

# A Comparative Study of Life Values of Teacher Trainees of Government and Self-Financed Teacher Education Institutions in Relation To Their Gender



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## Abstract

The aim of the present investigation is to compare the life values of teacher trainees of 'government' and 'self-financed' teacher education institutions in relation to their gender. To attaining the life values of teacher trainees, descriptive research method was employed by the investigator. Investigator framed the null hypothesis with reference to objectives of the study. Total 200 (100 male and 100 female) teacher trainees from 'government teacher education institutions' (GTEIs) and total 200 (100 male and 100 female) teacher trainees from 'self-financed teacher education institutions' (SFTEIs) were selected in the sample units through stratified random method. The researcher employed "Values test" constructed by Ojha & Bhargava, 2010 for measure the dimensions of life values (theoretical, economic, aesthetic, social, political, and religious). It is concluded that male and female teacher trainees of both type of institutions preferred the theoretical life value on top rank. Regarding the aesthetic and social life values, the female teacher trainees were found more matured and significantly deviated from the male teacher trainees and preferred these values as second rank. Religious life value was the last preference of both male and female teacher trainees.

**Keywords:** Life Values, Teacher Trainees, Government and Self-Financed Teacher Education Institutions.

## Introduction

Today, there is hue and cry everywhere about life value crisis. Someone very truly said that if a tree reaches the sky (Heaven) its root might reach the Hell. Science and technology opened new vistas, as a result of which rapid and visible changes occurred extensively in almost all walks of human activity. But, the most important wealth of humanity that we have lost is a big meagre of our character, ethics and values. Human virtues like love, sympathy, honesty, purity, selflessness, wisdom, mercy, humility, faithfulness, obedience, sincerity etc., have remained only the words of dictionary. The barbaric qualities like selfishness, clashes, corruption, nepotism, hypocrisy etc., are dominating our lives.

The majority of educational institutions have failed to evolve an integrated approach in their curricular and co-curricular programmes, for the all-round development of human personality. Our present educational system with all its complexities and intricacies, have so far proved to be deficient, as it neglects or does not give deserving importance to values in human life (Venkataiah, 2005). Underlying much of the research studies, it is implicit that value dimensions are essentially related, influenced and shaped by factors like sex, level of aspiration, type of education received, home environment, intelligence and other socio-economic and psychological factor. Teachers are the important part of society and serve the society by imparting the wisdom to the children with various culture and values. With this background an attempt has been made in this paper to compare the life values of teacher trainees of 'government teacher education institutions' (GTEIs) and 'self-financed teacher education institutions' (SFTEIs), in relation to their gender.

## Review of Literature

Verma *et al.* (2011) studied on life values of adolescent students as a function of their sex and rural-urban inhabitation. The investigator employed descriptive survey method to draw the relationship among life

values of adolescents, their gender and locality (urban and rural). A sample of 400 (200 male and 200 female) was selected through stratified random method in the present study. Values Test constructed by Ojha & Bhargava, 2010 was employed for measure the dimensions of life values (theoretical, economic, aesthetic, social, political, and religious). It was found in the study that male adolescents were higher on truth, non-violence and love values, than female adolescents. But no significant difference was observed between male and female subjects with respect to right conduct value and peace value.

Schludermann *et al.* (2014) studied on religiosity, pro-social values, and adjustment among students in catholic high schools in Canada. The investigator employed descriptive survey method to draw the relationship among the religiosity, pro-social values, and adjustment among students. A sample of 200 (100 girls and 100 boys) was selected through stratified random method in the present study. It is found that no significant differences were observed in the parental religion, religiosity, social adjustment or personal adjustment in relation to their gender, among adolescents. However, girls express more maturity in social values than boys. The study further revealed that religiosity had much higher correlations with social values and social adjustment among boys than among girls.

Bobowi (2017) conducted a study on personality and parents' values as the predictors of students' personal values. The investigator employed descriptive survey method to draw personal values of students on the basis of their personality characteristics and values of parents. In this study, it was found that multicultural personality plays significant role into the variance stimulation, self-direction, universalism and achievement values in comparison to the impact of parental values, whereas it plays insignificant and negative role for power, benevolence, and conformity.

Iglesias and Ricardo (2017) conducted a cross-sectional study on personal and interpersonal value system, self-perception and identity of Spanish nurses. The investigator employed descriptive research method to draw cross sectional differences in interpersonal and personal values, self-perceptions of subjects and it was concluded that significance differences in personal and interpersonal values were found across generational cohorts, gender and ethnic group. Further, it was revealed that male nurses show their behavior as 'take fewer risks' and show a tendency toward situations with the predominant organizational culture.

Shagufta and Mariya (2012) wrote an article on contribution of value education towards human development in India and argued that in the era of technology and modern developments and role of parents is changing very rapidly. It is very difficult for parents to inculcate significant values in their child and as such value-oriented education needs to be realistically achieved in consonance with the academic framework of a school. The authors argued that combination of academics, civilization, traditional and value education should be an ideal approach to

education and value education should be integrated within the school curriculum.

#### **Objectives of the Study**

1. To compare the preference of life values of the male and female teacher trainees of government teacher education institutions (GTEIs).
2. To compare the preference of life values of the male and female teacher trainees of self-financed teacher education institutions (SFTEIs).
3. To compare the life values of the male and female teacher trainees of both government and self-financed teacher education institutions (G&SFTEIs).

#### **Hypothesis of the Study**

##### **H<sub>01</sub>**

There exists no significant difference in the preference of life values of the male and female teacher trainees of government teacher education institutions.

##### **H<sub>02</sub>**

There exists no significant difference in the preference of life values of the male and female teacher trainees of self-financed teacher education institutions.

##### **H<sub>03</sub>**

There exists no significant difference in the preference of life values of the male and female teacher trainees of both government and self-financed teacher education institutions.

#### **Research Methodology**

The aim of the present paper is to compare the life values of teacher trainees of government and self-financed teacher education institutions in relation to their gender, hence investigator framed the research design in the following manner -

#### **Research Method**

In the light of present aim of the study "to compare the life values of teacher trainees of G&SFTEIs in relation to their gender", the investigator employed descriptive survey method to compare the life values of teacher trainees of G&SFTEIs.

#### **Sample Design**

There are various G & SFTEIs (8G & 48SF) affiliated to H.N.B.G. (A Central) University located in Srinagar (Garhwal), Uttarakhand. Investigator selected total 200 female teacher trainees from G&SFTEIs and in the same manner, 200 male teachers were selected from these institutions. Both sample units (200 male and 200 female teacher trainees) were selected through stratified sample method for the present research. Further, it is stated that total 200 (100 male and 100 female) teacher trainees from GTEIs and total 200 (100 male and 100 female) teacher trainees from SFTEIs were selected in the sample units through stratified random method.

#### **Tools of the Study**

In the present study, the investigator employed 'values test' constructed by Ojha & Bhargava, 2010 for measure the dimensions of life values (theoretical, economic, aesthetic, social, political, and religious).

**Findings of the Study**

To compare the preference of life values of the male and female teacher trainees of 'government teacher education institutions' (GTEIs)

**Hypothesis (H<sub>01</sub>)**

There exists no significant difference in the preference of life values of the male and female teacher trainees of government teacher education institutions.

**Table 1**

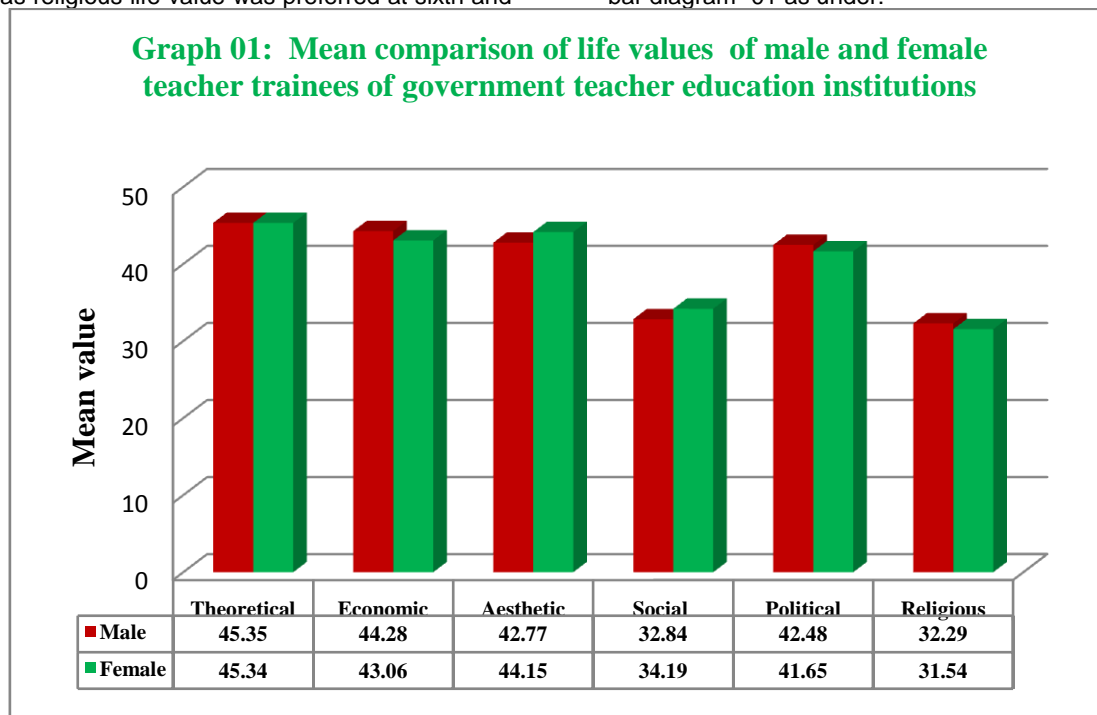
**Indicating Mean, S.D., preference order (ranking) and CR-value for life values of the male and female teacher trainees of GTEIs**

Life values	Male students (N=100)			Female students(N=100)			CR-value
	Mean	S.D.	Preference	Mean	S.D.	Preference	
Theoretical	45.35	5.09	1	45.34	4.41	1	0.02
Economic	44.28	5.34	2	43.06	5.71	3	1.56
Aesthetic	42.77	5.62	3	44.15	5.47	2	2.26**
Social	32.84	6.20	5	34.19	6.19	5	2.10**
Political	42.48	4.53	4	41.65	4.62	4	1.83
Religious	32.29	5.87	6	31.54	5.36	6	1.34

\* significant at 0.01 level of confidence, \*\* significant at 0.05 level of confidence,

It was observed that both male and female teacher trainees of GTEIs preferred theoretical life value in the first rank. In the present study, the sample units were teacher trainees who have critical and rational thinking to draw the truth, so preferred theoretical life value was preferred at the top rank. Further, it was observed that at the second rank, female teacher trainees of GTEIs preferred aesthetic life value, whereas male teacher trainees preferred economic life value. Regarding the political life value, male and female teacher trainees of GTEIs expresses same preference; it may be due same level of understanding and maturity. Male and Female teacher trainees preferred social life values at fifth rank, whereas religious life value was preferred at sixth and

last rank. Further, it was noted that there was found a significant difference between male and female teacher trainees of GTEIs in relation to their aesthetic and social life value, whereas regarding other life values (such as theoretical, economic, political and religious) of teacher trainees, no significant differences was observed between male and female teacher trainees of GTEIs. Hence, the null hypothesis "*There exists no significant difference in the preference of life values of the male and female teacher trainees of government teacher education institution*" was partially rejected and partially accepted on the basis of present findings. The findings as shown in the table- 1 indicating through bar diagram -01 as under:



2. To compare the preference of life values of the male and female teacher trainees of self-financed teacher education institutions (SFTEIs)

**Hypothesis (H<sub>02</sub>)**

There exists no significant difference in the preference of life values of the male and female teacher trainees of self-financed teacher education institutions.

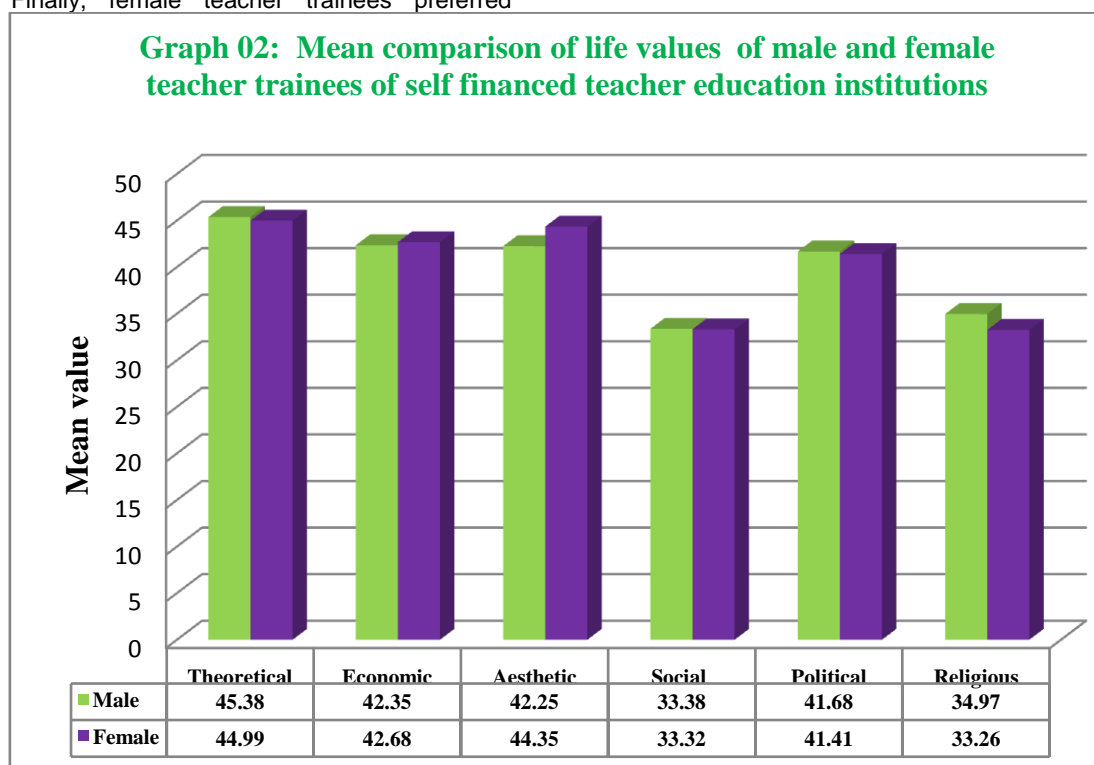
**Table 2**  
**Indicating Mean, S.D., preference order (ranking) and CR-value for life values of the male and female teacher trainees of SFTEIs**

Life values	Male students (N=100)			Female students(N=100)			CR-value
	Mean	S.D.	Preference	Mean	S.D.	Preference	
Theoretical	45.38	5.76	1	44.99	5.02	1	0.71
Economic	42.35	5.61	2	42.68	5.32	3	0.62
Aesthetic	42.25	5.05	3	44.35	5.72	2	3.88*
Social	33.38	5.94	6	33.32	6.94	5	0.09
Political	41.68	4.85	4	41.41	5.11	4	0.54
Religious	34.97	6.81	5	33.26	6.29	6	2.61*

\* indicates significant at 0.01 level of confidence

It was observed that both male and female teacher trainees of SFTEIs preferred theoretical life value at the first rank. In the present study, the sample units were teacher trainees who have critical and rational thinking to draw the truth, so preferred theoretical life value at the top rank. Further, it was also observed that in the second rank, female teacher trainees of SFTEIs preferred aesthetic life value, whereas male teacher trainees preferred economic life value. Regarding the political life value, male and female teacher trainees of SFTEIs express same preference; it may be due same level of understanding and maturity. Female teacher trainees preferred social life values at fifth rank, whereas male teacher trainees of self-financed teacher education institutions express their religious life value at fifth rank. Finally, female teacher trainees preferred

religious value at the last ranking, whereas social life value was placed at last rank by the male teacher trainees. Further, it was observed that there was a significant difference between male and female teacher trainees of SFTEIs in relation to their aesthetic and religious life value, and regarding other life values (such as theoretical, economic, social and political) of teacher trainees, no significant differences found between male and female teacher trainees of SFTEIs. Hence, the null hypothesis "*There exists no significant difference in the preference of life values of the male and female teacher trainees of self-financed teacher education institution*" was partially rejected and partially accepted on the basis of present findings. The findings as shown in the table- 2 indicating through bar diagram -02 as under:



3. To compare the life values of the male and female teacher trainees of both government and self-financed teacher education institutions (G&SFTEIs).

#### Hypothesis (H<sub>03</sub>)

There exists no significant difference in the preference of life values of the male and female teacher trainees of both government and self-financed teacher education institutions.

Table 3

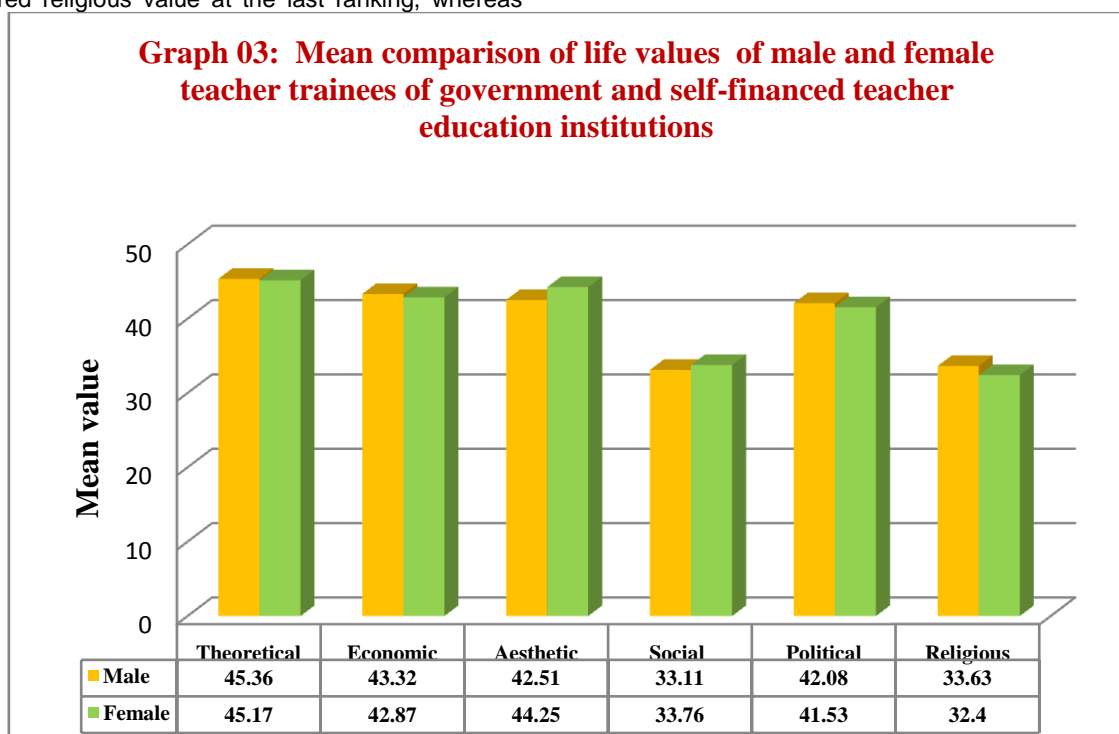
Indicating Mean, S.D., preference order (ranking) and CR-value for life values of the male and female teacher trainees of G&SFTEIs.

Life values	Male students (N=200)			Female students(N=200)			CR-value
	Mean	S.D.	Preference	Mean	S.D.	Preference	
Theoretical	45.36	5.43	1	45.17	4.72	1	0.55
Economic	43.32	5.61	2	42.87	5.52	3	0.57
Aesthetic	42.51	5.29	3	44.25	5.59	2	2.26**
Social	33.11	6.07	6	33.76	6.58	5	1.44
Political	42.08	4.70	4	41.53	4.86	4	1.63
Religious	33.63	6.49	5	32.40	5.89	6	2.81*

\* indicates significant at 0.01 level of confidence

It was observed that both male and female teacher trainees of G&SFTEIs preferred theoretical life value at the first rank. In the present study, the sample units were teacher trainees who have critical and rational thinking to draw the truth, so preferred theoretical life value at the top rank. Further, it was also observed that at the second rank, female teacher trainees of G&SFTEIs preferred aesthetic life value, whereas male teacher trainees preferred economic life value. Regarding the political life value, male and female teacher trainees of G&SFTEIs express same preference; it may be due same level of understanding and maturity. Female teacher trainees preferred social life values at fifth rank, whereas male teacher trainees of G&SFTEIs institutions express their religious life value at fifth rank. Finally, female teacher trainees preferred religious value at the last ranking, whereas

social life value was placed at last rank by the male teacher trainees. Further, it was noted that there was found a significant difference between male and female teacher trainees of G&SFTEIs in relation to their aesthetic and religious life value, and regarding other life values (such as theoretical, economic, social and political) of teacher trainees, no significant differences found between male and female teacher trainees of G&SFTEIs. Hence, the null hypothesis " *There exists no significant difference in the preference of life values of the male and female teacher trainees of both government and self-financed teacher education institution*" was partially rejected and partially accepted on the basis of present findings. The findings as shown in the table- 3 indicating through bar diagram -03 as under:



### Conclusion

It was concluded that both male and female teacher trainees of GTEIs preferred theoretical life value in the first rank. It may be due to the reason that they have critical and rational thinking to draw the truth. On the second rank, female teacher trainees of GTEIs preferred aesthetic life value, whereas male teacher trainees preferred economic life value.

Regarding the political life value, both male and female teacher trainees of GTEIs express same preference. Both male and female teacher trainees preferred social life values at fifth rank, whereas religious life value was preferred at sixth and last rank. Significant difference was noted between male and female teacher trainees of GTEIs in relation to their aesthetic and social life value, whereas

regarding other life values (such as theoretical, economic, political and religious) of teacher trainees, no significant differences was found between male and female teacher trainees of GTEIs.

Further, it was observed that both male and female teacher trainees of SFTEIs preferred theoretical life value at the first rank. On the second rank, female teacher trainees of SFTEIs preferred aesthetic life value, whereas male teacher trainees preferred economic life value. Regarding the political life value, male and female teacher trainees of SFTEIs express same preference. Female teacher trainees preferred social life values at fifth rank, whereas male teacher trainees of SFTEIs express their religious life value at fifth rank. Finally, female teacher trainees preferred religious value at the last ranking, whereas social life value was placed at last rank by the male teacher trainees. Significant difference was found between male and female teacher trainees of SFTEIs in relation to their aesthetic and religious life value, and regarding other life values (such as theoretical, economic, social and political) of teacher trainees, no significant differences was found between male and female teacher trainees of SFTEIs.

Finally, it was observed that male and female teacher trainees of both G&SFTEIs preferred theoretical life value at the first rank. On the second rank, female teacher trainees of G&SFTEIs preferred aesthetic life value, whereas male teacher trainees preferred economic life value. Regarding the political life value, male and female teacher trainees of G&SFTEIs express same preference. Female teacher trainees preferred social life values at fifth rank, whereas male teacher trainees of G&SFTEIs express their religious life value at fifth rank. Finally, female teacher trainees preferred religious value at the last ranking, whereas social life value was placed at last rank by the male teacher trainees. Significant difference was noted between male and female teacher trainees of G&SFTEIs in relation to their aesthetic and religious life value, and regarding other life values (such as theoretical, economic, social and political) of teacher trainees, no significant differences

was found between male and female teacher trainees of G&SFTEIs.

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