



STUDY OF ALIENATION AND VALUES OF STUDENT TEACHERS

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Abstract

This study aimed to determine the alienation levels and values of male and female Student teachers (Teacher-pupils) and identify the relationship between their alienation levels and values. The sample consisted of 200 Student teachers selected randomly from the colleges of Education of district Moga in Punjab. No significant difference was found in alienation and values of male and female teachers. Also the results revealed no significant relationship between alienation and values of Student teachers.

Keywords: *Student Teachers, Alienation, Values, Gender*



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Introduction

Today society faces many social problems. It is quite possible to encounter people who are estranged and isolated from the group and activities in which they are included. This situation is referred to as alienation. Alienation has also been expressed as the individuals' attempt at maintaining their life when estranged from others, and from the natural, social, psychological and cultural environment in which they live as well as be under the hegemony and decisiveness of the things that they are estranging from themselves.

Alienation is the result of the technical advancement, industrialization, urbanization and excessive competition in urban areas while in rural areas poverty, social discrimination, and unemployment are main causes of alienation among people.

Alienation from values is another problem among youth of today. Excessive use of technology, low sociability, parental coldness, very rigid curriculum, unfavourable school atmosphere, feeling of being a victim of forces beyond their control - economic forces, political and social forces and the force of negative public discourse – are contributory causes.

Teaching is one of the most important professions for the society. Naturally, a teacher's values regarding the teaching profession are of great importance. The significant values

include their love of the teaching profession, their desire to be more successful at it, and the readiness and efforts to fulfil the requirements of the noble profession. The different values may be described as follows:

- Theoretical value (T) is defined by a dominant interest in the discovery of truth and by an empirical, critical, rational and intellectual approach to life
- Political value (P) is primarily characterized by the personal power, influence and renowned satisfaction with the present government and interest in political affairs and problems
- Economic value (E) has the emphasis on useful and practical values of life - business, brain activity and interest in money
- Social value (s) is characterized by having a lot of social feelings i.e. love of people, equality, right of women and their liberty, concept of ideal society, customs, culture and principles of living and acting for the interest of others.
- Aesthetic values (A) are characterized by major interest in artistic aspects of life, placing the highest value on form and harmony, judging and enjoying each unique experience from the stand point of its grace, symmetry or fitness, and appreciation of art pieces, decoration and beauty.
- Religious value (R) is characterized by the interest in religious preference for any religious thinking and customs and is concerned with the unity of all experiences and seeking to comprehend the cosmos as a whole.
- Moral value (M) is originally defined as having the high place of morality in life, believing in the worth of individual and giving the importance to the human virtues: duty, honesty, character, courage and justice.

The sense of alienation expressed during training could decrease the Student teachers' motivation and interest to excel in the teaching job, they are expected to perform after the training, and lead them to develop negative attitude towards their chosen profession.

Pangilian (2009) in his study: *Against Alienation: The emancipative potential of critical pedagogy in form* concluded that there is a direct link between a healthy society free from capitalist alienation and a strong system of education.

Pathak (2013) in his study: *A Psycho-social profile of Alienated Students* concluded that if a student holds one of the alienation outlooks i.e. pessimism, social alienation, distrust, unstructured universe, ego-centricity, inter-personal alienation, self contempt, vacillation, he

is extremely likely to lose hold. It means that students scoring high in one alienated outlook would be found high in the rest of alienated outlook.

Narahari (2013) in his study: Impact of meditation on alienation, depression, emotional quotient, locus of control and personality of software professional brought out that the level of alienation experienced by software personnel is significantly higher before the practice of meditation than after the practice of meditation for three months.

Erbas (2014) conducted a study on relationship between alienation levels of physical education teacher candidates and their attitude towards the teaching profession. The study revealed that alienation levels and attitudes of physical education teacher candidates towards the teaching profession were moderate and alienation levels were important predictors of the attitude levels towards the teaching profession.

Reviewing the literature related to values, Malti (2006) conducted a comparative study on values, intelligence and academic achievement of students of UP, CBSE and ICSE board schools. The study brought out many meaningful findings. The students of UP board schools have been found to have high social and knowledge values than the students of CBSE Board schools. The students of UP board had higher religious, democratic, economic and family prestige values than the students of UP board.

Ahuja (2007) studied the preference of teachers on social values, according to their experience and subject area, and found that teachers of social science preferred civil and social values as compared to those of science and mathematics counter parts.

Arora (2010) focused her research on the study of self confidence and value dimensions of senior secondary school students of working and non working mothers. A sample of 200 students was selected. The results revealed that students of working mothers gave first preference to the theoretical values and last preference to aesthetic values. On the other hand, students of non-working mothers mostly prefer political values and, social values were least preferred by them. The results also revealed that the students have an average level of preference in all the six value dimensions - theoretical, economical, aesthetic, social, political and religious.

Pathak *et al.* (2011) conducted their retrospective study on human values and ethics in business management practices. Self designed questionnaire was applied. The results showed that 67% of the respondents agreed very strongly that values and ethics as a subject has helped them in professional life. The study also pointed out towards our corrupt industrial system as 58% of respondents strongly disagree that various successful businesses are run without corrupt activities. 58 % of respondents strongly agreed that the businesses are run by

violating laws. Only 40% of the respondents strongly agreed to some extent that they would stick to their values even if some benefits are to be sacrificed. More than 66% respondents strongly agreed that there is a need to introduce values and ethical code in industry.

Jing Li *et al.* (2012) aimed to explore Chinese children's social value orientation across different ages and contexts. A sample of 369 individuals, including children of age 9, 11 and 14 with college students as adults was taken. The social value orientation was determined on the basis of revised decomposed games as a tool. Results showed that 9- and 11-year-old children have no stable social value orientation in relation to their preference and behaviour. Contrastingly, children belonging to the age group of 14 years and college students have stable social value orientation. The behaviour of children with 14 years age group and the college students reflects those values what they have preferred.

Shukla (2012) reported that globalisation has great impact on all aspects of society. Higher education is mostly affected by global trends, economics and business. The writer quoted the words of Arun Nigvekar of World Bank's Task Force: *Globalization can lead to unregulated and poor quality higher education with the worldwide market of fraudulent degrees or other so called higher education credentials.* Further it was reported that the World Trade Organisation (1995) comprises 12 specific services including education. The main objective is to bring to the market all kinds of education and educational products. On the other hand, at present, all kinds of power are in the hands of Multi National Corporations, which can change the shape of the present education system, which may negatively influence humanistic values and ethics. In the storm of globalisation, aims of education, curriculum, teacher, teaching methods, everything is changing. No subject has been so much neglected as the humanistic values, creativity, culture, morality and spiritual dimensions. The threat of erosion is towards rich and old culture of human and humanistic values by imbibing the alien culture.

Yadav and Gupta (2012) attempted to assess the various problems of adjustment and value pattern of adolescents. The researchers argued that in ancient India education was a nice blend of knowledge and values, which equipped students to face challenges of life boldly and live in society harmoniously. They were taught that life without values is valueless while with values it becomes invaluable. In their results, the researchers depicted that most of the adolescents face various difficulties in adjustment in their educational and social life. Significant difference was found between girls and boys in the case of aesthetic, knowledge, family prestige and health values. There was no significant difference between girls and boys in the matter of their adjustment.

Yadav (2012) conducted the present investigation on Emotional Intelligence and Value Pattern. The research has been done on 200 male and female students of government and non government schools of Rewari district of Haryana. The results of the study reveal that there exists no significant difference between emotional intelligence of government school students and students of the non government schools. Both the groups have average level of emotional intelligence. Government and non government school students have shown significant difference in some of their values. It is found that the students of government schools have higher social, democratic, knowledge, hedonistic and family prestige values as compared to students of non government schools.

Objectives of the Study

1. To study whether significant relationship exists between alienation and values in Student teachers.
2. To explore significance of difference between male and female Student teachers in relation to alienation.
3. To find out significance of difference between male and female Student teachers in relation to values.
4. To study values in relation to more and less alienated Student teachers.

Hypotheses

1. There exists no significant relationship between alienation and values of Student teachers.
2. There is no significant difference in the Alienation of male and female Student teachers.
3. No significant difference exists in values of male and female Student teachers.
4. No significant difference exists in the values of more and less alienated male Student teachers.
5. No significant difference exists in the values of more and less alienated female Student teachers.

Sample

Sample for the present study comprised of 200 Student teachers selected randomly from colleges of education of district Moga. The sample was balanced among male and female Student teachers to study gender differences.

Tools

1. Student alienation scale (SAS) (Sharma, 1988).
2. Value test (Dwivedi, 1978) .

Statistical Techniques used

1. Product moment correlation to find out the relationship between alienation and values

2. T-test to investigate the significance of difference between male and female Student teachers in relation to alienation and values

Delimitations of the Study

1. The study was limited to B. Ed. students only.
2. B. Ed. Students from district Moga were selected for the study.
3. The present study was limited to study Alienation of B. Ed. students in relation to values.

Procedure of Investigation

The present study is a descriptive survey which is conducted on B. Ed. students of Moga district. It concentrates on describing, studying and interpreting what exists today. The sample was classified into two randomly selected numbers of male and female Student teachers studying in colleges of Education of Moga district. The investigator measured the effect of alienation and values of Student teachers. Significance in the difference of means was determined to know the sex difference among Student teachers; t-ratio and co-efficient of correlation were also calculated.

Hypothesis 1: There exists no significant relationship between Alienation and Values of Student Teachers.

Table 1. Showing the Value of Coefficient Co-relation Between Alienation and Values of Students Teachers.

Variables Values	Dimensions						
	Economic value	Social value	Political value	Aesthetic value	Theoretical value	Religious value	Moral value
Correlation value	0.123	0.152	0.066	0.031	0.084	0.103	-0.05

*** Significant at 0.05 level of confidence**

****Significant at 0.01 level of confidence**

Table 1 shows the value of co-efficient correlation ‘r’ between alienation and Economic value is 0.123. The Table Value at 0.05 level is 0.138 and at 0.01 level is 2.63. The calculated value is less than table value at both levels. which means it is not Significant at both levels.

Value of co-efficient correlation ‘r’ between alienation and Social value is 0.152. The Table Value at 0.05 level is 1.98 and 0.01 level is 2.63. The calculated value is greater than the table value at 0.05 level and less than table value at 0.01 level which means significant at 0.05 level and insignificant at 0.01 level.

Value of co-efficient correlation 'r' between alienation and Political value is 0.066. The Table Value at 0.05 level is 1.98 and at 0.01 level is 2.63. The calculated value is less than table value at both levels which means it is not Significant at both level.

Value of co-efficient correlation 'r' between alienation and Aesthetic value is 0.031. The Table Value at 0.05 level is 1.98 and at 0.01 level is 2.63. The calculated value is less than table value at both levels, which means it is not Significant at both level.

Value of co-efficient correlation 'r' between alienation and Religious value is 0.103. The Table Value at 0.05 level is 1.98 and at 0.01 level is 2.63. The calculated value is less than table value at both levels, which means it is not Significant at both level.

Value of co-efficient correlation 'r' between alienation and Moral value is -0.05, which is negative correlation. The Table Value at 0.05 level is 1.98 and at 0.01 level is 2.63. So, the calculated value is less than table value at both levels, which means it is not Significant at both level.

Discussion

The Correlation of all the dimensions of Values i.e. Economic, Social, Political, Aesthetic, Religious values comes out to be positive with Alienation. So, there exists no significant relationship between Alienation and Values of Student Teachers except one value dimension i.e. Social. Hence "There exists no significant relationship between Alienation and Values of Student Teachers " is accepted.

Hypothesis No.2: There is no significant difference in the Alienation of Male and Female Student Teachers.

Table 2 Showing the comparative view of Alienation of Male and Female Student Teachers.

Gender	N	Mean	S.D	t-value	gnificance Level
Male	100	24.79	6.89	0.237	Not Significant
Female	100	24.31			

Table 2 shows that mean value of males and females are 24.79 and 24.31. Standard Deviations of males' 6.89. The t-value between the mean score of Alienation of Male and female is found to 0. The table value is at 0.05 level 1.98 and 2.63 at 0.01 level. The calculated value is less than table value which is not significant at 0.05 and 0.01 levels.

Discussion

From the above result it is clear that the about t- value of alienation of males and females is 0.237 which is significant at 0.05 and insignificant at 0.01 levels. Hypothesis no.2 "There is no significant difference in the alienation of male and female Student teachers" is accepted.

Hypothesis 3: There exist no significant difference in values of male and female Student teachers.

Table 3 Showing the Comparative View of Values of Males and Females

Dimensions	onomic	ocial	olitical	esthetic	heoretical	eligious	loral
t-ratio of males and females	0.269	.090	0.021	0.108	0.344	0.123	0.424

*** Significant at 0.05 level of confidence**

****Significant at 0.01 level of confidence**

Table 3 shows that t-value between the mean score of Economic value of males and females are found to be 0.269 which is not significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63. The calculated value is less than the table value which means it is not significant at both levels. The t-value between the mean score of Social value of males and females are found to be 0.090 which is not significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63. The calculated value is less than the table value which means it is not significant at both levels. The t-value between the mean score of Political value of males and females are found to be 0.021 which is not significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63. The calculated value is less than the table value which means it is not significant at both levels. The t-value between the mean score of Aesthetic value of males and females are found to be 0.108 which is not significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63. The calculated value is less than the table value which means it is not significant at both levels. The t-value between the mean score of Theoretical value of males and females are found to be 0.344 which is not significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63. The calculated value is less than the table value which means it is not significant at both levels. The t-value between the mean score of Religious value of males and females are found to be 0.123 which is not significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63. The calculated value is less than the table value which means it is not significant at both levels. The t-value between the mean score of Moral value of males and females are found to be 0.424 which is

not significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63. The calculated value is less than the table value which means it is not significant at both level.

Discussion

From the above result it is clear that the obtained t- value of males and females is not significant at both 0.05 and 0.01 levels. Therefore hypothesis no.3 “No significant difference exists in Values of male and female Student teachers” is accepted.

Hypothesis 4: Significant difference does not exist in the Values of high and low alienated male Student Teachers.

Table 4 Showing Significant Difference Does Not Exist in the Values of High and Low Alienated Male Student Teachers.

Values of Boys							
t-ratio of Low and High alienation Males	Economic	Social	Political	Aesthetic	Theoretical	Religious	Moral
	0.438	0.020	0.427	0.021	0.085	0.063	0.260

*** Significant at 0.05 level of confidence**

****Significant at 0.01 level of confidence**

Table 4 shows the t-value between the Alienation and Economic value of males is found to be 0.438 which is not significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63. So, the calculated value is less than the table value which means it is not significant at both level. The t-value between the Alienation and Social value of males is found to be 0.020 which is not significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63. So, the calculated value is less than the table value which means it is not significant at both level. The t-value between the Alienation and Political value of males is found to be 0.427 which is not significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63. So, the calculated value is less than the table value which means it is not significant at both level. The t-value between the Alienation and Aesthetic value of males is found to be 0.021 which is not significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63. So, the calculated value is less than the table value which means it is not significant at both level. The t-value between the Alienation and Theoretical value of males is found to be 0.085 which is not significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63. So the calculated value is less than the table value which means it is not significant at both level. The t-value between the Alienation and Religious value of males is found to be 0.063 which is not significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63.

So, the calculated value is less than the table value which means it is not significant at both level. The t-value between the Alienation and Moral value of males is found to be 0.260 which is not significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63. So, the calculated value is less than the table value which means it is not significant at both level.

Discussion

From the above result it is clear that obtained t- value is not significant at both level 0.05 and 0.01 level.

Therefore hypothesis no.4 "Significant difference does not exist in the values of high and low alienated males" is accepted.

Hypothesis 5: Significant difference does not exist in the Values of high and low alienated female Student teachers.

Table 5 Showing the Comparative View of Values of High and Low Alienated Female Student Teachers.

	Values of girls						
t-ratio of Low and high alienation females	Economic	Social	Political	Aesthetic	Theoretical	Religious	Moral
	0.233	0.336	0.171	0.387	0.158	0.314	0.076

*** Significant at 0.05 level of confidence**

****Significant at 0.01 level of confidence**

Table 5 shows that the t-value between the Alienation and Economic value of females is found to be 0.233 which is not significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63. So, the calculated value is less than the table value which means it is not significant at both level. The t-value between the Alienation and Social value of males is found to be 0.336 which is not significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63. So, the calculated value is less than the table value which means it is not significant at both level. The t-value between the Alienation and Political value of females is found to be 0.171 which is not significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63. So, the calculated value is less than the table value which means it is not significant at both level. The t-value between the Alienation and Aesthetic value of females is found to be 0.158 which is not significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63. So, the calculated value is less than the table value which means it is not significant at both level. The t-value between the Alienation and Theoretical value of males is found to be 0.158 which is not

significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63. So, the calculated value is less than the table value which means it is not significant at both level. The t-value between the Alienation and Religious value of females is found to be 0.314 which is not significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63. So, the calculated value is less than the table value which means it is not significant at both level. The t-value between the Alienation and Moral value of females is found to be 0.076 which is not significant at 0.05 and 0.01 levels. The table value at 0.05 level is 1.98 and 0.01 level is 2.63. So, the calculated value is less than the table value which means it is not significant at both level.

Therefore hypothesis no.5 "Significant difference does not exist in the values of high and low alienated female Student Teachers" is accepted.

Conclusions

In the light of analysis and interpretation of data, the following conclusions were drawn from the sample taken in the present study:

1. It is concluded that the correlation co-efficient 'r' is positive which is significant for the relationship between alienation and values of Student teachers. But only the correlation co-efficient 'r' is negatively significant for the relationship between alienation and moral value of Student teachers. So hypothesis.1: There exists no significant relationship between alienation and values of Student teachers is accepted.
2. A careful examination of results revealed no significant difference between mean score of alienation of males and females Student teachers. So, hypothesis 2: There is no significant difference in the Alienation of male and female Student teachers is accepted.
3. Further, the results revealed that there exists no significant difference between values of male and female Student teachers. So hypothesis 3: No significant difference exists in values of male and female Student teachers is accepted.
4. It is concluded that there exists no significant difference in values of more and less alienated male Student teachers. So hypothesis 4: Significant difference does not exist in the values of high and low alienated male Student teachers is accepted.
5. It is found that there is no significant difference in values of more and less alienated female Student teachers. So hypothesis 5: Significant difference does not exist in the values of high and low alienated female Student teachers is accepted.

Though the present limited study does not find any significant relationship between alienation and values of Student teachers, the investigator feels that many teachers might not have understood alienation as such, not articulated its importance or even found time to think

about it seriously; despite their experiencing and feeling its effect. This alienation expresses itself in the shortening of many teaching careers relating the apprehension of the undesirability of joining the profession and unwillingness of recommending teaching as a profession to young bright graduates. This noble profession is losing the pedestal of position and recognition of values, tied with education, among many of today's teaching faculty. We need to get more concerned and connected with the nobility and values of teaching profession.

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