



VALUE PATTERN OF GOVT. AND PRIVATE URBAN SECONDARY SCHOOL TEACHERS ON GENDER BASIS

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Abstract

The present study was designed to undertake the comparative study of govt. and private school teachers on value pattern in Kashmir province. A sample of 200 teachers (100 govt. and 100 Private) were selected randomly from govt. and private secondary schools. The data was collected by using Indian Adaption value scale constructed by N.Y. Reddy. The collected data was analyzed by applying some statistical techniques and some of the important findings have been drawn from the present study. It was found that significant means difference was found between govt. and private secondary school teachers while as no significant means difference was found between male and female govt. and private secondary school teachers.

Keywords: Secondary school teachers. Value pattern- Theoretical value, Economic value, Aesthetic value, Social value, Political value, religious value.



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Introduction

Values are a set of rules or regulations of behavior. In the words of Dewey, “the value means primarily to price, to esteem, to appraise and to estimate”. It means the act of achieving something, holding it and also the act of passing judgment upon the nature and amounts of values as compared with something else. Values are regarded as desirable, important, and held in high esteem by a particular society in which a person lives. Thus values give meaning and strength to a person’s character by occupying a central place in his life. Values reflect one’s personal attitudes and judgments, decisions and choices behavior and relationships, dreams and vision. They influence our thoughts, feelings and actions. They guide us to do the right things. But values may differ from one society to the other. Value education means inculcating a sense of humanism, a deep concern for the well-being of others and the nation among the children. This can be accomplished only when it is instilled in the children 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. Through value education we like to develop the social, moral, aesthetic and spiritual sides of

a person which are often undermined in formal education. Value education teaches us to preserve whatever is good and worthwhile in what was inherited from our culture. It helps us to accept respect, the attitude and behavior of those who differ from us. Value education does not mean value imposition or indoctrination.

Value education has the capacity to transform a diseased mind into a very young, fresh, innocent, healthy natural and attentive mind. The transformed mind is capable of higher sensitivity and heightened level of perception. This leads to fulfillment of the evolutionary role in man and in life. Value education helps oneself and one's relation to society. Value education makes one peaceful and by his personality, he adds peace to the society. Individual and society supplement each other. Education is a personality building process. It has always been linked with society. It has both a personal and social dimension and like the two sides of the same coin, these are inseparable. According to Gandhi, real education does not consist in packing the brain with information facts and figures, or in passing examinations by reading the prescribed number of books, but by developing the right character. At present, our education system is largely involved in preparing the younger generation of developing their cognitive domains. Today what is being done is to educate the heads and hands and not the hearts. Lack of value education has been an important factor in the global scenario of growing violence and terrorism, pollution and ecological imbalances. The Education Commission (1964 – 66) and the National Policy on Education (NPE – 1986) stressed the importance of value oriented education in our country. The Ramamurthy Committee Report (1990) recommended that the imparting of value education should be an integral part of the entire educational process. Value education makes the youth powerful. They contribute a great deal to the national reconstruction and national development. The above Policy has laid considerable emphasis on Value Education by highlighting the need to make education a forceful tool for cultivation of social and moral values. The policy has stated that in our culturally plural society, education should factor universal and eternal values oriented towards the unity and integration of our people. Values are master sentiments or philosophies of life, which gives the individual the directions to his striving. Values refer to what is regarded as important and play the most important role in the life of an individual and which shapes the activities of man. It is mans capacity to develop and cultivate values that clearly marks him out from the rest of the living creatures and enables him to improve

perpetually the quality of his life on this planet both in material and non material sense. The significance of values in human existence cannot be exaggerated. Values are the highest quality of reality and cultivate points of significance for mankind.

Some of the investigations carried out by the various researchers found that there is significant difference between Govt. and private secondary school teachers on their different values such as Trepathi, P.K (2010) has shown in his study that there is significant mean difference between govt. and private secondary school teachers on their economic, religious and social values while as no significant difference was found on their theoretical, political, and aesthetic values. Jaginder. R.S (2011) has mentioned in his studies that there is no significant mean difference between male and female secondary school teachers on all the dimensions of value pattern except aesthetic value. Female secondary school teacher either from govt. or private school showed better aesthetic value as compared to their counter parts. Meenakshi (2012) has also mentioned in her study that significant difference was found rural and urban primary school teachers on their value pattern. Karmjeet, K (20015) has found that significant difference was found between Govt. and Private elementary school teachers on their value pattern. However no significant difference as found between male and female teachers while comparing on different pattern of values. Number of studies have been conducted on value pattern of school teachers but very few studies have been conducted so for in our Kashmir province on secondary school teachers related to values pattern. Thus the investigators found it as a burning issue and got interested to carry out this study.

Objectives:

The investigators have set forth the following objectives for the present study.

1. To study the values of govt. and private secondary school teachers.
2. To study the values of male & female govt. secondary schools teachers.
3. To study the values of male and female private secondary school teachers.
4. To compare govt. and private secondary school teachers on various dimensions of value pattern.
5. To compare male and female govt. secondary school teachers on various dimension of value pattern.
6. To compare male and female private secondary school teachers on various dimensions of value pattern.

Hypothesis.

For the present study the investigators have formulated the following hypothesis.

1. There is no significant mean difference between govt. and private secondary school teachers on various dimension of value pattern.
2. There is no significant mean difference between male and female govt. secondary school teachers on various dimensions of values pattern.
3. There is no significant mean difference between male and female private secondary school teachers on various dimensions of value pattern.

Methods and procedure.

The present study was designed to study the value pattern of govt. and private urban secondary school teachers. The investigators used the descriptive method to carry out the present investigation.

Sample

The investigators selected 200 secondary school teachers (100 govt. and 100 private) randomly from various govt. and private urban secondary schools in Kashmir province J&K.

Tool

For the present study the investigators used the Indian Adaption value scale constructed by N.Y. Reddy for the collection of data.

Statistical treatment.

The collected was analyzed by applying Mean, S.D and t-value.

Analysis and interpretation of collected data.

The analysis and interpretation of the collected data is of great significance. The data as such has no meaning, if it is not analyzed and interpreted properly. Interpretation calls for a critical examination of the results of analysis in the light of all the limitations of that gathered data.

Table 1.0 : Showing the mean comparison of govt. and private urban secondary school teachers on various dimensions of value pattern.

Dimension	Category	N	Mean	M. D	S.D	t-value	Level of significance
<i>Theoretical</i>	Govt.	100	41.42	2.84	5.12	3.94	Significant
	Private	100	38.58		5.13		
<i>Economic</i>	Govt.	100	34.75	0.46	4.65	1.31	Insignificant
	Private	100	35.21		3.74		
<i>Aesthetic</i>	Govt.	100	39.05	5.05	5.54	6.82	Significant
	Private	100	44.1		5.03		
<i>Social</i>	Govt.	100	46.09	1.57	5.19	1.96	Significant at 0.5 level
	Private	100	44.52		6.22		
<i>Political</i>	Govt.	100	31.58	0.65	3.18	1.22	Insignificant
	Private	100	30.93		4.28		
<i>Religious</i>	Govt.	100	41.42	1.99	5.19	2.80	Significant
	Private	100	43.41		5.07		

The perusal of above table shows the mean comparison of government and private secondary school teachers on various dimensions of value pattern. The above table reveals that government secondary school teachers scored higher mean on theoretical value (41.42) as compared to the mean of private secondary school teachers (38.58). The obtained “t” value came out (3.94) which show significant difference between the two groups of teachers.

While as there is no significant difference between govt. and private secondary school teachers on economic dimension of value pattern. However the private secondary school teachers scored high means as compared to govt. secondary school teachers but fail to reach any level of significance.

The table also shows the mean comparison of government and private secondary school teachers on aesthetic dimension of value pattern. The above table reveals private secondary school teachers have higher mean on aesthetic value (44.1) as compared to the

mean of government secondary school teachers (39.05). The obtained “t” value came out (6.82) which show significant difference at both levels.

Further the statistical data of above table reveals the mean comparison of government and private secondary school teachers on the dimension of social value on value pattern. The table also depicts that government secondary school teachers show higher mean (46.09) than private secondary teachers (44.52). The obtained t value came out (1.96) which shows significant means difference at 0.5 level but fails to reach at 0.1 level of significance.

While making the comparison on political value the above statistical table shows government secondary school teachers have higher mean on political value (31.58) as compared to the mean of private secondary school teachers (30.93). The obtained “t” value which came out (1.22) fails to reach any level of significance.

The above table also shows the mean comparison of government and private secondary school teachers on dimension of religious value of value pattern. The above table reveals that private secondary school teachers have higher mean on religious value (43.41) as compared to the mean of government secondary school teachers (41.42). The obtained “t” value came out (2.80) which show significant difference.

Hence the hypothesis number one which reads “There is no significant mean difference between govt. and private secondary school teachers on various dimension of value pattern” stands partially rejected.

Table 1.1: Showing the mean comparison of male and female govt. secondary school teachers on various dimensions of value pattern.

Dimension	Category	N	Mean	M. D	S.D	t-value	Level of significance
<i>Theoretical</i>	Male	50	39.74	2.32	4.58	2.32	Significant at .05 level
	Female	50	37.42		5.39		
<i>Economic</i>	Male	50	34.74	0.02	5.37	0.02	Insignificant
	Female	50	34.76		3.86		
<i>Aesthetic</i>	Male	50	38.04	2.02	5.32	1.85	Insignificant
	Female	50	40.06		5.62		
<i>Social</i>	Male	50	46.5	3.96	4.77	3.35	Significant
	Female	50	42.54		6.88		
<i>Political</i>	Male	50	31.62	0.08	3.55	0.13	Insignificant
	Female	50	31.54		2.79		
<i>Religious</i>	Male	50	40.88	1.08	5.79	1.04	Insignificant
	Female	50	41.96		4.49		

The perusal of above data reveals the mean comparison of govt. male and female secondary school teachers on various dimensions of value pattern. The table depicts that there is no significant mean difference between govt. male and female secondary school teachers on dimensions of economic, aesthetic, political and religious values on value pattern. While as significant mean difference was found on social value at both levels of significance, furthermore the table reveals that on comparison of male and female teachers on theoretical value the mean score favors male teachers which is significant at 0.05 level but insignificant at 0.01 level. *Hence the hypothesis number two which reads “that there is no significant difference between male and female government secondary school teachers”, stands partially accepted.*

Table 1.2: Showing the mean comparison of male and female private secondary school teachers on various dimensions of value pattern.

Dimension	Category	N	Mean	M. D	S.D	t-value	Level of significance
<i>Theoretical</i>	Male	50	41.70	0.3	5.53	0.29	Insignificant
	Female	50	41.40		4.72		
<i>Economic</i>	Male	50	35.20	0.02	3.63	0.02	Insignificant
	Female	50	35.22		3.88		
<i>Aesthetic</i>	Male	50	42.92	2.63	4.63	2.71	Significant at 0.5 level
	Female	50	45.28		5.17		
<i>Social</i>	Male	50	48.02	3.86	3.54	4.02	Significant
	Female	50	44.16		5.87		
<i>Political</i>	Male	50	31.00	0.14	4.75	0.16	Insignificant
	Female	50	30.86		3.80		
<i>Religious</i>	Male	50	44.32	1.82	5.00	1.82	Insignificant
	Female	50	42.50		5.04		

The perusal of above data reveals the mean comparison of private male and female secondary school teachers on various dimensions of value pattern. The table depicts that there is no significant mean difference between private male and female secondary school teachers on dimensions of theoretical, economic, political and religious values on value pattern. While as significant mean difference was found on dimensions of social and aesthetic values a on value pattern. *Hence the hypothesis number third which reads “that there is no significant difference between male and female private secondary school teachers” stands partially accepted.*

Major Findings and Conclusion.

After analyzing and interpreting the collected data by applying some statistical techniques some of the major findings have been drawn from the present study carried out by the investigators.

1. It was found that govt. secondary school teachers showed better theoretical and social value as compared to private secondary school teachers.
2. It was also found that private secondary school teachers showed higher aesthetic and religious values as compared to govt. secondary school teachers.
3. Further it was found both govt. and private teaches showed similar type of economic and religious values.
4. It has been found that govt. male teachers showed better theoretical and social value as compared female teachers.
5. It was also found that both male and female teachers showed similar type of economic, aesthetic, political and religious values.
6. It has been found that private female teachers showed better aesthetic and social values as compared to male teachers.
7. It was also found that both male and female private secondary school teachers showed similar type of theoretical, economic political and religious values.

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