



RELATIONSHIP BETWEEN FAMILY ENVIRONMENT AND VALUE ORIENTATION AMONG PROSPECTIVE TEACHERS AT SECONDARY LEVEL

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Abstract- In the midst of technological innovations and sophistications human life had undergone drastic and irreversible changes in all dimensions. More individualistic thoughts pervade in all walks of life and the same happens in the family systems also. Traditional patterns of family set up gave way to modern practices; consequently family ties and relations have loosened. The present study investigates how the family environment influences the value orientation of prospective teachers. A family environment scale and a value orientation inventory were prepared by the investigator and administered among a random sample of 200 prospective teachers of various secondary teacher education institutions in Kerala and the scores were analysed employing Pearson's correlation test. The findings make obvious the existence of significant, positive, and substantial relationship between family environment and value orientation among prospective teachers. The study highlights the significance of family environment in developing desirable value system among the youngsters.

Key Words: Family environment, value orientation, prospective teachers

I. INTRODUCTION

In the modern world, due to the latest technological innovations and extreme complexities, people have become more and more individualistic and selfish and the 'deterioration of values' has become one of the most important crises. Generally, the 'breakdown of values' is considered as an explanation for the atrocities and violence we witness today. The biggest problem of today is lack of moral and ethical values and total neglect of 'emotional integration' (Neha, 2016). According to Mukerjee (1964) values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards, and aspirations. Values guide a person's attitudes, choices, and behaviour and they influence the process of decision making. They form the bases of a person's accountability in whatever role s/he plays; hence, it is also considered as one of the most important aspects of one's personality. Values can be defined as a set of norms of behaviour which guides the people to do things in such a way that there will be joy, satisfaction, peace of mind and harmony among individuals and in society (Njayarkulam, 2003). Traditionally five basic human values such as truth, righteous conduct, peace, love, and nonviolence are considered as the five sources of moral strengths (Sirswal, 2011).

The formal education system aims to inculcate democratic values, egalitarian and generous attitudes, character, moral integrity, good behavior, and self-discipline among learners through its curricular and co-curricular activities. According to Sharma (2005) the core values to be inculcated in learners through the process of schooling at secondary level are: discrimination between right and wrong, secularism or respect for all religions, service to others, humanism and love for mankind, and national integration.

The role of education in the development of personality of individuals is undeniable. A child spends most of his / her formation period in schools. Therefore, the responsibility of the formal education system in developing a child's personality cannot be underestimated. Teachers are tasked with meeting the needs of learners. They share the important responsibility of developing new citizenry and thus building the nation. In class room, teacher can use biographies, debates, discussions, stories, essays, article writing, and newspaper reading, to make the students aware about importance of values. The present education scenario demands such a value based education which strengthens solidarity among people of different religious and cultural backgrounds to help them to live together with peace and harmony (Paul, 2017). However, we are not sure about the extent of the upholding of values among the teacher community as Dasari (2017) in a study noted that pre-service teachers at secondary level did not realize the importance of social values like equality and peace. If teachers are strictly abiding to values the students will also realise the importance of values in the present world. Murzina (2018) pointed out that the crisis of contemporary education as a crisis of values. Shelly and Jain (2012) opined that corruption, privatization,

and undue political interferences are the probable causes of ethical deterioration of Indian education system; the only way to arrest this deterioration is to provide value-orientation in Indian educational system.

The influence of one's family on his/her predispositions, attitudes, values, and behaviour is to be considered while discussing about the significance of values of teaching community in the educational process. What a person gains from his/her home is his/her behavior in social situations; the same is true of value orientation. Family environment is a predictor of a person's socio-emotional adjustment and hence value orientation. Tripathy and Sahu (2019) proved that the family environmental factors such as cohesion, expressiveness, conflict, acceptance and caring, independence, active-recreational orientation, organization and control have significant role in socio-emotional and educational adjustment. Likewise Vashisht and Rishipal (2019) revealed that family environment has a significant impact on self-concept and personal values. In another study Kumar (2016) noticed that theoretical, aesthetic, social and political values are found to be positively related with the home environment of adolescents. Similar conclusions were made in Narad and Dhillon (2016) also. It was found that religious, social, democratic, economic, knowledge, hedonistic, and health values differ significantly with respect to the various dimensions of home environment. If the environment of family is good and motivating and cohesiveness is found among family members, the adjustment capacity of young adults will increase and result in happy and healthy personality (Sahu & Singh, 2014). Thus it is evident that a conducive and favourable family environment is helpful in imbibing desirable values and attitudes among the youngsters.

II. NEED AND SIGNIFICANCE

The education system in India today is undergoing multifaceted changes. Quantitatively, more and more efforts are being made to spread education to the weaker sections of the society. Various measures are taken to raise the standard of education at different levels on the qualitative aspects also. The duration of teacher training courses across the country has been increased to two years with the aim of molding high quality and globally talented teachers. This underscores the importance of the role and responsibility of teachers in today's educational process and society. Since values are the guiding principles of one's behavior, the nature of the values that a teacher upholds in the educational process is very important. In addition to enhancing cognitive skills and professional skills, a teacher needs to develop his / her affective domain, including his / her value system. Secondary level teacher education is established to mold teachers who have to deal with teenage boys and girls, and such teachers must have a great deal of commitment and value to help and guide students at a critical stage in their lives. Now, teacher education courses are organized to engage student teachers in various extension activities involving community participation. The aim of such activities is to cultivate personal and social values in student teachers.

The family environment involves the circumstances and social climate conditions within families. Since each family is made up of different individuals in a different setting, each family environment is unique. The character and tenor of the home environment in which children learn has important consequences for the extent to which young adults ultimately come to share their parents' beliefs and values (Moore-Shay & Berchmans, 1996). The family environment is an important factor in molding a person. The relationships and interactions in the family, mutual responsibilities, cooperation and sharing, all have a lasting impact on the members of the family. The present study aims to investigate the relationship between family environment and value orientation among prospective teachers at secondary level.

OBJECTIVES OF THE STUDY

1. To find out whether there exist significant relationship between family environment and value orientation of prospective teachers at secondary level
2. To find out whether there exist significant relationship between family environment and value orientation of prospective teachers in the subsamples based on gender and locale
3. To compare the relationship between family environment and value orientation of male prospective teachers and that of female prospective teachers
4. To compare the relationship between family environment and value orientation of rural prospective teachers and that of urban prospective teachers

HYPOTHESES OF THE STUDY

1. There is significant relationship between family environment and value orientation of prospective teachers at secondary level.

2. There is significant relationship between family environment and value orientation of prospective teachers in the subsamples based on gender and locale.
3. There is no significant difference in the relationship between family environment and value orientation of prospective teachers of different gender.
4. There is no significant difference in the relationship between family environment and value orientation of prospective teachers of different locale.

III. METHODOLOGY

For the conduct of the present study normative survey method was adopted. The sample for the study included 200 prospective teachers selected randomly from five secondary teacher education institutions from Thiruvananthapuram and Kottayam districts of Kerala. The family environment and value orientation of prospective teachers were assessed by using a Family Environment Scale and a Value Orientation Inventory, both prepared by the investigator. The tools were administered to the selected sample and the scores for the two instruments were consolidated and subjected to Pearson's correlation analysis and t test in order to verify the hypotheses formulated in the study.

IV. RESULTS AND DISCUSSION

1. Relationship between family environment and value orientation of prospective teachers

The degree of relationship between family environment and value orientation of prospective teachers at secondary level was assessed by subjecting their scores for family environment scale and value orientation inventory to Pearson's product-moment correlation test. The data are presented in the table 1.

Table 1: Data showing the relationship between family environment and value orientation of prospective teachers at secondary level

Sample	r	t	SEr	Confidence Interval (99%)		Verbal interpretation
				Lower	Upper	
Total (N = 200)	.527	8.725	.051	.395	.658	Substantial Relationship

Table 1 reveals that the coefficient of correlation between family environment and value orientation is .527; this value is greater than the table value (.181) needed to reject the null hypothesis of 'zero correlation' between the variables at .01 level. The 't' value obtained (8.725) is greater than the table value, 2.58. Hence the obtained correlation is significant at .01 level. The standard error of coefficient of correlation (SEr) obtained is .051 and the confidence interval of 'r' ranges from .395 to .658. The results indicate that there is a significant, positive, and substantial relationship between family environment and value orientation; thus the first hypothesis of the study is verified.

2. Relationship between family environment and value orientation of prospective teachers in the subsamples based on gender and locale

To detect the extent of relationship between family environment and value orientation of prospective teachers in the subsamples based on gender and locale, the scores obtained for family environment scale and that of value orientation inventory of each category were subjected to Pearson's product-moment correlation test. The details are shown in table 2.

Table 2: Data showing the relationship between family environment and value orientation of prospective teachers in the subsamples based on gender and locale

Sample	r	t	SEr	Confidence Interval (99%)		Verbal interpretation
				Lower	Upper	
Male (N = 60)	.549	5.001	.090	.316	.781	Substantial Relationship
Female (N = 140)	.501	6.800	.063	.337	.664	Substantial Relationship
Rural (N = 106)	.562	6.929	.066	.390	.733	Substantial Relationship

Urban (N = 94)	.493	5.435	.078	.291	.694	Substantial Relationship
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Table 2 shows that the coefficient of correlation between family environment and value orientation of male prospective teachers, female prospective teachers, urban prospective teachers, and rural prospective teachers are .549, .501, .562, and .493 respectively and are significant at .01 level since all the values are greater than the respective table values (.325, .208, .254, and .267) required to reject the null hypothesis of 'zero correlation' between the variables. The results indicate that there exist significant, positive, and substantial relationship between family environment and value orientation of prospective teachers in all the subsamples based on gender and locale. The second hypothesis of the study is thus substantiated.

3. Comparison of the relationship between family environment and value orientation of male prospective teachers and that of female prospective teachers

In order to compare the relationship between family environment and value orientation of male prospective teachers and that of female prospective teachers, the difference between the coefficients of correlation (r) between these two subsamples was tested for significance. The significance of the difference between the r 's was computed after converting the r 's in to Fisher's z function (Garrett, 1966, p. 241). The data and results of the test of significance of the difference between the coefficients of correlation are presented in table 3.

Table 3 Data and results of the test of significance of the difference between 'r's of male prospective teachers and that of female prospective teachers

Category	N	r	z Coefficient	Critical Ratio
Male	60	.549	.62	0.444 ($p > .05$)
Female	140	.501	.55	

When comparison is made between the r 's of male and female prospective teachers the critical ratio obtained (0.444) is less than the critical value (1.96) required to reject the null hypothesis of 'no-difference' at .05 level. Therefore it can be inferred that there is no significant difference between 'the coefficient of correlation between family environment and value orientation' of male prospective teachers and that of female prospective teachers. Both male prospective teachers and female prospective teachers possess similar pattern of relationship between the variables under consideration. Hence the third hypothesis of the study is substantiated.

4. Comparison of the relationship between family environment and value orientation of rural prospective teachers and that of urban prospective teachers

To compare the relationship between family environment and value orientation of rural as well as urban prospective teachers, the difference between the coefficients of correlation (r) between these two categories was tested for significance. The data and results of the test of significance of the difference between the coefficients of correlation are presented in table 4.

Table 4 Data and results of the test of significance of the difference between 'r's of rural prospective teachers and that of urban prospective teachers

Category	N	r	z Coefficient	Critical Ratio
Rural	106	.562	.63	0.625 ($p > .05$)
Urban	94	.493	.54	

When the r 's of rural and urban prospective teachers are compared the critical ratio obtained (0.625) is less than the critical value (1.96) at .05 level. Therefore it can be interpreted that there is no significant difference between 'the coefficient of correlation between family environment and value orientation' of rural prospective teachers and that of urban prospective teachers. Both rural prospective teachers and urban prospective teachers possess similar kind of relationship between the variables under study. Hence the fourth hypothesis of the study is substantiated.

V. CONCLUSION

The results of the study claim that there exist significant, positive and substantial relationship between family environment of prospective teachers and their value orientation. Also the pattern of relationship between the variables under study is comparable among the subsamples based on gender and locale. Hence it is proved that the nature of family environment will influence the value orientation of prospective teachers. The findings of the present study are in conformity with that reported in previous researches (Vashisht & Rishipal, 2019; Narad & Dhillon, 2016; Kumar, 2016). The findings of the study highlight the role family in inculcating desirable values among the members; though it seems to be a difficult task in the present socio-cultural context.

VI. REFERENCES

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