

Impact of gender, management and methodology on moral values among b.ed., trainees

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ABSTRACT

An attempt was made in the present investigation to study the impact of gender, management and methodology on moral values among B.Ed., trainees. Sample of the present study consists of 1200 B.Ed., trainees in Warangal district of Telangana State. Moral values inventory developed by Venkat Rao and Soundararajan (2019) was used. Results revealed significant impact of gender, management and methodology with regard to moral values among B.Ed., trainees.

Key Words: Gender, Management and Methodology, Moral values and B.Ed., Trainees.

Introduction:

Education plays a pivotal role in the modern society. In recent years, society's interest and concern for Academic Achievement, especially among younger generation has increased. Academic Achievement is a combination of ability and effort. Presumably ability being equal, those with higher motivation exerts more effort and will achieve higher grades. Academic Achievement has always been one of the most important goals of the educational process. It is also a major goal which is much expected to pursue in all cultures.

Moral Values are seen as part of cultural evolution. Nationalists believe that a society needs one set of values to hold it together, and that „multiculturalism“ is not desirable as it tends to lead to conflict. People enforce Moral Values by parenting, peer guidance, conscience, disapproval, shunning, and only in some instances by law. They were effective in small communities before laws were formalized. They can also be sustained by the concept of status, a concept which has many different meanings in different societies. There is today significant disagreement over what role status plays in contemporary society and of what it actually consists.

Review of Literature

Yadav (1999) made a comparative study of urban and rural science students in order to find out the values like ideological, economic, social, political, religious and aesthetic as classified by Spranger. The findings revealed that there was no significant difference between rural and urban science students in ideological, economic and religious values where as significant difference existed in social, political and aesthetic values. Johansson (2006) found three traditions for moral research and pedagogy: cognitive, emotional and cultural. These three traditions emphasize different aspects of children's morality and can be further considered in terms of two main paradigms. In the first paradigm, the cognitive and the emotional traditions view inner biological abilities such as cognitive and emotional maturity as essential for moral development thus influencing approaches to teaching. The second paradigm views culture as integral to moral development and thus focuses on the importance of teaching morality from the perspective of the active child and taking context and culture into consideration. Wiel Veugelers (2010) tested moral values are interwoven in all aspects of teaching: in the curriculum, in the school culture, and as moral examples in teachers' behavior. Working with values is an essential part of teaching. Educating students to become teachers requires the teachers to learn how values are embedded in education; how they themselves, as reflective practitioners, can consciously create moral-based practices in education; and what different philosophical, pedagogical, and political theories and religious and cultural traditions say about moral development and the role of education. We distinguish the following perspectives on moral values in teacher education: value transfer, reflective practitioner, moral sensitivity, participation and dialog, and moral politics. Benjamin and Maxwell (2011) conducted a study on the influence of organizational climate on the prevalence of moral values among students in Chennai city. The major findings are: the children have good Moral Values and normal Academic Achievements irrespective of High, Moderate and Low School Climate and Home Environment. The Female students have better Moral Values and Academic Achievements than the Male students. Nidhi and Jyoti (2011) revealed that the college students showed very high preferences for economic, and power values, and high preferences for aesthetic, and hedonistic values. Results indicated that significant differences between personal values of the rural and urban adolescents. Elbedour et al., (1997) examined the moral development of 3 groups of children, who had been subjected to varying degrees of political violence and economic advantage, in an attempt to determine if group membership or gender influenced the level of moral reasoning or orientation. Results indicate that mutually solutions to moral dilemmas were given more frequently by Israel Jewish children than Israeli Bedouin or Palestinian children as the questions shifted from abstract to real life situations. No significant gender differences were found between Jewish children and Bedouin children in hypothetical issues; however, violence and limited resources were found to affect Moral Judgement in real life situations for boys, but not for girls. Sangrila Basumatary (2020) conducted a study on moral values among students. Results of the study revealed that there is significant difference between moral values of government and private school students and in relation to their gender.

Objectives

- 1.To assess the impact of gender, management and methodology on Attitude towards moral values among B.Ed., Trainees.

Hypotheses

Impact of gender, management and methodology on moral values among b.ed., trainees

1. There would be no significant influence of gender on Attitude towards moral values among B.Ed., Trainees.
2. There would be no significant influence of management on Attitude towards moral values among B.Ed., Trainees.
3. There would be no significant influence of methodology on Attitude towards moral values among B.Ed., Trainees.

Sample

Sample for the present study consists of 1200 B.Ed., trainees in Warangal district of Telangana State. The subjects were in the age group of 21-25 years selected and using stratified random sampling method.

Variables Studied

Independent Variables

1. Gender
2. Management
3. Methodology

Dependent Variable

1. Moral Values

Tool: Assessment of Attitude of Moral Values: moral values inventory developed by Venkat Rao and Soundararajan (2019) was used. It consists of 60 items. The reliability for the scale was found to be 0.93 using test – retest method.

Research Design

As there are two independent variables i.e., gender (male & female) and management (government & private) and methodology (Pedagogy of Teaching Sciences, Mathematics, Social Sciences and Languages) each is divided in to two categories, a $2 \times 2 \times 4$ factorial design was employed in the present study.

Statistical Analysis

The obtained data were subjected to statistical analysis such as Means, SDs, and ‘F’ test were used.

Results and Discussion

Table-I: Means and SDs for scores on moral values among B.Ed., trainees.

Methodology	Gender			
	Male		Female	
	Management		Management	
	Government	Private	Government	Private

<i>Sciences</i>	Mean	195.15	195.80	194.12	196.42
	SD	21.31	18.78	17.57	18.10
<i>Mathematics</i>	Mean	185.10	183.25	188.90	192.45
	SD	19.24	24.40	21.63	19.68
<i>Social Sciences</i>	Mean	193.21	194.57	198.76	196.23
	SD	23.47	21.49	15.78	17.03
<i>Languages</i>	Mean	192.38	196.09	194.84	194.56
	SD	21.56	21.40	14.30	15.25

Grand Means

Male = (M:191.95)

Government = (M:193.81)

Female = (M:194.54)

Private = (M:192.67)

Sciences= (M:192.24)

Mathematics =(M:190.56)

Social Sciences=(M:195.70)

Languages=(M:194.47)

A close observation of table-I shows that the female teacher trainees studying in government colleges of Social Sciences method have obtained a high score of 198.76 indicate that they have better moral values compared with other groups. Male teacher trainees studying in private colleges of Mathematics methodology have obtained a low score of 183.25 indicate that they have poor moral values compared with other groups.

In terms of gender, Female (M=194.54) have better moral values than the than Male (M=191.95). In terms of management, government teacher trainees (M=193.81) have better moral values than Private teacher trainees (M=192.67). In terms methodology, Pedagogy of teaching of Social Sciences (M=195.70) have better moral values than Mathematics methodology = (M: 190.56).

Table-II: Summary of ANOVA for scores on moral values among B.Ed., trainees.

Source of Variance	Sum of Squares	df	Mean Square	F-Values
Gender (A)	914.23	1	914.23	7.28 **
Management (B)	316.85	1	316.85	2.53 @
Methodology (C)	859.527	3	859.527	6.85 **
A X B	305.471	1	305.471	2.42 @
A X C	795.426	3	795.426	6.34 **

B X C	195.231	3	195.231	1.56 @
A X B X C	248.510	3	248.510	1.98 @
Error	148627.520	1184	125.530	--
Total	152262.800	1199	--	--

** - Significant at 0.01 level

@ - Not significant

Hypothesis-1: There would be no significant impact of gender on moral values among B.Ed., Trainees.

As shown in table-II that the obtained 'F' value of 7.28 is significant at 0.01 level indicates that gender has significant impact on attitude towards moral values among B.Ed., Trainees. As the 'F' value is significant, the hypothesis-1, which stated that gender has significant impact on moral values among B.Ed., Trainees, is not accepted as unwarranted by the results.

Hypothesis-2: There would be no significant impact of management on moral values among B.Ed., Trainees.

Table-II clearly indicates that the obtained 'F' value of 2.53 is not significant suggests that management has no significant impact on attitude towards moral values among B.Ed., Trainees. As the 'F' value is not significant, the hypothesis-2, which stated that management has significant impact on moral values among B.Ed., Trainees, is accepted as warranted by the results.

Hypothesis-3: There would be no significant impact of methodology on moral values among B.Ed., Trainees.

It is evident from table-II that the obtained 'F' value of 6.85 is significant at 0.01 level indicates that methodology has significant impact on attitude towards moral values among B.Ed., Trainees. As the 'F' value is significant, the hypothesis-3, which stated that methodology has significant impact on moral values among B.Ed., Trainees, is not accepted as unwarranted by the results.

As shown in table-II that the 'F' values of 2.42 gender & management (AXB), 1.56 management & methodology (BXC) and 1.98 gender, management & methodology (AXBXC) of first order interaction are not significant. The 'F' value of 6.34 gender and management (AXB) is significant at 0.01 level implied that there is significant interaction among gender and methodology is causing the effect on towards moral values.

Conclusions:

1. There is significant impact of gender on moral values among B.Ed., Trainees. Female have better moral values than the than Male.
2. There is no significant impact of management on moral values among B.Ed., Trainees.
3. There is significant impact of methodology on moral values among B.Ed., Trainees. Students of Social sciences methodology have better moral values than students of Mathematics methodology.

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