



A COMPARATIVE ANALYSIS OF VALUE DIMENSIONS OF SECONDARY SCHOOL TEACHERS

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Abstract

Values are standards by which one determines if a particular thing, object, idea, policy etc. is good or bad, desirable or undesirable, worthy or unworthy or some place in between these two extremes. Teacher is the kingpin of the society. The value, conduct and principles possess by teacher can play a very significant role in the formation of the future citizens with healthy value system. Values guide our behaviour and our behaviour reflections influence the others and the behaviour of teacher is rigorously influence the behaviour of students so it is pertinent to make focus on the value patterns of teachers. In the light of this present study has been conducted to evaluate the value patterns of teachers and to make their comparison. The findings reveal that male and female teachers differ on the basis of their value patterns. Male teachers have significantly higher score on theoretical, political and social values whereas females are better on economic, aesthetic and religious values. Focus laid to develop healthy value system among teachers as sound values are nurtured in the healthy environment.

Introduction:

Every society has its own value system – a set of values and goals that guide the conduct and judgement of its members. Values are synthetic products of mind, which enhance, elevate and define our social relations. Values are assumptions of what is right or proper. They are largely unconscious and constitute the core of every culture. Values are objects and ideas that we cherish and consider desirable. They may be material things or abstract qualities and ideals like truth, happiness or peace.

Value is an idea, as to what is good, beautiful, effective or just and therefore worth having, worth doing or worth striving to attain. Values serve as standards by which we determine if a particular thing, object, idea, policy etc. Is good or bad, desirable or

undesirable, worthy or unworthy or some place in between these two extremes Values are necessary for a healthy body and healthy mind. The basic values to be applied to the mind are self-discipline, discrimination and concentration. These three values initiate and develop the power of creativity. Singh (1992) opined that values are significant in one's personality development. Values are developed by direct learning through parents at home, and teachers at school. Later on, the person acquires the values of his society through the different media of communication. Human values can be classified into two types. First category is at the individual level, and second category is related to society as a whole. The individual values teach us how to hold our self-dignity and help in the process of our evolution. The second category, is the values that society prioritizes in order to achieve the goals and pursuits of the society. Hence values are the standards of the choice, which lead into satisfaction, fulfilment and meaning. In life, values serve as authorities due to which choices are made and actions are taken. These are the moral principles or accepted standards of the person or a group. The values guide the behaviour, actions and whole of the thought process. Values help the person to choose good or bad throughout the life. A person can be recognised and well understood through the knowledge of his values. Values provide motivation, energy, drive and perseverance for actions and self-evaluation. Values are important for bringing desirable changes in an individual.

The National Policy on Education (1986) emphasised 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 the educational system (1948, 1966). Values occupy a central position within one's personality make up and cognitive domain. Values are determinants of attitude as well as behaviour of the person. There is common saying that 'thoughts' and 'actions' come from a single source of feeling, which is deeply rooted in our underlying value system and is greatly influenced by our rationality, culture, religion, race, society, ideology, political and geographical conditions etc.

Review of related literature reflects that most of the researchers investigated values of teachers in their respective research studies. Singh (1992), Dutt (1986), Yero (2001) and Nitasha (2013) found significant difference between male and female teachers on the basis of their various value dimensions.

Rationale

The values of teachers put a significant impact on shaping the value system of students. Kothari education commission points out that the atmosphere, the personality, values and behaviour of the teacher have a role in developing a sense of values among younger generations. The commission emphasises that the consciousness of values permeate the whole curriculum and programme of activities in the schools for healthy character formation, which ultimately depends upon the values of the teachers. Teacher's competence, character and values are significant factors, which make him a reputed person of the society. In the purview of modernisation, globalisation and western culture, society is being thwarted.

The erosion of values is seriously observed in the society. There is a wide spread spectrum of dissension, conflict, misery, corruption, sensuality, falsehood, indiscipline, selfishness etc. The materialism has so engulfed the society that common man is groaning under rampant corruption. Youth is in the stage of uncertainty as they are not guided properly to cope with new situations. The nation is losing its unique culture, traditional identity and value system, in the race of globalization. In such a situation, a teacher can play an important and significant role to curb the erosion of values. The behaviour of the teacher is more important, as actions can speak louder than words. So, if the teacher himself possess healthy value patterns and character, students will imitate him and such sound values will be conveyed to the society. Teachers, who are personally committed to the higher values and practise them in their own life, can imbibe the same values among the students. Such teachers are always remembered and revered by the students. Only the teachers with sound character and healthy values are able to create a congenial, morally sound and constructive behaviouristic outlook among the students. They develop the characteristically sound students and usher a new generation, which will lead nation on righteous path. Hence present study is vital in essence.

Objectives

The following objectives were framed for the study:-

1. To Study the value patterns of secondary school Teachers.
2. To study and compare the values of male and female teachers.
3. To give suggestion on the basis of the findings.

Hypotheses

Synchronizing with the above objectives it has been hypothesized that there is no significant difference between male and female school teachers on the basis of theoretical, economic, aesthetic, social, political and religious value dimensions.

Sample

A representative sample of 400 including 200 male and 200 female teachers from government secondary school was selected from the four districts Muktsar and Mansa of Punjab. To evaluate the value dimensions of teachers, R. K. Ojha's (revised edition 1992) scale was pressed into service. The scale named Study of Values, was used to measure the six basic value dimensions i.e. Theoretical, Economic, Aesthetic, Social, Political and Religious

Results and Discussion

The scores on different value dimensions for male and female group of teachers are presented in frequency distribution table 1

Table-1

The scores of Value Dimensions of Teachers in Relation to Gender

Values	Gender	N	Mean	S.D.	t	Significance
Theoretical value	Male	200	44.3	4.98	8.39	P<0.01
	Female	200	40.6	5.13		
	Total	400	42.1,	5.48		
Economic value	Male	200	39.9	5.6	2.22	P<0.05
	Female	200	41.2	6.18		
	Total	400	40.6	5.9		
Aesthetic value	Male	200	32.57	7.2	6.63	P<0.01
	Female	200	36.37	5.32		
	Total	400	34.47	6.67		
Social value	Male	200	44.76	6.18	3.37	P<0.01
	Female	200	42.83	5.25		
	Total	400	43.79	5.82		
Political value	Male	200	41.89	6.07	6.4	P<0.01
	Female	200	37.81	6.52		
	Total	400	39.85.	6.26		
Religious value	Male	200	36.64	5.7	2.32	P<0.05
	Female	200	38.71	6.81		
	Total	400	38.53	6.66		

Table values further show that mean score of the total group of teachers on theoretical value is 42.1, median as 41.8 with S.D. 5.48. As per norms given in the manual of the scale, the subjects falling between scores 33-47 are average in theoretical values. The mean score of total group of teachers indicates that the government secondary school teachers have average standing on theoretical values.

The mean score for theoretical values of male and female group of teachers is 44.3 and 40.6 with S.D. 4.98 and 5.13 respectively. The value of t stands at 8.39 which is significant at 0.01 level of confidence. It means, although both male and female group of teachers are average in theoretical values but they differ significantly and the difference is in favour of male group.

It is evident from the mean values that male teachers' possess higher score on theoretical values as compared to female teachers. As per to author of scale, person with high theoretical values is more innovative and possesses intellectual qualities with cognitive attitude and rationality. He has theoretical perceptions and knowledge about the theoretical and professional skills. His love and thrust for knowledge keep him abreast with the latest innovations. All these attributes enhance his effectiveness in the teaching. The findings of the present investigation are quite in line with the findings of Singh (1974) and Zuberi (1984).

Values further show that for the total group of teachers, the mean score on economic value is 40.6, with median and SD 39.01 and 5.9 respectively. As per norms given in the manual, subjects having scores between 32-47, are in average on economic values. The values of mean, median and mode indicate that secondary school teachers have average standing on economic values. The frequency polygon fig. 7 corresponds largely to normal probability curve. Mean economic value for male and female group of teachers is 39.9 and 41.2, with S.D. 5.6 and 6.18 respectively. The t-value is 2.22, which is significant at 0.05 level of confidence. It shows that female teachers are on higher side on economic values as compared to male group of teachers.

The present results are not fully supported by Kulshreshtha(1974), who observed that teachers do not differ on the basis of economic values, all the secondary school teachers have least preference for economic values. Mean score on aesthetic values for the total group of teachers is 34.47 and median is 33.41. The SD is standing at 6.67. As per norms given in the manual of the scale, the teachers having score between 33-47 are average in aesthetic values. Hence it is inferred from the mean value of total group of teachers that the secondary school teachers have average standing on aesthetic values. The frequency polygon fig. 8 further substantiates the results. The mean scores for the aesthetic values of male and female group of teachers are 32.37 and 36.57 with S. D. 7.20 and 5.32 respectively. The t-value is 6.63, which is significant at 0.01 level of confidence. Hence both the groups differ significantly from each other, and the difference is in favour of male group.

The explanation is not difficult to seek that female teachers have appreciable and recognising ability. The present results are quite in line with the results of the study conducted by Kaur (1998), who found that effective teachers have significantly higher score on aesthetic values than ineffective teachers.

The present findings are contrary to the findings of the study done by Bohra-Shanti (1984), who concluded that teachers do not differ on the basis of aesthetic values, both male and female teachers have least score in aesthetic values.

Mean score on social values for total group of teachers is 43.79. The median value is 39.51 with SD 5.82.

The mean score of social values for male and female group of teachers is 44.76 and 42.83 with SD. 6.18 and 5.25 respectively. t-value standing at 3.37, is significant at 0.01 level of confidence. It is evident from the statistical finding that although male and female teachers are average in their social values but they differ significantly from each other and the difference is in favour of male group. It shows that male teachers are definitely more social

than female teachers. Further mean score on political values of total group of teachers is 39.85. The median value is 39.51, with SD 6.62. The values of mean, median and mode indicate that the political values are normally distributed among the teachers. From mean values and the norms of the scale it is inferred that the secondary school teachers are average in the political values. All the statistical values reveal that both the groups of teachers are average in their political values but the significant difference exists between male and female group of teachers and the difference is in favour of female group. It is a common notion and according to the author of the scale used, the person with political values participates in many types of political activities and enjoys the leadership of a group. Mean score on religious values for the total group of teachers is 38.53. S.D is 6.66 and median value is 35.47. The manual of the scale shows that the subjects with score between 32-48 are average in religious values. It is inferred from the mean value that the total group of teachers is average in the religious values. The frequency distribution table 4.19 and frequency polygon fig. 11 also indicate that religious values are normally distributed among the secondary school teachers. Mean scores in religious values of male and female teachers are 40.43 and 36.64 with SD 5.70 and 7.01 respectively for male and female group of teachers. The t-value standing at 5.9 is significant at 0.01 level of confidence. Hence it is clear that although both the groups of teachers are average in religious values but they differ significantly.

Conclusions

From the above discussion it is concluded that on all the value dimensions male and female teachers differ significantly from each other. Male teachers have significantly higher score of theoretical, social and political values whereas female group of teachers are at higher score on economic, aesthetic and religious values. The study evidently explain that despite working in the same kind of environment female and male teachers have different value patterns. Sound values are vital for healthy body and healthy mind. The basic values to be applied to the mind are self-discipline, discrimination and concentration. These three values initiate and develop the power of creativity. Teacher is the kingpin of the society. The value, conduct and principles possess by teacher can play a very significant role in the formation of the future citizens with healthy value system. Values guide our behaviour and our behaviour reflections influence the others and the behaviour of teacher is rigorously influence the behaviour of students so it is pertinent to make focus on the value patterns of teachers.

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