



A COMPARITIVE STUDY OF TEACHER VALUES AMONG MALE AND FEMALE SECONDARY SCHOOL TEACHERS

JASWINDER SINGH

ASHA RANI

Assistant Professor,

Research Scholar,

Ch. Devi Lal College of Education, Jagadhri

Deptt. Of Education, Kurukshetra University

ABSTRACT

Values are those standards or codes of conduct conditioned by one's cultural tenets guided by conscience, according to which one is supposed to conduct himself and shape his life pattern by integrating his benefits ideas and attitudes to realize the cherished ideals and aims of life. By values we mean the criterion or basis of choosing between alternative courses of action. High values lead to objective, fair, correct decisions and action and ensure the welfare of all concerned. Low values do exactly the opposite. Therefore, what we need more today is more leadership focused on courage, intellectual integrity and sense of value. There is no substitute for sense of values. To develop the values among students teacher plays an important role. Therefore a study was conducted to identify the values among secondary school teachers. According to the nature and need of the study *descriptive survey method* was employed. In the present study data was collected through Teacher value inventory (TVI) developed and standardized by Dr. Harbhjan Singh & S.L.Waliya. 140 secondary school teachers from Yamuna Nagar district of Haryana were selected by random sampling technique. The findings of the present study showed no significant difference of teacher values among secondary school teachers in relation to their gender.

KEYWORDS: - *Values, Secondary School Teachers*

INTRODUCTION

The family carries responsibilities for the welfare of the child from cradle to grave. The type of environment found at home plays an important role in the development and personality make up of an individual. He learns his attitude, psychological learning from the family itself. The activities of the children are limited to his family in the early years of childhood; hence the environment of the home and climate of the family has deep impact on his fresh and impressionable mind. The family environment provides opportunities to unfold that are enfoldment in the children. In this way family environment plays a very significant role in the all around development of the children. Parent –child interaction and parent's way to deal with their children develops certain attitudes among the children towards the home environment. This effort of the family can be fruitful through value inculcation which is a lifelong process to meet this goal. In modern era children life is in the grip of value crises. Therefore the role of family environment on values of the children cannot be ignored because family is the oldest basic and fundamental unit of human society which develops

moral and ethical values in the child, which leads to the formation of habit and attitudes that build character, the backbone of life.

Value may be defined as this desirable ideal goal which are intrinsic in themselves & which when achieved or attempted to be achieved, evoke a deep sense of fulfillment to one or many or all parts of what we consider to be the highest element of our nature. Values are norms, which hold, sustain life & society & establish a symbiotic & interdependent relationship between human kind & ecosystem. Value denotes a fundamental category, in a common understanding correspond to what we mean when it is said that truth, beauty & goodness are the supreme value of life. Values signify neither a thing nor an individual but a point of view. A German philosopher Friedrich Nietzsche (1844-1900) is said to have used the word 'values' first in 1880. Till then the word 'values' was used as a singular noun, meaning the measure of something, for example, the value of lab our, money or lab our. It was also used as a verb meaning to value as esteem something. Nietzsche used the 'vales' in plural to moral attitudes and beliefs that were personal and subjective. it is of interest to note that he along with several other thinkers believed that 'values' were not necessarily conducive for building strong personalities.

JUSTIFICATION OF THE STUDY

Modern life is in the grip of value crisis. There is almost a crisis of values in every field and in every walk of life. We find erosion of values in social economical and political fields. Family environment plays an important role in creating basic values among youths. Family is the basic source of social, moral, religions and aesthetic values but in the modern scenario its role is diminishing because of technological environment. So, the investigator found that there is great need for research showing in the relationship between value pattern and family environment as well the educational institutions. To establish an identity, students are expected to develop a clear vocational goal and make a meaningful commitment to specific interests and activities. Lifestyle and family influences affect the decision making and goal setting processes involved this study attempts to examine to what extent family influence on value development of college students. Family systems perspective will be used as a basis to understand the value development.

The purpose of the present study is to see the value pattern of Secondary teachers in relation to their gender and then to motivate the educational institution to provide value education & make it a part of their educational system. So that when they will be in service, they inculcate the values among students.

OPERATIONAL DEFINITION

Dhanalaxmi (2003) defined value system contains a set of beliefs about the nature of man, rules laying down what ought and what out not to be done, nothing that incline us to choose the right and wrong course. In the present study values are observed and measured through Teacher value inventory (**TVI**) developed and standardized by Dr. Harbhjan Singh & S.L.Waliya. In teacher values six areas were considered. Theoretical Value, Economical value, Aesthetic value, Social value, Political value and Religious value.

OBJECTIVES OF THE STUDY

1. To study the Value pattern of Secondary school teachers.
2. To study the value pattern of Secondary school teachers in relation to their gender.

HYPOTHESES OF THE STUDY

- (1) There will be no significant differences in theoretical value of male and female Secondary school teachers.
- (2) There will be no significant differences in economic value of male and female Secondary school teachers.
- (3) There will be no significant differences in aesthetic value of male and female Secondary school teachers.
- (4) There will be no significant differences in social value of male and female Secondary school teachers.
- (5) There will be no significant differences in political value of male and female Secondary school teachers.
- (6) There will be no significant differences in religious value of male and female Secondary school teachers.

RESEARCH METHODS USED

Keeping in view the nature of the present study, descriptive survey method was used to collect the data.

POPULATION & SAMPLE

All the secondary school teachers of Yamuna Nagar district of Haryana were considered as population. From this population, samples of 140 secondary school teachers were selected by simple random sampling technique.

TOOL USED

Keeping in view the nature and need of the study, Teacher value inventory (TVI) developed and standardized by Dr. Harbhjan Singh & S.L.Waliya was used.

STATISTICAL TECHNIQUES USED

't'-test was applied to find out significance of difference between different groups.

DELIMITATIONS OF THE STUDY

Present study is delimited:

- 1) Only to Secondary school teachers of district Yamuna Nagar (Haryana).
- 2) Only to a sample of 140 secondary school teachers.
- 3) Only to Government school teachers.

ANALYSIS OF DATA

1. There will be no significant differences in theoretical value of male and female Secondary school teachers.

Table- 4.1

Group	N	Mean	S.D	S.ED	t-ratio	Level of significance
Male	70	234.7	19.04	3.002	1.41	Not significant
Female	70	230.5	16.38			

Table Value= 1.96 at 0.05 level of significance

Table Value= 2.58 at 0.01 level of significance

It is inferred from table 4.1 that the obtained t-ratio (1.41) of theoretical values of male and female pre-service teachers is not significant at 0.05 level of confidence. Hence it means that the theoretical value of male and female teachers do not differ significantly. Therefore, the hypothesis which is stated earlier that there will be no significant differences in theoretical value of male and female teachers is retained.

(2) There will be no significant differences in economic value of male and female Secondary school teachers.

Table 4.2

Group	N	Mean	S.D	S.ED	t-ratio	Level of significance
Male	70	234.5	16.83	2.85	0.02	Not significant
Female	70	234.6	16.92			

Table Value= 1.96 at 0.05 level of significance

Table Value= 2.58 at 0.01 level of significance

It is inferred from table 4.2 that the obtained t-ratio (0.02) of economic values of male and female teachers is not significant at 0.05 level of confidence. Hence it means that the economic value of male and female teachers do not differ significantly. Therefore, the hypothesis which is stated earlier that there will be no significant differences in economic value of male and female teachers is retained.

(3) There will be no significant differences in aesthetic value of male and female Secondary school teachers. Table- 4.3

Group	N	Mean	S.D	S.ED	t-ratio	Level of significance
Male	70	233.5	13.94	2.31	2.75	Significant
Female	70	239.9	13.48			

Table Value= 1.96 at 0.05 level of significance

Table Value= 2.58 at 0.01 level of significance

It is inferred from table 4.3 that the obtained t-ratio (2.75) of aesthetic values of male and female teachers is not significant at 0.05 level of confidence. Hence it means that the aesthetic value of male and female teachers do not differ significantly. Therefore, the hypothesis which is stated earlier that there will be no significant differences in the aesthetic value of male and female teachers is not retained.

(4) There will be no significant differences in social value of male and female Secondary school teachers.

Table- 4.4

Group	N	Mean	S.D	S.ED	t-ratio	Level of Significance
Male	70	228.4	17.61	2.77	1.89	Not significant
Female	70	233.6	15.1			

Table Value= 1.96 at 0.05 level of significance

Table Value= 2.58 at 0.01 level of significance

It is inferred from table 4.4 that the obtained t-ratio (1.89) of social values of male and female teachers is not significant at 0.05 level of confidence. Hence it means that the social value of male and female teachers do not differ significantly. Therefore, the hypothesis which is stated earlier that there will be no significant differences in social value of male and female teachers is retained.

(5) There will be no significant differences in political value of male and female Secondary school teachers.

Table- 4.5

Group	N	Mean	S.D	S.ED	t-ratio	Level of significance
Male	70	230.7	16.27	2.77	0.81	Not significant
Female	70	233	16.59			

Table Value= 1.96 at 0.05 level of significance

Table Value= 2.58 at 0.01 level of significance

It is inferred from table 4.5 that the obtained t-ratio (0.81) of political values of male and female teachers is not significant at 0.05 level of confidence. Hence it means that the political value of male and female teachers do not differ significantly. Therefore, the hypothesis which is stated earlier that there will be no significant differences in political value of male and female teachers is retained.

(6) There will be no significant differences in religious value of male and female Secondary school teachers.

Table- 4.6

Group	N	Mean	S.D	S.ED	t-ratio	Level of significance
Male	70	234.7	18.02	2.96	0.27	Not significant
Female	70	233.9	17.02			

Table Value= 1.96 at 0.05 level of significance

Table Value= 2.58 at 0.01 level of significance

It is inferred from table 4.6 that the obtained t-ratio (0.27) of religious values of male and female teachers is not significant at 0.05 level of confidence. Hence it means that the religious value of male and female teachers do not differ significantly. Therefore, the hypothesis which is stated earlier that there will be no significant differences in religious value of male and female teachers is retained.

MAIN FINDINGS

1. Theoretical value of male and female teachers does not differ significantly. Therefore, the hypothesis which is stated earlier that there will be no significant differences in theoretical value of male and female teachers is retained.
2. Economic value of male and female teachers does not differ significantly. Therefore, the hypothesis which is stated earlier that there will be no significant differences in economic value of male and female teachers is retained.
3. A significant difference of aesthetic value among secondary school teachers was found Female teachers have found more aesthetic values as compare to their male counterparts. Therefore, the hypothesis which is stated earlier that there will be no significant differences in the aesthetic value of male and female teachers is not retained.
4. Social value of male and female teachers does not differ significantly. Therefore, the hypothesis which is stated earlier that there will be no significant differences in social value of male and female teachers is retained.
5. Political value of male and female teachers does not differ significantly. Therefore, the hypothesis which is stated earlier that there will be no significant differences in political value of male and female teachers is retained.
6. Religious value of male and female teachers does not differ significantly. Therefore, the hypothesis which is stated earlier that there will be no significant differences in religious value of male and female teachers is retained.

EDUCATIONAL IMPLICATIONS

The findings of present study have abundance implications for policy makers, administrators, teachers, parents, teachers' educators and other professionals working in the field of education. Values are the basis for the social, intellectual, emotional, spiritual, and moral development of the whole child. The values learnt in schools help them a great deal in their professional lives. Values cannot be taught in isolation but the teacher can provide experiences and situations in which the students can consider and reflect about values and translate this reflection in to action. Students should be encouraged to narrate their views on real life situations in the classroom. Value education creates harmony in all aspects of educational philosophy it provides the foundation of character and moral development. Value education the basic aim of education is not only to produce men of knowledge but also men of culture, values, manners etc. This study will help the students to develop truthfulness, humanity, tolerance, sincerity, sympathy, fellow feeling and sacrifice among students.

Value education as just described as favorable implications for philosophy of education. Firstly, the teaching method is one of doing philosophy. Educators involved in philosophy in schools and philosophy for children are already to some extent doing value education. Value Education should be subject of curriculum at primary and secondary level. Motivational and Value based content must be part of the syllabus at both levels. Researches should be encouraged to develop the values among teachers as well as students. Healthy environment should be created in school as well as home to inculcate values among students.

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