VALUES OF EDUCATION IN ANDHRA PRADESH RESIDENTIAL SCHOOL TEACHERS

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Abstract

The present study aimed at the values of education in Andhra Pradesh Residential School Teachers in Srikakulam and Vizianagaram Districts of Andhra Pradesh, India. Value education has the unique capacity of transform a diseased mind into every young, fresh, innocent, healthy, natural and attentive mind. The teams formed mind is capable of higher sensitivity and a heightened level of perception. This leads to fulfillment of the evolutionary role in man and in life. Value education inculcate the teachers a sense of humanism a deep concern for the well-being of others and the nation. This can be accomplished only when we install in the teachers a deep feeling of commitment to values that would build this country and bring back to the people pride in work that brings order, security and assured progress. The data were collected from 120 A.P. Residential school teachers by 'Values of Education Scale' Constructed and standardized by Jangaiah (1973). The tool measures the four areas of values namely Character building, Present education system, Moral and spiritual values and Behavioral Values. The data were analyzed with the help of means, standard deviations and critical ratios for testing various hypotheses framed for the study. Later the results were discussed and certain conclusions were drawn. On over all observation, some educational implications were given at the end.

Introduction:

Value education develops the social, moral, aesthetic and spiritual sides of a person which are often undermined informal education. Value education teaches us to preserve whatever is good and worthwhile inherited from our culture. It helps us to accept respect the attitude and behavior of those which differ from us. Values in general could be classified broad by under five areas and those are personal, social, moral, spiritual and behavioral values. Personal values refer to those desired and cherished by the individual with his own standards of achievement. Social values refer to the society, interactions and associations. Moral values related to the character and personality building with self-control. Spiritual value refers to the inside man with conscious mind. Behavioral values refer to all good manners that are needed to make our life successful and joyous.

Review Studies:

Some of the previously done studies on values education were kept under this section.

Sinha (1981) found that the picture of an ideal education necessitated the need for earning a livelihood, the need for strengthening of character, the need for acquiring greater knowledge and the need for promoting world brotherhood and patriotic feeling.

Bar and Gurmith Singh (1972) found that male and female teacher trainees differed significantly in aesthetic, Hedonistic and power values whereas rural and urban teacher trainees differed significantly in economic and family prestige value. The female teacher trainees had significantly high aesthetic value whereas male teacher trainees had significantly high and power value. Urban teacher trainees had significantly high economic value whereas rural teacher trainees had significantly high family prestige value.

Kaul (1977) found that highly accepted teachers differed in theoretical value from moderately and lowly accepted teachers. Theoretical value did not differentiate moderately accepted teachers from lowly accepted teachers. Values like economic, aesthetic, social, political and religious did not differentiate significantly female teachers on the continuation of high acceptance and low acceptance.

Zuberi (1984) found that teachers high on theoretical values were found to dominate their class with talk and rarely asked questions, these high are economic values exhibited facilitate behaviors asked narrow questions academic career was not found to affect the teacher behavior, only values can affect.

Problem:

In this study, the problem considered was the study of value education in Andhra Pradesh Residential Schools in Srikakulam and Vizianagaram Districts of Andhra Pradesh, India.

Variables of the Study:

The socio demographic variables selected for this study were gender (Male and Female), Age (Below 40 years and Above 40 years), Marital Status (Married and Unmarried), Academic Qualifications (Graduates and Post graduates), Subject of teaching (Science and Humanities), Locality (Rural and urban), Professional Qualifications (B.Ed, M.Ed and M.Phil/Ph.D) and Teaching experience (Below 10 years, Between 10-20 years and Above 20 years).

Objectives:

To find out the opinions of A.P. Residential School teachers towards the value education in residential schools in respect to the variables Gender, Age, Marital Status, Academic Qualifications, Subject Of Teaching, Locality, Professional Qualifications and Teaching experience.

Hypotheses:

There will be no significant differences in the opinions of teachers towards the value education in residential schools related to the variables Gender, Age, Marital Status, Academic Qualifications, Subject of Teaching, Locality, Professional Qualifications and Teaching experience.

Tools Used:

The opinion scale of value education was constructed and standardized by the Jangaiah (1973) consisting of 60 items covering the areas of (1) Character building, (2) Present education system, (3) Moral and spiritual values and (4) Behavioral values. Each item is having five options of strongly agree, agree, undecided, disagree and strongly disagree. There are 30 positive items and 30 negative items. The scoring of positive items is 5, 4, 3, 2 and '1' mark and the reverse scoring for negative items. The range of the score lies in between 60-300. The reliability of the test is 0.85 and the validity is 0.92. So the test is highly reliable and valid.

Administration:

The 60 item questionnaires along with the preliminary information of A.P. Residential school teachers from 7 schools were collected from all the schools of Srikakulam and Vizianagaram Districts. Some instructions were given to the teachers for giving responses to the tool. The questionnaires were collected after the completion from every teacher.

Sample:

The final sample selected for the study was 120 teachers which includes 78 Male and 42 Female, 81 Below 40 years and 39 Above 40 years teachers, 79 Married and 41Unmarried teachers, 68 Graduates and 52 Post graduates teachers, 67 Science teachers and 53 Humanities teachers, 88 Rural and 32 urban teachers, 68 B.Ed, 41 M.Ed and 21 M.Phil/Ph.D qualified teachers and 29 Below 10 years, 52 between 10-20 years and 39

Above 20 years experienced teachers. The sample is collected by way of random sampling method.

Statistical procedures:

The statistical procedures taken for the testing of hypotheses were mean, standard deviations and critical ratios. The statistical procedures were conducted according to the formulas given by Guilford (1978) and Garret (1971).

Limitations of the study:

1. The study is limited to Srikakulam and Vizianagaram Districts located A.P. Residential Schools.

2. The sample consists of 120 teachers taken from that area with measuring limited variables.

Results and Discussion:

Table: 1 Comparison between variables in their opinions towards Value education

S.No	Variables	Category	N	Mean	SD	CR
1	Gender	Male	78	184.60	37.09	1.3
		Female	42	176.11	32.53	
2	Age	Below 40 yrs	81	174.31	35.31	2.18*
		Above 40 yrs	39	189.19	34.86	
3	Marital Status	Married	79	171.41	31.03	2.52*
		Unmarried	41	189.18	39.12	
4	Qualification	Graduate	68	170.41	30.37	1.49
		Post-graduate	52	179.07	32.29	
5	Teaching Subject	Science	67	171.64	32.91	2.17*
		Humanities	53	184.55	31.87	
6	Locality	Rural	88	179.24	31.32	1.3
		Urban	32	187.39	30.02	

*P<0.05

The means, standard deviations and critical ratios of comparison of variables in value education are in corporate in table: 1. The variables Age, Marital Status and Teaching Subject are differed significantly. So the null hypotheses framed on below 40 years and above 40 years, married and unmarried teachers and science and humanities teachers were rejected. The other variables gender, academic qualifications and locality are not differed significantly. So the null hypotheses framed on these variables are accepted.

Table: 2 Comparison among Professional Qualifications of teachers in Value education

S.No	Variable	Category	N	Mean	SD	CR
1	Professional Qualifications	B.Ed	58	169.11	31.41	1.37
		M.Ed	41	178.01	32.16	
		B.Ed	58	169.11	31.41	1.43
		M.Phil/Ph.D	21	181.63	35.28	
		M.Ed	41	178.01	32.16	0.03
		M.Phil/Ph.D	21	181.63	35.28	

Not significant

The means, standard deviations and critical ratios of professional qualifications of teachers in value education are tabulated in Table: 2. The professional qualifications among B.Ed, M.Ed and M.Phil/Ph.D are not differed significantly. So the null hypotheses framed on these bifurcations were accepted.

Table: 3 Comparison among teaching experience in Value education

S.No	Variable	Category	N	Mean	SD	CR
1	Teaching Experience	Below 10yrs	29	169.72	34.16	0.96
		10-20 yrs	52	177.23	32.51	
		Below 10 yrs	29	169.72	34.16	2.29*
		Above20 yrs	39	188.25	31.23	
		10-20 yrs	52	177.23	32.51	1.63
		Above 20 yrs	39	188.25	31.23	

*P<0.05

The means, standard deviations and critical ratios of teaching experience towards value education were tabulated in Table-3. The experience among below 10 years, between10-20 years and above 20 years teachers were kept in the table. It can be observed that the categories below 10 years and above 20 years teachers differed significantly. So the null hypothesis framed between below 10 years and above 20 years is rejected. Where as in other factors there are no significant differences were found. So the null hypotheses framed on the other factor were accepted. The mean score of above 20 years teachers is high and it indicates that the values among experienced teachers' opinions are higher.

Conclusions:

1. There are significant differences between age, marital status and subject of teaching regarding value education.

2. There are no significant differences between gender, academic qualifications and locality regarding value education.

3. There are no significant differences among and between professional qualifications of teachers related to the value education.

4. There is significant difference between below 10 years and above 20 years experienced teachers related to value education.

5. The other factors of experience between below 10 and 10 -20 years and above 20 years were not differed significantly.

Educational Implications:

1. Teachers should foster the personal values like ambition, cleanliness, courage, creativity, determination, dignity of labor, excellence, honesty, hope, maturity, punctuality, self-confidence and self-motivation among the students.

2. It is the responsibility of the teachers to inculcate the social values like brotherhood, concern of environment, courtesy, dutifulness, forgiveness, freedom, friendship, hospitality, love, sympathy, team spirit and tolerance among the students.

3. Both teachers and parents develop the moral values like honesty, integrity, sense of responsibility and variations between good and bad among the student community.

4. The parents and elders enhance the spiritual values like purity, wisdom, devotion, self-discipline, control of senses etc. in students from childhood level on wards.

5. Teacher have to develop and practice the behavioral values like economic, social, political, spiritual, modern, aesthetic, religious, academic, global, cultural values among students to make them active citizens of our country.

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