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An Analysis of Perception and Prevalence of Key Teaching Values Among Pre-Service Teachers

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ABSTRACT

The creation of a sustainable living environment is a key priority for the entire human society. It is our values that distinguish humans from other creatures. Teachers are role models in society who inspire others via their noble and unselfish commitment to humanity. They are the ones that create ethical citizens of society; they must have certain values to instil in the students. The current study looked at both pre-service teachers' and academics' perspectives on the most significant teaching values. The study also looks at the values that preservice teachers hold. The researcher analysed many policy documents about values in teacher education before selecting and considering the most significant values for data collection and analysis. The data was collected through two self-developed tools namely Value Assessment Matrix and Value Assessment Inventory. The data was collected from 17 academics and 135 preservice teachers from various teacher education institutes in eastern India who were chosen by voluntary response sampling. The result of the study suggested that Responsibility, Honesty, Virtue, Discipline, and Equality are the most important teaching values for a teacher. The study also revealed that most preservice teachers have a modest level of those values and results can be concluded that most pre-service teachers favour qualities such as responsibility, discipline, and honesty over virtue and equality.

Keywords: Values, Values in Teacher Education, Preservice Teachers.

INTRODUCTION

The present concern of human society is to create a more sustainable world and an inclusive society in which everyone can live peacefully. Making such a place is very difficult but attainable by making an exemplary citizen of the society. A good citizen is not born, it is the values that make him/her a socially responsible citizen. Values are fundamental beliefs that regulate or motivate attitudes or behaviours. They aid us in prioritizing our goals. Values are the traits that we choose to embrace; they define who we want to be and how we treat ourselves and others (Mintz, 2018).

Individuals use values to determine if ideas, people, events, and behaviours are good, worthwhile, desired, unsuitable, or unpleasant. (Shaver & Strong, 1976). Rokeach (2008), asserts that human values are formed by psychological needs, societal expectations, personal experience, and institutions within the society, or culture. According to Mukherjee "Values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards, and aspirations". A person's behaviour is the only thing that gives them value, and it has a lot of doing with their own beliefs (Aspin & Chapman, 2007). Values are very important to become an effective teacher as these are reflected in behaviour and activities in and outside school. Hence teacher education must give stress on inculcation of values among prospective teachers.

The aim of education we have like character, spiritual, emotional, and mental development of a child is only possible with the help of a teacher as a teacher plays a significant role in the student's life including in society like for moral development triggering moral thinking, organizing skits, role-plays so that students can instil those moral values in them. The very nature of value education means equipping students with specific attitudes and strengths, as well as providing them with the vital capacity to apply them in today's complex environment (NCERT, 2012).

Conceptualisation of the Problem

Value education comprises developing in students a feeling of humanity, as well as a strong concern for the welfare of others and the country (Arulsamy and Mathews, 2020). Mostly at the elementary stage students imitate their teachers as the teachers are role models for them. Powney, et al., (1995) conclude that "It can be an activity that can take place in *any* human organization. during which people are assisted by others, who may be older, in a condition experienced to make explicit our ethics to assess the effectiveness of these values and associated behaviour for long term well-being of self and others". Value education is not required to have a separate subject that must be taught by experts at specified hours. It should be an essential part of the overall system. It needs inventive teachers who believe in value-oriented education by reinterpreting the same syllabus and textbooks of disciplines. Teachers' training should be best suited to stimulate a child's moral growth, as they are responsible for their students' overall development. As part of a global effort to foster a culture of peace, UNESCO has supported the Brahma Kumari's' Living Values Education Project. It has been used as a global character education programme in 83 countries since 1996, with the goal of raising generations of people who understand and share 12 universal values: peace, respect, cooperation, freedom, happiness, honesty, humility, love, responsibility, simplicity, tolerance, & unity (ALIVE, 2015; World Spiritual Organization, 2015).

When they begin teaching, preservice teachers will represent current societal cultural values and will help influence the next generation. When it comes to portraying society's contemporary cultural norms, they carry their beliefs and ideals with them to the teacher training programme. (Lortie, 2002) Their reflection in society is through multiple ways as teachers are the most important resources responsible for the quality of the education system (NCERT, 2019). Changes in teachers' ideas are critical throughout pre-service education, according to Richardson (2003). As future educators, preservice teachers will motivate their students at schools based on their views and values (Castaeda-Pea et al., 2019). The essence of education for values is the adoption of various ways of interacting, relating and being with students, as well as an effective teaching and learning methods to

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provide real-world learning experiences (NCERT, 2012). It should not be like a duty for the school. A child's personality and the future of our country only can be moulded through moral and spiritual grounds on which we establish our education system (Lovat & Schofield, 1998).

Education is truly a process of shaping students with values in order to equip them to live a fulfilling life while adhering to society's accepted standards and norms. (NCERT, 2003). So, values in teacher education should be developed seriously, as without them we cannot have quality teachers. Value education helps us to conserve what we have inherited from our culture which is good and worthwhile. The Vedas, Upanishads, and Epics of ancient India expressed and perpetuated Indian society's values (Maity, et al., 2019). The need for values as stated by Kalita, 2015 is as follows:

- “To guide the human beings on the right path, to inculcate the concept of Universal Brotherhood, and to achieve the absolute values of Truth, Goodness, and Beauty.
- To give direction and firmness to life and bring joy, satisfaction, and peace of life to preserve our culture and heritage and to develop morality and character
- To bring the behavioural changes towards positivism
- To promote peace, and harmony in individuals and society
- To bring quality, of life and sustainable development in the society.”

This world has been labelled a "Waste Land" by poet T. S. Eliot, where man is spiritually dead despite tremendous material growth and astounding scientific breakthroughs. Educators are expected to be society's ethical watchdog. The development of students' integrated personalities should be one of the key goals of an educational programme (Aytoda, 2018), for their own development as well as the country's development. Institutes of teacher education should be held accountable for preparing their students to attain these objectives. Teachers' commitment and accountability are important in establishing an effective teacher relationship and sustaining a healthy school environment (UNESCO, 2007). Our teacher education programme needs value education in order to face the challenge of the value crisis among students.

Rationale of the Study

A society cannot run without the values infused in the people as it regulates the behaviour of a human being by abstaining from doing bad. However, as compared to other fields of education, such as technology, value education is not receiving much attention at the time. While both parents and the general public are responsible for value education, schools, and universities, due to their institutionalized nature, should take most of the burden (NCERT, 2012). Because teachers are the makers of society for future generations by imparting values. Education has now turned into a business, according to the reviews. This has shifted kids' and parents' perspectives, as well as the public's perception of teachers and others involved in the educational system (Gul, 2017). Value education has always been popular. It is significantly vital in practically every aspect of human activity (Barahate, 2014).

Various policy documents such as the Secondary Education Commission (1952-53) recommended that “the supreme end of the educative process should be the training of the character and personality of students in such a way that they will be able to realize their full potentialities and contribute to the wellbeing of the community”, and National Policy on Education (1986) advocated education as a tool for social and moral values that are oriented towards unity and integration of our people. The 1992 Programme of Action aimed to incorporate various aspects of value education into the curriculum at all levels of schooling. The National Curriculum Framework for School Education (2000) reported that “the entire educational process has to be such that the boys and girls of this country can see good, love good and do good, and grow into mutually tolerant citizens”. The National Curriculum Framework (2005), reaffirms the commitment to promote values that foster peace, humanity, and tolerance. The National Education Policy (NEP) 2020 has given stress on role of

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teacher in quality improvement of school education. Teacher must have to develop Indian value system among future citizens.

Students will look up to teachers who have strong self-esteem because they respect the teaching profession, enjoy their topics, and care about their students (Lovat & Toomey, 2007). Education should promote universal and universal values, as well as our people's togetherness and integration. As a result, it is vital to identify concrete devices for incorporating values into education. Even though many studies have been conducted on Value education, we can see that the core values are not sufficiently reflected in the teachers, as man has become more materialistic and has forgotten the art of living with others. Because of these research gaps, the investigator needs to investigate the area of values in teacher education and pre-service teachers. Because pupils learn to behave in society from schools and universities, so all teachers and educators must demonstrate values such as optimism, self-confidence, wisdom, diligence, and determination, only then can students develop a positive value system. Hence the investigators have raised following research questions for investigation.

1. What are preservice teachers' perspectives on the important key values for teachers?
2. What are academics' perspectives on the most important key values for teachers?
3. Do those key teaching values exist among preservice teachers?

Objectives

1. To investigate preservice teachers' opinions about the most important key values for a teacher.
2. To study the academics' opinions of the most important key values for a teacher.
3. To find out the existence of those important key values among preservice teachers.

METHODOLOGY

The mixed research approach was adopted in this study. The research was carried out in two phases. The researcher looked at the most significant values for teachers in the first phase, and then explored the existence of those significant values among pre-service teachers in the second phase. The study's population included all academics and preservice teachers from northern and eastern India. The study included 135 preservice teachers and 17 academics from several teacher education institutes in Odisha, Bihar, Uttar Pradesh, Delhi, and Sikkim. The Voluntary Response Method was used to choose the sample. The study used the following tools for data collection.

- **Value Assessment Matrix:** A total of 20 values were picked for this instrument which is crucial for a teacher. From which the respondent can choose five values in ranked order that are most important for a teacher. For data quantification, rank 1 was given a score of 5, followed by rank 5 receiving a score of 1. The tool was validated by the experts of RIE, Bhubaneswar.
- **Value Assessment Inventory:** This instrument included a total of 40 projective questions to test preservice teachers' insight of those five major values i.e. Responsibility, Honesty, Virtue, Discipline, and Equality. Each value has eight projective statements in the inventory, four of which are positive and four of which are negative. Each positive statement answered with YES receives 1 point, whereas each NO receives -0 point in the analysis process. In the case of a negative statement, the reverse is true. The tool was validated by the experts of RIE, Bhubaneswar

Limitations

The study has certain limitations; for example, data was collected in the northern and eastern parts of India, and the sample was chosen using the Voluntary Response Method. Because data were

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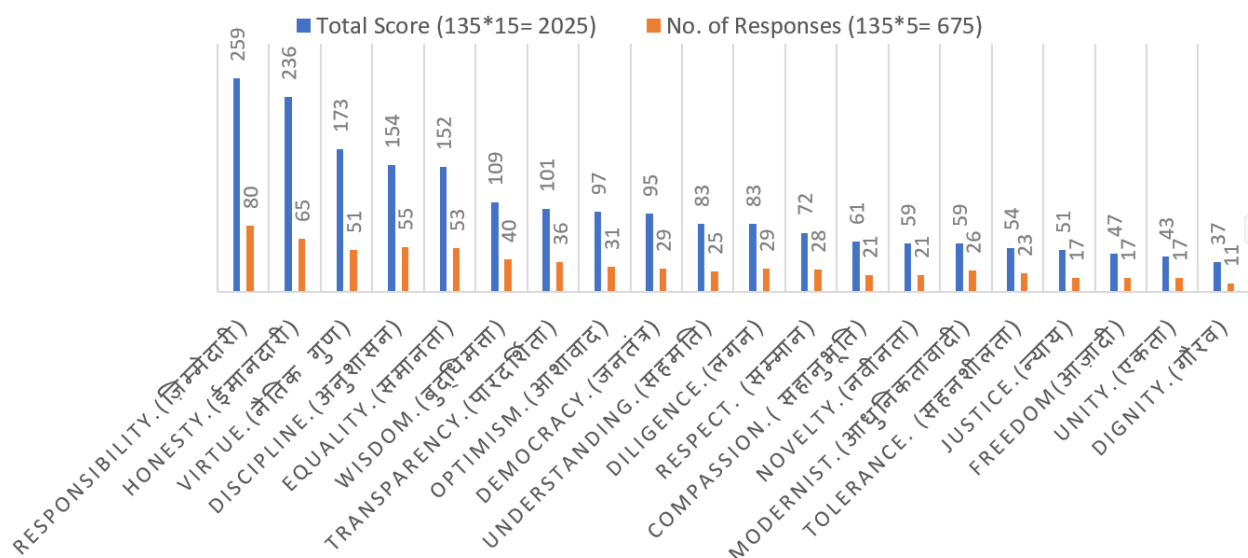
collected using only qualitative approaches, it is possible that it does not include all facets of a significant value that an individual may possess. Although all of the values in the study are equally essential, only the five that obtained the highest score in the Value Assessment Matrix are evaluated.

DATA ANALYSIS

Each respondent has only five chances to select five numbers in the order of importance, from a list of values, chronologically, A score of 5 is allocated to rank 1, and a score of 1 is assigned to rank 5. As a result, 135 preservice teachers had 675 responses from which to choose their values. Figure 1 indicates the total score as well as the number of responses for each value. Similarly, 17 academics had 85 responses, and the total score & number of responses for each value is reflected in figure 2.

1. Preservice Teachers' Perspectives on the Most Important Key Values for a Teacher

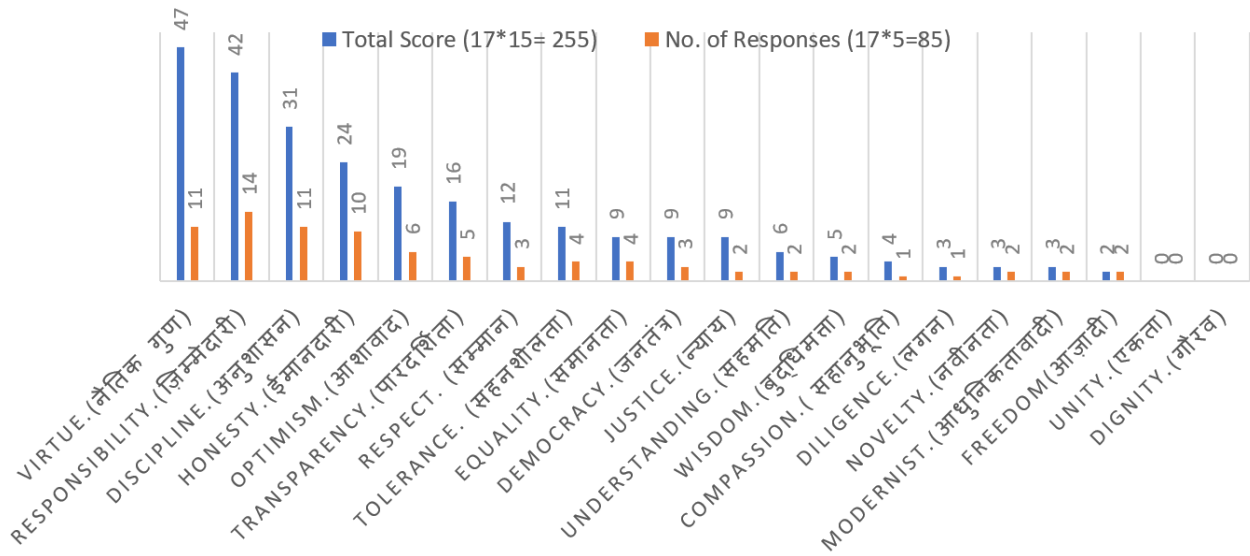
Responsibility (259, N-80), Honesty (236, N-65), Virtue (173, N-51), Discipline (154, N-55), and Equality (152, N-53) were the most important key values for a teacher in the viewpoint of preservice teachers, according to figure 1.



[Figure 1: Preservice teachers' perspectives on the most important key values]

2. Academics' Perspectives on the Most Important Key Values for a Teacher

Virtue (47, N-11), Responsibility (42, N-14), Discipline (31, N-11), Honesty (24, N-10), and Optimism (19, N-6) were identified to be the most important key values for a teacher, according to academics, as shown in Figure 2.



[Figure 2: Academics' perspectives on the most important key values]

3. Key Teaching Values Among Preservice Teachers

Through a value assessment inventory, the presence of those five values in pre-service teachers was assessed. Each value is divided into three categories: Highest (H), Moderate (M), and Lowest (L). The collected data of 45 preservice teachers were reflected in table 1.

Table 1: Overall key values of preservice teachers (N= 45)

Key-Value (overall)	Responsibility			Honesty			Virtue			Discipline			Equality		
	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L
Highest(N=15)	13	2	0	13	2	0	7	8	0	10	5	0	2	13	0
Moderate (N=20)	11	9	0	10	10	0	7	11	2	7	9	4	1	14	5
Lowest (N=10)	2	5	3	1	4	5	0	4	6	0	5	5	1	1	8

The highest level of overall key teaching values was awarded to 15 preservice teachers; among them in Responsibility and Honesty, 13 pre-service teachers received the highest level, while two pre-service teachers received the moderate level. 7 pre-service teachers received the highest degree of Virtue, while 8 pre-service teachers received the moderate level. 10 preservice teachers received the highest level of Discipline, while 5 preservice teachers obtained the moderate level. In Equality, 2 preservice teachers received the highest level and received the 13 moderate levels.

The middle level was awarded to 20 preservice teachers, among them in Responsibility 11 preservice teachers got the highest level and 9 teachers got the moderate level and in Honesty, 10 pre-service teachers received the highest level, while 10 pre-service teachers received the moderate level. 7 pre-service teachers received the highest level of Virtue, while 8 pre-service teachers received the moderate level. 7 preservice teachers received the highest level of Discipline, while 9 preservice teachers obtained the moderate level and 4 teachers received the lowest level. In Equality, 1 preservice teacher received the highest level and 14 received the moderate level and 5 received the lowest level

The lowest level was awarded to 10 preservice teachers, among them in Responsibility, 2 preservice teachers got the highest level and 5 teachers got the moderate level and 3 teachers got the lowest level. In Honesty, 1 pre-service teacher received the highest level, while 4 pre-service teachers received the moderate level. 5 pre-service teachers received the lowest level. While In Virtue, 4 pre-service teachers received the moderate level and 6 pre-service teachers received the lowest level. 5 preservice teachers received the moderate level of Discipline, while 5 preservice teachers obtained the lowest level. In Equality, 1 preservice teacher received the highest level and 1 received the moderate level and 8 received the lowest level.

RESULT AND DISCUSSION

This paper aimed at checking the presence of values and virtues among the pre-service teachers. It analyses the perception and reality among preservice teachers' key values. We frequently discuss the importance of value education for students and how it is a requirement for them. First and foremost, value education is the process of teaching and instilling values in pupils for their moral, social, and emotional growth, or even the development of the child's total personality in society. However, a teacher must possess all these qualities to provide these values to students in a quality manner. Only an ideal teacher, whose life exemplifies values, can lead people in the right direction. (Gul, 2017).

The study includes twenty values that appear to be quite significant for a teacher. Every value evaluated has substantial importance for a teacher; nonetheless, the study found that the most important values selected by pre-service teachers are *responsibility, honesty, discipline, virtue, and equality*, and even academics had similar opinions on the most significant values, these findings slightly differ from the result of the study conducted by Gökçe (2021).

After that, 45 pre-service teachers were evaluated for the presence of those five significant values. The study's findings revealed that most preservice teachers have possess significant level in the five values that are in consideration. Based on the data gathered, the result may be concluded that most pre-service teachers favour qualities such as *responsibility, discipline, and honesty over virtue and equality*. These results can be correlated with the study Gul, (2017), which said, “*to inspire the students, a teacher should discharge twin roles- one is to mould himself and the other to mould others*”. As a result, teachers should have more values such as wisdom and virtue and should mould themselves with equality to inculcate values in students.

CONCLUSION

The findings of this study might benefit pre-service teachers in understanding the relevance of values in a teacher's life, as well as what values they should inculcate in their students in order to be good future teachers and contribute to a better society and a higher quality of life. If pre-service teachers possess these values, then only the students will be inspired or influenced by them. This study's findings may help academics, as they will affect preservice teachers by demonstrating the most importance for a teacher, as teachers' behaviours, as well as their personalities, play a crucial role in the teaching profession.

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