value, democratic value, aesthetic value, economic value, knowledge value, hedonistic value, power value, family prestige value and health value.

*Self-concept:* Self Concept consists of all the perceptions, feelings, attitude, aspirations and values of oneself concerning one self. Thus, an individual response as a whole with regards to physical, social, temperamental, educational, moral and intellectual dimensions of Saraswat's (2005) Self-concept Questionnaire is termed as overall self-concept.

### **Objectives of the Study**

The present study was conducted with the following objective:

1. To explore the nature and extent of relationship between 10 personal values and self-concept of student-teachers

## **Hypotheses**

The following null hypotheses were formulated for the present study:

1. There is no significant correlation between religious value and self-concept of student teachers.
2. There is no significant correlation between social value and self-concept of student teachers.
3. There is no significant correlation between democratic value and self-concept of student teachers.
4. There is no significant correlation between aesthetic value and self-concept of student teachers.
5. There is no significant correlation between economic value and self-concept of student teachers.
6. There is no significant correlation between knowledge value and self-concept of student teachers.
7. There is no significant correlation between hedonistic value and self-concept of student teachers.
8. There is no significant correlation between power value and self-concept of student teachers.
9. There is no significant correlation between family prestige value and self-concept of student teachers.
10. There is no significant correlation between health value and self-concept of student teachers.

## **III. METHOD OF THE STUDY**

### ***Design and Sample***

Survey method was adopted for the present study. Initially, 100 student teachers studying in College of Teacher Education, Balasore District were selected as the sample of the study on the basis of purposive sampling technique. However, the final sample comprised of 95 subjects due to experimental mortality. It is worth mentioning that though the sample of the study was purposively selected, it was a representative one since the selection of the students for B.Ed. class was done by State Level Selection Board of Odisha with students representing different categories and were placed by the Board through Central Counselling Program.

### ***Tools Used***

1. Personal values of the subjects were measured by administering Personal Values Questionnaire developed and standardized by Sherry and Verma (2005).
2. The reliability was derived at by Cronbach's alpha. The total split half reliability score is 0.87. The measure of the intrinsic validity of the questionnaire is the square root of Guttman Split-half reliability, and it was 0.93. Thus, high test retest reliability of the PVQ and its fairly strong validity were the factors considered for use of this tool in the present investigation.

3. A Self-Concept Questionnaire (SCQ) developed and standardized by Saraswat, Raj Kumar (2005) was used to assess self-concept of the subjects. This questionnaire provides six separate dimensions of self-concept, viz., Physical, Social, Intellectual, Moral, Educational and Temperamental self-concept each dimension containing six items. It also gives a total self-concept score. The questionnaire thus the questionnaire contains 48 items. Each item is provided with five alternatives which are so arranged that the scoring system for all the items remain the same i.e. 5, 4, 3, 2, 1, for alternatives 1, 2, 3, 4, 5 respectively whether the item is positive or negative. The high test-retest reliability of the questionnaire as well as of various dimensions of the questionnaire and its good content and construct validity led the investigators to use this tool in the present study.

### **Procedure of Data Collection**

The researcher by taking the permission from the Principals/ Heads of the institutions discussed about the objectives of the research. Finally after clarifying the objectives of the research to the student teachers, the researcher administered the Personal Values Questionnaire as well as the Self-concept Questionnaire as mentioned above.

### **Data Analysis Techniques**

The data were analyzed by applying various statistical techniques. First of all, the obtained raw scores of the subjects on both the variables were converted to T-scores after computing the Mean, Standard deviation and z-scores, and then Pearson's coefficients of correlation (r) were found out.

### **Delimitations of the Study**

The study was delimited to: (i) Survey method, (ii) A sample 95 B. Ed. students (student teachers), (iii) Purposive sampling technique, (iv) Personal Values Questionnaire by Sherry & Verma (2005) and Self-concept Questionnaire by Saraswat (2005), (v) Statistical techniques like Mean, Standard Deviation, z-score, T-score and Pearson' product moment coefficients of correlation (r).

## **IV. RESULTS AND DISCUSSIONS**

The calculated results of r have been presented below in Table-1.

*Table 1: Pearson's Coefficient of Correlation(r) between Personal Values and Self-concept of Student Teachers*

Personal Values	Religious	Social	Democratic	Aesthetic	Economic	Knowledge	Hedonistic	Power	Family Prestige	Health
Total Self-concept	- 0.040	0.235*	0.102	0.101	0.026	- 0.041	- 0.221*	- 0.029	0.012	- 0.098

\*-Significant at 0.05 level with  $df=93$  (Garrett, 1981, p.201)

It is revealed from the above Table that there is a negative and insignificant relationship between religious values & self-concept of student teachers. Similar relationship between knowledge value & self-concept, power value & self-concept and health value & self-concept of the subjects are observed. However, student teachers' hedonistic value is found to be negatively correlated with their self-concept which is also found significant at 0.05 level of confidence. It means that student teachers who possess more self-concept scores are found to possess lesser scores in hedonistic dimension of personal value. As such, this finding is in the right direction.

It is further observed from the same Table that there is positive and insignificant correlations between democratic, aesthetic, economic & family prestige values of student teachers and their self-concept although the correlation between their social value and self-concept is observed to be positive and significant at 0.05 level of confidence. This finding is confirmed by earlier researches Banuo (1992) who reported positive correlation between self-concept and social value, but no relationship between self-concept and religious, aesthetic, economic, knowledge and health values of Nagaland college students. However, adequate research studies are not available to either substantiate or contradict the results of this study. Thus the null hypotheses 1, 3, 4, 5, 6, 8, 9, and 10 are retained whereas; hypotheses 2 and 7 are rejected.

#### **V. MAJOR FINDINGS**

1. There was positive and significant relationship between social value of student teachers and their self-concept.
2. There was negative and significant relationship between hedonistic value of student teachers and their self-concept.

#### **VI. EDUCATIONAL IMPLICATIONS**

Community and social issues should be brought to the notice of all student teachers. Cultural programs, drama, song, music, art and physical & health education should be given due importance. Participation in such activities should be made compulsory to boost social values as well as self-concept among student teachers. More and more emphasis should be given to inculcate and improve self-concept of student teachers for reducing their inclination towards hedonism.

#### **Suggestions**

- This kind of studies may be extended to all levels of Teacher Education.
- This kind of studies may be extended to different levels of Education.
- Comparative studies may be undertaken to study the influence of values and self-concept of teachers on students.
- Studies on values and self-concept in relation to achievement of students on curricular and other curricular activities can be attempted.
- Studies which can probe into the causes for different levels of values and self-concept among teachers as well as students can be undertaken.

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