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RESEARCH PAPER

Value Patterns of Secondary School Teachers in Relation to their Gender and Locality

Ms. Jaswant Kaur, Assistant Professor
Sri Sai College of Education, Badhani-Pathankot
Email: Jaswant82.2011@rediffmail.com, 9501679799 (M)

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Abstract

A teacher is the key person who can inculcate all the required values in small children in spite of many odds. The values are the instrument which possesses the quality of transforming the teachers to be unique. The present study focused on Value Patterns of Secondary School Teachers in Relation to Their Gender and Locality about the value pattern of the secondary school teachers of Hoshiarpur district. The study is descriptive and the secondary schools teachers of Hoshiarpur are treated as the population for the study. The researcher has taken a sample of 100 teachers of Hoshiarpur district randomly. The value pattern has been studied through six values; religious, social, political, economic, theoretical and aesthetic. The researcher used Teacher Value Inventory developed by Dr. (Mrs.) Harbhajan L. Singh and S.P. Ahluwalia for conducting the present study. The study found that There is no significance difference between the Economic, Theoretical, Religious, Social, Political, Aesthetic values of male and female senior secondary school teachers. Further the researcher found that there is no significance difference between the Economic, Theoretical, Religious, Social, Political, Aesthetic values of Government and Private senior secondary school teachers.

INTRODUCTION

The term value stands for intrinsic worth. Whatever is actually lived, prized, esteemed, desired, approved or enjoyed by any person, is valuable. Values are important for bringing desirable changes in an individual. The national policy on education (1986) calls for an emphasis on development of science and technology and the "cultivation of personal and social values". So that "the educational system produces young men and women of character and ability committed to national services". The Education commissions headed by Dr. Radhakrishnan and Dr. Kothari recommended that values such as truth, peace, non-

violence, right conduct and love be induced as core values in our Educational System (1948,1966) Sri Prakasa Committees (1959) made valuable recommendations for strengthening moral, ethical and spiritual values. The need to cultivate values in a human being and composite culture for integrated development of the youth through specialized institution or by refashioning the education system, have been recognized in the national policy on education(1986) and program of action(1992).

An interdependent accepted and consistent set of values is called a value system'. Values are principles which guide man's desired, feeling and actions. Values for man provides the prime motivating force behind his thoughts, emotions and actions which have to be moral and spiritual. If the socio - culture and spiritual life of man has to be such that it brings peace, progress and welfare of both of the individual and society, values are imperative to be cultivated. Values are concepts of the desirable in life that would change our conduct positively. These concepts influence a person's moral conduct. Values are as many as there are dimensions to living like physical, economic, aesthetic and spiritual, but the value scale which sets the clearly defined values is imperative to conceive adequately.

The modern society especially the third world including India, is worried about what is called value deterioration or value - crisis from which it is suffering. Everyday newspapers are flooded hair razing news like "Mother killed her children" "Brother murdered his brother and wife", "Girl gang raped", "Women killed for Dowry" and so on exposing the mindset of the society. Today, there is a decline in moral and human values in society and has created confusion among teachers as well as students. We have entered a century full of crisis particularly crisis in character, crisis in credibility and crisis in competency and value based competency. The erosion of moral, social, economic, cultural and political values has led to selfishness, hooliganism, violence, destruction, abuse of human Rights, gross injustice frustration and ultimately crisis of character. As a result we are living in a state of political tension, economic stress, fear and frustration, exploitation, corruption, disaster, destruction, selfishness and violence. There is chaos, turmoil and disorder. There is a widespread spectrum of kaleidoscopic dissension and conflict, misery, hypocrisy and degradation of mind, morals and relations. The world has indeed become a very unhappy and unfortunate abode of man. Several social realities not only in India, but almost in every country of the world have shaken and impelled conscientiousness.

The concept of values is concerned with life. Values foster peace, order, dignity, beauty, grace and delight. The ethical concept of right and wrong, good and bad have always

influenced the activities of man. Man is born with values; Axiology co-existed with man and formed the care of human life in all civilizations. Individual development was meant for spiritual thinking, character, formation, plain living and knowledge acquisition to have power.

Justification of the study

Education was the methodical effort towards learning basic facts about humanity, and the core ideas behind value education was to cultivate essential values in students, so that the civilization that teaches us to manage complexities can be sustained and further developed. At the present age of science and technology there was a vast knowledge explosion but morality has lagged behind. Morality in the form of truth, righteous conducts and non-violence was the only balm which can heal the wound of the humanity.

At present is concerned to identify the decline in moral and human values in society. Now the question arises who are responsible for this moral decline in society? How can we get through these crisis? The solution of problems which the society was facing these days lies in the hands of the teachers. Only real teachers can transform the society from this mental sickness to happy and healthy existence. The entire system of education revolves around the teacher and the taught. The teacher is the key person who can inculcate all the required values in the students. Teacher must be a person consisting with social, political, economic, theoretical, religious and aesthetic values etc. Without these values the teacher cannot have a good and balanced personality. If the teacher is personally committed with values and practices them in his/her life, it is almost always certain that the student will imbibe the values for which the teacher stands. Therefore, the present study was undertaken to study the value pattern of secondary school teachers.

Statement of the problem

This problem reads as “Value Patterns of Secondary School Teachers In Relation To Their Gender and Locality.”

Operational definitions

Value patterns

A value pattern is key to creating a pleasing visual path for the eye to follow as it views a composition. The value pattern is the careful choice of arrangement of all the values of a piece of artwork by an artist in order to guide the eye and unify all the objects/figures in the piece.

Secondary School Teachers

Here secondary school teachers refer to the school employee, working as teacher in secondary school.

Objectives of the study

- (i) To study the difference in the Value Patterns of male and female Secondary School teachers.
- (ii) To study the difference in the Value Patterns of Rural and Urban Secondary School teachers.

Hypotheses of the study

- (i) There exists no significant difference in the Value Patterns of male and female Secondary School teachers.
- (ii) There exists no significant difference in the Value Patterns of Rural and Urban Secondary School teachers.

Methodology

For the present study Descriptive Survey method was used.

Sample

In the present study, out of twenty two districts in Punjab, one district was selected randomly. Then 10 Secondary Schools (5 Rural and 5 Urban) were selected randomly. Thereafter, 10 teachers (5 male and 5 female) were selected from each school. In the total, 100 Secondary School Teachers (50 male and 50 female) was selected for the present study.

Tool used

For the present study Teacher Value Inventory developed by Dr. S.P. Ahluwalia and Dr. Harbhajan Singh (2007) was used.

Statistical techniques used

The data was analyzed by using given statistical techniques such as mean, Standard Deviation and t-Test.

Delimitations of the study

- i. The study was delimited only to Hoshiarpur district of Punjab.
- ii. The study was delimited only to Secondary School teachers.

iii. The Study was delimited only to six values i.e. Theoretical Values, Economic Values, Aesthetic Values, Social Values, Political Values, and Religious Values.

Analysis and interpretation of data with findings

The data was analyzed and interpreted as following:

Hypotheses 1:- "There exist no significant difference in the Values patterns of Male and Female Secondary School Teachers".

Table Showing mean scores, S.D. and 't' value of Male and Female Secondary School Teachers.

Values	Category	Mean	S.D.	't' value
Economic	Male (50)	95.28	17.5	0.90
	Female (50)	91.58	23.1	
Theoretical	Male (50)	79.94	26.9	0.69
	Female (50)	78.78	26.1	
Aesthetic	Male (50)	78.4	22.4	0.66
	Female (50)	78.0	28.3	
Social	Male (50)	104.2	13.1	0.29
	Female (50)	103.46	11.9	
Political	Male (50)	81.2	25.1	1.24
	Female (50)	75.4	21.4	
Religious	Male (50)	86.0	23.7	0.51
	Female (50)	85.76	26.5	

Interpretation

Economic Value:

It is clear from the table No. 1.6 that the mean score of Male and female Secondary School teachers are 95.28 and 91.58 respectively. SD is 17.5 and 23.0 respectively. The 't' value of

male and female teachers is 0.90 which is not significant at 0.05 level. The analysis of the data shows that there exists no significant difference in the value patterns of male and female teachers with respect to economic values. Thus the hypothesis is accepted.

Theoretical Values:

It is clear from the table No. 1.6 that the mean score of Male and female Secondary School teachers are 79.94 and 78.78. respectively. SD is 26.9 and 26.1 respectively. The 't' value of male and female teachers is 0.69. which is not significant at 0.05 level. The analysis of the data shows that there exists no significant difference in the value patterns of male and female teachers with respect to theoretical values. Thus the hypothesis is accepted.

Religious Value

It is clear from the table No. 1.6 that the mean score of Male and female Secondary School teachers are 78.4 and 78.0 respectively. SD is 22.4 and 28.3 respectively. The 't' value of male and female teachers is 0.66. which is not significant at 0.05 level. The analysis of the data shows that there exists no significant difference in the value patterns of male and female teachers with respect to religious value. Thus the hypothesis is accepted.

Social Values

It is clear from the table No. 1.6 that the mean score of Male and Female Secondary School teachers are 104.2 and 103.46 respectively. SD is 13.1 and 11.9 respectively. The 't' value of male and female teachers is 0.29, which is not significant at 0.05 level. The analysis of the data shows that there exists no significant difference in the value patterns of male and female teachers with respect to the social values. Thus the hypothesis is accepted.

Political values

It is clear from the table No. 1.6 that the mean score of Male and female Secondary School teachers are 81.2 and 75.4 respectively. SD is 25.1 and 21.4 respectively. The 't' value of male and female teachers is 1.24, which is not significant at 0.05 level. The analysis of the data shows that there exists no significant difference in the value patterns of male and female teachers with respect to political value. Thus the hypothesis is accepted.

Aesthetic Values

It is clear from the table No.1.6 that the mean score of Male and female Secondary School teachers are 86.0 and 85.76 respectively. SD is 23.7 and 26.5 respectively. The 't' value of male and female teachers is 0.51 which is not significant at 0.05 level. The analysis of data

shows that there exists no significant difference in the value patterns of male and female teachers with respect to aesthetic values. Thus the hypothesis is accepted.

Hypothesis II: - “There exist no significant difference in the Values patterns of Rural and Urban Secondary School Teachers”.

Table Showing Mean scores, S.D. and ‘t’ value of Rural and Urban Senior Secondary School Teachers.

Values	Category	Mean	S.D.	‘t’ value
Economic	Govt.	94.5	21.3	0.53
	Private	92.3	19.3	
Theoretical	Govt.	79.4	26.9	0.37
	Private	79.2	26.1	
Religious	Govt.	79.0	30.0	0.33
	Private	77.3	20.7	
Social	Govt.	105.3	11.7	1.34
	Private	102.0	13.3	
Political	Govt.	78.4	23.0	0.64
	Private	78.1	23.5	
Aesthetic	Govt.	83.9	24.8	0.39
	Private	83.7	25.4	

Interpretation

Economic Value

It is clear from the table No. 1.7 that the mean scores of Govt. and Private Secondary School teachers are 94.5 and 92.3 respectively. SD is 21.3 and 19.3 reported

respectively. The 't' value of Government and private teachers is 0.53 which is not significant at 0.05 level. The analysis of data shows that there exist no significant difference in the value patterns of Rural and Urban secondary school teachers. Thus the hypothesis is accepted.

Theoretical Values

It is clear from the table No. 1.7 that the mean scores of Govt. and Private Secondary School teachers are 79.4 and 79.2 respectively.. SD is 26.9 and 26.1 respectively. The 't' value of govt. and private teachers is 0.37., which is not significant at 0.05 level. The analysis of the data shows that, there exists no significant difference in the value patterns of Rural and Urban teachers with respect to economic value. Thus the hypothesis is accepted.

Religious Value

It is clear from the table No. 1.7 that the mean scores of Govt. and Private Secondary School teachers are 79.0 and 77.3 respectively. SD is 30.0 and 26.1 respectively. The 't' value of male and female senior secondary school teachers is 0.33, which is not significant at 0.05 level. The analysis of the data shows that there exists no significant difference in the value patterns of Rural and Urban teachers with respect to religious value. Thus the hypothesis is accepted.

Social Values

It is clear from the table No. 1.7 that the mean scores of Govt. and Private Secondary School teachers' are 105.3 and 102.0 respectively. SD is 11.7 and 13.3 respectively. The 't' value of Govt. and private teachers is 1.34, that is not significant at 0.05 level. The analysis of data shows that there exists no significant difference in the value patterns of Rural and Urban teachers with respect to social values. Thus the hypothesis is accepted.

Political Values

It is clear from the table No. 1.7 that the mean scores of Govt. and Private Secondary School teachers are 78.4 and 78.1 respectively. SD is 23.0 and 23.5 respectively. The 't' value of Government and private teachers is 0.64, which is not significant at 0.05 level. The analysis of data shows that there exists no significant difference in the value patterns of Rural and Urban secondary school teacher with respect to level. Thus the hypothesis is accepted.

Aesthetic values

It is clear from the table No. 1.7 that the mean scores of Govt. and Private Secondary School teachers are 83.9 and 83.7 respectively. SD is 24.5 and 25.4 respectively. The 't' value of Govt.

and private teachers is 0.39, which is not significant at 0.05 level. The analysis of the data shows that there exists no significant difference in the value patterns of Rural and Urban teachers with respect to aesthetic values. Thus the hypothesis is accepted.

Educational implications

Educational implications of the present study are as following:

- Values are the guiding forces which make the teachers able to perform their duties in accordance with the norms of society. In the study we find that male teachers possess equal religious values with the female teachers. Hence, it is suggested that different religious codes may be prescribed both for male and female teachers
- Rural secondary school teachers are found to have equal economic values with the Urban Teachers.
- Minor differences have been found in social values of male and female teachers of urban secondary school. It may be brought to the notice of the higher authorities to consider this point and take necessary steps for the improvement and reformation of the existing curriculum.
- Rural secondary school teachers possess more theoretical values than the urban ones. So, it is suggested to take appropriate steps for the supervision of the teachers for the sake of practicality in the subjects.

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*** Corresponding Author:**

Ms. Jaswant Kaur, Assistant Professor

Sri Sai College of Education, Badhani-Pathankot

Email: Jaswant82.2011@rediffmail.com, 9501679799 (M)