CHAPTER I

THE PROBLEM
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CHAPTER I
THE PROBLEM

Introduction

The aim of Education is not merely communicating knowledge or preparing students for a job, but awakening of curiosity, the development of proper interests, attitude and values.

One of the promised programmes in the New Education Policy is the introduction of a value based system of education in the country. The policy document refers to the progressive erosion of values and the resultant pollution of public life. "It hopes that a coherent and operationally viable value system would be inculcated through educational processes based upon rationality and a scientific and moral approach to life."

Today all educational institutions within our society are being called upon to develop higher ethical standards. The importance of values in education no longer appears to be in question. Rather, the question now involves how best to educate for value development and how to translate these values into their personal lives and behaviours. Teachers are role models for students and
create expectations by the manner in which they conduct themselves, how serious they view and perform their duties and responsibilities. Teachers and educators can no longer escape discussion of values for they are represented in rules, policies, and most importantly in their own behaviours. It is, therefore, necessary that the teachers clarify their values especially regarding issues as crucial and ever present in their personal life as in their work life.

1.1. Value Development

Every individual acquires certain sets of values right from his birth as a result of influences working upon him from his parents, other elders in the family and the community. As he matures, new sets of values emerge which leads him to question, test, experiment and adopt new values. In the entire process of identifying and adopting new values, teachers play a vital role.

Our values give our life meaning and direct our behaviour. Values in other words, give rise to those patterns of choices made by mankind through which they translate their goals and needs into human actions. We can easily understand the individuals if we are aware of their values. Values and human behaviour are thus interrelated.
As people mature through a variety of experiences, they vary greatly in their thinking, feelings, attitudes and behaviour. They are influenced by a wide range and variety of needs, some even conflicting and how they finally decide to act is determined mostly by the value perceptions they hold and the resulting value orientations they develop and the relative strengths of these values on their personal and social life. Values and needs thus interact continuously.

Values are fundamental aspect of human striving and intrinsic to human life. Describing and understanding human behaviour or institutions as a whole is difficult without a consideration of values. Values are present in all phases of life, be it in cultural, economic, social, political or legal aspects of life. Values primarily help in defining our institutions and to understand the similarities and differences, one must grasp the underlying principles. Knowing the underlying value perceptions and the resulting value orientation of a group enables us to see the 'why' of human behaviour.

Values, ideals and beliefs are always associated with feelings and emotions that an individual or a group holds. The values are not by themselves factual data in the scientific sense because one can neither prove nor disprove them. For fact is a particular reality
while values are general appraisals. However, that value phenomena exist is undoubtedly a scientific fact; because values can be identified, described, catalogued and compared by using typical scientific procedures. It is in this sense value data can be legitimated in the field of social sciences.

Before we analyse the philosophy and values of our teachers, it is important to be clear about what we mean by 'values'. It is clear that everyone does have values. These take the form of beliefs or standards of excellence which help us make choices. Because of our personal values we think that certain things are right and desirable and others wrong or inappropriate. We make efforts to achieve specific moral objectives or behave in a way which we believe to be right and proper.

We have religious, political, social, aesthetic, economic and theoretical values and these are shared with others—individuals and groups—who are similar to ourselves. The extent to which we are influenced to accept particular sets of values other people hold depends on the esteem we hold for them. Pressures to conform to the societal norms to which we identify with also persuade us to accept and act by their values.
This is why many of us behave, in a variety of situations, in a predictable way when we meet with new situations and new people. As teachers are normally held in esteem and make powerful impact on students, it is important that we analyse and understand their value perceptions and the consequent value orientation.

1.2. **Concept of need**

The relation between need and value is a psychological phenomena. The need that is achieved and satisfied gains value for a person. The feeling of satisfaction leads to a sense of value. All of us have needs that influence our behaviour. Human needs are, therefore, both existential and developmental. Social systems are created to meet the physiological and socio-psychological needs through interhuman acts and relationships. Developmental needs consists of man's creative potentialities and spiritual urges. However, material needs are also existentially vital.

Needs of teachers have to be met if they have to perform their work with effectiveness and satisfaction. Gratification of their needs, in this context, works as a reinforcer for maintaining behaviour.
1.3. **Concept of Ego State**

In the psychology of motivation, ego is considered as a source or objective of motivation. The term ego, therefore, implies the extent to which motives focus on the person's achievement, self-assertion, need for recognition, influence and so on and direct and control human behaviour. The concept of ego is viewed as consisting of one's own needs, aims, values, abilities, likes, dislikes etc..

An 'ego-state' is an organised system of behaviour and experience whose elements are bound together by some common principle but are separated from one another by boundaries which are more or less permeable. Each ego state constitutes a kind of subself which has more or less individual autonomy in relation to other states and to the entire personality. When activated, an ego state represents itself as subject ("I") and experiences other ego state and the entire individual as object (he, she or it). That ego state which is primary at any given moment is said to be "executive" (Encyclopedia of Psychology).

Ego states thus describe rather multiple personality which may be viewed as the existence within an individual of two or more distinct identities each of which is most often independent, autonomous and
apparently existing as separate and complete self. However, every individual is likely to possess a single dominant ego state, on the whole, though there may be occasions when some other ego state is exhibited by him. Since the most dominant ego state is likely to control and direct an individual’s behaviour, it may also influence his values and needs and the need gratification directly or indirectly.

To determine the importance of values in the high and higher secondary schools and among the teachers, we must first empirically identify the present value perceptions of teachers, how it is linked to and/or affecting their needs gratification and their different ego states.

1.4. Definitions of Value

Tom Kitwood (1980) defines values in terms of the beliefs of human beings about what is right, good or desirable and of their corresponding actions and attitudes. Analysis of his definition raises primarily three issues that are relevant to our discussion – the first is philosophical, the second practical and the third, conceptual.

The philosophical issue relates to the fact that much research into values relates primarily with
people's 'judgements' about what is right, good and desirable without considering their related contrasts about what is wrong, bad, and undesirable. The Psychologist George Kelley (1955) pointed out in his exposition of Personal Construct Theory that one can only understand what is meant by 'good' if one also understands something of what is meant by 'bad'. However, we may observe that one's understanding of 'right' is deficient without an understanding of 'wrong' and one's knowledge of what is 'desirable' is limited without an awareness of what is 'undesirable'.

The second issue i.e. practical, concerns the degree to which actions and attitudes correspond to words. There is also no experimental evidence to indicate that people would normally practice what they preach. It is, however, assumed that, on the whole, people will respond honestly to questions and inquiries and will live in the light of their stated beliefs.

The third issue - conceptual - is concerned with what it means to have 'values'. These are values that are taken for granted because they are born into those values and are compelled to accept them. Such values are expressed by those who hold them as universal truths.
Ruhela (1986) defines value 'as an endeavour which satisfies need system, psychological as well as physiological'. Values are developed 'through an interaction of needs, perceptions, emotion, sentiments and attitudes'. Each person has the same or similar physiological needs though they may differ in psychological needs. This particularly causes individual differences in their values and styles of life.

Dictionary of Education defines the values as "things in which people are interested — things they want and desire to be or become, feel as obligatory, worship, enjoy". This is a philosophical analysis of value which is defined subjectively and indicate that value experiences are seldom under the direct control of reason.

However an objective definition of values permits human judgement and choice between good and bad, right and wrong and so forth.

Milton Rokeach (1973) defines a value as "an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence."
Loomis and Loomis (1963) consider values as 'real determinants of behaviour, acting as the criteria by which goals (and means) are chosen among alternatives. Even though selection may be deliberate or unconscious, every act (or failure to act) costs the individual, the gains he would have received from other possible courses of behaviour. Values and their hierarchical arrangements thus are observable as choices; they provide a means of studying all human action in a way that culture in its strict normative sense cannot."

Mukherji, R.K. (1969) the eminent sociologist defines values as "Socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards and aspirations".

1.5. Values and Behaviour

Every individual is influenced and shaped from his birth by the values that are held by others surrounding him. Values and behaviour are inter-related for they shape the most of man's activities. Teachers particularly influence the thinking and behaviour of students to a great deal and help in shaping their personalities through their own value patterns. Various research studies of
Kulshreshtha (1970 and 1972); Yadav (1971) and many others have indicated clearly that teacher's values have significant impact on students in the school situations. In these studies, the methods of teaching employed, emphases made on different aspects of school curriculum and other major decisions for action in the teaching-learning processes have been considered as reflections of values and attitudes teachers have developed.

1.6. **Value Classification and Value Analysis**

Values may be normally classified into a number of different ways, each of which pointing to potentially vital properties, modalities or dimensions. Any value classification must take into account the existence of values relating both to affective values, having to do with gratification and avoidance of dissatisfaction and conative— achievement values, which deals with the attainment of desired states. In short, values enter into each of the four great systems of human action: organism, personality, society and culture. Both philosophical and sociological analysis of values often fall into serious error by paying attention to a single kind of value while ignoring or underestimating other values.
1.7. **Values and Needs**

Morrill (1980) defines values as 'standards and patterns of choice that guide persons and groups towards satisfaction, fulfilment and meaning'. Several hundreds of terms in ordinary usage are being cited as examples of values like courage, freedom, security, trust, friendship, power, efficiency, tolerance, respect and so forth. Valueing according to Morrill (1980) is 'an orientation assumed by the self through prizing, choosing and acting - all in relation to a given situation'.

The task of values is, therefore, to link human needs and purposes with the opportunities, challenges and problems of the world. When these two entities - needs and values - are brought together to the extent of achieving maximum satisfaction, values are actualized. Values in other words, give rise to those patterns of choice through which mankind is enabled to solve problems, avoid impossible situations and create a promising future.

One of the important objectives of teacher education should, therefore, be to shape the personalities of the prospective teachers into a professional mould and develop desirable values in them. For most educators will agree that the acceptable pattern of value education
is that which is known as the 'hidden' or 'implicit' curriculum. It may be defined as a set of implicit values and attitudes pervading the various teaching-learning activities. This belief is based on the notion that the explicit teaching of values is a form of indoctrination which restricts an individual's freedom of thought and expression and stunts the spontaneous development of personality. It is evident that while the communication of values by teacher to the learner is and may be implicitly conveyed, it is fruitful only when the implicit communication is explicitly analysed and understood.

For the purpose of the present study values are considered to exist both as demands and as goals and are integrally tied to choice and action and to the self's constant process of self-appraisal. Values constitute part of the self's identity as a human being not merely as a psychological, sociological or political or philosophical being. One's value determines the way one puts one's life together; they regulate one's choices and actions and they are the standards against which one measures one's actions.
The present study considers values as having intrinsic worth for teachers. Whatever is actually liked, prized, esteemed, desired, approved or enjoyed by the teachers on several value dimensions is considered valuable to them.

1.8. Human Needs and Motivation

Analysing motivation, Koontz and O’Donnal (1978) draws a need - want - satisfaction chain as follows:

Motivation

Motivation, in general term, signifies all forces of drives, desires, needs, wishes and similar ones. Many of our needs, biological and socio-psychological are stimulated by the environmental factors. And environment has a strong determining influence on the perception of our needs. For instance the promotion of a colleague may kindle our desire for a higher position; a challenging
problem may induce us to solve it and accomplish. As such needs not only cause behaviour but also is a result of behaviour. In short, needs are general wants or desires and every individual strives for the satisfaction of his needs whether they relate to physiological or socio-psychological.

Need can, therefore, be defined as a human requirement which must be met if one is to survive in a satisfactory state. From the point of view of people at work, this relates to those of his requirement that are to be met if his work is to be performed with effectiveness and satisfaction and his career to be advanced.

Gestalt psychologists have developed perceptual theories of motivation. These stress that an individual's perception of a situation is the basic determinant of his behaviour because it conditions the way he responds to incentives. Maslow, a pioneer in the Needs theory sees an individual's needs as being on a series of levels ranging from low physiological needs to the ultimate goal of self-actualization. He believes that an individual's system of needs must be studied as a whole to understand his behaviour. Behaviourists like Watson, Clark Hull and Skinner emphasize that needs work as stimuli to evoke responses in the form of motivational behaviour. Explaining
the mechanism, they observe that needs in the form of stimuli give birth to drives or motives which in turn set the motivational behaviour in motion. The gratification of the need then works as a reinforcer for maintaining behaviour.

Every one of us have needs but they are different. We have environmental needs, social needs and personal needs. The need for more money, the need to be recognised, praised, consulted, challenged and so on. Some of these needs are common to many individuals and some are specific to certain individuals only. Human behaviour is always the resultant of an intricate blend of the universal needs and needs more specific to individuals. Generally psychologists become more obsessed about individual differences to the exclusion of the universal. It is, however, an irrefutable fact that we have more in common than those that distinguish us. If we have to understand the need gratification of people, then it is the universal needs or goals, values and beliefs we need to know more about, than merely understanding individual-specific ones, though the latter is no doubt necessary.

The concept of need arises from the fact that the existence of living organisms is conditional; life
depends upon a specific course of goal-directed action. The concept of need refers to those conditions which are required to sustain the life and well-being of a living organism. It must be emphasised that human needs are objective requirements of an organism's survival and well-being. They exist whether the organism has knowledge of them or not. They exist also whether the organism consciously desires these conditions and the actions required to attain them or not.

Human need is a drive which activates people to seek satisfaction. Drive implies direction and direction is provided usually through experiences of gratification of such needs in the past. The recall of need gratification achieved earlier influences the efforts for seeking them again or setting these needs as goals. Human behaviour is, therefore, a goal-directed movement with the primary objective of achieving maximum satisfaction.

The use of “need” in the sense of “want, desire and feeling” seem to logically imply that need is essentially associated with or accompanied by happiness or pleasure. The notion of gratification in the context of needs implies in much the same way as does the notion
of need as drive, that one is unsettled in some sense and
seeks to reduce or eliminate the feeling of unsettlement,
whatever gratification occurs one is essentially doing
something that will make one feel better, happier, or
more pleasurable.

We all desire whatever has value for us; so if
a thing has value for us, it is something we feel that
we need it. So the perception of value achievable by
action generates a want or need for it. In other words,
we all need and seek for it what gives us pleasure. However,
it may not be what we actually want, that determines what
possesses value for us, but what we would need, if we
knew fully well what the consequences would be for all the
choices open to us, that is if we are able to sample the
possible outcomes of our choice. If it is known to us
from our experience that our earlier choice (or wanting
to select our needs) is right and satisfies us, then we
would easily go for it. This makes it clear that the
value lies in the potential felt satisfaction, not in the
desiring or needing. One reflectively needs or desires
the things because one has discovered their value. In
short, one needs because of the value and the value
does not exist because of the need. This is the
connection between a need and a value.
1.9. **Ego States**

According to Beme (1961) people display identical aspects of personality which he called as 'Ego States'. He defined it as "a consistent pattern of feeling and experience directly related to a corresponding consistent pattern of behaviour". Beme distinguished three ego states: Parent, Adult and Child. He meant by these terms that how people exhibit frequent shifts in their attitudes and behaviours. He views the ego states as products of mental organs or systems of personality.

The Parent Ego State borrows feelings, attitudes, behaviours and inhibitions from one's own parents. An individual in a parent ego state may act directly as his or her parent did or indirectly as the parents instructed him or her to do.

Hersey and Blanchard (1982) believe that parent ego state is a result of the messages people receive from their parents, elder brothers and sisters, school teachers and other authority figures during their early childhood. When the parent ego is displayed in direct form, the person responds as his own father or mother which Beme calls a Natural and Nurturing Parent Ego. And when it is an indirect influence, i.e. the individual responds the way his parents wanted him to respond, it is called controlling, critical and prejudiced parent. Behaviour
exhibited from the natural parent provides direction for others' behaviour, encourage others and make them feel O.K.

The controlling parents behaviour of a person makes other people feel that they are not O.K., and attacks other peoples' personalities. The controlling parents behaviour is evaluative and judgemental.

The Adult Ego State is one in which people think and act rationally by processing objectively the experiences and information gathered by him and dealing factually in the environment. Thus the Adult ego enables one to survive in dealing effectively with reality. However, it does not mean accuracy of judgement or acceptability to others but refers to a quality of thinking.

The Child Ego State contains experiential memories of the past and produces attitudes and behaviours similar to that of childhood.

The child ego state is exhibited in three forms. They are Adapted Child, Rebellious Child and Natural Child.

The Adapted child is the one who has modified his behaviour under the parental influence. When released from parental influence, the adapted child becomes a Natural child.
The Rebellious Child is one who will not do anything an authority figure asks him to do, even if it makes sense. When people are in this ego state, they will not only refuse to obey parents and other elders, but also rebel openly by being negative or rebel subtly by forgetting or postponing doing something that someone wants them to do.

The Natural Child is one in whom resides intuition, creativity and spontaneous drive and enjoyment. People behaving from this ego-state are doing so because they want to. And their behaviour is never disruptive or destructive to the environment. They often break away from routine thinking with a new workable idea or a different way of looking at the same old problem.

The Diagramatic Representation of the Three Ego States with their Descriptive Aspects of Personality are given below:

Nurturing Parent or Natural Parent

\[ \begin{array}{c}
\text{Controlling Parent} \\
\text{Adult} \\
\text{Adapted child} \\
\text{Rebellious child}
\end{array} \]
All these three dimensions of personality have a high value for every individual because one has to maintain a balance among all these three ego states to be healthy.

And at any given moment each individual in a social aggregation will display a parental, Adult or child ego state and individuals differ in their readiness to shift from one ego state to another. As such every individual carries his parents, an adult and a little one inside of him or her.

1.10. The Link between Ego, Needs and Values

Berne (1977 & 1978) based his work on the assumption that human beings possess needs or drives which he called hungers that prompt them to structure time in order to satisfy them. He classified 'hunger' or needs into various types - stimulus hunger or the search for activity that is stimulating, social or recognition, structuring of time to avoid monotony, boredom, stereotyping etc., hunger for leadership, for contact and so on.

The diversity of Ego States as described by Berne illustrates the multi-dimensionality of personality.
These dimensions are developed over time through a variety of experiences. As already discussed these experiences vary greatly for every individual and, therefore, people vary greatly in their thinking, feelings, attitudes and behaviours.

Messey (1981) observed that 'personality becomes integrated and a unity by canalising active needs and capabilities. Both behaviour and personality develop according to the Law of Effect; that is, normally behaviours and the dynamic forces motivating them depend on the success attained by them. Those that are satisfactory are retained and those that fail and do not gratify very much gradually disappear.'

Berne (1961) elaborates ego states from four viewpoints — behavioural, social, subjective and historical. According to Berne (1977) in social behaviour, there are at least three final common pathways — words, expression, gestures — each arising from a separate system or ego state." In well-organized personalities, the three interact congruently and reinforce one another. In poorly or less integrated personalities, the three pathways may exhibit an inconsistency. One can commonly observe Adults expressing one position in words, the Child conveying
different message through facial expressions and the Parent communicating other sentiments through gestures.

Development of a balanced ego state is an interplay between parental influences and demands and the individual needs and capabilities. From this interplay every individual derives specific but lasting gains that basically involve the achievement of a certain fundamental orientations of his ego towards the world, to other people and towards himself. However, every individual acquires a dominant ego state - either as an adult or a child or a parent ego.

Values set the standards by which the individual ego can escape from total pre-occupation with itself, from alienation and unstable impulses and desires. Through common allegiance to values, however, an 'I' and 'you' become a 'we', tasks and demands are significantly identified and accepted and needs and interests are made explicit.

In short, the variety and range of experiences cumulatively gained by people from infancy, childhood through adulthood shape their personality structure differentially enabling them to display multi-dimensional aspects of their personality characteristics. Thus the dominant ego state of every individual is likely to
influence, directly or indirectly, and is influenced by
values and needs gratification.

1.11. **Significance of the Study**

The relationship between need gratification and
value orientation of teachers with reference to their
personality structure has great significance for creating
an effective value system and enabling people to develop
appropriate goals or needs.

Understanding human needs and clarifying the
extent of their needs gratification is basic to facilitate
control and redirection of personal and social behaviour
to one or several systems of values existing in society.
More than ever before, mankind is confronted with critical
problems and confusion relating to conflicting and divergent
value systems, ambiguous, ethical, moral, social, professional
and personal values and needs. To what extent the individual
needs of teachers are gratified and how this gratification
influence their value orientation and how these factors in
turn affect their ego states have practical implications
both for teacher education and for management of educational
organizations.

The main theme of this study is to find out the
value perception of graduate teachers to determine their
value orientation, the extent of their needs gratification and their ego states and to see how far these three indices are related, and influence, and facilitate the gratification of their needs.

1.12. **Objectives of the Study**

The study is concerned with the value orientation and the needs gratification of graduate teachers. Ego state level refers to the personality structure of the teachers and value perception refers to the value teachers hold with regard to their personal, social, traditional, economic, rational and professional aspects of their life and the needs relate to their safety, self-actualisation, independence, belongingness, physiological, esteem and achievement needs.

Though the primary aim of the study is to find out the Needs Gratification, Value Perceptions and Ego States of teachers and the relationship between their needs, values and ego states, the investigator has also included other factors such as qualification, type of school where they work and the length of experience as teacher, which are considered to influence their needs gratification and in turn their values and ego states.
1.13. **Specific Objectives**

1. To study the relationship between the value perception of teachers and the gratification of their needs.

2. To study the relationship between their value perception and their ego states.

3. To study the relationship between the needs gratification of teachers and their ego states.

4. To observe the relationship between the sex of the teachers, their value perception, needs gratification and ego states.

5. To find whether the level of education of teachers is related to their value perception, needs gratification and ego states.

6. To measure the relationship between the types of schools where the teachers work and their value perceptions, needs gratification and ego states.

7. To see whether increased length of experience makes a difference on their value perceptions, needs gratification and ego state.

8. To identify dominant value dimensions of teachers among traditional, personal, economic, rational, social and professional values.
1.14. **Limitation of the Study**

Since the study is limited to a particular area and limited to a particular group of teachers as graduates and Post-Graduates the results can however, not be generalised. Socio-economic factors may also have an impact on the need gratification and value orientation of teachers. The socio-economic status of teachers as determined by their income from other sources as well as the class to which they belong was not taken into account in this study.