

# AESTHETIC VALUE OF TEACHER TRAINEES IN COLLEGES OF EDUCATION AFFILIATED TO KERALA UNIVERSITY IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

Research  
Paper

## ABSTRACT

*An attempt is made through the present study to examine the relationship between aesthetic value of teacher trainees in colleges of education affiliated to Kerala University in relation to their academic achievement. The sample consists of 1000 teacher trainees. Tool for the value orientation for B.Ed students developed and validated by Dr. A. Amalraj and Beiya Babu. Source of academic achievement: results of university examination. It was found that there is significant relationship between aesthetic value and academic achievement of teacher trainees with reference to background variables: rural college teacher trainees and UG qualified teacher trainees.*

## INTRODUCTION

Education is an effective tool to realize the actual potential and make this society a better place to live in. It is the process of all-round development of an individual. The teacher is expected to function not only as a facilitator for acquisition of knowledge but also as indicators of values. Values are attributes that spring from the sublimity of soul. They are like truth reflection of reality that is not obstructed by any kind of prejudice. Values are concepts that conserve life, that confront, life that promote life and protect life. They foster peace, order, dignity, beauty, grace and delight. Values are in one word the divine side of man or woman.

The Oxford Dictionary (2009) defines aesthetic as "sensitive to or appreciative of art or beauty." It could be inferred from the definition that beautiful things positively push the emotional buttons of the body. Aesthetic value is characterised by appreciation of beauty, form, proportion and harmony, love for fine arts - drawing, painting, music, poetry and architecture, love for literature, love for decoration of the home and the surroundings, neatness and system in the arrangement of pure beauty. The aesthetic man chooses to consider truth as equivalent to beauty. (Keats, 1931). Value education is also education in the sense that it is education for becoming. It is concerned with the development of the total personality of the individual - intellectual, social, emotional, moral, political, aesthetic, and spiritual.

## REVIEW OF RELATED LITERATURE

Many studies have been made on the value patterns (aesthetic value) of students. Rajinder Toong, Punjab University, (2007): Value Patterns of School Teachers in Relation to Life Satisfaction and Personality Dimensions; Sabita Mishra, (2009) Utkal University, Bhubaneswar: Perception of Values by Effective and Ineffective Teachers in Relation to Sex, Age and Place of Habitation; Catherine D. Ennis, (2011): The Influence of Value Orientation in Curriculum Decision Making;

Hartung, Paul J.; Fouad, Nadya A.; Leong, Frederick T. L.; Hardin, Erin (2002): Cultural Value Orientation, Family Expectations, and Career Development; Bar (2004) conducted a study on value of teacher trainees with special reference to local. N. Shun (2004) Teachers' Value Orientation towards Parental Involvement in School-based Management in Hong Kong. Claudia Kuhnle, Britta Kikian (2010): The relationship of value orientation, self-control, frequency of school-leisure conflicts, and life-balance in adolescence.

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The survey of related studies has revealed that not much work has been done on the relationship between aesthetic value of teacher trainees in colleges of education affiliated to Kerala University in relation to their academic achievement. Hence the present study.

### **SIGNIFICANCE OF THE STUDY**

Every aspect of everything in nature is subject to change. Education is no exception. In such a context the function and responsibility of teachers are varied. Value education is a positive effort to bring about a synthesis of physical, intellectual, aesthetic, moral and spiritual values in human beings. (Bhandari, 1996). Learners, right from the elementary level of education should be adequately engaged in creative, innovative and inventive activities that would provide them aesthetic experiences. Teacher education and values are interdependent and inseparable. Teacher education leads to inculcation of various values and the cherished values of the society provide a direction to the educational process. Success in the academic performance of a teacher will be measured not in terms of percentage of passes alone, not even by the quantity of original contribution to knowledge important as they are but through the quality of life creative and character of men and women whom he taught. Aesthetic value has an integral part in achievement, Hence the investigator wants to study the relation between aesthetic value and academic achievement.

### **OBJECTIVES OF THE PRESENT STUDY**

1. To find out the significant difference if any, in aesthetic value of teacher trainees in colleges of education affiliated to Kerala University in terms of background variables, namely marital status, locality of college and qualification.
2. To find out the significant difference if any, in academic achievements of teacher trainees in colleges of education affiliated to Kerala University in terms of background variables, namely, marital status, locality of college and qualification.
3. To find out the relationship if any between aesthetic value and academic achievement of teacher trainees in colleges of education affiliated to Kerala

University in terms of background variables, namely marital status, locality of college and qualification.

### **HYPOTHESES OF THE STUDY**

1. There is no significant difference in aesthetic value and its dimensions of teacher trainees in colleges of education affiliated to Kerala University in terms of the background variables, namely marital status, locality of college and qualification.
2. There is no significant difference in academic achievement of teacher trainees in colleges of education affiliated to Kerala University in terms of the background variables, namely marital status, locality of college and qualification.
3. There is no significant relationship between aesthetic value and academic achievement of teacher trainees in colleges of education affiliated to Kerala University in terms of background variables, namely marital status, locality of college and qualification.

### **METHOD OF THE RESEARCH**

The survey method was used for the present study. The Investigator used the stratified random sampling technique to select a sample of 1000 teacher trainees from the colleges of education affiliated to Kerala University in the districts of Thiruvananthapuram, Kollam and Alleppey.

### **TOOLS USED**

The investigator has used the following tools for the investigation of the problem.

- (i) A tool for measuring the value orientation of B.Ed students developed and validated by Dr. A. Amalraj and Beiya Babu
- (ii) Source of academic achievement (results of university examination)

### **STATISTICS USED**

The following are the major statistical techniques used in the analysis of the data: Mean and standard deviation 't' test, Product Moment Correlation.

**ANALYSIS OF DATA**

**HYPOTHESIS 1**

There is no significant difference in the aesthetic value of teacher trainees in the colleges of education with reference to background variables

**Table 1**

**SIGNIFICANT DIFFERENCE IN THE AESTHETIC VALUE OF TEACHER TRAINEES IN THE COLLEGES OF EDUCATION WITH REFERENCE TO BACKGROUND VARIABLES**

Background Variables	Category	Count	Mean	SD	Calculated 't' value	Remarks
Marital status	Married	424	28.21	6.25	2.35	S
	Unmarried	576	29.15	6.36		
Locality of the college	Urban	625	27.96	6.49	5.28	S
	Rural	375	30.07	5.84		
Qualification	UG	646	28.86	6.45	0.72	NS
	PG	354	28.56	6.12		

(At 5% level of significance, the table value of 't' is 1.962)

Table 1 reveals that the calculated 't' value (2.35) for the variable- aesthetic value between married and unmarried teacher trainees is greater than the table value(1.96). Hence there is significant difference between married and unmarried teacher trainees in their aesthetic value. It also reveals that the calculated 't' value (5.28) for the variable- aesthetic value between urban college teacher trainees and rural college teacher trainees is greater than the table value(1.96). Hence there is significant difference between urban college teacher trainees and rural college teacher trainees in their aesthetic value. It also reveals that the calculated 't' value (0.72) for the variable-aesthetic value between UG qualified and PG qualified teacher trainees is less than the table value(1.96). Hence there is no significant difference between UG qualified and PG qualified teacher trainees in their aesthetic value.

**HYPOTHESIS 2**

There is no significant difference in academic achievement of teacher trainees in the colleges of education with reference to background variables.

**Table 2**

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**SIGNIFICANT DIFFERENCE IN ACADEMIC ACHIEVEMENT OF TEACHER TRAINEES IN THE COLLEGES OF EDUCATION WITH REFERENCE TO BACKGROUND VARIABLES**

Background Variables	Category	Count	Mean	SD	Calculated 't' value	Remarks
Marital status	Married	424	67.53	11.3	1.56	NS
	Unmarried	576	66.34	12.6		
Locality of the college	Urban	625	68.1	11.2	4.11	S
	Rural	375	64.76	13.2		
Qualification	UG	646	67.25	11	0.6	NS
	PG	354	67.66	9.95		

(At 5% level of significance, the table value of 't' is 1.962)

Table 2 reveals that the calculated 't' value (1.56) for the variable- academic achievement between married and unmarried teacher trainees is less than the table value(1.96). Hence there is no significant difference between married and unmarried teacher trainees in their academic achievement. It also reveals that the calculated 't' value (4.11) for the variable- academic achievement between urban college teacher trainees and rural college teacher trainees is greater than the table value (1.96). Hence there is significant difference between urban college teacher trainees and rural college teacher trainees in their academic achievement. It also reveals that the calculated 't' value (0.60) for the variable- academic achievement between UG qualified and PG qualified teacher trainees is less than the table value (1.96). Hence there is no significant difference between UG qualified and PG qualified teacher trainees in their academic achievement.

**HYPOTHESIS 3**

There is no significant relationship between the aesthetic value and academic achievement of teacher trainees in colleges of education with reference to background variables.

**Table 3**

**RELATIONSHIP BETWEEN THE AESTHETIC VALUE AND ACADEMIC ACHIEVEMENT OF TEACHER TRAINEES IN COLLEGES OF EDUCATION WITH REFERENCE TO BACKGROUND VARIABLES**

Background Variables	Category	$\Sigma x$	$\Sigma y$	$\Sigma x^2$	$\Sigma y^2$	$\Sigma xy$	df	Calculated 'r' Value	Table Value	Remarks at 5% level
Marital status	Married	153774	28633	56706520	1987883	10400489	424	0.071	0.088	NS
	Unmarried	209922	38214	77981686	2626494	13950518	576	0.064	0.088	NS
Locality of college	Urban	228401	42563	84554843	2977049	15557213	625	0.01	0.088	NS
	Rural	135295	24284	50133363	1637328	8793794	375	0.111	0.088	S
Qualification	UG	233135	43442	85818129	2999278	15701037	646	0.164	0.088	S
	PG	130561	23951	48870077	1655401	8842702	354	0.058	0.088	NS

Table 3 reveals that the calculated 'r' values for the variables aesthetic value and academic achievement with respect to married teacher trainees (0.071), unmarried teacher trainees (0.064), urban (0.010) and PG teacher trainees (0.058) are found to be less than the table value (0.088) hence it can be concluded that there is no significant relationship between aesthetic value and academic achievement with reference to background variables married, unmarried, urban college and PG qualified teacher trainees.

It is also found out that the calculated 'r' values for the variable aesthetic value and academic achievement with respect to background variables rural college teacher trainees (0.111) and UG qualified teacher trainees (0.164) are found to be greater than the table value (0.088). Hence it can be concluded that there is significant relationship between aesthetic value and academic achievement with reference to background variables rural college teacher trainees and UG qualified teacher trainees.

**MAJOR FINDINGS**

1. (a) There is significant difference in aesthetic value of teacher trainees in colleges of education affiliated to Kerala University with reference to background variables- marital status, locality of college.

(b) There is no significant difference in the aesthetic value of teacher trainees in colleges of education affiliated to Kerala University with reference to background variable- qualification.

2. (a) There is no significant difference in academic achievement of teacher trainees in colleges of education affiliated to Kerala University with reference to background variables- marital status, qualification.

(b) There is significant difference in academic achievement of teacher trainees in colleges of education affiliated to Kerala University with reference to background variable - locality of college

3. (a) There is significant relationship between aesthetic value and academic achievement of teacher trainees in colleges of education affiliated to Kerala University with reference to background variables- rural college teacher trainees and UG qualified teacher trainees.

(b) There is no significant relationship between aesthetic value and academic achievement of teacher trainees in colleges of education affiliated to Kerala University with reference to background variables- marital status, urban college teacher trainees and PG qualified teacher trainees.

**CONCLUSION**

The unmarried teacher trainees have more aesthetic value than married teacher trainees. The more freedom and broader exposure that the unmarried teacher trainees enjoy in their life may be the reason for developing aesthetic value. The rural college teacher trainees possess more aesthetic value. The nature of rural area where they follow and enjoy nature, their wider and frequent opportunity of being close to nature might have developed in them a

proper aesthetic value. The Urban college teacher trainees are better in their academic achievement than rural college teacher trainees. The reason may be greater access to most modern technology, media and advanced level learning facilities. Significant relationship was found between aesthetic value and academic achievement of teacher trainees with reference to background variables rural college teacher trainees and UG qualified teacher trainees.

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## ATTITUDE OF COLLEGE STUDENTS...

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