



Adjustment Problems with reference to Value Conflicts among Prospective 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. The 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

INTRODUCTION:

According to Verderber and Verderber (2004), "A value conflict represents a difference in views of life in general (or of an aspect of life) that is brought into focus on a particular issue. Whenever two or more incompatible goals, motives, activities or impulses are active at the same time in relation to desirable or pro- social aspects of the well- being of the humanity they can be said to be the value conflicts. Value conflict occurs when pair of values has conflicting implications for an opinion on an issue.

Causes of Value Conflict:

Value conflicts are caused by perceived or actual incompatible belief systems. *Value conflicts* cannot be dealt with as if they were interest-based *conflicts*, and new *causes* for *conflict* are generated by actions within the *conflict* itself.

Effects of Value Conflict:

Not surprisingly, value conflict has harmful effects. Participants in value conflict often behave immorally, even according to their own standards of behaviour, because they believe the actions of their enemies force them to do so. If a group is regarded as morally deprived, its members may come to be regarded as less than human and undeserving of humane treatment. The demonization or dehumanization of one's opponent that often occurs in moral conflict paves the way for hateful action and violence. It often leads to human rights violations or even attempts at genocide, as parties may come to believe that the capitulation or elimination of the other group is the only way to resolve the conflict.

Statement of the Problem: During the academic period the prospective teachers experience value conflicts through their



adjustment problems at home, at college and in other social situations. Prospective teachers expected to spend on large amount of time on their academic education. Simultaneously, they pursue, and are supposed to pursue, other personal goals in various domains, i.e. career and professional development, making friends and taking on family responsibilities etc. Besides these values pertaining to their needs and interests, the values concerning to traditional beliefs, norms, standards of life, human dignity and rights, a greater concern for the poor, oppressed, sick and the old etc., has also made an influence on their life.

In the light of all these, it is but natural that prospective teachers are confused about proper and sound values resulting in value conflict with adjustment problems. So, the researcher felt that there is a need to examine how adjustment problems create value conflicts among prospective teachers that arise in today's diverse society and hence the investigator has selected the problem.

Title of the Study:

"Adjustment Problems with reference to Value Conflicts among Prospective Teachers"

Need and Significance of the Study

Value conflict arises when a person supports two or more values that have conflicting implications for a policy decision. When a person conflicted with a value is psychologically confused between more than a single decision as he or she wrestles with the conflicting claims of value conflict. At this time to give an

opinion on any issue is very difficult, but it is equality as more important than self-reliance. The person who strongly approves equality favours greater opportunity and social leveling through redistributive measures. Sometimes the person who more strongly favours self-reliance supports allowing people to get ahead on their own without support of anyone. But the person who cherishes both values faces a dilemma he or she is psychologically stretched in different-directions by the tugging implications of conflicting principles and self-adjustment. Both values and adjustments are personally important, and relevant to the issue, but to take a position on one side of the issue would enhance one value with the expense of the other with suitable adjustment policy. Thus, a person must find a way to cope with the value conflict, to balance or calibrate the adjustment opposing implications. The person who is value conflicted implicitly or explicitly seems to be merits in both sides of the adjustment problems and feels pulled in different directions, and must reconcile the conflicting implications of the clash of principles with various adjustment problems.

In the background of adjustment problems and value conflicts this study has meaningful implications for theory, practice and research. The participants in this study are prospective teachers include candidates in the B.Ed. Program in Educational Institutions in the Guntur and Prakasam districts under jurisdiction of Nagarjuna University. Thus, this study will be benefited for educational environment and academic research in that it presents the experiences of these prospective teachers from a values perspective and problem of adjustment shed light on how they have used their concept of values to solve daily



adjustment problems and resolve difficulties.

Objectives of the Study

The objectives formulated for the study were:

1. To find out the influence of the following demographic variables on adjustment problem among prospective teachers.
 - a. Gender
 - b. Age
 - c. Residential area

Hypotheses of the Study

In order to test the significance of objectives formulated the following hypotheses were framed.

1. There would be no significant difference between male and female prospective teachers in their adjustment problems.
2. There would be no significant variance among prospective teachers belonging to different age groups in their adjustment problems.
3. There would be no significant difference between prospective teachers belonging to rural and urban areas in their adjustment problems.

Delimitations of the Study

1. The study is confined to only prospective teachers of B.Ed. colleges in Guntur district of Andhra Pradesh under the jurisdiction of Acharya Nagarjuna University.
2. The number of study units limited to 30 from Guntur district.

Sample: Only 100 prospective teachers from Guntur district comprised the sample for the study.

3. The total sample size is restricted to only 100 prospective teachers from Guntur district.

4. The study is limited to only assessing the adjustment problems with reference to value conflicts.

Method of Investigation

Descriptive studies serve as directed sources of valuable knowledge or stakeholder of education. They help in identifying the status of educational programmers and in planning necessary changes. According to Webster's dictionary, survey method means gathering of data from a cross-section of the population. It is not concerned with the characteristics of individuals but with generalized statistics of the whole population or representative population. Hence, this study found it appropriate to adopt descriptive survey method for data collection.

The main objective of this study is to assess the adjustment problems with reference to value conflict among prospective teachers. In this process the investigator adopted survey method in which the study units are B.Ed. colleges of Acharya Nagarjuna University and the students studying in these colleges are the objects for source of data collection. In this regard a research tool was obtained and administered for data collection from the selected samples of prospective teachers from the selected study units of the study area. Hence, the details of the research tools are discussed as following.



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 |

Statistical Tools

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

Interpretations and Conclusions

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

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

Total sample of prospective teachers	Statistics	Age in Years	Dimension of value conflict					
			(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
N=100	M	24.03	11.98	13.13	14.51	15.1	13.21	12.97
	SD	3.15	2.71	2.89	3.59	4.71	3.53	3.51

The Mean age of the total sample is 24.03 years i.e. almost 24 years. 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.

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.



Age i.e. Lower age group (21-26 years) Vs higher age group (27-36 years)

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).

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.

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).

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).

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).

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

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).

Both the groups were similar along all dimensions of Value Conflict scale.

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