



A STUDY OF VALUES IN RELATION TO LIFE SATISFACTION OF PROSPECTIVE TEACHERS

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Abstract

The present study is designed to investigate Values in relation to Life Satisfaction of Prospective Teachers. Descriptive method is used in this study. The sample size consists of 200 students of B.Ed. course randomly selected from colleges of Education of Ferozepur district. The standardized tools viz. Study of Value Test by Dr. R. K. Ojha & Dr. Ramesh Bhargava and Life Satisfaction Scale by Dr. Q.G. Alam and Dr. Ramji Srivastava are used to collect data. Pearson's Coefficient of correlation and t test were used for analyzing the data. The findings of the study revealed that significant differences exist in Values and Life satisfaction between male and female prospective teachers. Significant relationship is not found between Values and Life Satisfaction of Male and Female prospective teachers. Also, it was found that female prospective teachers have more Values and Life Satisfaction as compared to males.

Key words: *Values, Life Satisfaction, Prospective Teachers*



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Introduction

Values are regarded desirable, important and hold a high esteem by a particular society in which a person lives. Values reflect one's personal attributes and judgment; decision and choices; behaviour and relationship; dreams and vision. They influence our thoughts, feelings and actions. They guide us to do the right thing.

‘Value’ has its origin from the Latin word “Valere” which means to be of worth, to be strong. “The Oxford Dictionary” gives the following meaning: relative worth utility or importance, degree of excellence, sometimes intrinsically valuable. Value literally means sometimes that has pride, sometimes precious, dear and worthwhile. Values give direction and firmness and bring to life the important dimensions of meaning. Hence they bring joy, satisfaction and peace to life.

Values are those standards which are conditioned by one's cultural tenants, guided by conscience, according to which one is supposed to shape his life pattern by integrating his beliefs, ideas, and attitudes to realize the cherished ideals and aims of life.

Hurlock (1964) states, "Values are concepts heavily weighted with emotions. They are the concepts of the desirable which influence the selection from available modes, means and ends of actions".

Bhatia and Narang (2002) opine, "Values are the things we strive for. Values are that which guide our behavior and put meaning into our existence".

According to Good (1959) "Values are social aspects of human interactions that are regarded as being worthy important or significant for proper function group life aspects that the members of society seek to conserve or promote".

Cattel (1965) states that by value we mean the social, artistic, moral and other standards which the individual would like others and himself to follow.

In the opinion of Mukerjee (1949), "Values are integrated experiences that simultaneously touch all the dimensions of human adaption, organic, social and cultural".

Ramji (2003) says, "A value is what is desired or what is sought. Value may be operationally conceived as those guiding principle of life which are conducive to one's physical and mental health as well as to social welfare and adjustment and which are intone with one's culture".

Life satisfaction is the way a person perceives how his or her life has been and how they feel about where it is going in the future. It is a measure of well-being and may be assessed in terms of mood. It is having a favourable attitude of one's life as a whole rather than their current feelings. Life satisfaction has been measured in relation to economic standing, amount of education, experiences and the people's residence as well as many other topics.

According to Michalas (1991) "Life satisfaction is a multifaceted construct that refers to one's overall evaluation of life domains such as health, finances, job, self-esteem and interpersonal relationships".

Denier, Emmons, Laurson Griffin (1985) & Veenhoven define life satisfaction or the life quality of the individual regarding criteria which are determined by him/her.

According to Sausa and Lymbomirsky (2001), "Satisfaction with one's life implies contentment with or acceptances of one's life circumstances or the fulfillment of one's wants and needs for one's life as a whole".

Huebner et. al (2004) state in this regard, subjective well being is generally considered to be comprised of three interrelated but distinct factors, namely the relative presence of positive affect, absence of negative affect and perceived quality of life satisfaction.

Review of related literature

Kaur (2004) selected a sample of 89 B.Ed. students to study their Value Dimensions. The study revealed that there exist no significant difference between males and females in case of theoretical, economic, political, religious and aesthetic values. The results also depicted that there exists significant relationship between Value Dimensions and attitude towards teaching of B.Ed. students in case of social, political and aesthetic values. In case of boys no significant relationship was found between their attitude and theoretical, economical and religious values. On the other hand, in case of girls no significant relationship was found between their attitude and aesthetic, social, religious values.

Gill (2005) took a sample of 200 college students to study the Altruistic Values in them. The results found that there was no significant difference in altruistic values of hosteller and non hosteller students. Arts students had significantly more altruistic values than and Science students. Female students were found to be more altruistic than males. Individually Male and Female hostellers are more altruistic.

Chow (2005) reports the findings from a questionnaire survey of university students' life satisfaction in Regina. The results demonstrated that a significant proportion of the 315 respondents were satisfied with their lives (N = 240, 76.2%). With regard to degree of satisfaction with different aspects of life, respondents expressed that they were most satisfied with relationship with mother, living environment, relationships with close friends, relationships with siblings, and living arrangement. The analyses revealed that respondents who indicated a higher socio-economic status, achieved a higher grade point average, and were more satisfied with their academic experience, self-esteem, relationship with significant other, and living conditions, expressed a markedly higher level of satisfaction with life.

Goldbeck et al. (2007) examined the effects of age and gender on adolescent's life satisfaction. The study was conducted over 1,274 German adolescents aged 11—16 years. The results reported significantly lower general and health-related life satisfaction among girls as compared to boys. In both genders and across nearly all life domains, there was a significant decrease in general and health-related life satisfaction between 11 and 16 years. Satisfaction with friends remained on a high level, whereas satisfaction with family relations decreased. Only satisfaction with partnership/sexuality increased slightly, however this effect

cannot compensate the general loss of satisfaction. In their conclusions, decreasing life satisfaction has to be considered as a developmental phenomenon.

Civitci et al. (2009) studied loneliness and global life satisfaction levels among high school students with divorced and non-divorced parents. The study was conducted on a total of 836 high school students, 383 of whom comprised children with divorced parents and 453 comprised children with non-divorced parents in Denizli, Turkey. The findings of the study showed that loneliness has higher negative effects on life satisfaction among adolescents with divorced parents. Adolescents with divorced parents are more susceptible to loneliness and global life satisfaction than are adolescents with non-divorced parents. A significant difference was found in loneliness and global life satisfaction levels among adolescents with divorced parents with respect to only number of siblings.

Arora (2010) focused her research on the study of self confidence and value dimensions of senior secondary school students of working and non working mothers. A sample of 200 students was selected. The results revealed that, students of working mothers gave first preference to the Theoretical Values whereas they gave last preference to the Aesthetic Values. On the other hand, students of Non working mothers mostly prefer political values and the social values were least preferred by them. The results also showed that the student have an average level of preference in all the six Value Dimensions, which are Theoretical, Economical, Aesthetic, Social, Political and Religious.

Sapienza (2010) studied the “Effects of basic human values on host community acculturation orientations.” In this study the researchers had tested the effects of four high-order values (openness to change, self-transcendence, conservation, and self-enhancement) on host community acculturation orientations towards immigrants in the public domain of employment and the private domain of endogamy/exogamy. 264 participants from Italian University were selected. Portrait Values Questionnaire, a measure of personal values, and the Host Community Acculturation Scale, aimed at measuring Italian acculturation strategies towards three groups of Immigrants were applied. The chosen three groups of Immigrants were from the general category, Chinese considered as the valued immigrant group, and Albanians, considered as the devalued immigrant group. Results showed that personal values are related to the adoption of acculturation orientations. Self-transcendence and conservative values mostly impacted acculturation orientations. Values concerning conservation encourage the adoption of assimilation, segregation and exclusion orientations.

Jing Li *et al.* (2012) aimed to explore Chinese children’s social value orientation across different ages and contexts. A sample of 369 individuals, including children of age 9, 11, and

14 with college students as adults was taken. The Social Value Orientation was determined on the basis of Revised decomposed games as a tool. Results showed that 9 and 11 year-old children have not stable social value orientation in relation to their preference and behavior. On the other hand children belong to the age group of 14 years and college students have stable social value orientation. The behavior of children with 14 years age group and the college students reflect those values what they have preferred.

Onder et al. (2012) determined whether the parenting styles and life satisfaction predict delinquent behaviors frequently or not. Firstly, the data were collected from 471 girls and 410 boys, a total of 881 high school students. Then the research was carried out with 502 students showing low (n = 262, 52.2%) and high level of delinquent behaviors (n = 240, 47.8%). The results show that the variables of "strictness/supervision" perceived from family and satisfaction perceived from "school", "family" and "self" have had meaningful contributions to indicating frequent delinquent behaviors.

Operational Definitions

Values

Values mean values implied in the behaviour of the individuals. In the present study, it refers to the theoretical, economical, aesthetic, social, political and religious values.

Life Satisfaction

Life Satisfaction is the degree, to which a person positively evaluates, the overall quality of his/her life as a whole. In other words, how much the person likes the life he/she leads. In the present study, it refers to the areas of life viz. health, personal, economic, marital, social and job.

Significance of the Problem

The major purpose of education is to shape the personality of a child in such a way that the individual becomes a better learner, a better person, a better worker, not only in terms of knowledge, understanding and skills but also in terms of values and motives which gives meaning and satisfaction in one's life. The purpose of introducing value oriented education is to bring about change in the mindset of the recipients and thus eventually generate a positive and healthy attitude towards values. There is no doubt that the present status of value oriented education and level of awareness and sensitivity to values in our country is very poor, particularly among educators of society.

The rising materialism is giving us more dissatisfaction than satisfaction in life. It is proposed that over all life satisfaction comes from within an individual based on the individual's

personal values and what he or she holds important. The present study focused on these two very important aspects of life.

Objectives of the Study

1. To study the difference in values of male and female prospective teachers.
2. To study the difference in Life Satisfaction of male and female prospective teachers.
3. To study the relationship between Values and Life Satisfaction of male prospective teachers.
4. To study the relationship between Values and Life Satisfaction of female prospective teachers.

Hypotheses

1. There is no significant difference in Values of male and female prospective teachers.
2. There is no significant difference in Life Satisfaction of male and female prospective teachers.
3. There is no significant relationship between Values and Life Satisfaction of male prospective teachers.
4. There is no significant relationship between Values and Life Satisfaction of female prospective teachers.

Delimitations of the Study

- The study was limited to B.Ed. students only.
- B.Ed. students from Ferozepur district were taken to study the problem.
- The present study was delimited to study the Values of prospective teachers in relation to Life Satisfaction.

Sample of the Study

Sample for the present study comprised 200 B.Ed. students selected randomly from colleges of Education of Ferozepur District. The sample was balanced among male and female to study sex differences.

Tools Employed

1. Value test by Dr. R.K. Ojha & Dr. Mahesh Bhargava. This test measures the six basic interests or motives in personality : the Theoretical, Economic, Aesthetic, Social, Political and Religious.

2. Life Satisfaction Scale by Dr. Q.G. Alam and Dr. Ramji Srivastava. This Scale comprises of sixty items related to areas of life viz. Health, Personal, Economic, Marital, Social and Job.

Statistical Techniques

- Mean, Median, Standard Deviation to study the nature of distribution of scores.
- Pearson’s Coefficient of correlation to find out the relationship between Values and Life Satisfaction.
- T-test to investigate the significance of difference between males and females in relation to Values and Life Satisfaction.

Analysis and Interpretation

Objective 1: To study the difference in values of male and female prospective teachers.

Table-1 Showing Difference in Values of Male and Female Prospective teachers

Groups	N	Mean	S.D.	t-value
Male	100	91.54	15.27	3.97**
Female	100	99.18	18.78	

** Significant at 0.01 level

As shown in Table 1, there was significant difference in the Values of Male and Female prospective teachers as t-ratio was found to be significant at .01 level as $t = 3.97$ which is more than tabulated value which is 2.60. In other words, there was significant difference in the Value of Male and Female prospective teachers. When mean scores were compared it was revealed that Values in Female prospective teachers is better (mean = 99.18) as compared to Values of Male prospective teachers (mean=91.54).

Hence, the hypothesis 1: There is no significant difference in Values of male and female prospective teachers, is rejected.

Objective: 2 To study the difference in Life Satisfaction of male and female prospective teachers.

Table 2: Showing Difference in Life Satisfaction of Male and Female Prospective Teachers

Groups	N	Mean	S.D.	t-value
Male	100	111.76	24.96	2.31*

Female	100	124.34	27.45	
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* Significant at 0.01 level

As shown in Table 2, there was significant difference in the Life satisfaction of Male and Female prospective teachers as t-ratio was found to be significant .05 level ($t=2.312$). In other words there was significant difference in the Life satisfaction of Male and Female prospective teachers.

When mean scores were compared it was revealed that Life satisfaction in Female prospective teachers is better (mean = 124.34) as compared to Life satisfaction of Male prospective teachers (mean=111.76).

Hence, the hypothesis-2. There is no significant difference between Life Satisfaction of male and female prospective teacher is rejected.

Objective 3. To study the relationship between Values and Life Satisfaction of male prospective teachers.

Table 3. Showing Coefficient of Correlation Between Life Satisfaction and Values of Male Prospective Teachers.

Variables	r
Values	0.144
Life Satisfaction	

As per the results seen from the Table 3, the value of coefficient of correlation between Values and Life satisfaction of prospective teachers of Ferozepur district is 0.144 which is lower than tabulated value which tells about non-significant relationship between Values and Life Satisfaction of prospective teachers.

Hence, the hypothesis-3: There is no significant relationship between Values and Life Satisfaction of Male Prospective Teachers is rejected. The result indicates that the relationship between Life satisfaction and Values of Male prospective teachers is insignificantly correlated to each other.

Objective 4. To study the relationship between Value and Life Satisfaction of female prospective teachers.

Table 4. Showing Coefficient of Correlation Between Life Satisfaction and Values of Female Prospective Teachers.

Variables	r
Values	-.081
Life Satisfaction	

As per the results seen from the Table 4 the correlation between Life Satisfaction and Values of prospective teachers of district Ferozepur is $-.081$ which is found less than tabulated value(0.196) at 0.05 level of significance.

Hence, the hypothesis-4: There is no significant relationship between Values and Life Satisfaction of female prospective teachers is rejected.

Conclusions

In the light of analysis and interpretation of data following conclusions were drawn from sample taken in the present study:

1. A careful examination of results revealed significant differences in mean scores of Values of males and females. So hypothesis no 1 i.e. there is no significant difference in values patterns of male and female Prospective teachers is rejected.
2. Further the result revealed that significant difference exists between life satisfaction of males and females. So hypothesis no 2 i.e. There is no significant difference between Life Satisfaction of male and female Prospective teachers is rejected.
3. A Careful examination of results revealed that significant relationship does not exist between Value and Life Satisfaction of male prospective teachers. So hypothesis no. 4. There is no significant relationship between Life Satisfaction and Values of Female Prospective teachers is accepted.
4. A Careful examination of results revealed that significant relationship does not exists between Value and Life Satisfaction of female prospective Teachers. So hypothesis no. 4 i.e. there is no significant relationship between Life Satisfaction and Values of Female Prospective teachers is accepted.

Educational Implications

The result of the present study will give immense help to teachers, guidance workers, college and school counselors and parents. The present study will also help the teachers and parents to evaluate the Values and Life Satisfaction of males and females. The teachers, parents and guidance workers can play an important role in nourishment of Values. The teacher should

adopt new methods to develop Values among students which is helpful for increasing life satisfaction of students.

To develop or raise Values, there are number of methods that can be employed ; these include an emphasis on the core values of community , connectedness and oneness of all, compassion, a sense of balance , responsibility and service. These core values call for the use of a multisensory approach to problem solving and life, relying not only on the five senses, but including visualization, meditation and deep intuition. The study is also helpful for parents to perform their duties towards their children properly. The dealing of parents with their children should be co-operative and friendly. In such an environment, the children will maintain their good and sound health; and their Life Satisfaction will also increase in such an environment. Development of the Values is one of the important aims of education. Therefore teacher and educators should put maximum efforts for the development of students by providing them enrichment programmes and remedial measures respectively. Hence a lot of opportunities should be provided in the curriculum to the students so that they can develop themselves fully.

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