



## ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS VALUE EDUCATION IN JHARKHAND

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### Abstract

Values are essential for positive human behavior. Education from time immemorial has focused on values. Values form the core of educational goals and objectives. Almost every education policy document has emphasized the role of education in fostering values. Value education seems to be more important and requires more than looking only to curricula. The teachers outcomes are observed, with regard to attitude, motivation, self – esteem and subject knowledge. In India the common language used in educational discourse for the main elements of ‘character education’ has been ‘moral education’ and in more recent times ‘values education’. Character is ultimately about who we are and who we become, good or bad. Values appear to be constantly changing in which children are presented with all kinds of models and exposed to all kinds of opinions about right and wrong. The value education is recognized as the unique needs of the students. In this research, the work basically deals to ascertain the attitude of Secondary School Teachers towards Value Education in Jharkhand. The researcher has not only focused on the standard lesson plan but also the implementation of value education in the day today teaching learning process. The objectives of the study were: to find the significant difference between the mean scores of attitude of secondary school teachers towards value education in Jharkhand on the basis of gender, type of school, area of school and medium of school. Self constructed and validated tool on value education was administered to establish the validity and reliability of the toll. Mean standard deviation and t-test was used to analys the data to infer the findings. The findings of the study reveal that there is a significance difference between the mean scores of attitude of secondary school teachers towards value education in Jharkhand on the basis of area of school.

**Keywords:** Value, Attitude, secondary school, discourse opinion, education.



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## I. INTRODUCTION

It is known that Values are inherited from our civilization, culture and traditions spanning over centuries. The philosophy and principles as articulated in the ‘Indian Intellectual Traditions’, the ‘National Curriculum Framework (NCF) – 2005’ and the ‘Value Education for Peace’ are put into practice; values oriented education will indeed occupy central stage. Value education seems to be more important and requires more than looking only to curricula. The teachers outcomes are observed, with regard to attitude, motivation, self –

esteem and subject knowledge. In India the common language used in educational discourse for the main elements of 'character education' has been 'moral education' and in more recent times 'values education'. Character is ultimately about who we are and who we become, good or bad. It constitutes an interlocked set of personal values which normally guide our conduct, but these values are not a fixed set easily measured or incapable of modification. The word 'Value' itself is a matter for discussion and debate. For the purposes of the Report 'values' are defined broadly as 'the principles and fundamental convictions which act as general guides to behavior, the standards by which particular actions are judged as good or desirable' (Halstead and Taylor, 2000). 'Values education' itself requires some definition. Some see it simply as the explicit, conscious attempt to teach about values.

## II. SIGNIFICANCE OF THE STUDY

Value education is an important aspect of the human life. Therefore there is need to establish and explain the status of Christians' institutions as perceived by teachers in the multi-cultural and religious Indian society. It is a requirement of the society that the each and every individual should poses some kind of values which are accepted. We need to give more focus on value based curricula rather than the knowledge based.

## III. STATEMENT OF THE PROBLEM

Attitude of Secondary School Teachers towards Value Education in Jharkhand

## IV. OPERATIONAL DEFINITIONS

Attitude: a settled way of thinking or feeling about something.

Secondary: a **school** intermediate between elementary **school** and college and Usually offering general, technical, vocational, or college-preparatory Courses.

School : an institution for educating children.

Teachers: a person who teaches or instructs, especially as a profession; instructor

Towards: in the direction of.

Value : principles or standards of behaviour.

Education: the process of receiving or giving systematic instruction, especially at a school or university.

Value Education: is a process of **teaching** and **learning** about the ideals that a Society deems important.

Jharkhand: **Jharkhand** ( lit. "Bush land" or the land of forest) is a state in eastern

India, carved out of the southern part of Bihar on 15 November 2000.

## **V. OBJECTIVES OF THE STUDY**

1. To find the significant difference between the mean scores of attitude of secondary school teachers towards value education in Jharkhand on the basis of gender.
2. To find the significant difference between the mean scores of attitude of secondary school teachers towards value education in Jharkhand on the basis of type of school.
3. To find the significant difference between the mean scores of attitude of secondary school teachers towards value education in Jharkhand on the basis of area of school.
4. To find the significant difference between the mean scores of attitude of secondary school teachers towards value education in Jharkhand on the basis of medium of school.

## **VI. TOOL USED**

Self constructed and validated tool on value education.

## **VII. METHOD USED**

The investigator adapted survey method for the present study.

## **VIII. POPULATION FOR THE STUDY**

For the present study, Schools from Simdega district in Jharkhand State.

## **IX. SAMPLE**

There were 100 schools from Simdega Educational District of Jharkhand State.

## **X. STATISTICAL TECHNIQUES USED**

1. Mean
2. Standard deviation
3. t-test.

## **XI. DELIMITATIONS OF THE STUDY**

1. The researcher has taken the sample from the state of Jharkhand.
2. The researcher has taken 100 samples.
3. The researcher has taken Secondary school teachers of Simdega district for the study.
4. Most of the samples are from schools situated at the urban from the simdega district.

## **XII. NULL HYPOTHESIS**

1. There is no significant difference between the mean scores of secondary school teachers in their attitude towards value education in Jharkhand on the basis of gender.

2. There is no significant difference between the mean scores of secondary school teachers in their attitude towards value education in Jharkhand on the basis of type of school.
3. There is no significant difference between the mean scores of secondary school teachers in their attitude towards value education in Jharkhand on the basis of area of school.
4. There is no significant difference between the mean scores of secondary school teachers in their attitude towards value education in Jharkhand on the basis of medium of school.

### **XII.1. Null Hypothesis - 1**

There is no significant difference between the mean scores of secondary school teachers in their attitude towards value education in Jharkhand on the basis of gender.

**Table - 1**

Gender	N	Mean	STD	t-value	Remarks
Male	40	47.02	13.95	0.84	NS
Female	60	45.23	12.82		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the **table 1** that the t-value is 0.84 which is less than the table value 1.96 at 5% level of significance. Therefore, the null hypothesis is accepted. It means that there is no significant difference between the mean scores of secondary school teachers in their attitude towards value education in Jhandkhand on the basis of gender.

### **XII.2. Null Hypothesis - 2**

There is no significant difference between the mean scores of secondary school teachers in their attitude towards value education in Jharkhand on the basis of type of school.

**Table - 2**

Type of School	N	Mean	STD	t-value	Remarks
Government	50	42.38	4.1	2.75	S
Private	50	40.12	3.8		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the **table 2** that the t-value is 2.75 which is more than the table value 1.96 at 5% level of significance. Therefore, the null hypothesis is rejected. It means that there is a significant difference between the mean scores of secondary school teachers in their attitude towards value education in Jharkhand on the basis of type of school.

### **XII.3. Null Hypothesis - 3**

There is no significant difference between the mean scores of secondary school teachers in their attitude towards value education in Jharkhand on the basis of area of school.

**Table - 3**

Area of School	N	Mean	STD	t-value	Remarks
Rural	62	58.44	6.42	5.96	S
Urban	38	64.23	3.24		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the **table 3** that the t-value is 5.96 which is more than the table value 1.96 at 5% level of significance. Therefore, the null hypothesis is rejected. It means that there is a significant difference between the mean scores of secondary school teachers in their attitude towards value education in Jharkhand on the basis of area of school.

#### **XII.4. Null Hypothesis - 4**

There is no significant difference between the mean scores of attitude of secondary school teachers in their attitude towards value education in Jharkhand on the basis of medium of school.

**Table - 4**

Medium of School	N	Mean	STD	t-value	Remarks
English	60	47.31	12.93	1.20	NS
Hindi	40	44.75	13.84		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the **table 4** that the t-value is 1.20 which is less than the table value 1.96 at 5% level of significance. Therefore, the null hypothesis is accepted. It means that there is no significant difference between the mean scores of secondary school teachers in their attitude towards value education in Jharkhand on the basis of medium of school.

#### **CONCLUSION**

It is to be inferred from the above table that there is a significant difference between the mean scores of secondary school teachers in their attitude towards value education in Jharkhand on the basis of area of school and type of school whereas there is no significant difference between the mean scores of secondary school teachers in their attitude towards value education in Jharkhand on the basis of gender and medium of school.

The concept of attitude towards value education is a helpful concept yet looking at the moral of the society it should be implemented in the field education. There should be facility of internship course for the teachers in the school which will also help in developing positive attitude towards teaching and value formation. Today the need and lust for being successful is

increasing hence for proper guidance and for fulfilling the demands of the time the concept of value education should be applied in all stages of education for the benefits of the students and teachers.

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