

A STUDY OF PROFESSIONAL VALUES AMONG PRIMARY TEACHERS

Dnyaneshwar J. Bhamare, Ph.D.

Associate Professor, Seva Sadan's College of Education, and Ulhasnagar-3(District: Thane)

Paper Received On: 25 AUGUST 2022

Peer Reviewed On: 31 AUGUST 2022

Published On: 01 SEPTEMBER 2022



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

1. Introduction

As per the New Education Policy (2020), the role of a teacher is not confined to teaching but teacher should possess professional value.

If we cast a bird view eye over history, it is observed that teachers develop the child along with building the society. The monarchy was overthrown by Arya 'Chanakya' a teacher by profession. Dr. Radhakrishnan, Dr. APJ Abdul Kalam, Sane Guruji, a teacher by profession, preserved personal as well as professional values there by directed the society towards it. In the present scenario, which are the professional values present in primary education? Is there any difference between the professional values of male and female teachers? Is there any difference between professional values among teachers of rural and urban areas? The researcher has identified the above research questions and will do in this direction.

2. Need and importance of Research

This research with help to know the different professional values present in oneself. It will help to identify the different strengths and weaknesses present in teachers. This research will also help to understand the zeal of teachers in ICT world as well as how far efforts can be taken by teachers to develop professional values.

3. Objectives of Research

- To find professional values among male and female primary teachers.
- To compare professional values among male and female primary teachers.
- To compare professional values among rural and urban teachers.

4. Scope and Limitations of Research

This research is limited to '50' primary teachers of rural and urban area of Ambernath region.

5. Hypothesis

- There is no significant difference between professional values of primary teachers in relation to 'Gender'.
- There is no significant difference between the professional values of primary teachers in relation to 'locale'

6. Research Methodology

The researcher used the survey method of research to collect data.

7. Sampling

The researcher used the random sampling method of 50 primary teachers, 18 male and 32 female primary teachers, and 25 rural and 25 urban primary teachers.

8. Statistics used by the researcher

Percentage, mean, standard deviation, and t-test used by the researcher for the interpretation of data.

9. Tool for Research

The researcher made self-made questionnaires on the basis of five professional values. For each value, three questions were asked. In total, fifteen questions are in the 'questionnaires'. For 'yes' response, 1 mark is given.

10. Analysis and interpretation of data

Table 10.1

Sr. No.	Item	Yes	No
1	Research Curiosity	4(8%)	46(92%)
2	Ability to handle educational software	12(24%)	38(76%)
3	Enrichment of content knowledge	41(82%)	09(18%)
4	Co-operative attitude	45(90%)	05(10%)
5	Innovation in teaching	22(44%)	28(56%)

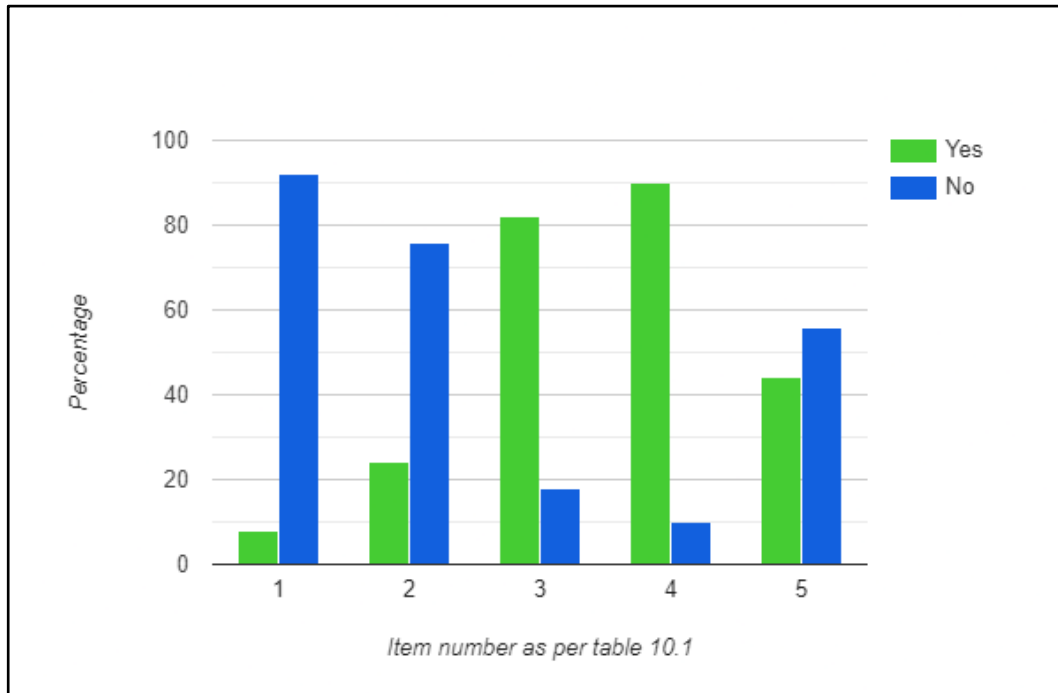
10.2 Analysis of data

- 4 primary teachers responding positive response for curiosity of research whereas 46 primary teachers responded negative response.
- 12 teachers have ability to handle educational software whereas 36 teachers have no ability about handling educational software.
- 41 teachers taking efforts to enrich their content knowledge and 09 teachers does not take efforts to enrich their content knowledge.
- 45 teachers have co-operative attitude whereas 05 teachers have no such type of attitude.
- 22 teachers used innovative technique in teaching as well as 28 teachers have no any innovation about teaching.

10.3 Interpretation of data

- Only 8% of teachers have research curiosity and 92% teachers have no curiosity of research.
- 24% teachers have ability to handle educational software and 76% teachers have no ability to handle educational software.

- 82% teachers enrich their content knowledge as well as 18% teachers not taken efforts about this.
- 90% teachers have co-operative attitude, only 10% teachers have not such types of attitude.
- 44% teachers used innovative techniques in teaching but 56% teachers responding negatively.



10.4 Testing of hypothesis

- Hypothesis 1:

There is no significant difference between the professional values of primary teachers in relation to gender.

Table 10.4.1

Sr. No	Gender	N	Mean	Standard Deviation	't' value at at 0.05 level
1	Male	18	42.5	9.3	4.1603
2	Female	32	53.2	8.4	

From table 10.4.1, it is observed that calculated mean of the male and female was 42.5 and 53.2, respectively, which is greater than table values are significant level 0.01 and 0.05. Hence, hypothesis is rejected, so we can say that there is significant difference between the professional

values of a primary teacher in relation to gender. From mean value we can say that females has more professional value compare to males.

● Hypothesis 2:

There is no significant difference between the professional values of primary teachers in relation to locale.

Table 10.4.2

Sr. No	Locale	N	Mean	Standard Deviation	't' value at at 0.05 level
1	Urban	25	48.2	7.9	0.3742
2	Rural	25	47.4	7.2	

As per table 10.4.2, it is observed that 't' value 0.3742 is less than table value 1.97 at 0.05 level. Hence, the hypothesis is accepted. So, we can say that there is no significant difference between professional values of primary teachers in relation to locale.

11. Finding and Conclusions

- Research curiosity, ability to handle educational software, enrichment of content knowledge, co-operative attitude, and innovation in teaching are the professional values found among primary teachers.
- There is no significant difference between professional values of primary teacher in relation to gender.
- Female teachers have more professional values compare to male teachers.
- There is no significant difference between professional values of primary teachers in relation to locale.
- Only few primary teachers have research curiosity.
- Good number of primary teachers have innovation in teaching.

12. References

Nagarajan R.S., (2006), '*Professional Ethics and Human Values*', Mumbai: New Age International Publishers.

Raghavan, (2009), '*Human Values and Professional Ethics*', New Delhi: S. Chand Publishing.

मूल्यप्रवाह, (2019), '*उच्चतर शैक्षिक संस्थानोमे मानवीय मूल्य और व्यवसायिक आचारनीती*', न्यू दिल्ली: विश्वविद्यालय अनुदान आयोग प्रकाशन.