

A COMPARATIVE STUDY OF THE VALUES OF EXTROVERT AND INTROVERT B.ED PUPIL TEACHERS

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ABSTRACT

This paper intends to study the values of extrovert and introvert B.ED pupil teachers. A sample of 200 B.ED pupil teachers (100 boys and girls) has been taken from three colleges of education of Rewari district of Haryana. Descriptive survey method of research has been adopted. Personal value questionnaire by Sherry and Verna and Introversion Extroversion Inventory by Dr. P.F. Aziz and Dr. Rekha Agnihotri have been used for data collection. The results indicate that the extrovert and introvert pupil teachers have knowledge value at the top. Power value has come at the bottom in both the groups. The two groups differ significantly in economic and family prestige values. In other values, significant differences do not exist in these two groups.

INTRODUCTION

Values play an important role in the life of the man. The values of an individual are the chief determinants of his behavior. Different types of values like theoretical, social, political, aesthetic, economic etc act as a motivating force in the behavior of an individual. Most of the man's activities are shaped by the values. Dr. Radha Krishan has well stated the importance of values in imparting the education. He says, "Education is not limited to skills. It has to give the educated a proper sense of values." For developing values among the students, the knowledge of value patterns of would be teachers are necessary. Thus in the present study, an attempt has been done to make a comparative study of the values of extrovert and introvert bachelor of education pupil teachers.

The term value has been defined by different persons in different ways. According to Allport, "Anything that finds a satisfaction or provides a means for such satisfaction is designated as value".

The investigator has used the term in the sense in which Sherry and Varma (the authors of test of values) have used in their test of value. It is defined as "value is a concept of the desirable ends, goals, ideals or modes of action which make human behavior selective".

Extrovert person:- He/She is conventional outgoing, social, Friendly, adventurous, co-operative, bold and free from worries.

Introvert Person:- He/She is shy, sensitive, self centered, less social, less adventurous, more given to thinking, better in writing, inclined to worries and lacks flexibility.

OBJECTIVES OF THE STUDY

1. To find out the values of B.ED pupil teachers.
2. To compare the values of extrovert and introvert B.Ed. pupil teachers.

SUBSIDIARY OBJECTIVES

1. To find out the values of B.Ed. boys.
2. To find out the values of B.Ed. girls.
3. To find out the values of extrovert and introvert B.Ed boys and girls.

HYPOTHESES

Following hypotheses have been formed in null form:

1. No significant difference exists between the values of extrovert and introvert B.Ed. pupil teachers.
2. No significant difference exists between the value of extrovert and introvert B.ED male pupil teachers.
3. No significant difference exists between the values of extrovert and introvert B.ED female pupil teachers.

METHOD

Descriptive survey method of research has been adopted.

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TOOLS

1. Personal value questionnaire prepared by Sherry and Varma.
2. Introversion extroversion Inventory prepared by Dr. Aziz & Rekha Gupta.

ANALYSIS OF DATA

The data was analyzed by using mean, S.D, t-test and testing the significance of 't' values.

Table No. 1
Mean, S.D., Rank Order And 't' Values of Different Values of Extrovert And Introvert B.Ed. Pupil Teachers

S. NO.	VALUE	EXTROVERT B.ED.PUPIL TEACHERS (N-93)			INTROVERT B.ED. PUPIL TEACHERS (N-19)			"t"
		MEAN	S.D.	RANK ORDER	MEAN	S.D.	RANK ORDER	
1	RELIGIOUS	12.27	4.24	VI	11.42	3.74	VIII	.88
2	SOCIAL	15.53	3.52	II	13.95	4.62	II	1.25
3	DEMOCRATIC	14.53	2.80	III	13.31	3.95	IV	1.28
4	AESTHETIC	12.71	3.09	V	12.85	3.34	V	-.17
5	ECONOMIC	8.97	3.72	IX	11.63	4.60	VII	2.36
6	KNOWLEDGE	15.73	3.49	I	14.00	4.49	I	1.58
7	HEDONISTIC	9.91	3.42	VIII	9.26	3.72	IX	.70
8	POWER	7.56	3.41	X	7.37	2.60	X	.28
9	FAMILY PRESTIGE	11.02	3.00	VII	13.37	2.13	III	4.05**
10	HEALTH	13.13	3.34	IV	12.84	3.20	VI	.38

*Significant at .05 level

**Significant at .01 level

Table.1 shows that the highest rank i.e. no 1 has been obtained by knowledge value in both the categories and lowest rank i.e.; no.10 is that of the power value in both the categories. The value of 't' is 1.58 in case of knowledge value which is not significant at any level of significance. Significant difference has been observed only in the case of two values namely

economic and family prestige. We find that the introverts are more money minded than the extrovert. Also, introverts are more conscious towards their family's reputation.

Table No. 2
Mean, S.D. and Rank of The Values of B.Ed. Pupil Teachers
N=200

S. NO.	VALUE	MEAN	S.D.	RANK
1	RELIGIOUS	11.08	3.83	VII
2	SOCIAL	14.91	4.25	II
3	DEMOCRATIC	14.68	3.54	III
4	AESTHETIC	12.79	2.89	IV
5	ECONOMIC	9.39	4.24	IX
6	KNOWLEDGE	15.37	3.55	I
7	HEDONISTIC	9.49	3.55	VIII
8	POWER	7.74	3.33	X
9	FAMILY PRESTIGE	11.79	3.02	VI
10	HEALTH	12.74	3.37	V

Table No. 2 makes it clear that the three most dominant values of pupil teachers are knowledge, social and democratic. The three weak values are hedonistic, economic and power. The other four values are at the intermediate positions.

FINDING AND CONCLUSIONS

1. The extrovert and introvert pupil teachers have knowledge value at the top. The power value has come at the bottom in the case of both the groups.
2. The three most dominant values of the extroverts are knowledge, social and democratic. With a slight difference, the introverts have knowledge, social and family prestige as the three most dominant values.
3. The two groups differ significantly in economic and family prestige values. In other values significant differences do not exist in these two groups.

4. As far as the value pattern of all the pupil teachers is concerned, it stand like knowledge, social, democratic, aesthetic, health, family prestige, religious, hedonistic, economic and power.
5. Male and female pupil teachers differ significantly in social, aesthetic, power and family prestige value. In social and aesthetic values female pupil teachers have upper hand whereas in power and family prestige male pupil teaches have upper hand. The three dominant values of these two groups are knowledge, social and democratic.
6. Introvert and extrovert male pupil teachers differ significantly in social, economic, hedonistic, family prestige and health values. In social, democratic, hedonistic and health values, extrovert male pupil teachers have scored higher than introvert male counterparts. In the areas of economic and family prestige values introvert male pupil teachers have scored higher. Both these groups are having knowledge value at the top rank and power value at the lowest rank. In the case of religious, aesthetic, knowledge and power values, significant differences do not exist in these two groups.
7. Introvert and Extrovert female pupil teachers differ significantly in religious, knowledge, family prestige and health values. Extrovert female pupil teachers are more religious and they also have higher mean score of knowledge value. In family prestige and health values, introvert girls have higher mean scores. The two most dominant values of the introvert girls are social and democratic where as the extrovert girls have knowledge and social values as the two most dominant values. Both the groups have power value at the bottom.

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