



**PERCEPTION OF NEWLY JOINED TEACHERS TOWARDS
SOCIAL AND MORAL VALUES**

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Abstract

Morality is something that applies to all people universally. It is concerned with such questions as do's and don'ts, right and wrongs. The standards of morality determine the conduct of individual members of society. The infant immediately after birth is no different from any other animal at the time of birth. But the child rapidly develops into a human being. As the child grows physically it acquires motor skills along with social skills by social environment. In this process of growth and development into human being, a sort of metamorphosis also takes place which is referred to as moral development. Moral development results from one are increasing ability to perceive social reality and to organize and integrate social experiences.

The philosophy about value is that, value should help any one to seek the real knowledge and goal of life in a righteous manner. It is equally important to ensure that the youth are equipped with core values needed to live as responsible citizens in complex democratic societies. The need for value education has been stressed by all the commissions set up for educational development viz., Radha

Krishna commission (1948), Sri prakasa committee on religious and moral instructions , Kothari commission (1964-66),National policy on education(1986).

The programme of Action (1992) emphasized value education as an integral part of school curriculum. Ultimately the responsibility of imparting value education is on the shoulders of teachers. So to impart value education the teacher him self should be equipped with values .For this he should have the ability to perceive social reality and to organize and integrate social experiences. This leads him to become a man of values and this development helps the teacher to impart value education successfully.

So the teachers, especially the newly joined teachers as they are in growing up of teaching profession, their perception towards moral and social values places significant role.

OBJECTIVES OF THE STUDY:

1. To examine the perception of newly joined teachers towards social and moral values.
2. To find out whether any difference exists in the perception of newly joined teachers towards social and moral values with respect to their sex, age, qualification, community, marital status and management.

HYPOTHESIS OF THE STUDY:

There is no significant difference in the perception of newly joined teachers towards social and moral values due to variation in their Sex, Age, Qualification, Community, Marital status and Management.

REVIEW OF RELATED LITERATURE:

Arun k. gupta Renugangal (1989) investigated into “Value emphasis as perceived by pupil of primary middle and high school stage in different institutions”.

Ravinder reddy, A. and Gopal reddy.G (1992) published a paper on “Thought for values oriented education”. They suggested the ways and means to inculcate values in primary and secondary school children.

Mehtha .P (2000) worked on “social values and futuristic perceptions of college girls in Delhi”. This study was conducted to understand the perceptions of college girls of Delhi about the future of the Indian Nation and to discover what the girls of various of various colleges of India’s metropolis during 1999 were believing ,thinking, feeling, and preferring in regard to the whole of complex social , cultural values traditional as well as modern values.

The study made by *Sudhir and Siroja Islam* on social attitudes and values of college students in socio-economic perspectives, revealed that the socio-economic status is a significant factor effecting the values and attitudes and results indicated that socio-economic status is positively related to modernity in values and attitudes of the college students.

Dwivedi and Prakash.D (2002) made an attempt to study the moral character of junior high school boys and their educational implications, indicates the effect of residential back ground, rural and urban on the development of moral characters.

Shiva kumar, S. Gangapur (2006) conducted a study on “Values of secondary school teachers in relation to their competence attitude towards profession and personality.” It revealed that female teachers are of high social values when compared to male teachers.

Radhika (2008) submitted dissertation work on the perception of B.Ed students towards social and moral values

METHODOLOGY:

The research design in the present study is descriptive in nature. Hence survey method is used to obtain information. Survey involves describing, recording, analyzing and interpreting conditions or contrasts and attempts to discover relationships between existing non-manipulated variables (Best 1989). This study involves survey method of research which includes selection and development of tool, data collection sampling, scoring procedure and statistical treatment.

TOOL:

The tool developed by Radhika for her work on perception of B.ED students towards social and moral values, was found to be relevant. The tool was 3 point rating scale .This tool was adopted and modified according to the present study. After conducting pilot study, reliability and validity were established and they were found to be 0.95 and 0.98.

There are 20 statements in the tool with 13 under social values and 7 under moral values.

SAMPLE OF THE STUDY:

A sample of 60 newly joined teachers working at Kuppam in Chittoor district of Andhra Pradesh were considered for the present study. The teachers with in a period of 2 years of teaching are considered as newly joined teachers in the present study. Here, purposive sampling technique was employed.

SCORING:

The responses provided in the scale were Agree (AG), Undecided (UD) and Disagree (D). For positive statements the scoring was given as 2, 1, and 0 and for negative statements 0, 1, 2.

STATISTICAL TECHNIQUES USED IN THE STUDY:

The obtained data was analyzed by using appropriate statistical techniques such as *Mean, SD, t-test and f-test*. By using *Mean \pm SD*, the perception of teachers have been divided into 3 levels i.e., low moderate and perceptions.

ANALYSIS:

Perception of Newly Joined Teachers towards Social and Moral Values

To assess the perception of teachers, *Mean \pm SD* values have been calculated and divided into 3 levels as follows, High level-1.85, moderate level-1.85to1.25, and low level-1.25.

The level of perception of newly joined teachers is found to be moderate towards social and moral values.

Table-1:

Effect of gender on perception of newly joined teachers towards social and moral values.

Perception of social and moral values	Gender	N	Mean	SD	t-test
Gender	Male	30	30.85	3.35	0.89
	Female	30	30.65	3.6	

The t-value calculated in the above table is not significant at 0.05 level. Hence the hypothesis is accepted.

Table-2:

Effect of age on perception of newly joined teachers towards social and moral values.

Perception of social and moral values	Age	N	Mean	SD	t-test
Age	Below30 years age	47	31.3	3.45	0.47
	Above30 years age	13	31.85	3.45	

The t-value obtained from the above table is less than the table value at 0.05 level of significance. Hence there exists no difference in the perception with respect to age.

Table-3:

Effect of qualification on Perception of newly joined teachers towards social and moral values.

Perception of social and moral values	Qualification	N	Mean	SD	t-test
Educational Qualification	UG	18	31.35	2.9	1.46@
	PG	42	30.75	3.5	

The calculated t-value is 1.46 which is less than the table value. So there exists no significant difference

Table-4:

Effect of community on Perception of newly joined teachers towards social and moral values.

Perception of social and moral values	Community	N	Mean	SD	f-test
Community	SC/ST	7	32.24	1.11	1.104
	BC	36	30.65	3.6	
	OC	17	31.25	2.95	

The f-value obtained is less than the table value. Therefore the hypothesis is accepted.

Table-5:

Effect of marital status on Perception of newly joined teachers towards social and moral values.

Perception of social and moral values	Marital status	N	Mean	SD	t-test
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Marital status	Married	33	30.9	3.25	0.87@
	Unmarried	27	31.55	3.4	

There exists no significant difference in the perception of married and unmarried teachers as the calculated t-value is not significant.

Table-6:

Effect of type of management on Perception of newly joined teachers towards social and moral values.

Perception of social and moral values	Management	N	Mean	SD	t-test
Management	Private	30	32	2.65	3.38
	Government	30	30	3.3	

The t-value calculated is greater than the table value. Hence there exists significant difference and the hypothesis is rejected

FINDINGS:

1. There is no significant difference in the perception of newly joined teachers towards social and moral values due to variation in their sex, age, qualification, community and marital status.
2. There is significant difference in the perception of newly joined teachers towards social and moral values due to variation with respect to management.

EDUCATIONAL IMPLICATIONS:

Value oriented education system cultivates the basic values of humanism, democracy, socialism and secularism.

If ethical teachings of all religions are included in the value based education, it definitely helps in national integration. As value education leads to national integration, it would be beneficial if the two concepts of value education and national integration are presented together in the sociological foundations of education for teacher trainers.

Value oriented refresher courses for teachers equips them with better skills .In these courses even teachers under private management are to be considered. Special concentration at pre-service level on value education definitely works at professional level.

CONCLUSION:

Due to liberalization and globalization rapid changes are occurring in the world. In this process moral and social values are ignored and this is the reason for disequilibrium in the society. This is the hour to think about social and moral values to strengthen the social fabric. And it is possible only with the help of teachers the architects of nation.

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