Value Conflict Profile of Primary Teachers

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Abstract:
The present study attempts to study value conflict profile of primary teachers. The data was collected by using value conflict scale by Bhardwaj. t-ratio was calculated to find out significance of difference between means obtained of any two groups of primary teachers, on various dimensions of value conflict scale.

Keywords: *Education, NCF, NPE, Primary teacher, Value conflict profile*

1. Introduction

The society these days is undergoing a transition phase. On one side there is commitment towards making Primary Education available to every child; political leaders boast of agendas making India at par with developed countries of value depletion all around. There are corruption scandals, in every government and private sector enterprise. A common man is at a conflict, as to whether the value propagated by our rich ancient heritage, sages and saints, by father of our country Mahatma Gandhi still hold true or not. Ask any person whether the values of utmost truth, goodness and beauty, non violence honesty, hold true or not. The answer would be that these values are only to be preached, not to be practiced. ''There is breakdown of traditional values without proper replacement, lack of adequate role models, conflicting ideologies and double standards practiced by people in position of power and influence''. Venkataiah (1998). "Value system is dynamic. It changes according to beliefs and aspirations. The values guide conduct, set standards and determine choices." Sivaswaroop (2005). NPE (1986), revised NPE (1992), NCF (2005) laid stress on value inculcation through education. There are great expectations from teachers, but teachers themselves are part of today's conflict prone society. Therefore it becomes significant to study Value conflicts of primary teachers.

2. Objectives

1. To study the Values Conflicts along various dimensions among primary teachers.
2. To compare Value Conflicts along various dimensions among primary teachers, grouped on the bases of age, domicile background and previous qualification.

3. Hypotheses

1. Primary teachers possess Value Conflicts rather than clear Value assumptions along various dimensions of value conflict scale.
2. There will be no significant differences in Value Conflict (VC) scores along various dimensions of VC Scale among primary teachers grouped by:
   2.1 Age i.e. Lower age group (21-26 years) Vs higher age group (27-36 years).
   2.2 Previous qualification i.e. B.Ed. Vs P.T.C.
   2.3 Domicile background i.e. rural Vs urban.

4. Sample

100 Primary teachers teaching in various primary schools of Palanpur city comprised the sample for the study.

5. Tools

Value conflict scale by Bhardwaj R.L. was administered. It measures six dimensions of Value Conflicts, namely:

(A)   Evasion Vs Fortitude   (B)   Dependence Vs Self Reliance
(C)   Selfishness Vs Probity   (D)   Hate Vs Love
(E)   Fear Vs Assertion   (F)   Pragmatism Vs idealism

Prevalence of Clear Value Assumptions or Value Conflict was decided as follows:

Score Value Conflict Scale	Remarks about Value Assumption / Conflict
17 - 20	Clear Value assumption in positive aspect
13 - 16	Low Value assumption in positive aspect
09 - 12	Presence of Value Conflict
05 - 08	Low Value assumption in negative aspect
01 - 04	Clear Value assumption in negative aspect

6. Statistical Tools

t-ratio was calculated to find out significance of difference between Means obtained by of any two groups of primary teachers, on various dimensions of Vs Scale.

7. Interpretations and Conclusions

Values Conflicts along various dimensions among primary teachers were as follows.

**Table 1 Means & Standard Deviation of Value Conflict
Scores and age of total sample of students teachers**

Total Sample of primary teachers	Statistics	Age in Years	Dimension of Value Conflict					
			(A) Evasion Vs Fortitude	(B) Dependence Vs Self Reliance	(C) Selfish ness Vs Probity	(D) Hate Vs Love	(E) Fear Vs Assertion	(F) Pragmatism Vs Idealism
N=200	M	24.03	11.98	13.13	14.51	15.12	13.21	12.97
	SD	3.15	2.71	2.89	3.59	4.71	3.53	3.51

1. The Mean age of the total sample is 24.03 years i.e. almost 24 years.
2. The mean scores in all the six dimensions of value conflict scale range within 11.58 to 15.12. All these values are close to the middle segment of the scale score range of 09-12 indicating the occurrence of value conflict, or a very low value assumption on the positive side, rather than clear cut value assumption on either side of the value conflict.
3. The hierarchy of value conflict score is as follows:
   - Hate Vs Love dimension (M = 15.12) , >
   - Selfishness Vs Probity (M = 14.51), >
   - Pragmatism Vs Idealism (M = 12.97),>
   - Fear Vs Assertion (M = 13.21), >

- Dependence Vs Self Reliance (M = 13.13), >
- Evasion and Fortitude (M = 11.98), >

Value Conflicts / Value Assumptions of various groups of primary teachers were as follows.

(a) Age i.e. Lower age group (21-26 years) Vs higher age group (27-36 years)
1. Value assumptions in both the age groups of primary teachers were very low, even if value Conflict was not there in any Dimension.(t-value is 1.37).
2. Fortitude on Evasion Vs Fortitude dimension was significantly higher (0.01 level) among the younger age group than the elder group than the elder group of teachers.(t-value =5.38).

(b) Previous qualification i.e. P.T.C. Vs B.Ed.
1. Value assumption in both the groups PTC graduate-as B.Ed teachers were very low, even if Value Conflict was not there, in any Dimension.(t-value = 0.98).
2. Fortitude & Probity on Evasion Vs Fortitude,& Selfishness Vs Probity Value Conflict dimensions respectively was significantly higher(0.01 level) among P.T.C. group of primary teachers than B.Ed. (t-value = 3.67).
3. Idealism on pragmatism Vs idealism dimension was significantly higher (0.05 level) among the B.Ed. group-than the P.T.C. (t-value =2.01).
4. B.Ed. qualified group was also elder in age than the P.T.C. of primary teachers.

(c) Domicile background i.e. Rural Vs Urban
1. Value assumptions in both the groups Rural as well as urban teachers were very low, even if Value Conflict was not there, in any Dimension. (t-value = 0.15).
2. Both the groups were similar along all dimensions of Value Conflict scale.

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