



A STUDY OF VALUES OF B.ED. STUDENTS WITH RESPECT TO GENDER AND LOCALITY

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ABSTRACT

In this paper we have studies of values of B.Ed. students with respect to gender & localities. For measuring values of the teachers trainees' tool developed by Sherry and Verma was used. The test presenting more popular Indian condition and situation as required. The statistical methods used in the present investigation for analyzing the data are given here objective wise. For analyzing the data Percentage, Mean, S.D. 't'- test and chi-square test. The study was carried out of 400 students studying in B.Ed. Colleges of Bhopal District .It is found that; there in no significant differences of values of B.Ed. Teachers Trainees with respect to their sex and locality.

Key Words- Teaching competency, Personality trades,

Introduction:

The study is primarily a survey on Teachers Trainees B.Ed. Colleges of Bhopal District of Madhya Pradesh State as investigation. The variables An attempt has been made to examine the Teaching competency, Quality trades and data Teaching competency, Personality trades and values, Irrespective of Colleges categories, social, economic and biological differences. Values among B.Ed. Teachers Trainees has been examined with standard test and developed

questionnaire related to different dimensions of value related to different conditions applications with situations were educations in this era.

Objectives:

- To compare will be the values of B.Ed. Teachers Trainees with respect to their locality.
- To compare will be the values of B.Ed. Teachers Trainees with respect to their sex.

Hypothesis: .

- There will be no significant differences of the values of B.Ed. Teachers Trainees with respect to their locality.
- There will be no significant differences of the values of B.Ed. Teachers Trainees with respect to their sex.

Sample of the study:

The study was carried out of 400 students studying in B.Ed. Colleges of Bhopal District.

Tool Used:

Measures relative strength of Teaching competency, Personality trades and values listed For measuring values of the teachers trainees’ tool developed by Sherry and Verma was used. The test presenting more popular Indian condition and situation as required. Ten comprehensively as follows for measuring the values of age group. Spiritual value; Social price; Democratic fee; Aesthetic fee; Financial cost; Expertise price; Hedonistic cost; Strength cost; Family status fee; Fitness price.

All the above ten Teaching competency, Personality trades and values are measured through 40 questions with 3 alternatives

Statistical Techniques used: The statistical methods used in the present investigation for analyzing the data are given here objective wise. For analyzing the data Percentage, Mean, S.D. 't'- test and chi-square test.

Data Analysis & Interpretation:

Table No. 1 Values Score of with frequency of overall teacher’s trainees at B.Ed. level with respect to their locality

	Area	N	Mean	Std. Deviation	Std. Error Mean
Tot_Value	Rural	163	71.08	11.312	.886
	Urban	237	70.53	10.709	.696

Table No. 2 Values Score of with frequency of overall teacher’s trainees at B.Ed. level with respect to their locality

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower	
Tot_Value	Equal variances assumed	3.306	.070	.492	398	.623	.548	1.115	-	1.644	2.740
	Equal variances not assumed			.487	335.706	.627	.548	1.126	-	1.668	2.764

From Table 1 it can be seen that the value mean score of Rural and Urban teachers’ trainees are differ i.e. 71.08 and 70.53 but the number of teacher’s trainees 163 and 237 because of the colleges are belonging to Rural teachers trainees are less Urban then that of teachers trainees. In the table 2 it found that, t-value was not found significant (t=3.306 df= 398) in terms of value with respect to locality i.e. rural and urban irrespective of their other classes. The mean values for the overall value of the teachers’ trainees were found with S.D. of both the rural and urban teachers’ trainees 11.312 and 10.709 which are normally not even projected their value scores of male and female sex teachers’ trainees. It shows that the calculated teachers’ trainees value scores belonging to rural and urban locality are not differ each other. It means the formulated hypothesis against the objective i.e. there will be no significant differences of locality traits of B.Ed. Teachers Trainees are accepted.

Table No. 3 Values Score of with frequency of overall teacher’s trainees at B.Ed. level with respect to their sex

	Sex	N	Mean	Std. Deviation	Std. Error Mean
Tot_Value	Male	203	70.91	10.948	.768
	Female	197	70.59	10.973	.782

Table No. 4 Values Score of with frequency of overall teacher’s trainees at B.Ed. level with respect to their sex

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
Tot_Value	Equal variances assumed	.210	.647	.290	398	.772	.317	1.096	-1.838	2.472
	Equal variances not assumed			.290	397.583	.772	.317	1.096	-1.838	2.473

From Table 3 it can be seen that the value mean score of male and female teachers’ trainees are differ i.e. 70.91 and 70.59 but the number of teacher’s trainees 203 and 197 because of the colleges are belonging to male teachers trainees are more female then that of teachers trainees. In the table 4 it found that, t-value was not found significant ($t=.210$ $df= 398$) in terms of value with respect to sex i.e. male and female irrespective of their other classes. The mean values for the overall value of the teachers’ trainees were found with S.D. of both the male and female teachers’ trainees 10.948 and 10.973 which are normally not even projected their value scores of male and female sex teachers’ trainees. It shows that the calculated teachers’ trainees value scores belonging to male and female sex are not differ each other. It means the formulated

hypothesis against the objective i.e. there will be no significant differences of sex traits of B.Ed. Teachers Trainees are accepted.

Findings:

- It is determined that; there in no massive differences of values of B.Ed. teachers Trainees with recognize to their locality as rural and urban of the lecturers trainees at B.Ed. degree.
- It is found that; there in no significant differences of values of B.Ed. Teachers Trainees with respect to their sex as male and female.

Educational Implications:

“Through without action is abortion and action without though is fully.” J. Nehru There must be coordination of thought and action in each ever field of life, but in fact it is not visible in reality. There is a wide gap between thought and action, theory and practice today. Whatever one's worth, like an individual, a country also faced such a crisis on its life and philosophy. Education is one of the important keys that unlock the doors to change and modernization. It provides one of the most important transitions from tradition to modern sector. It is a forward looking process. It should prepare the learner for the future, rather than perpetuating the worn out present. The current study has significant insinuations for the theory and practice of education because of Teaching competency, personality variables without taking sufficient care of these aspects of citizens 's personality neither the educational practice can be ameliorated nor its desired out comes can be reached.

Psychologists have discussed much about the factor related to the field of individual differences in human beings. Various teaching strategies and methods as well as techniques have been developed to deal with this phenomenon. Many theories, paradigms models have been designed on these lines. Even comprehensive packages, hardware and software devices have been adopted but the basic problem of individual differences in education perspective still remain inconclusive. If we know much about the nature of the students, about their adjustment problem about their teaching competency, personality traits and values status etc, it would be helpful to the teachers, teacher educators, and administrators/leaders, curriculum designer, parents to help, guide and arrange proper environmental facilities of each learner according to their individual capacity.

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