

A Study of Values Among Trained Graduate Teachers Working in Secondary Schools

Dr. Aruna Chauhan

Assistant Professor, RIMT College of Education, Mandi Gobindgarh, Punjab, India

Abstract

In the present post modern society winning has become the only dream from all the parties as parents, institutional leaders, communities and peer. It has left an adverse impact on the personality of the forthcoming generations. Therefore teacher is expected to play the most significant role in imparting students value oriented education which simonizes their personality. The present paper throws light on the values of trained graduate secondary school teachers of Patiala district of Punjab as Social, Political, Religious, Economical, Aesthetic Economic and Theoretical value education . A sample of 100 male and female trained graduate secondary school teachers was taken for the present research. The main objective of the present paper is to find out various types of values existing among male and female trained graduate teachers of secondary schools. The present paper also suggested some ways to promote values among the students in educational institutions.

I. Introduction

Teachers shape the personality of his students and give a new direction to life. The student community needs to impart value oriented education in educational institutions. It is only through the capabilities, abilities, potentialities, work and values of teacher that a country's worth and cream is evaluated. The teacher in any educational institution is just like a backbone who can inculcate values among students effectively irrespective of any impediment on the way. The silence of an ideal teacher speaks about values and morality in the form of his work in the school. The word value enshrines in itself various types as social, economic, political, aesthetic and theological one. Values are something that we expect others to follow and also practised in our daily life. The Oxford University defines values as standards of behavior of principles followed in life. The value oriented education and teachers with all types of values are the need of the hour.

II. Need and Importance

- Value orientation is an age old process from the past to the modern times in India. Now it needs transformation keeping the requisites of the post modernism world. The teacher really has a very important role to play in it.
- Today in the form of society, we have technological world around us. So value crisis is found everywhere.
- Value regeneration is a continuous strife because values seems to be vary and statistic all the times. So it is a continuous process and not static or periodic at all.
- Values are generative in its nature. These are given generation to generation.

III. Review of Literature

Earlier keeping in view the importance of the topic, researches were made. Patel (1979) conducted research on values and found that on religious and aesthetic values, the female teachers scored higher than the male teachers. On political values, the male teachers scored higher than the female teachers. Kumari (1981) found that urban male teachers were more moral than rural male teachers and male teachers secured better points in the aesthetic, political and social values than the female teachers, whereas urban female teachers preferred economic and social values; rural female teachers were aesthetic, theoretical and religious. Rural female teachers had higher sense of morality than the urban female teachers. Raj, G.S. (1981) found in his Ethiopian teachers scored higher on

theoretical, social and cultural values than Indian teachers and the difference was significant at 0.01 levels. So far the academic and aesthetic value scores, no significant differences were found between these teachers. On religious value, Indian teachers score was found higher. Kumar (2006) conducted a study entitled 'A comparative study of environmental awareness and values among female secondary school teacher trainees of rural and urban areas of Himachal Pradesh' and found that rural and urban female teacher trainees have almost the same kind of perception as far as religious value, aesthetic value and health value was concerned. Rural female teacher trainees on the basis of mean score show more inclination towards values as compared to urban counter parts emitted. There exists positive co-relation between environmental awareness and social value as well as health value. Thus values are determinants and principles for living a good happy life. In this paper value pattern has many values as mentioned below:

- A. Social Values: Such types of values reflect service to people, love and affection towards people. Its base is philanthropy i.e. love and affection to human beings. This philanthropy become the base of any society.
- B. Political Values: As the word itself depicts that it is the value related to personal power. Personal importance is given in it irrespective of any other thing. One's influence, hegemony and reputation is preferred than anything else.
- C. Religious Values: Religion is the base of these values. One's faith in God and religion and all the rituals and practices related to it are the roots of religious values
- D. Economic Values: As the word shows that economic values are related to money and financial matter. In modern times where we all find the all pervasive importance of money, it has become sole motif to earn more and more money.
- E. Aesthetic Values: Love for art, music, poetry, sculpture and beauty come under the category of aesthetic values. It is the highest type of value in value pattern.
- F. Theoretical Values: Theological values are rational, Logical and scientifically. Whatever faces the scientific approach and rationality of man is considered truth. It is empirical i.e. experience based approached and intellectual I its disposition.

Role of teacher is inculcating values by love, suggestions, and a sort of assistance to the child. The teachers are expected to help but not to pressurize the child. Peer group, educational institution leaders, administrative of the educational institutions

try to have the above said values. Teachers have very critical role in it. They are expected by all to inculcate values and also lead an idealistic life. Actually they are considered role models, workers, professionals, idealistic figures.

IV. Objectives of The Study

To study values among trained graduate teachers of male and female secondary school teachers in respect of (i), Social (ii) Political (iii) Religious, (iv) Economical , (v) Aesthetic Economic and (vi) Theoretical value education. Following are the objectives of the study were framed:

- I. To study and differentiate the Social Values between male and female trained graduate teachers working in Secondary schools.
- II. To study and differentiate the Political Values between male and female trained graduate teachers working in Secondary schools.
- III. To study and differentiate the Religious Values between male and female trained graduate teachers working in Secondary schools.
- IV. To study and differentiate the Economic Values between male and female trained graduate teachers working in Secondary schools.
- V. To study and differentiate the Aesthetic Values between male and female trained graduate teachers working in Secondary schools.
- VI. To study and differentiate the Theoretical Values between male and female trained graduate teachers working in Secondary schools.

V. Hypothese

Keeping in view the objectives of the paper hypotheses for the study are framed below:

1. There is no significant difference in the Social Values of male and female trained graduate teachers working in Secondary schools.
2. There is no significant difference in the Political Values of male and female trained graduate teachers working in Secondary schools.
3. There is no significant difference in the Religious Values of male and female trained graduate teachers working in Secondary schools.
4. There is no significant difference in the Economic Values of male and female trained graduate teachers working in Secondary schools.
5. There is no significant difference in the Aesthetic Values of male and female trained graduate teachers working in Secondary schools.
6. There is no significant difference in the Theoretical Values of male and female trained graduate teachers working in Secondary schools.

VI. Sample and Tools

The study was conducted through descriptive method of research. The descriptive method has undoubtedly, been the most popular and most widely used research method in education. Data for this research is drawn from randomly selected 90 trained graduate teachers (45 male and 45 female) from Secondary schools of Patiala district.

VII. Method and Procedure

To collect the information for assessing and find out the value pattern among Secondary school teachers of Government and Private schools of Patiala. The investigator used Teacher Value Inventory developed by Dr.(Mrs.) Harbhajan L. Singh and S.P. Ahluwalia for conducting the present study. The inventory consists of 25 questions concerned with six values- (i), Social (ii) Political (iii) Religious, (iv) Economical , (v) Aesthetic Economic and (vi) Theoretical.

VIII. Statistical Techniques Used

It was thought desirable to apply ‘t’ test to measure the level of difference and relationship. Thus the analysis interpretation is further

ANALYSIS AND INTERPRETATION The data is collected with a view to draw certain conclusion about the problem which is being investigated. Thus analysis was done.

Table 1 : Significance of difference in mean scores of different values of male (TGT) and female(TGT) secondary school teachers

Sr. No	Value	Group	N	M	S.D.	S.ED	‘t’ value	level of significance
1	Social Value	Male	45	108.00	14.97	3.29	1.22	Not Significant
		Female	45	104.00	16.22			
2	Political Value	Male	45	76.50	2.15	0.63	2.64	Significant at 0.01
		Female	45	74.82	3.67			
3	Religious Value	Male	45	85.01	2.98	0.52	5.79	Significant at 0.01
		Female	45	88.07	1.92			
4	Economic Value	Male	45	82.98	12.12	2.19	0.94	Not Significant
		Female	45	80.18	8.40			
5	Aesthetic Value	Male	45	80.04	9.12	2.35	3.90	Significant at 0.01
		Female	45	89.24	12.89			
6	Theoretical Value	Male	45	91.97	14.03	2.75	2.61	Significant at 0.05
		Female	45	84.77	12.01			

df=88, * significant at 0.01 ,** significant at 0.05.

Social Value: The Table 1 indicates the mean scores of social value of male and female trained graduate teachers working in secondary schools were found to be 108.00 (S.D.=14.97) and 104.00 (S.D.=16.22) respectively. The calculated ‘t’ value 1.22 turned out to be lesser than the table value at .01 level and .05 level. Therefore, it can be inferred that there is no significant difference between the social values of male and female trained graduate teachers in secondary schools. So, the null hypothesis that there is no significant difference in the Social Values of male and female trained graduate teachers working in Secondary schools is retained. The Table 1 further reveals that the mean scores of social value of male trained graduate teachers working in secondary schools were more than female trained graduate teachers.

Political Value: It is found that the mean scores of political value of male and female trained graduate teachers working in secondary schools were found to be 76.50 (S.D.=2.15) and 74.82 (S.D.=3.67) respectively. The calculated ‘t’ value 2.64 turned out to be greater than the table value at .01 level. Therefore, it can be inferred that there is significant difference between the political values of male and female trained graduate teachers in secondary schools. So, the null hypothesis that there is no significant difference in the political Values of male and female trained graduate teachers

working in Secondary schools is rejected. The Table 1 further reveals that the mean scores of political value of male trained graduate teachers working in secondary schools were more than female trained graduate teachers.

Religious Value: It is crystal clear from the Table 1 that the mean scores of religious value of male and female trained graduate teachers working in secondary schools were found to be 85.01 (S.D.=2.98) and 88.07 (S.D.=1.92) respectively. The calculated 't' value 5.79 turned out to be greater than the table value at .01 level. Therefore, it can be inferred that there is significant difference between the religious values of male and female trained graduate teachers in secondary schools. So, the null hypothesis that there is no significant difference in the religious Values of male and female trained graduate teachers working in Secondary schools is rejected. The Table 1 also shows that the mean scores of political value of male trained graduate teachers working in secondary schools were less than female trained graduate teachers.

Economical Value: The Table 1 indicates the mean scores of economic value of male and female trained graduate teachers working in secondary schools were found to be 82.98(S.D.=12.12) and 80.18 (S.D.=8.40) respectively. The calculated 't' value 0.94 turned out to be lesser than the table value at .01 level and .05 level. Therefore, it can be inferred that there is no significant difference between the economical values of male and female trained graduate teachers in secondary schools. So, the null hypothesis that there is no significant difference in the Social Values of male and female trained graduate teachers working in Secondary schools is retained. The Table 1 further reveals that the mean scores of economical value of male trained graduate teachers working in secondary schools were more than female trained graduate teachers.

Aesthetic Value: It is clear from the Table 1 that the mean scores of value of male and female trained graduate teachers working in secondary schools were found to be 80.04 (S.D.=9.12) and 89.24 (S.D.=12.89) respectively. The calculated 't' value 3.90 turned out to be greater than the table value at .01 level. Therefore, it can be inferred that there is significant difference between the aesthetic values of male and female trained graduate teachers in secondary schools. So, the null hypothesis that there is no significant difference in the aesthetic Values of male and female trained graduate teachers working in Secondary schools is rejected. The Table 1 also shows that the mean scores of aesthetic value of male trained graduate teachers working in secondary schools were less than female trained graduate teachers.

Theological Value: The Table 1 indicates the mean scores of theological value of male and female trained graduate teachers working in secondary schools were found to be 91.97(S.D.=14.03) and 84.77 (S.D.=12.01) respectively. The calculated 't' value 2.61 turned out to be lesser than the table value at .05 level. Therefore, it can be inferred that there is significant difference between the aesthetic values of male and female trained graduate teachers in secondary schools. So, the null hypothesis that there is no significant difference in the theological Values of male and female trained graduate teachers working in Secondary schools is rejected. The Table 1 further reveals that the mean scores of theological value of male trained graduate teachers working in secondary schools were more than female trained graduate teachers.

IX. Conclusion

The analysis and interpretation in the present paper exhibit that the political, religious and theoretical values are different in male and

female trained graduate teachers. Male trained graduate teachers are better in social, political, economical and theoretical values. So the curriculum planners and the concerned administrators should take initiative to inculcate these values in the teachers as well as students. Further it is also seen that female graduate are found significantly different and high as compared to the counterpart i.e. male trained teachers. Political interest should be taken by the female teachers. Leadership qualities are the need of the hour so proper training for leadership qualities should be provide to the teachers. In curriculum, value should be made compulsory in theory and practice. Workshops and seminars should be specially organized on values.

References

- [1]. Dee, T. S. (2005), *A Teacher Like Me: Does Race Ethnicity or Gender Matter?*, *Understanding Teacher Quality*, vol 95(2): pg 158-165.
- [2]. Gray, P. and Ross, J. A. (2006). *Transformational leadership and teacher commitment to organizational values: The mediating effects of collective teacher efficacy. School Effectiveness and School Improvements*, vol. 17, pg.179-199.
- [3]. Harbhajan L. Singh and S.P. Ahluwalia. *Teacher Value Inventory*, National Psychological Corporation, Agra.
- [4]. Kumar(2006). *A comparative study of environmental awareness and values among female secondary school teacher tartness of Rural and Urban areas of Himachal Pradesh*, M.Ed. Dissertation in Education, Shimla: Himachal Pradesh University.
- [5]. Kumari, L. Vijay (1996). *Value Orientation of Secondary School teachers and their Attitudetowards Educational Issue*, *Indian Educational Abstracts*, Issue-5.
- [6]. Patel, (1979). *A Study of the Prevalent Value System of the Teachers of Maharashtra Schools*, M.Phil. Education, South Gujrat University. Powney, J., Cullen, M-A., Schlapp, U., Johnstone.
- [7]. Raj, G.S. (1981). *Attitudes and Values of Teachers in the Context of Socio-Cultural Background: A Comparative Study of Expatriate Indian and Native Teachers of Ethiopia*, *Third Survey of Research in Education, 1978-1983*, NCERT, New Delhi.

Author's Profile

Dr. Aruna Chauhan, RIMT College of Education, Mandi Gobindgarh, Punjab, India. Email. Arunachauhan2@gmail.com