

VALUE CONFLICT IN RELATION TO VALUE SYSTEM OF PUPIL TEACHERS

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Abstract

The present study was designed to find out the relationship between Value Conflict and Value System of pupil teachers. The study was conducted on a sample of 100 pupil teachers of (50 urban and 50 rural) education colleges located in Chandigarh and its surroundings. For the collection of data, Value Conflict Scale by Bharadwaj, (2001) and Personal Value Questionnaire by Sherry and Verma, (1998) were used. The findings of the present study revealed no significant difference in the mean percent scores of value system of urban and rural pupil teacher. The mean percent score of value conflict of pupil teachers revealed no significant difference between the two groups. A negative significant correlation was found between value conflict and value system of urban and rural pupil teachers.

Introduction

Values play an important role in the life of an individual. They are an integral parts of an individual's inner life expressed through one's behavior. These make our life meaningful and give sense of direction for one's future course in life. Different types of values like theoretical, social, political, aesthetic, economic, etc. act as a motivational force in the behavior of an individual. Values are distinguished as intrinsic or extrinsic, subjective or impersonal. Society serves as the most powerful agency in shaping these values. The norms of social system serve as a guide to value system. Education provides information which becomes basis for better and appropriate decisions and ultimately results in stable values (Yudhister, 2013).

Education is very much a part of growing. Growing means opening, receiving, assimilating, integrating, listening and sacrificing. The infusion of value based character education in all curriculums is a continuous, dynamic and interactive process. Education is seeking to secure the cooperation of all who influence the learning process of youth i.e. community leaders, agencies involved in crime prevention and control, advocacy groups etc. Schools allow each one to experience giving back to the community. Students also acquire the knowledge and values that can have a positive impact on their own and others live (Jena, 2011).

Conflict is inevitable and universal phenomenon in an individual, team and organizational life. Life is a never ending saga of conflict. Conflict can be defined in many ways and can be considered as an expression of hostility, negative attitudes, antagonism,

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aggression, rivalry and irreconcilable interests between two opposing groups. Conflicts surface due to differences in values, goals, attitudes and expectations etc. whatever may be the reason if conflicts are not managed properly, they may adversely affect the society and nation. Poorly handled conflict saps everyone's energy, interferes with interpersonal relationships and prevents groups from reaching their goals.

Value education has the capacity to transform a diseased mind into a very young, fresh, innocent, healthy and attentive mind. The transformed mind is capable of higher sensitivity and a heightened level of perception. This leads to the fulfillment of the revolutionary role in society and nation (Singh, 2010).

Pupil teachers must be aware of the value oriented education and value conflict management strategies because they set an example in front of students as students watch their teachers carefully. They have tremendous responsibility in shaping the life of an individual. The aim of a teacher should be to inculcate values that enhance the learning capacity of children, build character and confidence to be innovative and creative which, in turn, will make them competitive to face the future. Parents and teachers have great responsibility in shaping the character of their children, especially during adolescence and the success of students is a testimony to the great service of teachers who provide knowledge and facilitate the student's life with great dreams and aims. Students values are only half learnt from their parents, the rest come from their teachers. So, it is the responsibility of pupil teachers to inculcate desirable values among students so that they are able to control their reaction to situations that otherwise creates negative reactions.

Objectives

The objectives of the study were as under:

- To find out the difference in value conflict of urban and rural pupil teachers.
- To find out the difference in value system of urban and rural pupil teachers.
- To find out the relationship between value conflict and value system of pupil teachers.

Hypotheses

On the basis of above objectives, the following hypotheses had been framed:

- There exists no significant difference in value conflict of urban and rural pupil teachers.
- There exists no significant difference in value system of urban and rural pupil teachers.

- There exists no significant relationship between value conflict and value system of pupil teachers.

Method used

Descriptive method was used in this study

Sample of the study

The sample of 100 pupil teachers from Education colleges of Chandigarh and its surroundings, namely Government college of Education, Sector-20 D Chandigarh and Rattan Professional College, Sector-78, S.A.S. Nagar (Mohali) was selected. Sample of 50 pupil teachers were selected randomly from each of the above mentioned Education colleges situated in urban and rural areas.

Tools used

1. Value Conflict Scale by Bharadwaj (2001)
2. Personal Values Questionnaire by Sherry and Verma (1998)

Results and discussion

Table 1: Mean Percent Scores of Value Conflict and Value System of Pupil Teachers

Variable	Value System			Value Conflict		
	Urban N=50	Rural N=50	t-value	Urban N=50	Rural N=50	t-value
Mean	118.82	118.94	1.50	81.96	88.68	1.25
S.D.	2.61	1.70		10.33	7.47	

Table 1 shows that the mean, standard deviation and t-value of value system of urban and rural pupil teachers. The findings of the present study revealed no significant difference in the mean percent scores of value system of urban and rural pupil teachers. The t-value of total score was 1.50 which is less than the table value of 1.98 at 0.05 level of significance. Hence, no significant difference was found between the mean scores of value system of urban and rural pupil teachers.

The possible reasons of the above findings may be that both groups of pupil teachers have inherent value system. Another possible reason for no significant difference in mean scores of both groups of pupil teachers could be the value oriented education provided by educational colleges and institutions in urban as well as in rural settings. Value education is most effective instrument to nurture different values in pupil teachers. Activities such as morning assembly, celebrating different religious festivals, yoga, NSS camp and visit to religious places are the integral part of curriculum in urban as well as rural education colleges. Thus, such activities were helpful in inculcating values among both groups of pupil teachers.

The mean percent scores of Value Conflict of pupil teachers also revealed no significant difference between the two groups, rural and urban pupil teachers. The t-value of total score was 1.25 which is also less than the table value of 1.98 at 0.05 level of significance, shows no significant difference between the mean scores of value conflict of urban and rural pupil teachers.

The possible reasons of the above findings could be that conflict is not confined at the demographical level. Another reason could be that value oriented education was provided by both urban and rural education colleges and institutes. In education colleges, many specialists in the field of education motivate, encourage and guide the pupil teachers and provide them conducive climate so that they are able to develop their whole personality in harmonious way to enable them and meet the future contingencies of value conflict. The pupil teachers are trained to think and take independent decisions to solve different types of conflicts. Value education plays a vital role in promoting social harmony among pupil teachers. For this, national curriculum is followed by the urban and rural education colleges and institute. National curriculum is value oriented which lays the foundation of healthy relationship between the pupil teachers and the society by inculcating in them the virtues of tolerance, discipline, commitment, compassion, values of justice, sacrifice and sensitivity which are the building blocks of healthy and harmonious development.

Table 2: Showing Coefficient of Correlation between Value Conflict and Value System of Pupil Teachers

Variable	Coefficient of correlation	Level of significant
Value Conflict and Value System	-0.238	Significant at 0.05 level

Table 2 shows the calculated value of coefficient of correlation between value conflict and value system of pupil teachers. The coefficient of correlation came out to be (-.238*) which is greater than the table values of 0.195 at 0.05 level of significance. It shows that the calculated value of coefficient of correlation is significant at 0.05 level. So, it can be said that there is significant and negative correlation between value conflict and value system of pupil teachers. This means that as value system gets strong, value conflict automatically decreases.

The possible reason for above findings may be that value education is most effective instrument to nurture of different values such as religious, social, democratic, aesthetic, knowledge, hedonistic, power, family and health values in both groups of pupil teachers. For this, many value based activities were organized from time to time by educational colleges and institutes. These activities have the capacity to transform a diseased mind into an enlightened mind. Value education is the key to solve different type of conflicts.

Educational implications

The present study will be helpful for planners and policy makers. They should plan and make policies about text-books and learning material for students. They should plan and make policies about value based curriculum. Product based learning should be replaced by process based learning. Intellectual education influences the head and value based education influences the heart. Besides, the study will be helpful for administrators and heads of institutions. They should promote value oriented education among students and pupil teachers also. They should organize many activities such as debates, declamation, group discussion, extension lectures, excursions, plays, dramas, dance, drawing and painting will develop self-confidence, self-reliance, compassion and tolerance, qualities of clear thinking, self-expression and social value.

The present study will be helpful for teachers and parents also. The findings of the present study reveal that there was a significant negative co- relation between the value conflict and value system of pupil teachers. So, there is a need to focus on these areas as these are most important areas to be focused for being a successful teacher. This study may bring positive changes in the attitude of the teachers so that they will provide healthy conditions and opportunities in the classrooms. They may also help the students to develop their values. Pupil teacher must promote basic and fundamental qualities in children such as truthfulness, co-operation, love and compassion, peace and non-violence, courage, equality, justice, common brotherhood of man and scientific temperament.

The most important school for character building is the home. Child emulates their elders. If parents are honest, socially responsible and non-aggressive, there is a good chance that their children will act likewise. Parents are the first teachers who nurture good habits and values in child.

Conclusions

It can be concluded that value conflict has a significant relationship with value system of pupil teachers. Values and values conflict strategies are very essential of the pupil teachers because these play an important role in their lives. As with the help of strong values, the pupil teachers are able to understand his/her students value preferences well and inculcate in them core values of life and conflict management strategies.

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