A STUDY OF VALUE PATTERNS ACROSS DIFFERENT ACADEMIC STREAMS

Dr. Jagdishchandra Sharma HOD: Education department Dr.A.P.J. Abdul Kalam university Indore, Madhya Pradesh

Parekh Archana Partapray Dr. A.P.J Abdul Kalam University Indore archanaparekh81@gmail.com

Abstract:
Understanding the value patterns across various academic streams is crucial for educational institutions, policymakers, and students themselves. This study aims to investigate the value patterns prevalent among students pursuing different academic disciplines. By examining the underlying values, preferences, and motivations, this research seeks to shed light on the factors influencing students' choices and behaviors within the academic realm.

The methodology employed in this study involves a mixed-methods approach, combining quantitative surveys and qualitative interviews. A diverse sample of students from various academic disciplines is recruited to capture a comprehensive perspective. Quantitative data are analyzed using statistical techniques to identify trends and correlations, while qualitative insights provide depth and context to the findings.

1. Introduction:

Education brings about the desired changes in society. Additionally, it conserves the nation's sociocultural and spiritual heritage so that it can be passed on to future generations. The ideal approach is for culture to serve as the foundation for faith and dedication along the developmental path. The man is wealthy and prosperous, but education is the source of cultural success. The cultivation and development of Sanskar have been largely disregarded by the educational system of the current era. The timing is ripe to bring these characteristics back into the system. The absence of these virtues from the educational system will bring to anarchy in society. The current study focuses on examining the value patterns of trainees pursuing a B.Ed. in various academic programmes

2. The importance of study:
• This research has been made to identify the value pattern of the B.Ed. trainee. The importance of that is as per the following.
• The present research will be helpful to B.Ed. trainee, lecturers, and principal.
• The present research will be helpful to curriculum development of B.Ed.
• The present research will be helpful to measure the value pattern of B.Ed trainees.

Values are highly vital to each and every individual because an ideal nation can be produced by ideal citizens if value patterns are taught in each and every individual. Thus, a researcher's idea has been implemented, and a value pattern of B.Ed. students has been examined.

3. Objective of the study:
1. To measure the value pattern of the B. Ed trainees.
2. study and compare the value pattern of B.Ed trainees in relation to their different academic streams.

4. Hypothesis of the study:
Ho1: The mean value scale scores of the B.Ed. trainees in science and commerce will not differ significantly.
H02 The mean values of the value scale for B.Ed. trainees in the arts and commerce will not differ significantly.
H03 The mean values on the value scale for B.Ed. trainees in the arts and sciences will not differ significantly.

5. Variables of the study:

Types of variables	Name of variables	Level
Independent variable	Stream	Arts
		Commerce
		Science
Dependent variable	Values	Personal value
		Social values
		Cultural values
		Economic value
		Education value

6. Operational definition of the study:

(1) Value Dictionary (Meaning): "Value means something useful, qualitative, and important, maybe attainable or can be valued."

Theoretical definition: John Dewey: "Value means comparison, selection, decision and evaluation" Fracal- 1997: "Value is a concept, a definition. It means a concept and a definition of something important in life. When a human being values something at that time he can make an effort to do something right or to attain something".

Operational definition: In the present research value means value like the personal, social, cultural, economic, and educational value based constitutes, the mean score obtained from the self-made and standardized scale is considered as values.

(2) Value pattern:

Theoretical definition: According to Webster's new illustrated dictionary, 'Value pattern is set principal whereby conduct is directed and regulated as a guide for individual or society group'.

Operational definition: Here value pattern is considered as a total score obtained by B.Ed Trainees on value pattern scale developed by the researcher to her Ph. D work.

7. Area of research: Research that was presented to professional B.Ed. trainees at the graduate level. The two research fields of value education and philosophy of education were connected to this study.

8. Population: The population of the present study is trainees studding in the B. Ed college of Rajkot city.

9. Sample selection: A stratified random sampling procedure was used to choose 500 trainees from the college to be included in the sample for the current study on Rajkot city.

10. Research design This research design is nonexperimental. Research is related to the types of surveys. The result of the study was found with the help of statistical techniques. Hence, the present study was classified under quantitative research.

10. Research methodology: The study employed the survey research design.

11. Tool: She created and standardized this instrument on her own.

12. Data collection: The researcher made direct contact with the principal of the chosen B.Ed. college and paid him a personal visit to gather the data for the current study. After obtaining consent, the program and the research's objective were explained, and after that, the value scale's purpose was explained to them. The students were informed that their performance on these examinations was unrelated to their results on the final exam. They were informed that the results would be kept private

and utilised exclusively for research. Every current B.Ed. trainee at a few chosen B.Ed. colleges received a value scale.

13. Analysis and interpretation of the data:

Table 1.1

Stream	N	M	SD	T value
Commerce	123	250.26	23.40	O. 30200
Science	206	249.35	27.87	

According to table 1.1 that stream wise no of commerce was 123 while science was 206 mean score of commerce B.Ed trainees was 250.26 and science B.Ed trainees mean score was 249.35 std. deviation of commerce B.Ed trainees was 23.40 and science B.Ed trainees std. deviation was 27.87 respectively t-value (means scores difference) between commerce and science B.Ed trainees was 0.30200 it is not significant. So Hypothesis-1: There will be no significant difference between the mean score of the value scale of commerce and science B.Ed trainees was accepted so we conclude that commerce B.Ed trainees were more effective in value scale rather than science B. Ed trainees.

Table 1.2

| Stream	N	M	SD	T Value
Commerce	123	250.26	23.40	3.772
Arts	171	240.47	20.81	

As per Table 1.2, the number of commerce trainees by stream was 123, whereas the number of arts trainees was 171. The mean score of commerce B.Ed trainees was 250.26, and the mean score of Arts B.Ed trainees was 240.47. The standard deviation of commerce B.Ed trainees was 23.40, and the standard deviation of Arts B.Ed trainees was 20.81. The t-value, or the difference in means scores, between commerce and Arts B.Ed trainees was 3.772, signifying significance. Therefore, we infer that commerce B.Ed. trainees were more effective in the value scale than Arts B.Ed. trainees. Hypothesis 2: There will be no significant difference between the mean score of the value scale of commerce and Arts B.Ed. trainees was accepted.

Table 1.3

Stream	N	M	SD	T Value
Science	206	249.35	27.87	3.447
Arts	171	240.46	20.81	

According to table 1.3 that Personal value wise no of Science was 123 while Arts was 171 mean score of Science B.Ed trainees was 250.26 and Arts B.Ed trainees mean score was 240.47 std. deviation of Science B.Ed trainees was 23.40 and Arts B.Ed trainees std. deviation was 20.81respectively t-value (means scores difference) between Science and Arts B.Ed trainees was 3.772 it is significant. So Hypothesis-3: There will be no significant difference between the mean score of the value scale of commerce and Arts B.Ed trainees was accepted so we conclude that commerce B.Ed trainees were more effective in value scale rather than Arts B.Ed trainees.

Graph 1.1
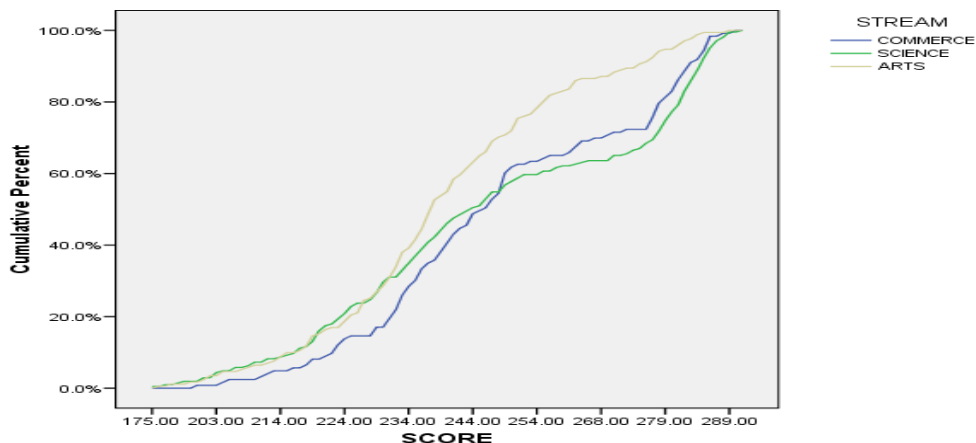
We observed the above graph no. 1.1 it is seen that there is difference of 05 marks in the preliminary marks of commerce, Arts and science streams, Among the students who scored more then 225 marks the highest difference was observed in the scores of commerce, Arts, science streams students. Science stream students were found to have more sense of values than Arts and commerce stream students.

14. Findings of the study:
1.There is no difference in value of Commerce and Science B.Ed. trainees. The Commerce B.Ed. trainees and science B.Ed. trainees have almost equal.
2. There is difference in value of Commerce and Arts B.Ed. trainees. The Commerce B.Ed. trainees have high value than science B.Ed. trainees.
3. There is difference in value of Science and Arts B.Ed. trainees. The Commerce B.Ed. trainees have high value than science B.Ed. trainees.

15. Implications:
Various seminar, workshop, conferences on value education should be organized specially for Arts and commerce B. Ed trainees.

16. Conclusion:
Hence, to conclude- The role of a teacher in the changing social scenario is becoming very challenging. In the earlier times teacher was the only source of information and commanded respect on this respect. Any one desirous of gaining knowledge had to bow down to him. Today, we have multiple information centers such as books, coaching centers, The audio visual aids and internet services. Thus teacher's role as the only source of Information is marginalized. The society is becoming more materialistic and values appear to be pushed into the background. Everyone in the society is aspiring to become rich, as much as possible and as quickly as possible. The maxim has been to become wealthy at all costs. This rapid wealth accumulation process always comes at the expense of moral principles. A society can only be guided in the correct path by an ideal teacher, one whose own life is a shining example of morality. He has to demonstrate the essential values such as optimism, motivation, willingness to learn and teach, truth, non violence, never to speak and think ill of others, creativity and ability to demonstrate unaddressed love. Promotion of human values in the society depends on the promotion of good qualities among individuals. In every tradition and in every country the place of a teacher, not only in the institution but also in society, has been glorified. According to a Japanese saying-A poor teacher tells, an average teacher teaches, a good teacher explains, an excellent teacher demonstrates and a great teacher inspires. To inspire the students, a teacher should discharge twin roles-one is to mould himself and other to mould others. A nation with atomic power is not a strong nation but a nation with people with strong character is indeed a strong nation. Therefore, for the sustainable human development as well as for the social growth, there is a need of value based education, spiritual education, ethical education, as well as need based education.

17. Reference:
1.Agarwal, J.C. (1994). Essentials of Educational Psychology. New Delhi: VikasPub.House.
2.Anastasi, Anne (1968). Psychological Testing. London: The Macmillan Company.
3.Borg, W.R. and Gall, M.D. (1983). Educational Research An Introduction (4thed.). New York: Longman.
4.Calkins, Keith G. (2005). Statistical Methods in Education and Psychology (3rded.). New York: Allyn & Bacon.
5.Carmines, G. et al. (1979). Reliability and Validity Assessment. New York: Sage Publications Inc.
6.Cohen, Louis et at. (2011), Research Methods in Education, (7th ed.), India: Replika Press Pvt. Ltd.
7.Good, C.V. (1972). Essentials of Educational Research (2nded.). New York: Meredith Corporation.
8.Gupta, N.L. (1986), Value Education: Theory and Practice, Ajmer: Krishna Brothers.
9.Jackson, S.L. (2009). Research Methods and Statistics: A Critical Thinking Approach (3rded.). Belmont, CA: Wadsworth.
10.Khan, Mohd. Sharif (2004). Educational Research. New Delhi: Ashish Publishing House.

11.Koul, Lokesh. (2013). Methodology of Educational Research (4thed.). Noida, India: Vikas Publishing House Pvt. Ltd.Maitles,

13.Henry (2007), Values in Education-We're all citizens Now, Scotland: Dunedin Academic Press Ltd.

14.Pandey, Prabhat& Pandey, Meenu M. (2015). Research Methodology: Tools and Techniques. Romania: Bridge Center.

15.Pedhazur, E. and Schmelkin, L. (1991). Measurement Design and Analysis: An Integrated Approach. New York: Psychology Press.