CHAPTER - III

The Present Study
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THE PRESENT STUDY

In this chapter, the statement of the problem, need for the study, objectives, hypotheses, variables studied, definitions of certain terms and limitations of the study are presented.

3.1 STATEMENT OF THE PROBLEM

Accordingly, the topic chosen for the study is entitled as “A Study of Attitudes towards Values and Their Practices in relation to certain Personality factors among B.Ed. Students in Andhra Pradesh.”

3.2 NEED FOR THE STUDY

Teachers have always played a crucial role in preparing communities and societies towards exploring new horizons and achieving higher levels of progress and development. They are prime agents of change. The significance of the emerging role of teachers has never been so critical as at this juncture, hence the need for the present study.

In the past, the learners through exemplary behaviour of teachers imbibed values. Ancient teachers had heightened emotional concern towards their pupils in order to inculcate desired virtues. In contrast, the behaviour of modern teachers, in general, is not exemplary in facilitating pupil to imbibe any quality that is virtually virtuous. Further, modern teacher in general had little emotional concern towards the pupils. The present day teacher is mostly concerned to transact the content and neglecting entirely the affective aspect of inculcating right attitudes and virtuous behaviour. Hence, at present it is desirable to know the attitudes towards values of B.Ed. Students (would be
teachers). Also, the value practices of B.Ed. students require attention. Hence, it was felt appropriate from the viewpoint of the present investigation to answer the questions viz.,

- What are the attitudes towards various values of B.Ed. Students?
- To what extent the B.Ed. Students are practicing the values?
- Is there any relationship between personality factors and attitudes towards values and their practices? Which made the researcher to think about the present study.

3.3 OBJECTIVES OF THE STUDY

1. To study the attitudes towards values among B.Ed Students
2. To know the practices of values among B.Ed. Students
3. To ascertain the influence of personal and demographic variables on attitudes towards values and value practices among B.Ed. Students
4. To assess the relationship between attitudes towards values and personality factors among B.Ed. students
5. To assess the relationship between value practices and personality factors among B.Ed. Students
6. To predict attitudes towards values and value practices of B.Ed. Students with the help of independent variables

3.4 HYPOTHESES OF THE STUDY

To realize the above objectives the following hypotheses in null form are formulated for testing
1. The attitudes towards various values to be formed by B.Ed. Students would not be different

2. The practices of various values of B.Ed. Students would not be different

3. There is no gap between attitudes towards values and their practices for each of the values studied

4. There is no significant difference between gender and attitudes towards values among B.Ed. Students

5. There is no significant difference between gender and value practices among B.Ed. Students

6. There is no significant difference between attitudes towards values and age of B.Ed. Students

7. There is no significant difference between values practices and age of B.Ed. Students

8. There is no significant difference between caste and attitudes towards values among B.Ed. Students.

9. There is no significant difference between caste and value practices among B.Ed. Students

10. There is no significant difference between region and attitudes towards values among B.Ed. Students

11. There is no significant difference between region and value practices among B.Ed. Students

12. There is no significant difference between religion and attitudes towards values among B.Ed. Students
13. There is no significant difference between religion and value practices among B.Ed. Students

14. There is no significant difference between marital status and attitudes towards values among B.Ed. Students

15. There is no significant difference between marital status and value practices among B.Ed. Students

16. There is no significant difference between attitudes towards values of B.Ed. Students with qualification.

17. There is no significant difference between value practices of B.Ed. Students and qualification.

18. There is no significant difference among different Methodology students and attitudes towards values

19. There is no significant difference among different Methodology students and practices on values

20. There is no significant difference between locality and attitudes towards values among B.Ed. Students

21. There is no significant difference between locality and value practices among B.Ed. Students

22. There is no significant difference between father's occupation and attitudes towards values among B.Ed. Students

23. There is no significant difference between father's occupation and value practices among B.Ed. Students

24. There is no significant difference between mother's occupation and attitudes towards values among B.Ed. Students
25. There is no significant difference between mother's occupation and value practices among B.Ed. Students

26. There is no significant relationship between personality factors and attitudes towards values among B.Ed. Students

27. There is no significant relationship between personality factors and value practices among B.Ed. Students

28. It would not be possible to predict significantly the major portion of attitudes towards value and practices of values of B.Ed. Students with the help of the independent variables included in the study.

3.5 VARIABLES STUDIED

The list of the variables is given below:

1) Dependent Variables: The two dependent variables in the study viz.,

i) Attitudes towards Values

ii) Practices of Values

2) Independent Variables: The independent Variables, which are considered in the study, are grouped under two categories as mentioned below:

a) Personal and Demographic Variables:

i) Gender ii) Age iii) Caste iv) Region v) Religion vi) Marital Status

vii) Educational Qualifications viii) Methodology ix) Locality

x) Father's Occupation xi) Mother's Occupation

b) Personality Factors: Cattell's 16 personality factors
3.6 DEFINITION OF CERTAIN TERMS

3.6.1 Value: It may be defined as "A set of principles or standards of behaviour".

3.6.2 Social Value:

Social value refers to those values which are other oriented, they are concerning to society; which are cherished and practiced because of our association with others. The social values necessitate the interaction of two or more persons and they are always practiced in relation to our neighbours, community, society, nation and world. Social values may be defined in terms of charity, kindness, affiliation, love and sympathy for the people, efforts to serve God through the service of mankind, sacrificing personal comforts and gains to relieve the needy and the afflicted of their misery. One gets social values from friendship, love, family and participation in good activities.

3.6.3 Religious value:

Religious value is defined in terms of faith in God, attempt to understand Him, fear of divine wrath, act according to the ethical codes prescribed in the religious books. The outward acts of behavior expressive of this value are going on pilgrimage, living a simple life; having faith in the religious leaders, worshipping God and speaking the truth. If a person considers an object divine, it is said to have a religious value and its experience is called religious experience, which may be spiritual or divine.

3.6.4 Economic value:

It means that an object commands a money price and stands for the desire of money and material gains. A man with high economic value is guided by considerations of money and material gain in the choice of his jobs. His attitude towards the rich persons and the industrialists is favourable and he considers them helpful for the progress of the country.
3.6.5 Democratic value:

Democratic value is characterized by respect for individuality, absence of discrimination among persons on the bases of sex, language, religion, caste, colour, race and family status ensuring equal social, political and religious rights to all, impartiality and social justice and respect for the democratic institutions.

3.6.6 Knowledge value:

It stands for love of knowledge of theoretical principles of any activity and love of discovery of truth. A man with knowledge value considers knowledge of theoretical principles underlying a work essential for success in it. He values hard work in studies, only if it helps to develop the ability to find out new facts and relationships and aspires to be known as the seeker of knowledge, for him knowledge is virtue.

3.6.7 Power value:

Power value is defined as the conception of desirability of ruling over others and also of leading others. The characteristics are the person prefers a job where he gets opportunity to exercise authority over others, prefers to rule in a small place rather than serve in a big place, that the fear of law of the country rather than the fear of God deters him from having recourse to unapproved means for making money and that he is deeply status-conscious and can even tell a lie for maintaining the prestige of his position.

3.6.8 Hedonistic value:

Hedonistic value is defined as the conception of the desirability of loving pleasure and avoiding pain, for a hedonist present is more important than future. A man with hedonistic value indulges more in pleasure of senses and avoids pain.
3.6.9 Aesthetic value:

One realizes aesthetic value when one perceives an object as a unified expression of meaningful feelings. The aesthetic experience is a special kind of experience and is an interaction between an object and a subject. The subject that is the person contributes sense organs and also depends on his past experiences for appreciation or dislike of objects. Generally, aesthetic value is characterized by appreciation of beauty, form, proportion, harmony and love for fine arts viz., drawing, painting, music, dance, sculpture, poetry and architecture, love for literature, love for decoration of the home and the surroundings, neatness and system in the arrangement of the things.

3.6.10 Health Value:

Health value is the consideration for keeping the body in a fit state for carrying out one's normal duties and functions. It also implies the consideration for self-preservation. A man with high health value really feels sorry if through some act of negligence impairs his health, he considers good physical health essential for the development and use of his abilities.

3.6.11. Attitude:

Attitude is a dispositional readiness to respond to certain situations, persons, and objects in a consistent manner, which has been learned and has become one's typical mode of response.

Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice).
3.6.12. Practice:

Practice is the behavioral manifestation of the knowledge of an individual in using a value. It is that which is customary, typical and habitual.

Practice is operationalized for the purpose of measuring various practices to inculcate different values considering different items relating to different values.

3.6.13. Personality:

Personality is a word that signifies the personal traits and patterns of behavior that are unique to the individual. It is the sum total of all the biological innate dispositions, impulses, tendencies, aptitudes and instincts of the individual and the required dispositions and tendencies acquired by experiences.

According to Cattell (1950), 'Personality is that which permits a prediction of what a person will do in a given situation'. According to Cattell, a trait of the only variety is a mental structure, which is relatively fixed characteristic of the individual functioning from time to time in behaviour.

3.6.14. Gender:

Male and female B.Ed. Students were included in the study

3.6.15 Age:

B.Ed. Students who have just completed their Graduation and entered immediately into B.Ed. (age\(<=22\)) forms one group and students of age group above 22 years, forms the other.

3.6.16 Caste:

For the purpose of study caste is divided into three categories namely Forward Caste, Backward caste (includes all the categories BC-A, BC-B, BC-C & BC-D) and Scheduled Caste (includes both SC and ST)
3.6.17 Region:

Defined portion of the earth’s surface known especially as distinguished by certain natural features, climate conditions, a special fauna or flora or the like, a separate part or division. In the present study, region refers to the Rayalaseema, Telengana and Coastal regions of Andhra Pradesh.

3.6.18 Religion:

For the purpose of the study, three major religions namely Hinduism, Islam and Christianity were considered.

3.6.19 Marital Status:

For the purpose of the study, the sample is divided into two groups namely married and unmarried.

3.6.20 Educational Qualifications:

The qualification of the students may exert influence on attitudes and practices of values of B.Ed. students. The minimum qualification to enter into B.Ed. is completion of a degree at graduate level. So, graduation in the minimum subject is considered as the minimum degree, some have post graduation degree in their subject. The first group to have the minimum required qualification may be designated as suitably qualified, the other group of students are said to be over qualified. The variation in the level of qualification may bring about variation in their attitudes and practices of values. In this study the B.Ed. students are divided into two groups' viz., graduates and postgraduates.

3.6.21 Methodology:

Generally B.Ed. programme comprises of four methodologies viz., Mathematics, Physical Sciences, Biological Sciences and Social Studies. For the present study these four methodologies were considered.
3.6.22 Locality:

A place considered with reference to some particular events or circumstances connected with it, a quarter in which certain things are done or which chosen for particular operations. Only Urban and rural localities were included. Places that have more than two lakhs population are considered as urban and the areas with around 10 to 20 thousand population are considered as rural.

3.6.23 Occupation:

Here occupation is divided into three categories: unskilled/skilled/professional

i) Unskilled: Those who are involved into the activities of cultivation, coolie or who do not work.

ii) Skilled: Those who are involved in the skilled activities like carpentry, pottery, goldsmith, and factory worker

iii) Professional: Those who are belonging to professional activities i.e., Doctors, Engineers, Teachers, Lawyers

3.6.24 16 Personality Factors:

Factor-A:

(Low Score) Reserved, detached, critical, aloof and stiff Vs. (High Score) Warm-hearted, outgoing, easy-going and participating.

The person, who scores low on Factor-A, is in no sense abnormal, but has a temperamental inclination to be cautious in emotional expression, uncompromising and critical in outlook and awkwardly aloof in manner. He likes things or works (e.g., machinery, logic); working alone, hard headed, intellectual approaches and rejection of compromise.
The person, who scores high on Factor-A will have characteristic of easy goingness, accessible emotions, interest in people, attentive to people, soft-hearted, kindly, adoptable, etc. He likes occupations dealing with people and socially impressive situations. He is generally willing to “go along” with expediency. He readily forms active groups. He is generous in personal relations, less afraid of criticism and better able to remember the names of the people.

Factor-B:

(Low Score) Low intelligence, concrete-thinking Vs. (High Score) More intelligence, abstract thinking.

The person, who scores low on Factor-B, tends to be slow to learn and grasp, dull, sluggish. His dullness may be simply a reflection of low intelligence.

The person, who scores high on Factor-B, tends to be quick to grasp ideas, a fast learner, intelligent. There is some correlation with level of culture and some with alertness.

Factor-C:

(Low Score) Affected by feelings, emotionally less stable, easily upset, changeable Vs. (High Score) Emotionally stable, mature, faces reality, calm.

The person scoring low on Factor-C, is easily annoyed by things and people, is dissatisfied with the world situation, his family, the restriction of life and his own health and he feels unable to cope with life. He shows generalized neurotic responses in the form of phobias, psychosomatic disturbances, sleep disturbances and hysterical and obsessional behavior.
The person scoring high on Factor-C, tends to be emotionally mature, stable, calm, realistic about life, unruffled, better able to maintain high group morale. He does not let emotional needs. Sometimes he may be a person making a resigned adjustment to unsolved emotional problems.

**Factor-E:**

(Low Score) Obedient, mild, easily led, docile, accommodating, i.e., submissiveness Vs. (High Score) Assertive, aggressive, competitive, stubborn, i.e., dominance or ascendance.

The person scoring low on Factor-E tends to be submissive, dependent, considerate, diplomatic, expressive, conventional, confirming, easily upset by authority and humble. This passivity is part of many neurotic syndromes.

The person scoring high on Factor-E tends to be assertive, independent minded, stern, hostile, unconventional, rebellious, tough-minded and authoritarian (managing others)

**Factor-F:**

(Low Score) Sober, taciturn, serious Vs. (High Score) Enthusiastic, headless, happy-go-lucky

The person, who scores low on Factor-F, tends to be silent, introspective, full of cares, concerned, reflective, incommunicative, slow and cautious. He sticks to inner values.

The person, who scores high on Factor-F, tends to be quick, alert, cheerful, talkative, frank and expressive. He reflects the group.
Factor-G:

(Low Score) Disregards rules, expedient Vs. (High Score) Conscientious, persistent, moralistic

The person, who scores low on Factor-G, tends to be self-indulgent, slack, indolent and undependable. He disregards obligations to people. He lacks acceptance of group moral standards.

The person, who scores high on Factor-G, tends to be responsible, emotionally disciplined, consistently ordered, determined, persevering and dominated by sense of duty. He is concerned about moral standards and rules.

Factor-H:

(Low Score) Shy, timid, restrained, threat-sensitive Vs. (High Score) Adventurous, “thick-skinned”, socially bold.

The person, who scores low on Factor-H, reports himself to be intensely shy, tormented by an unreasonable sense of inferiority, slow and impeded in expressing himself, disliking occupations with personal contacts, preferring one or two close friends to large groups, and not able to keep in contact with all that is going on around him.

The person, who scores high on Factor-H, tends to be friendly, adventurous and impulsive. He shows little inhibition by environmental threat feels free to participate and makes more socio-emotional than task-oriented remarks. He has a history of being more frequently involved in organizing clubs or teams. The individual will have interest in opposite sex and is associated with more heart attacks.
Factor-I:

(Low Score) Tough-minded, reject illusions Vs. (High Score) Tender-minded, sensitive, dependent.

The person, who scores low on Factor-I, tends to be unsentimental, self-reliant and hard. He will have some sort of tough, masculine, practical, mature, group-solidarity generating and realistic temperamental dimensions. He holds responsibility, is unaffected by "Fancies", acts on logical evidence and does not dwell on physical disabilities.

The person, who scores high on Factor-I, tends to be kindly, gentle and imaginative in inner life and in conversation. He seeks sympathy and help from others. He expects affection and attention from others. He acts on sensitive intuition. High score on Factor-I is associated primarily with an overprotected or at least sheltering from urgent demands of life bringing.

Factor-L:

(Low Score) Trusting, conciliatory, accepting conditions Vs. (High Score) Suspecting, jealous, irritable.

The person, who scores low on Factor-L, is one of the easy going. He lacks ambition and striving, readily forgets difficulties and accepts personal unimportance. He tends to be adaptable, cheerful, uncompetitive, concerned about other people and a good team worker.

The person, who scores high on Factor-L, tends to be jealous, dogmatic, tyrannical and easily irritable. He is often involved in his own ego, is self-opinionated, is uninfluenced by the views of prominent people and declines to be generous.
Factor-M:

(Low Score) Practical, conventional and careful Vs. (High Score) Imaginative, absent-minded, unconventional.

The person, who scores low on Factor-M, tends to do the right things, alert to practical needs and conventional. He is dependable in practical judgement and earnest in thinking. He is concerned with immediate interests and issues. But sometimes, he is unimaginative.

The person, who scores high on Factor-M, inclines to be disregardful of practical matters. He has higher internal, spasmodic anxiety and conflict tensions. He walks and talks in his sleep. He tends to feel in group, unaccepted, but unconcerned. He participates and makes original leadership suggestions, which are not immediately ignored, though in the long run his suggestions turnout to be rejected. He expresses significantly more dissatisfaction with the group unity and the group’s regard for rules of procedure.

Factor-N:

(Low Score) Forthright, natural, unpretentious Vs. (High Score) Polished, worldly, shrewd.

The person, who scores low on Factor-N, tends to be unsophisticated, sentimental and simple. He lacks self-insight. He contents with what comes. He has blind trust in human nature and has simple tastes. He gets warmly, emotionally involved. He has vague and injudicious mind.

The person, who scores high on Factor-N, tends to be polished, experienced worldly and shrewd. He has exact calculating mind. He is emotionally detached and disciplined, is ambitious and possibly insecure. He is insightful regarding self and others.
Factor-O:

(Low Score) Self-assured, placid, secure, complacent Vs. (High Score) Apprehensive, self-reproaching, insecure, worrying troubled.

The person, who scores low on Factor-O, tends to be self-confident, cheerful, placid and impenitent. He is expedient and insensitive to people's approval or disapproval. He is rude, vigorous and has no fears.

The person, who scores high on Factor-O, tends to be depressed, worried, troubled, insecure, anxious and lonely. He is easily touched and overcome by moods. He has strong sense of obligation. He is sensitive to people's approval and disapproval.

Factor-Q1:

(Low Score) Conservative, respecting, established ideas, tolerant of traditional difficulties Vs. (High Score) Experimenting, liberal, analytical, free thinking.

The person, who scores low on Factor-Q1, tends to be conservative. He is reluctant to any change, inclined to go along with traditions, and tends to be interested in analytical "intellectual" thought. He respects established ideas.

The person, who scores high on Factor-Q1, is more well-informed, more inclined to experiment with problem solutions, less inclined to moralize, less unquestioning about views generally, etc. In group dynamics he contributes significantly more remarks to discussion, a high percentage being of a critical nature.
Factor-Q2:

(Low Score) Sociably group dependent, a "joiner" and sound follower Vs. (High Score) Self-sufficient, resourceful, prefers own decisions.

The person, who scores low on Factor-Q2, goes with the group, definitely depends on social approval more and is conventional and fashionable. He is sound follower of the group.

The person, who scores high on Factor-Q2 is significantly more dissatisfied with the group integration, makes remarks, which are more frequently independent solutions than questions, and tends to be rejected.

Factor-Q3:

(Low Score) Uncontrolled, lax, follows own urges, careless of social rules Vs. (High Score) Controlled, exacting will power, socially precise, compulsive, following self-image.

The person, who scores low on Factor-Q3, does not bother about social rules. He follows his own urges. He is negligent. He may feel maladjusted and may show maladjustment.

The person, who scores high on Factor-Q3 shows socially, approved character responses, self-control, persistent, fore-right, considerateness of others, conscientiousness. He makes more remarks in committee than others, especially problem raising and solution-offering comments, receive fewer votes as hinderers, and fewer rejections at the end of the sessions.

Factor-Q4:

(Low Score) Relaxed, tranquil, torpid, unfrustrated Vs. (High Score) Tense, frustrated, driven overwrought, fretful.

The person, who scores low on Factor-Q4, tends to be relaxed, calm and satisfied (not frustrated). In some situations, his over satisfaction can lead to laziness and low performance.
The person, who scores high on Factor-Q4, rarely achieves leadership. Also, he takes a poor view of the degree of group unity, its orderliness, and the quality of the existing leadership. High Q4 is best interpreted as "id" energy excited in excess of the ego strength capacity to discharge it, and which is therefore misdirected, converted into psychosomatic disturbances, anxiety, etc. and is generally disruptive of steady application and emotional balance.

3.7 LIMITATIONS OF THE STUDY

1. The study is limited to Andhra Pradesh, comprising three areas namely, Rayalaseema, Telengana and Coastal.

2. The study is limited to B.Ed. Students alone.

3. The study is limited to following personal and demographic variables,
   i) Gender   ii) Age   iii) Caste
   iv) Region   v) Religion   vi) Marital Status
   vii) Educational Qualifications   viii) Methodology
   xi) Father’s Occupation   x) Mother’s Occupation

4. There are number of values, but the study is limited to following 9 values,
   i) Social   ii) Religious   iii) Economic
   iv) Democratic   v) Knowledge   vi) Power
   vii) Hedonistic   viii) Aesthetic   ix) Health