

Evaluation of VSN among Prospective Teachers

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Abstract:

This study deals with the investigation of the V.S.N (Value of Spirit of Nationality) among Prospective Teachers. The study aims to investigate the level of love for country, feeling of brother hood, unity, justice, democracy, equality, sociality, cultural heritage. For this purpose a descriptive survey model of V.S.N. (Value of Spirit of Nationality) Scale developed by Vinaya Ransing, Joyti Shiwalkar and Vrinda Joglekar (2010) was used to collect the data from prospective teachers. The scale consists of 52 items. These items are divided into 7 components. The factors are mixed randomly. Researcher takes a random sample of 50 prospective teachers from Guntur District. (Andhra Pradesh). This study limited to the Guntur district only. The data was evaluated by Statistical software using to calculate t-test, F-test, Standard Deviation and Mean tests. The final result revealed that the 32% of the prospective teachers have low level of Value of Spirit of Nationality. 54 % of the prospective teachers have average level of Value of Spirit of Nationality. Only 14 % of the prospective teachers have high level of Value of Spirit of Nationality. Value of Spirit of Nationality of prospective teachers in all factors is around 89%. The variable Gender of the prospective teachers differed significantly in their value of Spirit of Nationality. Other variables like area, type of college, and medium, basic subject didn't play any significant role their value of Spirit of Nationality. According to this study, the investigator concluded male and female prospective teachers differ in their value of Spirit of Nationality.

Keywords: Value of Spirit of Nationality, Prospective Teachers, love for country, feeling of brother hood, unity, justice, democracy, equality, sociality, cultural heritage.

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I. INTRODUCTION

Education is a pathway of all round development of an individual-physical, intellectual, emotional, social, national and spiritual. The teacher is likely to function not only as facilitator for gaining of knowledge but also as inculcator of values and transformer of inner being. Ancient Indian Education was value based. Swami Vivekananda has stated that "Education is not the sum of matter put into your brain and runs revolt there, undigested all your life. We must have life edifice and character making assimilation of ideas. The perfect, therefore, is that we must have the entire education system of our country spiritual and secular, in our involvement and it must be on national means as far as practical."

The moral and spiritual basics on which we edifice our education system alone can mould the personality of the child and future destiny of our country. Insert of values in the pupils, a sense of humanism, a deep formation for the well-being of others and the nation can be attained only when we instill in the children a deep feeling of assurance of values that would bring back the people delight in work that brings order, security and assured progress. Values are the basis for the social, intellectual, emotional, spiritual, national and more expansion of an individual.

Teachers are one module with very significant roles in building spirit of nationality the erecting of this spirit needs to be done since this country is in the need of better generation in

the future. The collaboration between people can grow up the characters of society, which ends up on the national character building. Kusmiarsih (2013) reveals good characteristics can increase the quality of young generation, which can decrease the barriers in culture and national characters. Therefore, if someone desires to develop national characters, the first thing to do is to deal with emerging individual characters of each person. One of the characters which need to be erected is the character of patriotism and spirit of nationality. Ardianti (2017) says "character building by means of learning activity should be assimilated and unified, as one of the main parts in learning process and should not stay on its own. Learning has a major role in national character building.

Spirit of nationality typically shows a wider range of fidelity than patriotism. In accumulation to ties of place, nationalism is supported by such other ties as race, language, history, culture and tradition.

"The degree of cohesion that binds members of social systems together and is generally thought of in terms of values, institutions and communications which facilitate escalating sequences of social contact, cooperation and consensus."

Considering above definitions and constitutional findings, the V.S.N. (value of spirit of Nationality) was divided into seven factors namely:

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- 1). Love for Country.
- 2). Feeling of Brotherhood.
- 3). Unity.
- 4). Justice- Democracy.
- 5). Equality- Social, Religious, Regional, Economical.
- 6). Sociality.
- 7). Cultural Heritage.

II. NEED OF THE STUDY

The issue is caused by the emergence of behavior phenomenon component of the nation, especially the younger generation that is not in harmony with the norms of religion, social norms, legal norms and cultural norms of India. In the character of nationality, the behavior shows the faded values of the spirit of nationality among the younger generation is progressively apparent. The act of paying no attention to the country's symbol, not involving national anthems, not recognizing national heroes, not proud of and also not knowing nation's culture, is going worse.

Formal solutions were made by the government by issuing policies on value based education. It is mentioned that a strategic place to carry out value based education in educational institutions or schools. Teachers should also be able to integrate the values in classroom learning practices. Integrating the national values of these characters can be done into all the subjects in school. Teachers must understand the Spirit of Nationality is the backbone of the country when it comes to dealing with pandemics like COVID19, in order to stand firm against the aggression of neighboring countries.

University Education Commission (1948-49) expressed "People in this country have been slow to recognize that education is a profession for which intensive preparation is necessary as it is in any other profession". This concern is alive in its relevance even today. The Education Commission (1964-66) professed, "The destiny of India is now being shaped in her classrooms". So did the National Policy on Education 1986 emphasize: "The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers". Such appeals are truly an expression of the main role played by the teachers as sources, inspirers and organizers of pupil's eternal quest for wisdom. Should this role expectation be not taken as oratory but as aim to be constantly endeavored for, the urgency is to address ourselves seriously to analyzing the concept related to the training of teachers as well as to prune the theory and practice of teacher education. Therefore the investigator felt the need of studying the level of the spirit of nationality of prospective teachers.

III. OBJECTIVES OF THE STUDY

1. To find out the spirit of Nationality among Prospective teachers in the following dimensions
 - a). Love for country
 - b). feeling of brotherhood
 - c). unity
 - d). justice-democracy

- e). Equality-social, religious, regional, economical
- f). sociality.
- g). Cultural Heritage.
2. To find out the spirit of nationality among Prospective teachers with respect to the following variables:
 - a). Gender : Male / Female
 - b). Type of College : Govt. / Private
 - c). Area : Rural / Urban
 - d). Medium : English / Telugu
 - e). Basic Subject : Science / Arts

IV. SAMPLE

A random sample of 50 prospective teachers from Guntur District.

V. METHOD USED

Normative survey method was followed to study this problem. The survey method is considered to be the best method for such a study. The survey method gathers data from a relatively large number of cases at a particular time. It is concerned with the generalized statistics that result, when the data are abstracted from the number of individual cases. Survey method is found to be relevant to collect data about the spirit of nationality of prospective teachers.

VI. TOOL USED

Value of Spirit of Nationality (VSN) Scale developed by Vinaya Ransing, Joyti Shiwalkar and Vrinda Joglekar (2010) was used to collect the data from prospective teachers. The scale consists of 52 items. These items are divided into 7 components. The factors are mixed randomly. Out of 52 items, 7 items are negatively framed. There is no specific arrangement of items related to difficulty value in this scale. The time limit is about 20 minutes for completing of the test.

VII. DATA ANALYSIS

Objective II

To find out the spirit of Nationality among Prospective teachers in the following dimensions.

- a). Love for country
- b). Feeling of brotherhood
- c). unity
- d). justice-democracy
- e). Equality-social, religious, regional, economical
- f). Sociality.
- g). Cultural Heritage.

Table 3: Factors of Value of Spirit of Nationality of Prospective Teachers

S.No.	Factor	Sample	Mean	SD	%M	Rank
1	CULTURAL HERITAGE	50	30	3	88.23	I
2	JUSTICE	50	28	2	99.33	II
3	LOVE FOR COUNTRY	50	27	3	84.37	III
4	EQUALITY	50	25	4	86.2	IV
5	UNITY	50	24	3	88.88	V
6	SOCIALITY	50	23	2	88.46	VI
7	BROTHERHOOD	50	17	2	89.47	VII

Interpretation:

1. From the table 3 it is observed that prospective teachers scored high in all dimensions of Value of Spirit of Nationality.
2. Value of Spirit of Nationality of prospective teachers in all factors is around 89%

Discussion:

The Value of Spirit of Nationality of prospective teachers consists of 7 factors and from those factors Cultural heritage has higher mean score (30) than the other factors. The prospective teachers have high cultural heritage, moderate level of justice (28), love for country (27) and low level of the equality, unity, sociality and brother hood.

Objective III

To find out the spirit of nationality among Prospective teachers with respect to the following variables:

a). Gender (Male / Female), b). Type of College (Govt. / Private) c). Area (Rural / Urban) d). Medium (English / Telugu), Basic Subject (Science/Arts)

The following hypotheses have been formulated and they are tested on by one.

Hypotheses formed:

1. There exists no significant difference between male and female prospective teachers in their value of Spirit of Nationality.
2. Type of college in which prospective teachers study makes no significant difference in their value of Spirit of Nationality.
3. Rural and Urban prospective teachers have no significant difference in their value of Spirit of Nationality.
4. Medium of prospective teachers makes no significant difference in their value of Spirit of Nationality.
5. Science and Arts prospective teachers make no significant difference in their value of Spirit of Nationality.

The following table shows the mean, S.D, % of mean, SED and "t" value for testing significance for mean difference between the two sub groups of variables.

Table: 4

S.no	Variable	Group	N	Mean	SD	% of Mean	SED	"t"	Hypotheses
1	Gender	Male	19	180	8.373	92.30	3.6	-2.5*	Null hypothesis rejected
		female	31	171.25	16.32	86.93			
2	Type of College	Gov.t	16	179.06	11.32	90.89	4	1.64**	Null hypothesis accepted
		private	34	172.47	15.33	87.99			
3	Area	Rural	27	177.29	10.61	89.998	4.3	-1.37**	Null hypothesis accepted
		Urban	23	171.39	17.57	87.4445			
4	Medium	English	14	169.5	15.09	91.6216	4.07	1.73**	Null hypothesis accepted
		Telugu	36	176.55	11.37	89.622			
5	Basic Subject	Science	35	174.71	13.10	89.13	5.12	0.08**	Null hypothesis accepted
		Arts	15	174.26	17.55	88.46			

* Significant at 0.05 level, ** not Significant at 0.05 level.

VIII. INTERPRETATION

1. The variable Gender of the prospective teachers differed significantly in their value of Spirit of Nationality.
2. The variable type of college doesn't play a significant role on the value of Spirit of Nationality of prospective teachers.
3. The variable area doesn't play a significant role on the value of Spirit of Nationality of prospective teachers.
4. The variable medium doesn't play a significant role on the value of Spirit of Nationality of prospective teachers.
5. The variable basic subject doesn't play a significant role on the value of Spirit of Nationality of prospective teachers.

IX. EDUCATIONAL IMPLICATIONS

1. Results of this study may be implied to know the value of Spirit of Nationality of prospective teachers with respect to gender, locality, and other variables.
2. This study may be implied o the prospective teachers studying in rural and urban areas.
3. The results of this study may be extended to the prospective teachers at different levels.
4. This study may be implied and useful to the teacher educators to know the value of spirit of nationality of prospective teachers in order to give modalities and guidelines.
5. Results of this study may be useful to plan various pre-service and in-service programmes for the teachers.

X. CONCLUSION

Education is a way of all round development of an individual-physical, psychological, social, and spiritual. The teacher is likely to function not only as facilitator for gaining of knowledge but also as inculcator of values and transformer of inner being. Ancient Indian Education was value based. The moral and spiritual basics on which we edifice our education system alone can mould the personality of the child and future destiny of our country. Teachers are one module with very significant roles in building spirit of nationality the erecting of this spirit needs to be done since this country is in the need of better generation in the future. The collaboration between people can grow up the characters of society, which ends up on the national character building. Therefore, if someone desires to develop national characters, the first thing to do is to deal with emerging individual characters of each person. One of the characters which need to be erected is the character of patriotism and spirit of nationality. Spirit of nationality has a wider scope of loyalty than patriotism. In addition to ties of mother land, nationalism is evidenced by such other ties as race, language, history, culture and tradition. We believed that when the level of spirit of nationality is high in a person he/she connected with the sense of affection to native land, this bond can be an amalgamation of many diverse feelings relating to one's own homeland, including ethnic, cultural or historical attributes. Individuals with high spirit of nationality revealed higher measures of satisfaction and performance and appear to be national character building.

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