

VALUE DEVELOPMENT AMONG B.Ed. STUDENTS THROUGH TELEVISION PROGRAMME

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ABSTRACT

Today's student teachers will be the future-teachers in schools. They will meet the secondary students. Their future is going to be shaped by these teachers. The greatest malady affecting our country today is the crisis of character. The children getting education in schools, colleges and universities are losing their idealism and are living in a spiritual vacuum. The present system of education, which is based on the western model has given us a plenty of knowledge, but no wisdom. Hence, there is a need of value education. If the teachers will get value education it will be possible to disseminate this to the children. Various recommendations made by different commissions have given importance to value education in teacher education institutions. Television is an important media of information communication technology with which student teachers get regular day to day interaction. In this concern, it is important to explore the role of television in value development among B.Ed. students. The main objectives of this study is to find out the level of value development of B.Ed. students with respect to their sex, stream of study such as Arts or science and age. Descriptive survey methodology has been followed for the conduction of research. It is found from the study that very few percentage (3%) of B.Ed. students of Utkal University possess excellent level of value through television programs and maximum percentage of B.Ed. students (72%) have average level of value development. The difference between the level of value development of male and female B.Ed. students was significant. The level of value of female B.Ed. students was higher than the male counterparts. There is no significant difference in the level of value development of B.Ed. students through television programmes with respect to stream of study and age. Hence, it can be suggested that more television based programmes can be included in the B.Ed. curriculum for enriching their value development.

KEYWORDS: *Value, B.Ed. Students, Television Programme*

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INTRODUCTION

An individual's behaviour is determined by his interest, attitude and values. Values are the foundation of our social and cultural life. Value is a concept that describes the beliefs of an individual and culture. They represent an important aspect of human life that controls and directs behaviour. A set of values may be placed into the notion of a value system. Values are considered as subjective and vary across people and cultures. Types of values include ethical/moral values, political values, religious values, social values, aesthetic values. Human being is the best ever creation of God. In this materialistic world, human being is lagging behind to understand the values that are present within him. Values give meaning to our life,

allowing us to see the reality with understanding the passion to carry our plans. “Values are defined as core conception of the desirable within every individual and society” (Milton Rokeach, 1976). Again “Being clever is not enough in our modern science, free will and deep feeling must accompany clear thought” (R. Skener). Education, off-bringing culture and external influences play a large part in our value judgement. “Education does not mean teaching people to know that they don’t know, it means teaching them as they don’t behave” (J. Ruskin). Teacher has a greater role in imbining values among students. Hence, value education has quite essential role in the field of teacher training programme. It is debated whether some values are innate (Wikipedia, 2006). Generally, a number of factors are actively responsible in the process of imbibitions of values. Social environment and social interaction play a vital role in imbibing values. The latest among this list is television. Morgan (2007) suggests that television may affect not only values, but young people’s behaviour as well, in relation to what they buy, how they dress and act, how they define their identity and how they come to an understanding of their place in the world. In light of these, we may come across that television has a greater role in value development.

Different philosophers have tried to define value in a variety of ways. W. M. Verban rightly says, “That alone is ultimately and intrinsically valuable that leads to the development of selves or to self-realization”. James Ward rightly points out that “Value resides in the object of desire. The object that satisfies a desire has value. When an object satisfies a desire it gives rise to pleasure. The feeling of pleasure is the sense of value but not value in itself”. According to J. Mackenzie, “pleasure may fairly be described as a sense of value”. The feeling of pleasure is accompanied of objects which have a certain value for the consciousness to which they are presented”. John Deniey has stated, “Value may be connected inherently with liking, and yet not with everything but only with that judgement has approved after examination of the relation upon which the object liked depends”.

Finally, we can define values as a unique, ultimate and underivable concept, which has its own essence and being. It belongs to the being which Plato discovered first, the realm which we can spiritually discerns, but cannot see or grasp.

Various types of values are there. Value can be classified into two broad categories as:-

- **Indian Values:** There are the values which are related with the development of human personality or individual norms or recognition and protection of the human personality such as honesty, loyalty, veracity and honour.
- **Collective Values:** Values connected with the solidarity of the community or collective norms of equality, justice, solidarity and suitability are known as collective values.

Values can also be categorized from the point of view of their historical arrangement:-

- **Intrinsic Values:** These are the values which are related with goals of life. They are sometimes known as ultimate and transcendent values. They determine the schemata of human rights and duties of human virtues. In the hierarchy of values, they occupy the highest place and superior to all other values of life.
- **Instrumental Values:** These values come after the intrinsic values in the scheme of gradation of values. These values are means to achieve goals (intrinsic values) of life. They are also known as incidental or proximate values.

Other types of values include the following points:

- **Spiritual Values:** Spiritualism is a truth. Every truth or every conviction based upon what is believed to be true has its ultimate sources. The ultimate source has two aspects, i.e. subjective experience and objective event, child birth is an objective event and giving birth to a child is for each mother is a subjective experience. This is unique

for all mothers. This value includes the human aspects like selfless service towards helpless and poor persons tendency to encourage the self-social status, mercy, emotions, etc.

- **Moral Value:** The kind of behavior approved by the people is called moral behaviour and the kind of behaviour disapproved by the people is called immoral behaviour. An individual can develop moral behaviour only when he understands what is good and what is evil. This consciousness of right and wrong, good and evil is called moral values. The concept of good differs from person to person. But the good considered from moral point of view is regarded as the highest good. Morality helps mankind to understand the difference between good and evil and respect the dignity of other people.
- **Social Values:** Individuals constitute society which has certain ideas, models and norms in general in respect of behaviour, conduct, duties and responsibilities towards one another. True education aims at developing individuals into social beings having these virtues. Social values have been emphasized at every stage of social development. The ancient Indian educational institutions attached importance to social values. The students in the 'Gurukul' had to render service not only for their student community, but for the institution as a whole.
- **Religious Values:** Every individual belongs to one religion and each religion has different considerations. Religious value develops within an individual a sense of love, belongingness, etc. This also includes existence of power of God, religion, quality detachment with unreligious work, etc.
- **Knowledge Values:** Attachment with knowledge, education, truth, principle, etc. constitute knowledge value.
- **Economic Values:** Tendency to collect money, means to get money, distinction between right and wrong etc. constitute economic value.
- **Aesthetic Values:** Beauty, drawing, music, dance, acting literature, love etc. constitute aesthetic value

Rationale of the Study

Today's student teachers will be the future-teachers in schools. They will meet the secondary students. Their future is going to be shaped by these teachers. The greatest malady affecting our country today is the crisis of character. The children getting education in schools, colleges and universities are losing their idealism and are living in a spiritual vacuum. The present system of education, which is based on the western model has given us a plenty of knowledge, but no wisdom. Hence, there is a need of value education. If the teachers will get value education it will be possible to disseminate this to the children. Various recommendations made by different commissions have given importance to value education in teacher education institutions.

Ordinary teachers can bring about extra-ordinary transformation in the society. A teacher should practice what he preaches. Teachers are the role-model for the students. Their actions convey more than their words. Students learn values from what the teachers are rather than from what they say. Teacher makes a maximum impact on the personality of a student in the formative years. Students imbibe virtues and vices knowingly and unknowingly from these role models. Teachers demonstrate the appropriate behaviour of their students by their actions. Teachers must have healthy attitude and should possess rich values. Teaching is all about attitude – positive/negative towards their job of imparting quality education. A teacher is not only a source of information but is also a mentor and guardian. For this teacher must respect the teaching profession, love her subjects and students, students will seek inspiration from teachers who have high self-esteem.

TV is basically an informal and passive agency of education. But it has now become very influential and effective medium of communication all over the world. TV is not merely an entertainment source rather it has become now a

channel of a large number of educational programmes. “Gyan Darsan” channel started recently in India as a special channel of education is a vivid example of making TV a potent agency of education at various levels.

A famous scientist John Boydin 1926 invented TV. It was introduced in India on an experimental TV service and was launched in Delhi on 15th August, 1959. Due to satellite medium various TV Channels are commissioned and they are transmitting various entertaining and educational programmes. Social media technologies allow for television to be accessed and shared in a variety of ways. Viewers can actively participate while watching a programme and have their interactions viewed and responded to in real time by other viewers.

Today, the question whether television influences the formation of values or whether the media itself reflects the values of society may prove somewhat paradoxical materialistic and pro-social values both exist in society and transmitted through the TV.

On many occasions, the media transmits values that contradict those pursued by the educational curriculum. However, the immense power and attraction of television should be acknowledged and acquisition of values should be recognized (Carr, 2006, Medrano, Wistenberg, 2007). We know that television as many materialistic as pro-social values and we believe that this ambiguity is harmful from the point of view of moral education (Aierbe and Medrano, 2008; Castalls, 2009; Madariaga and Gofri, 2009; Cortes, 2007). Similarly, Carr (2006) descriptively analyzes some characters appearing in films and confirms his thesis that the electronic media, such as TV and cinema are relevant factors in construction of morality. In fact, the viewing of films is a possible strategy for moral education. In short in light of the findings of previous studies, we base our work on the basic hypothesis that television intents constitute a channel of learning through the narratives they present. And it is possible to teach and learn values through said narratives.

All the values have important considerations in regards to human life. Hence, all their values should be developed within the individual. There are various kinds of value disseminators. But television has its own bearing regards this. There are various programmes like religious, local, international, entertainment programmes are telecasted through television which are helpful in developing different types of values. Television plays a key role in socialization, not only in the acquisition of information, but also through the adoption of behavioural models transmitted through the characters appearing in different programmes. In a study comparing different age groups (children, young people and adults); Harwood (1997) found a greater preference for same age characters. Young people were happy to watch series or films featuring characters older than themselves providing they were not immersed in amorous relationships. Similarly, this same study shows that young people prefer to watch young characters on TV. As is shown in our country, it is also true that in programmes targeted at young people, while those at the two extreme end of the life-cycle (children and the elderly) are under-represented. Most of the items in television programmes encourage the development of human character, intellect, and physical powers. The television programmes must often offer alternative formal or informal education for children, the youth or even adult listeners or patronizes.

Thus, through the mean of television, one is exposed to other people’s views, cultures and circumstances. Thus, no doubt encourages the appreciation of one’s cultures and those of others, as well as the application of existence generally. This appreciation leads to superior moral qualities of tolerance, unity and harmony in existence.

Television as an expensive medium of communication has contributed to overall development of the nation in no small measure. It has enormous role in developing aesthetic values such as:-

- TV can present thing as they really are; (realism achieved through sight and hearing).
- Events can be shown as they are happening.
- It can address the whole person, since its range of subjects is both comprehensive and flexible.
- It can also address both the literate an illiterate with equal success and effectiveness.
- It can speak to the individual intimately, but also tends itself to group reception.
- It has both intellectual and emotional appeal.

As a development agent, television has done much and can do much to activate human intention and cultural development through serious educational programmes which happily are now a feature of all televisions.

Statement of the Problem

In order to know which values are developed among student through television program, the researcher has taken the present study entitled as: “**VALUE DEVELOPMENT AMONG B.Ed. STUDENTS THROUGH TELEVISION PROGRAMME**”.

OBJECTIVES OF THE STUDY

The objectives of the study are

- To find the level of values development among B.Ed. students through television program.
- To compare value development among B.Ed. students through television program with respect to their sex.
- To compare value development among B.Ed. students through television program with respect to their streams of study such as Arts and Science.
- To compare value development among B.Ed. students through television program with respect to their ages such as above 25 and below 25.

Hypothesis of the Study

- **H₀₁** There is no significant differences between male and female student teachers regarding value development through television programme.
- **H₀₂** There is no significant differences between student teachers of above 25 and below 25 of age regarding value development through television programme.
- **H₀₃** There is no significant differences between Arts and Science student teachers regarding value development through television programme.

Scope and Limitations of the Study

The study will be limited to:

- Only teacher education institutions of Govt. of Odisha, Utkal University.
- Students of Govt. B.Ed. colleges.

Operational Definitions of the Terms Used

- **Values:** A value is a person's judgment of what is valuable or important in their life and how they feel about a belief that they hold. Value gives meaning and direction to every part of the life.
- **Television Program:** Various types of television programs like religious cultural, local programmes are telecasted in such as national, international, discovery and local channels.
- **B.Ed. Students:** Student teachers who are continuing their education in CTEs and IASEs (Govt. of Odisha) during the session 2014–2015 of Utkal University.

Design of the Study

The design of the study is descriptive design as the purpose of the study is to describe and interpret what it is. Sometimes, these are referred as 'correlation' or 'observational' studies. A descriptive study can provide information about the behaviour, attitude and other characteristic of a particular group. Descriptive research design is a scientific method which involves observing and describing the behaviour of a subject without influencing it.

Method

Descriptive Survey method is followed in this study. It is the method of investigation to study, describe and interpret what exist at present. It describes record, analyses and interprets the condition that exists. In this research, an attempt is made to discover the relationship between existing non-manipulated variables apart from some comparison or contrast among the variables.

Population

All the student teachers those who are studying B.Ed. in different teacher education institutions under Utkal University, Government of Odisha.

Sample

A sample of 100 student teachers (50 males and 50 females) are selected randomly from different teacher education institutions under Utkal University.

Tool

A standardized tool employed with the study i.e. "Television Program Value Assessment Scale" developed by Dr. Pradeep Kumar Mishra & Dr. Ajit Kumar Sankhdhar.

Procedure of Data Collection

With the humble permission of Principals of the respective teacher education institutions (NKC CTE, Angu, NDW CTE, Bhubaneswar and RNIASE, Cuttack), the investigator administered the test among 100 student teachers from each teacher education institutions personally to collect the data. The investigator first distributed the questionnaires to among all the selected student teachers and asked them to fill in the required information in the questionnaires provided to them. The investigator explained how to answer on the questionnaire.

Analysis and Interpretation of Data

The investigator scored the responses with the help of scoring key. The investigator took the relevant scoring key placed it on the answer sheet by counting the number of correct responses items visible through the perforation. Then, the

investigator used the statistical techniques i.e. ‘t’ test to compare value development with reference to their sex, stream of study and ages and significant difference between correlation to reject or accept hypotheses formulated at the beginning.

Value Development among B.Ed. Students

The first objective of the study was “To find the level of values among B.Ed. students with reference to television programmes”. To find out the above objective, the investigator used value development norms score of Dr. Prdeep Kumar Mishra and Dr. Ajit Kumar Sankhdhar. Television programme value assessment scale norm means the average performance or score of a large sample representative of a specified population where norms prepared to interpret the score obtained on the test for as we know the obtained score on the test being measured meaning inferences is immediately drawn after comparing the norms. The whole data has been classified into 4 categories.

- Percentile level and Quartile Level
- Total students
- Private/Govt. school
- Interpretation

Table 1: Value Development of Students with Quartile Norms

SI No	Class Interval of Value Development Scores	Frequency	Q1	Q2	Q3	Mean	Median	Standard Deviation
1	325–329	3	320	314	323	314	314.5	6.5
2	320–324	19						
3/4	315–319	28						
5	310–314	25						
6	305–309	15						
7	300–304	10						
		N-100						

It is found from table 1 that from the scores first, second and third quartiles are calculated. Q1 is found to be 310, Q2 is 314 and Q3 is 323. That means below and above 314, 50% cases lies and below 323, about 75% cases lies. In addition to this it is found that mean is 314 and standard deviation is 6.5.

Table 2: Number and Percentage of B.Ed. Students with Different Level of Value Development

Percentile (Quartile) Level	Score Range	Percentage of Students	Value Development
25 (Q1)	Below 310	25%	Unsatisfactory
50 (Q2)	Between 310-323	72%	Average
75 (Q3)	Above 323	3%	Excellent

It is found from table 2 that 25% of students have low level of value development, 72% students have average level of value development and only 3% students have very high level of value development. The data denotes that average percentage of students have low level of value development, very few percentage of student have excellent level of value development and maximum percentage of students have average level of value development.

Comparing the Level of Value Development of Male and Female B.Ed. Students through Television Programme

Testing of First Hypothesis (Ho₁):

- In this study, the second objective was “To compare different types of values of male and female B.Ed. students”.

- In order to measure the above stated objective one null hypothesis was formulated. The null hypothesis was “There is no significant difference between male and female B.Ed. students in value development through television programme”.
- The hypothesis was tested by the application of SE_D and ‘t’ test

Table 3: Comparison of two ‘t’s between Male and Female B.Ed. Students

Group	N	Mean	SD	SE_D	‘t’
Male B.Ed. students	50	305.3	6.15	1.619	5.06
Female B.Ed. students	50	313.5	6.57		

N	df (N-1)	Table Value at 0.05 Level	Table Value at 0.01 Level	Obtained Value ‘t’	Significant/not Significant
50	49	2.01	2.68	5.06	Significant

Obtained value > Table value

(5.6 > 2.01 & 2.68)

Hence H_{01} is rejected.

Obtained value 5.6 is much greater than the table value and hence it is significant. The above table has shown that the comparison of value development with reference to their sex. It was found that there is a significant difference at the level of value development of male and female B.Ed. students. Thus, the hypothesis (H_{01}) stated as “there is no significant difference between male and female students in value development through television programme”.

As the mean score of male B.Ed. students is 305.3 and SD 6.5 is lower than the female B.Ed. students, mean 313.5 and SD = 6.57. It is concluded that the difference between the level of value development of B.Ed. male and female students is significant. So, it is concluded that the female B.Ed. students possess higher level than their male counterparts.

Comparing the Level of Value Development of Arts and Science B.Ed. Students through Television Programme Testing of Hypothesis (H_{02}):

In this study, the third objective was “To compare the level of value development of Science and Arts B.Ed. students”. In order to measure the above stated objective one null hypothesis was formulated. The null hypothesis was “There is no significant difference between Arts and Science B.Ed. students in television based value development programme”. The hypothesis was tested by the application of SE_D and ‘t’ test in the following way.

Table 4: Comparison of Two ‘t’s between Arts and Science B.Ed. Students

Group	N	Mean	SD	SE_D	‘t’
Arts B.Ed. students	50	313	10.8	3.19	0.031
Science B.Ed. students	50	312.9	6.55		

N	df (N-1)	Table Value at 0.05 Level	Table Value at 0.01 Level	Obtained Value ‘t’	Significant/not Significant
50	49	2.01	2.68	0.031	Not Significant

Obtained value < Table value

$(0.03 < 2.01 \& 2.68)$

Not significant at both 0.05 & 0.01 level.

Hence H_{01} is accepted.

Table 4 shows that the result of analysis related to significant difference between the level of value development of Arts and Science B.Ed. students through television programme. There was small difference in mean scores of Arts and Science B.Ed. students (Arts students Mean is 313, SD – 10.58 and Science students mean is 312.9, SD 6.55. Thus, there was no significant difference between the level of value development of arts and Science B.Ed. students through television programme. Thus, the hypothesis (H_{02}) stated as “there is no significant difference between Arts and Science B.Ed. students in value development through television programme” was accepted. It is concluded that There is no significant difference between Arts and Science B.Ed. students in value development through television programme.

Comparing the Level of Value Development of B.Ed. Students above and below 25 years of Age through Television Programme

Testing of Hypothesis (H_{03})

In this study, the 4th objective was “To compare the level of value development of B.Ed. students of above and below 25 years of age through television programme”. In order to measure the above stated objective one null hypothesis was formulated. The null hypothesis was “There is no significant difference between the B.Ed. students of above and below 25 years of age in television based value development programme”. The hypothesis was tested by the application of SE_D and ‘t’ test in the following way.

Table 5: Comparison of Two ‘t’s between B.Ed. Students of above and below 25 Years of Age

Group	N	Mean	SD	SE_D	‘t’
B.Ed. students above 25 years of age	43	314.45	6.85	1.28	0.617
B.Ed. students below 25 years of age	57	313.66	6.2		

N	df (N-1)	Table Value at 0.05 Level	Table Value at 0.01 Level	Obtained Value ‘t’	Significant/not Significant
100	99	1.98	2.63	0.617	Not Significant

Obtained value < Table value

$(0.6 < 2.01 \& 2.68)$

Not significant at both 0.05 & 0.01 level.

Hence H_{01} is accepted.

Table 5 shows that the result of analysis related to significant difference between the level of value development of B.Ed. students of ages above and below 25 years through television programme. There was small difference in mean scores of students of above and below 25 years of age (Above 25 years mean is 314.45, SD – 6.85 and below 25 years mean is 313.66 SD – 6.2). Thus, there was no significant difference between the level of value development of B.Ed. students of ages above and below 25 years of age through television programme. Thus, the hypothesis (H_{03}) stated as “there is no significant difference between B.Ed. students of above and below 25 years of age in value development through television programme” was accepted. It is concluded that “There is no significant difference between the B.Ed. students of above and below 25 years of age in value development through television programme”.

Major Findings

- Very few percentage (3%) of B.Ed. students of Utkal University possess excellent level of value through television programs and maximum percentage of B.Ed. students (72%) have average level of value development.
- The difference between the level of value development of male and female B.Ed. students was significant. The level of value of female B.Ed. students was higher than the male counterparts.
- There was no significant difference in the level of value development of Arts and Science B.Ed. students through television programmes.
- There was no significant difference in the level of value development of B.Ed. students of ages of above and below 25 years of age through television programme.
- Hypothesis H_{01} is rejected. & Hypothesis H_{02} & H_{03} are accepted in the study.

Educational Implications of the Study

- The curriculum constructors should keep in mind that value education is important for student teachers and accordingly they should plan for future curriculum.
- More television based programmes can be included in the B.Ed. curriculum for enriching their value development.
- Teachers are the builders of citizens; they should make aware of pupils towards different types of values.
- It will be helpful to the teachers and counsellors to know their role in value education and render assistance for the development of values among students by adopting different means.
- School is a place where environment is created for students to learn desirable behaviours. Education should be in such a way that it should increase values within all pupils.
- It will be helpful to the teachers and counselors to know their student's habits and render assistance for the improvement of academic achievement through these variables.

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