

## ABSTRACT

Education is a challenging activity, and education for values is more challenging as it deals with the education of personality that leads further to the education of the consciousness or self-realization. It is a process of overall development in children. The essence of education is developing the human personality in all its dimensions - aesthetic, intellectual, emotional, moral, physical, psychic, social and spiritual. Education is self-development, values are coherent with it. But for a variety of reasons, education, has degenerated into a process of information–transmission; leading to undermining of social, moral, emotional, aesthetic and spiritual sides of man’s personality, which in turn is leading to value crisis. To overcome this, stress is being laid into the affective objectives of education. Since values can be caught and hardly be taught, value education demands and depends on the education of the heart along with the education of the head and hence the role of the teacher is to guide the student in exploring, enriching and expressing values best suited to the ascent and excellence of the self and the society. By value education, it is meant that the development of values, attitudes, feelings and behavior patterns which cut across all curricular experiences. Value education has had significant milestones in the history of India. Realizing the importance of integration of human values in education in India, different educational commissions and committees have laid stress on value-orientation in education to build a new India true to her philosophy and culture. Value education efforts at this juncture are a matter of educating the children on fundamental universal human values.” Hence, to carry out the task of value education efficiently and effectively teacher should possess the traditionally accepted universal human values - Truth, Beauty, Goodness in which engulfs all other values. The majority of children are under the care and influence of Primary, Secondary and Higher Secondary school teachers during the most formative years of their lives and these are the years when the human mind is the most impressionable. Therefore, the study is being centered on the in-service teachers who teach pupils at primary, secondary and higher secondary levels. Since these teachers have a certain

influence on the developmental stages of children who are the future of the country, equipping in them with the ability to become worthy citizens of the Nation which is at times difficult to realize after they attain adulthood with the hope that when the students leave the school with a strong sense of social responsibility, they set on a path to become net contributors to society and to flourish as conscientious and caring citizens of the world. In the present study, the investigator will construct and standardize an instrument to measure the attitude of the in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness.

### **Problem Specifications**

Problem expresses a relation between variables: *attitude* and *human values* of in-service teachers.

### **Statement of the Problem**

A study of attitude of the in-service teachers towards the traditionally accepted universal human values - Truth, Beauty, Goodness

### **Objectives of the Study**

1. To construct and standardize an instrument to measure attitude of the in-service teachers towards the traditionally accepted universal human values–Truth, Beauty, Goodness.
2. To study the nature of distribution of the scores of attitude of the in-service teachers towards the traditionally accepted universal human values – Truth, Beauty, Goodness.
3. To study the relationship in the mean score of attitude of the in-service teachers towards the traditionally accepted universal human values – Truth, Beauty, Goodness with respect to variables; gender, qualifications, section and experience.

### **Hypotheses**

Twelve hypotheses were formulated.

## **Design of the Study**

The study is a survey type of study.

## **Population**

In the present study, population consisted of 1680 in-service teachers teaching in 112 Primary, Secondary and Higher Secondary English medium schools of Vadodara city following the syllabus of GCERT Gujarat and Gujarat Secondary and Higher Secondary Education Board.

## **Sample**

The study required two sets of samples. From 112 Primary, Secondary and Higher Secondary schools thirty schools, were selected randomly by lottery method and 400 Primary, Secondary and Higher Secondary teachers teaching in these thirty schools were selected as cluster for the try-out scale. From the remaining eighty-two Primary, Secondary and Higher Secondary schools forty-five schools, were selected randomly by lottery method and 600 Primary, Secondary and Higher Secondary teachers teaching in these forty-five schools, were selected as cluster for the final study. Thus, cluster sampling method was used.

## **Tool**

A Likert type attitude scale to measure attitude of the in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness was constructed and standardised by the investigator. Major steps of construction and standardisation were as follows:

- i. The first step in the construction was to obtain statements that represent the attitude of the traditionally accepted universal human values-Truth, Beauty, Goodness. The scale under consideration was described to have the reference point as being constituted as components of the values-Truth, Beauty, Goodness. The explanations of the terms Truth, Beauty, Goodness are given below:

- Value – *Truth*

The value – *Truth* is defined as the relevance of statements about reality-to-reality; reality meaning permanent and ultimate things. It means absence of deceit, absence of fraud in speech, mind and body. *Truth*, which is unison of thoughts, words and deeds can be envisaged as the highest value, should be cherished by a human being. *A man of Truth* is an invaluable asset to the society. When the power of the *Truth* increases within an individual, his mind and intellect are purified and his willpower gets strengthened, leading to increase in righteousness of his actions and through his power of discrimination, chooses the good, right and just; and suppresses or quits the wrong conduct; and performs the good action courageously. Hence, *Truth* in action is righteous conduct. Action takes place in the physical domain. Behind each act, there is a thought, which derives its support from the human willpower as opposed to human desire. *Truth* bridges between *reality* and *desirability* in the work schedule of teachers eliminating the self-interest and greed of an individual teacher, widening the scope of devotion and dedication to the welfare of the students, the school and the society. It welcomes objectivity in all affairs of the quest.

The value - *Truth*, which is a statement of what constitutes *reality*, finds its components as: *Impartiality, Responsibility, Integrity, Faith and Courage.*

The components and their behaviors are given below:

***Impartiality***

- The quality or character of teacher being impartial or unbiased to the students/ parents/ staff.
- The quality of treating of or representing facts or reality without reference to feelings or opinions, without prejudice to students/ parents/ staff.
- The quality of rendering what is due or merited offering justice maximum to students.

***Responsibility***

- The state of being accountable for one's individual actions
- The state of being accountable for communities' actions towards oneself.
- The state of being accountable for one's actions, towards students and environment.

### ***Integrity***

- The quality of being consistently honest.
- The quality of being morally right and just.

### ***Faith***

- The quality of having trust in oneself.
- The quality of having trust in one's students.

### ***Courage***

- The capacity to meet difficulty with firmness.
- The ability to overcome fear.

- **Value – *Beauty***

Man reacts to everything he sees, hears or senses and he makes aesthetic judgments according to how he appreciates. His appreciation of *Beauty* is known as aesthetic value. Some philosophers delimit aesthetic value of *Beauty* only to artistic works. John Dewey, the pragmatist opines, “A child can develop a sense of appreciation of geography and shop work just like music and painting. He can enjoy beauty in mathematics as well as in poetry. Hence, one cannot delimit aesthetic sense only to the fine arts. One should bear in mind that aesthetic experiences are vitally composed of feelings.” The possession of value-*Beauty* sensitizes a man to himself, to others and to his environment on aesthetic ground. As an educator, the teacher needs this sensitivity to maximum in himself/herself, to others (especially to students) to bring effective growth in them and to bring out the best in them. According to Dictionary, *Beauty* is any of those attributes of form, sound, color, execution of character, behavior etc., which give pleasure and gratification to the senses or to the mind.

The value - *Beauty*, finds its components in *sensitivity*, so the components selected were: *Punctuality, Regularity, Cleanliness, Politeness and Love.*

The components and their behaviors are given below:

***Punctuality-(sensitivity towards time)***

- The quality of being habitually exact to the appointed time.

***Regularity-(sensitivity towards a pattern/form)***

- The quality of conforming to fixed/proper procedures, principles.
- The quality of exhibiting orderly or systematic work.

***Cleanliness-(sensitivity to impurities)***

- The quality of being habitually free from dirt, impurities, corruption.
- The quality that prods one to pursue principles of inner purity of soul, for these principles purify him/her of all that taint his/her mind, body and soul.

***Politeness-(sensitivity to controlled and pleasing behavior)***

- The quality of exhibiting in manner/ speech a considerable regard for students/ parents/ staff.
- The quality of behavior characterized by refinement, elegance and courtesy.
- The quality of behavior characterized by grace of style marked by appropriateness and simplicity.

***Love-(sensitivity to strong affection and devotion)***

- The strong tendency of affection towards one's students, country, environment, one's own profession.
- The quality by which one acquires devotion, friendship, humanism.
- The quality by which one can overcome jealousy, hatred, anger, animosity, bitterness, revenge.

- **Value – Goodness**

The value - *Goodness* can be explained by attempting a definition of good - *The good is that at which all things aim*. It is the transcendental property of being (Fr. Morris, H. 1965) the ends, are either activities or results beyond the activities. Knowledge of the supreme good is of great importance as regulating the aim or object of human life. Dictionary meaning of *Goodness* is the state or quality of being good: virtuous, worthy,

benevolent, well-behaved, desirable, beneficial, skillful and excellent. The value - *Goodness* connotes *magnanimity*: the greatness of mind and soul, which goes out of its way to help others through large heartedness and nobility of character, the quality of mind which elevates man above all that is mean and petty. Magnanimity ensures that, consideration shown to others is given genuinely with warmth and true feelings for their needs and not for personal satisfaction.

The value *Goodness* finds its components in *magnanimity*, so the components selected were *Patience, Kindness, Empathy, Inoffensiveness, and Forgiveness*.

The components and their behaviors are given below:

***Patience***

- The quality of forbearing towards faults of others (students).
- The quality of enduring without complaints.
- The quality of being tolerant.
- Refraining from taking action voluntarily, acting patiently.

***Kindness***

- The quality of being friendly and helpful to students.
- The quality of not causing violence by one's thoughts, words, or deeds to human beings (students), nature or animals.
- Refraining from unjust infliction of punishment as for evil done.
- Refraining from repaying evil by evil.

***Empathy***

- The quality of character or one's efficiency to identifying oneself with others (students) and resulting capacity to feel or experience sensation, emotions, thoughts similar to those being experienced by others (students, teachers, parents).

***Inoffensiveness***

- The quality of being harmless or causing nothing displeasing, not aggressive, not injuring the feeling of others (students, teachers, parents).

### ***Forgiveness***

- One's quality to grant pardon for something (students' faults).
- Cease to blame or feel resentment against, offer reason / apology for an error.
- Plea/reason given to justice for an offence/ neglect /failure.

ii)The components of Truth, Beauty, Goodness, were identified with their behaviors seeking the opinion of eminent experts in the field of education. The behaviors of each component were specified. Moreover, the behaviors of each component were expressed in relation to duties and obligations of the in-service teachers with respect to their work schedule in school.

iii)After identification of the components, the *universe of content* - a large number of statements were developed. From this *universe of content*, statements expressing positive polarity (favourableness) and statements expressing negative polarity (unfavourableness) were sorted out. Next, these statements were given the form of attitudinal statements as per the Likert method, and the formal criteria followed, 358 statements were constructed.

iv)A letter was addressed to twelve experts in the field of education, seeking help from them for the validation of the statements and also their suggestions in terms of additions/deletions of any statement or modification, comments, acceptability of language while examining the coherence of statements with their components.

v)The valuable suggestions of the experts were gratefully accepted and incorporated in the scale and 186 statements were selected, where one hundred statements were with positive polarity and eighty-six statements were with negative polarity and were then submitted to the experts for their opinion and suggestions.

vi)One hundred and eighty-six statements were available for the pilot study. Scoring procedure was followed. Each statement in the attitude scale was followed by five responses, one of which was to be selected by the respondent.

vii)The five choices suggesting agreement/ disagreement were Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree represented by SA, A, U, D, and SD respectively.

- viii) Arbitrary scoring weights 5, 4, 3, 2 and 1 were used for SA, A, U, D, and SD respectively for statements with positive polarity. The scoring weights 1, 2, 3, 4 and 5 were used for SA, A, U, D, and SD respectively for statements with negative polarity. A teacher's score on the attitude scale was the sum of his rating on all items.
- ix) The try-out scale was administered to a sample of 400 in-service teachers, who were not included in final stage
- x) Statements were selected by utilizing the *item analysis* approach in which a particular statement was evaluated based on how well it discriminated between those respondents whose total score was high and those respondents whose total score was low. Those statements, which best met this type of discrimination test were included in the final draft.
- xi) The final draft of the attitude scale contained ninety statements out of which forty-seven statements were with positive polarity and forty-three statements were with negative polarity. The ninety statements were distributed over fifteen components, six in each component approximately three statements with positive polarity and three statements with negative polarity.
- xii) This final draft of the attitude scale was administered to 600 in-service teachers.
- xiii) After collection of the response sheets, the responses were scored as mentioned in the scoring procedure. Thereafter total score (attitude score) of each respondent (teacher) was calculated. The data constituting 600 in-service teachers were available for hypotheses testing.
- xiv) Psychometric properties of developed attitude scale, reliability and validity, were estimated for the sample of 400 teachers of the try-out scale.
- xv) Reliability of the scale was estimated by Cronbach's Alpha. For the developed scale with ninety statements Cronbach's Alpha was found to be 0.939, showing that the scale had excellent consistency, and hence the scale was reliable.
- xvi) Pearson's Correlation Coefficient of fifteen components among themselves and Truth, Beauty and Goodness was found to be significant at the 0.01 level.
- xvii) Content validity was obtained by detailed, systematic critical inspection of the scale by experts, at various stages while presentation of research proposal, while passing through various stages of construction of the scale.

xviii) Construct validity was established by factor analysis. All the five factor variables of Goodness (Inoffensiveness, Forgiveness, Kindness, Empathy, Patience) with the loadings 0.773, 0.727, 0.681, 0.658, 0.656 respectively loaded on component one; all the five-factor variables of Truth (Integrity, Responsibility, Impartiality, Courage, Faith) with loadings 0.783, 0.780, 0.724, 0.664, 0.572 respectively loaded on component two. Three factor variables of Beauty (Love, Politeness, Cleanliness) with loadings 0.717, 0.696, 0.685 loaded on component one and two factor variables of Beauty (Punctuality, Regularity) with loadings 0.655, 0.611 loaded on component two. In component one, the highest loading 0.773 was on inoffensiveness and the lowest loading 0.172 was on impartiality. In component two, the highest loading 0.783 was on Integrity and the lowest loading 0.159 was on Forgiveness. Validity was given by the high factor loadings.

xix) Item analysis revealed that all the items were suitable items of the Likert type scale; all of the items exhibited adequate homogeneity in substantiating item validity with respect to the whole attitude scale.

xx) The following norms were derived: percentile norms, gender norms, qualification norms, section wise norms, experience norms.

### **Data Analysis**

The collected data were analyzed through applying appropriate statistical techniques, to study the objectives 2 and 3.

To achieve the objective 2, the nature of distribution of the scores in attitude scale of the 600 in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness were studied by studying the mean, median, mode, standard deviation, skewness, kurtosis and percentiles of the distribution.

To achieve the objective 3, the relationship in the mean scores of the attitude of the 600 in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness with respect to variables-gender, qualifications, section in which the in-service teachers taught, teaching experience was studied through hypotheses testing. To determine about the significant difference in the mean attitude scores of the two groups of the in-service teachers, t-test was applied. To determine about the significant difference in the mean attitude scores, of the three groups of in-service teachers; analysis of variance

was applied and to test the hypotheses; F-test was applied to the data of 600 in-service teachers.

### **Major Findings of the Study**

Findings revealed that the mean attitude score of the 600 in-service teachers towards the value-Truth, was the greatest and towards the value-Goodness was the least. The mean attitude scores of Female, Male; Graduate, Postgraduate; Primary, Secondary, Higher Secondary in-service teachers; and in-service teachers with experience up to 10 years, 11-20 years, 21 years and above; towards the value-Truth was the greatest.

Female and Male in-service teachers differed significantly in their attitudes towards the value-Beauty. Female in-service teachers scored greater attitude than the Male in-service teachers. Significant difference was observed in the mean attitude scores of Female and Male in-service teachers towards the values- *Punctuality* and *Regularity*; the components of value-Beauty. Gender did not influence the mean scores towards the values- Truth and Goodness. Qualification of the teachers did not influence their mean attitude scores towards values-Truth, Beauty and Goodness. Experience of the in-service teachers too did not influence their mean attitude scores towards values-Truth, Beauty and Goodness. But the mean attitude scores of Primary, Secondary, Higher Secondary school in-service teachers differed significantly towards the value-Truth. Significant difference was observed in the mean attitude scores of Primary, Secondary, Higher Secondary school in-service teachers towards the values-*Impartiality*, *Responsibility* and *Integrity*; components of value-Truth. On the contrary, their mean attitude scores did not influence the values-Beauty and Goodness.

- The tool for the study, an attitude scale was constructed and standardized by the investigator, using the method of summated ratings (Likert scale) in which the interpretation of the scores of the group cannot be made independently of the distribution scores of the group, but by comparing the mean attitude scores of two or more groups. To study traditionally accepted universal human values-Truth, Beauty, Goodness, fifteen components were selected; to measure each value (component) a number of attitudes were used. Truth, Beauty, Goodness: the supreme values-when related to the duties and obligations of the teacher in relation to the teaching profession, it comes out truly

meaningful and worth emulating. The values-Truth, Beauty, Goodness with fifteen components provide cohesive but wide range of values which function optimally to help the teachers' efficiency to inculcate values, to teach values to children. Teachers should be first to introspect, and scrutinize their own value system, identify their roles and responsibilities. Teachers whose actions are not in conflict with words will be in a position to practice values with strength, clarity and confidence thus motivating students to internalize values in their thoughts and actions.

The duties were operationalized. There is dimension of values which transcends the dimension of duties, that which is a spontaneous perception and commitment to ends-in-themselves. Truth, Beauty, Goodness are values which are intrinsic in themselves and which are to be encouraged above duties as irresistible demands of our being as we begin to uncover deeper and higher depths of ourselves which transcend the limitations of selfishness and greediness.

A reliable and valid tool - an Attitude Scale is ready to serve the in-service teachers.

It can be beneficial for school authorities and management to assess in-service teachers.

Moreover, with the help of refresher course given, those with low attitude scores, below average scores and average scores can be made better value based teachers. Those who

are above average can be encouraged to turn out the best. Teachers with high degree of

attitude towards the traditionally accepted universal human values-Truth, Beauty, Goodness, will be in a position to carry on transmitting and inspiring values to the students.

Beneficial to concerned authority to recruit value-based teachers and improving the effectiveness of in-service teachers. Thus the quality of the staff can be improved.

It is expected that the scale will be beneficial to advancement of education in values and for further research.