



## A COMPARATIVE STUDY OF VALUES OF TEACHERS TEACHING TO NORMAL STUDENTS AND CHALLENGED STUDENTS

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### *Abstract*

*The teachers are role model of students for their easily learning process as well as shaping their life with great dreams and aims. In this context, the researcher has conducted a study to compare the values of school teachers in relation to type of school and gender. Total eighty (80) Primary and secondary school teachers of Nashik district (Maharashtra) were selected as a sample out of them forty (40) were teachers teaching normal students (20 male teachers and 20 female teachers) and forty (40) were teaching to challenged students (MR)(20 male teachers and 20 female teachers) by purposive sampling method. Teacher Values Inventory (S.P. Ahluwalia and Harbans Singh, 1994) was used for data collection. Mean, SD and 't' value statistics techniques were used for data analysis and interpretation. The results revealed that significant difference was found in theoretical, aesthetic, social and religious value of normal school teachers and teachers teaching to challenge students; and also male and female school teachers. There was no significant difference found in the economic and political values of normal school teachers and teachers teaching to challenged students; and also male and female teachers.*

**Key Words:** Normal school teacher, challenged school teacher and values



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### **Introduction**

According to Stinnett and Huggett (1985), ".....member of no other profession is so intimately involved in the lives of almost all the people of the community so involved in the task of improving the community, its economic, political, social and cultural life – as is the teacher...the teacher is involved with the aspirations of the total community." In other hand, the teachers have been playing a vital role in whole personality development (physical, mental, emotional, social, moral, linguistic etc.) of students as well as society.

The teacher is the key to any good educational program or system. The teacher in today's schools plays a very critical role in the proper education of normal and exceptional students. The teacher is unique in that he/she can fit many different roles in the educational

environment. However, each of these distinct roles involves a variety of responsibilities and functions.

This is no less true in the case of special education for the educable mentally retarded child. It must be emphasized that the characteristics of a good teacher in the special class are essentially the same as those common to good teachers in the regular classroom. The good special teacher is probably comparable in essential characteristics and abilities to the good regular classroom teacher. Understanding these responsibilities can only help the special educator become more familiar with the role and increase the chances for success.

Indian traditions and culture have attributed to him (teacher) certain desirable personal qualities which will be helpful to cultivate in order to win and deserve that esteem. Since past the teacher's role has been as moral and educational guides. The teachers have been playing a vital role in moral development of the students. Nothing can be more effective and helpful in moulding the student's moral behaviour. So the teachers have to set an example to the students, they have to foster and possess moral qualities and values, ethical values like honesty, kindness and co-operation, otherwise the students will be like a "flower without smell" or a "flower with bad smell". The teacher should be exemplary in personal and professional life for effective class room teaching, character building and inculcation of values.

### **Mental retardation**

According to the American Association on Mental Deficiency (2004), "Mental retardation refers to sub-average general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior." This impairment in adaptive behavior can be reflected in the rate of maturation, the learning processes, and/or social adjustment.

### **Objectives of the study**

1. To find out values of normal school teachers and teachers teaching to challenged students.
2. To compare values of normal school teachers and teachers teaching to challenged students.
3. To compare values of male and female teachers.

### **Hypothesis**

1. There is no significant difference between the normal school teachers and teachers teaching to challenge students for their values.
2. There is no significant difference between of male and female teachers for their values.

**Method [Teacher values inventory (1994)]**

**Sample**

For this study, total eighty (80) Primary and secondary school teachers were select as a sample out of them forty (40) were teachers teaching normal students (20 male teachers and 20 female teachers) and forty (40) were teaching to challenged students (MR) (20 male teachers and 20 female teachers) by purposive sampling method of non-probability sampling were drawn exclusively from Nashik district of Maharashtra (India).

**ii) Variable**

Independent variable - Normal school teachers  
Teachers teaching to challenged students  
Dependent variable - Values

**iii) Research tools**

**Teacher values inventory (TVI, 1994)**

Teacher values inventory (1994) by Harbhajan L Singh and S.P Ahluwalia was used to collect data regarding values. Data related to type of school teacher and their gender was also collected.

**vi) Statistical analysis**

In the present research Mean, SD and t-test. statistical techniques were used for the data analysis and interpretation.

**Data Analysis and Interpretation**

The present study deals with the comparison of values of normal school teacher and teachers of challenged students; and male & female teacher. Table-1 to Table-2 shows means, SD and t-values of the six values of teachers with respect to their type of school and gender respectively.

**Table 1. Mean, SD and t-value for normal school teachers and teachers of challenged students on their values**

Values	Normal School Teacher		Teachers of challenged		't' value
	Mean	SD	Mean	SD	
Theoret	80.47	6.02	85.40	6.13	3.62*
Econo	79.35	7.13	78.50	4.52	0.63 <sup>NS</sup>
Aesthet	77.95	3.97	81.37	6.43	2.86*
Social	80.92	5.00	84.90	6.08	3.19*
Politica	78.85	4.69	77.10	6.12	1.43 <sup>NS</sup>
Religio	81.50	5.73	78.20	3.91	3.00*

The mean and the standard deviation of six value areas of scores of normal school teacher and teachers of challenged students were calculated as given in table 1.

Table-1 reveals that t-value (3.62) for the mean scores of theoretical values between normal and teachers of challenged students is significant at 0.01 level. However, higher mean scores of teacher's of challenged students gives rise to interpretation that they have more theoretical values than normal school teachers.

It is further revealed from table-1 that t-values (2.86, 3.19, and 3.00) with respect to aesthetic, social and religious values of normal and teachers of challenged students are significant at level of 0.01.

Table-1 further reveals that t-value (0.63) for the mean scores of economical value and (1.43) for the mean score of political value between normal and teachers of challenged students is not significant.

**Table 2. Mean SD and t-value for male teachers and female teachers on their values**

Values	Male Teacher		Female Teacher		't' value
	Mean	SD	Mean	SD	
Theoretic	82.17	6.08	83.70	6.94	1.04 <sup>NS</sup>
Economi	82.95	6.01	82.87	5.82	0.05 <sup>NS</sup>
Aesthetic	77.97	4.67	81.35	5.95	2.81**
Social	88.73	8.94	84.86	7.16	2.31*
Political	78.15	6.16	77.80	4.80	0.28 <sup>NS</sup>
Religious	81.15	5.72	78.55	4.19	2.31*

The mean and the standard deviation of six value areas of scores of male and female teacher were calculated as given in table 2. Table-2 reveals that t-value (2.81, 2.31 and 2.31) with respect to aesthetic value (.01 level), social value (.05 level) and religious value (.05 level) of male and female teachers are significant at .01 and .05 level.

Table-1 further reveals that t-value (1.04) for the mean scores of theoretical value, (0.05) for the mean scores of economic value and (0.28) for the mean score of political value male and female teachers is not significant.

### **Conclusions**

Significant difference was found in the theoretical, aesthetic, social and religious values of normal school teachers and teachers of challenged students. Higher mean scores teachers of challenged students give rise to interpretation that they had more values than normal school teachers while there was no significant difference in the economic and political values of normal school teachers and teachers of challenged students.

There was significant difference in the aesthetic, social and religious values of male and female teachers. On the other hand, there was no significant difference in theoretical, economic and political values of the male and female teachers. Results indicated that the male teachers had more social and religious values than female teachers and female teachers had more aesthetic value than male teachers.

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