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A study of B.T.C. pupil teachers towards value orientation affected by movies

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Abstract

Human values of B.T.C. (Basic Training Certificate) pupil teachers play very vital role for developing and molding moral character in students at primary stage. It is essential that teacher would be high moral character because teacher being a maker of nation and guider of society. This aim of study was to see the human values in science and arts group of B.T.C. pupil teachers of Agra District and to compare the difference in human values orientation affected by movies. The population of this study constitutes all the B.T.C. pupil teachers of institutes imparting B.T.C. Training of Agra District. For this purpose, 250 B.T.C. pupil-teachers, i.e. 124 from science group and 126 from arts group, were selected. The B.T.C. pupil teachers were related to Private Institutes only. The sample was selected by using the purposive technique. “*Measurement of Value Orientation affected by movies (MVOM)*” tool was taken for this study. The tool was developed by Mahalaxmi Ojha and Dr. Raj Kumar Ohja of National Psychological corporation; Kacheri Ghat, Agra. These human values help to think positively and emotionally towards human beings and it helps to develop moral values in society. The result shows that there is no significant difference between towards social, aesthetical, religious, economical, political, and theoretical values orientation of all categories of B.T.C. pupil-teachers but only significant difference observed between Hindu and Muslim B.T.C. pupil teachers towards theoretical values orientation affected by movies.

Keywords: Anxiety, professional, non-professional students, Graduate Level.

Introduction

Values are the integral part of human life as every human action is the Reflection of an individual values. Every individual is conditioned and guided by some values or the other irrespective of his religion, nationality, culture, civilization, values are regarded, desirable, important and held in high esteem by a society in which a person lives values reflect one's personal attitude and judgment. Decision a choice, behavior and relationship, dreams and vision they influence our thought, feelings and actions. They guide us to right things values are the guiding principles of life which are conducive to all round development. They give direction and firmness to life values are like the rails that keeps the train on a track and help it move smoothly, quickly and with direction. Man and values are inseparable. If man becomes stronger with education, it is second force. The value that brings wholeness to life and it makes the strongest. Mutual survival of people in a progressive society is value based. Human values have sustained the humanity ever since advance in civilization gave rise to organized social structure. However, individual motives in the progressively rampant complexities of the society have taken precedence over the humanitarian concerns and the rapid erosion of the human values has become the order of the day, value education has been globally perceived as an answer to the challenge of strengthen moral and social fabric of society. School and their educational aims have in this scenario of 21st century been to be instrumental in preserving and restoring humanistic values like peace, calm, respect, social equalities etc. and the teacher has to play very significant role in inculcating these values among the students who are future of the society, which is only possible when teacher themselves are value based. A teacher's life is very challenging making heavy demands on his innovativeness and the seriousness with which he accepts his profession. The education commission (1964-66) states that-“Every teacher must ensure that in teaching of his subject and dealing with pupil's fundamental values such as integrity and social responsibility are brought out.”

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To accelerate value development in students the teacher must be filled with values because their personal behavior, way of thinking and discipline of mind directly affect the students. The teacher child relationship should be warm and friendly. The warmth of interpersonal relations readies the child to accept the values given by teachers. A teacher once he accepts teaching as a profession cannot make any compromise on his part because he has to realize that if he does not do his job accurately and properly then he is playing with of the nation and for this teacher himself should be value oriented and if a teacher becomes value oriented then he can create an impact on his students. Teacher should not be ignorant of human values in fact he should be living embodiment of human values both preaching and practicing. B.T.C (Basic Training Certificate) pre-service training course is going on in Uttar Pradesh for elementary education teachers. These B.T.C. pupil teachers can play a vital role in improving human values from starting in students.

Need and Importance of the Study: There is a need to the study the value of the B.T.C. pupil teacher's because value based teaching and valuable teachers are greatly needed for the development of any country. Teacher is said to be the builder of the nation, it is a teacher with the guideline the help if whom the students becomes a doctor, engineer, scientist, educationists, politician and lawyer etc. and thus whole society and future generations depends on him. For this, teacher must understand his duties and responsibilities toward his nation and this is only possible when they have basic human values in them. In every tradition and country the place of the teacher not only in institution but also in society has been glorified.

In Vedic period teaching was regarded as sacred and noblest of all profession. The teacher upheld in high Esteem and regarded as a holy person, even the kings used to bow before them in great reverence.

The teacher was almost next to God. In that period it was said that-

“Guru Brahma, guru vishnu, guru devomaheshwara, guru sakhshatparam brahma, tasmaisriguruvaenamah”

Teachers were responsible for developing the knowledge and molding the character of students. Teachers were capable of opening minds to realize their capabilities and abilities.

Teacher's values play significant and crucial role in shaping and molding the behavior of the child and if the teacher will have values in him, he can instill same in the child which is the need of the present society. At present values are affected by many aspects but movies are one of the main aspects which has largely affected the society. Movies are replica of individualism, personal ethos, cultural values, feelings, customs and tradition.

T.V. and movies surely affects the youth character; they try to imitate the life style of the Hero in the movie. The type of movie one was affected his personality and way of thinking. One who likes action movies may sometimes have an aggressive attitude toward anything.

Thus B.T.C. pupil teacher's values are more important in this regard. If a teacher is more inclined toward watching action cinema or politically inclined, he may be good for different kind of students but not for general students where a teacher is considered as a God.

The importance of study is to reflect the values and ethos effected by movies because success of any educational system depends much on the sincerity and qualities of its teacher, he

plays many role in order to ensure that educational goal envisaged as realized. It is rightly said that destiny of a nation is shaped in classroom. Teacher's values and their perception, behavior, style, outlook probably influences student's behavior.

The values in students the primary requirement is that the teacher himself/herself is committed to the values. Society expects the teacher to be an embodiment of values in his/her life, thus, it become quite essential to access the values among the future teacher i.e., pupil teacher who are future architect to restructure and to build better education system.

Objectives of the Study

1. To study some human values orientation affected by movies.
2. To comparative study of B.T.C. pupil teachers towards social, aesthetic, economical, religious, political, and theoretical values orientation affected by movies.

Hypothesis of the Study

There is no significant difference between in social, aesthetic, economical, religious, political, and theoretical values orientation affected by movies of Hindu and Muslim B.T.C. pupil teachers.

Delimitation of Study

Due to limited resources and time, this study had been delimited as following:

1. This study is conducted within the geographical boundary of Agra District only.
2. This study deals with only B.T.C. Training Institutes.
3. This study deals with only B.T.C. pupil teachers.

Design of the Study

1. **Population:** The population of this study constitutes all the B.T.C. pupil teachers of only private institutes imparting B.T.C. Training of Agra District.
2. **Sample:** A sample is small proportion of population selected for observation and analysis. As a sample 250 B.T.C. pupil teachers were selected from only private Institutes; both basis of gender (male, female), community (Hindu, Muslim) and stream (Science, Arts).
3. **Sampling Technique:** The sample was selected by using random sampling method and this was done in two stages-

(a) Selection of B.T.C. Training Institutes: Keeping in mind the topic of the study the B.T.C. Training Institutes were selected from Agra District only by simple random technique. The list of selected Institutes are as following:

1. R.B. Degree College, Agra
2. M.D. B.T.C. College, Agra
3. C-Impact B.T.C. Institute, N.H.-2, Agra
4. Aryan Institute of Management & Computer Studies, Agra
5. Shanti Niketan B.T.C. College, Agra
6. Dev Education College, Agra
7. ACME Institute of Management & Technology, Agra.

(b) Selection of B.T.C. pupil teachers: For this study 250 B.T.C. pupil teachers were selected category wise as following:

Table

Category/ Gender	Hindu		Muslim		Total
	Arts Group	Science Group	Arts Group	Science Group	
Male	38	37	25	25	125
Female	38	37	25	25	125
Total	76	74	50	50	250

4. **Tool Used:** The tool used in this study is “Measurement of Value Orientation affected by movies (MVOM)” made by Mahalaxmi Ojha and Dr. Raj Kumar Ohja of National Psychological corporation; Kacheri Ghat, Agra, which was established in 1971.

5. **Statistical Techniques Used:** Appropriate statistical technique is used in this study. As following- (i) Mean, (ii) Standard Deviation, (iii) Standard Error of Mean, (iv) Standard Error of the difference between two independent Means, and (v) Critical Ratio

6. Findings and Conclusions

The data were collected from 250 B.T.C. pupil teachers and categorized. After analyzing data, the conclusions were found out according to hypotheses.

- (a) The social values orientation affected by movies of male and female B.T.C. pupil teachers is same.
(b) The social values orientation affected by movies of Hindu and Muslim B.T.C. pupil teachers is same.
(c) The social values orientation affected by movies of Arts and Science Groups B.T.C. pupil teachers is same.
- (a) The Aesthetic values orientation affected by movies of male and female B.T.C. pupil teachers is same.
(b) The Aesthetic values orientation affected by movies of Hindu and Muslim B.T.C. pupil teachers is same.
(c) The Aesthetic values orientation affected by movies of Arts and Science Groups B.T.C. pupil teachers is same.
- (a) The Religious values orientation affected by movies of male and female B.T.C. pupil teachers is same.
(b) The Religious values orientation affected by movies of Hindu and Muslim B.T.C. pupil teachers is same.
(c) The Religious values orientation affected by movies of Arts and Science Groups B.T.C. pupil teachers is same.
- (a) The Economical values orientation affected by movies of male and female B.T.C. pupil teachers is same.
(b) The Economical values orientation affected by movies of Hindu and Muslim B.T.C. pupil teachers is same.
(c) The Economical values orientation affected by movies of Arts and Science Groups B.T.C. pupil teachers is same.
- (a) The Political values orientation affected by movies of male and female B.T.C. pupil teachers is same.
(b) The Political values orientation affected by movies of Hindu and Muslim B.T.C. pupil teachers is same.
(c) The Political values orientation affected by movies of Arts and Science Groups B.T.C. pupil teachers is same.
- (a) The Theoretical values orientation affected by movies of male and female B.T.C. pupil teachers is same.
(b) The Theoretical values orientation affected by movies of Hindu and Muslim B.T.C. pupil teachers is not same, because Muslims are more dedicated to their Religion than Hindus.
(c) The Theoretical values orientation affected by movies of Arts and Science Groups B.T.C. pupil teachers is same.

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