



**VALUES AMONG PRIVATE AND GOVERNMENT SENIOR SECONDARY
SCHOOL TEACHERS OF KURUKSHETRA**

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Abstract

The teacher is the key person who can inculcate all the required values in small children in spite of many odds. The values are the instrument which possesses the quality of transforming the teachers to be unique. The present study focused on the values of senior secondary school teachers of Kurukshetra. The present study was conducted with the purpose to compare values among private and government senior secondary school teachers of Kurukshetra. The study was conducted on a sample of 100 teachers of Government and Private School teachers of Kurukshetra. Personal value questionnaire developed by R.K.Ojha, was used in the present study. The collected data was analyzed with the help of 't' test. The results of the present study showed that overall values of female teachers were greater than male teacher's. Also the results show that the values of private teachers were high as compared to government teachers.

Keywords: values, private school teachers, government school teachers, female teachers, male teachers

Introduction

India is a developing country and in a developing country changes are inevitable. As a developing country, India is passing through political and socio-economic changes and education as an effective instrument brings about these changes in the nation. Education modifies behavior and trains individual to lead life smoothly in the society. It helps to acquire some knowledge skills and values. While learning teachers acquire various personal values

and attain stability in man. Values are also influenced by social environment. Private and Government Schools have different priorities. Similarly girls and boys may display in their likings for the different types of values. Knowledge of different values may help the parents, teachers and educational planners to understand the behavior pattern of adolescent teachers. This may help to plan for their growth and development. This assessment of values of our learning youth is useful for educational planning.

Values

The word “values” in the present study is to mean pattern of preference or generalized attitude with real independent existence indicating, the desirability of behavior in terms of social, aesthetic and psychological needs.

Dr. Radha Krishnan has well stated importance of values in imparting the education. He says, “education is not limited to the imparting of information or training in a skill”. It has to give the educated a proper sense of values. An important objective of education is to shape the personality of teachers into a professional mould and develop desirable values among the student. The knowledge of their value pattern is necessary for the purpose of studies of value contents of human personality. Speranger suggests that we should follow a procedure in which the mental analysis of organism is to be divided into four steps. In other words values are things in which people are interested. Things may want desire to be or fed as obligatory worships or enjoy. Values are made of organizing conduct, meaningful principles and that guide effectively patterns of human action. The hierarchy of value is very helpful in making a choice between alternative actions. When we prefer one course of action over the other we feel that course serves a value, more desirable than the other. The teachers have constantly done the weighing of those values before launching upon a new policy of technique. The Radio and the Television programmers also have effect on the development of values. More important is the insidious influence of certain ideas, which are incessantly dinned into the thoughts and feelings of children and adolescents as they listen for long hours to radio and television. We know this may be resulting in use of drugs to relieve pain and the appraisal of possession theoretical values above everything else. As the influences change the value of adolescent are built into courts of conduct in peer group. Their effects on individual adolescent are intensified and urges towards confirmative become strong. The intrinsic value stands high in the hierarchy of educational values than the instrumental one, she too among intrinsic values those stand highest in the hierarchy which are least materialistic. Intrinsic values have more form, on this account the more nearly matter actualize. The perfection of form, which is potentially capable the more valuable.

Values are important for bringing desirable changes in an individual. The national policy on education (1986) calls for an emphasis on development of science and technology and the “cultivation of personal and social values”. So that “the educational system produces young men and women of character and ability committed to national services”. The Education commissions headed by Dr. Radhakrishnan and Dr. Kothari recommended that values such as truth, peace, non-violence, right conduct and love be induced as core values in our Educational System (1948, 1966) Sri Prakasa committees (1959) made valuable recommendations for strengthening moral, ethical and spiritual values. The need to cultivate the Value of a human and composite culture for integrated development of the youth through specialized institution or by refashioning the education system has been recognized in the national policy on education (1986) and program of action (1992) However one may land the role of teachers acting as missionaries, torchbearers and architects of nation, the individuals to work as teachers have to be chosen from same society of which they are themselves a part. Their personalities, values and character to an extent also would reflect the traits of that they society, from which they are chosen. It is essential that certain national values are also imbibed by the young student. They should be acquainted with the history of India’s freedom struggle, culture heritage constitutional obligation and the features comprising our national identity. The teacher is the key person who can inculcate all the required values in small children inspite of many odds. This task would become easier if the teacher through his personal character and action sets an example before his teachers.

The literature in any field forms the foundation upon which all future work will be built”. Without knowing the past we cannot do some new work in subjects, it is very necessary that we should know the past of the subject.

Need of the Study

Values which are so important for an individual and which provides the key to a more adequate understanding of man in society need investigation. It is felt that if we improve the values of secondary teachers, they may be guided behavioral and adjustment problems. So the present study may prove fruitful for teachers, teachers and administrators. Values and culture are considered to be organizing factors within personality and especially important to moral character. Now a day’s people forgetting their own culture and values and try to adopt others culture and values. The future of education is in the hands of teaching community. Thus it is must for teachers to possess values. They also must have understanding of our cultural heritage and respect it so that they can transmit our culture and values to their teachers. There is no substitute for a teacher as human engineer, architect of the society and

nation builder. The role he/she plays ranges from knowledge to value, known to becoming, and thus is vast, unique and unmatched. He should essentially be a value director. As a value-educator, he should promote values among the pupils who come in contact with him directly or indirectly. Review of related literature revealed that some research work was done on values of adolescent teachers and teachers but investigator did not find any study on values among private and government senior secondary teachers of Kurukshetra. Thus the investigator has got interested in the present study.

Review of Related Literature

Suman (2003) conducted a study on the attitude of middle stage teachers towards moral values. She provided the following conclusions on the basis of her study:

- a) The middle stage teachers have significant positive attitude towards moral values.
- b) There is no significant difference between the attitude of male and female towards moral values.

Javed and Pandey (2006) studied about occupational and basic values a motivational approach. They found that self-enhancement, a higher order basic value type, has significantly negative correlation with role overload. Sharma (2006) conducted a study entitled “A comparative study of value orientation of Pre-service and in –service secondary school teachers of District Hamirpur of “Himachal Pradesh”. The main findings were that the in-service secondary male teachers do not differ significantly on religious value, social value democratic value, aesthetic value, economic value, knowledge value, domestic value, power Value family prestige value and health value. On the basis of mean scores, in service secondary school male teachers have more belief in health value as compared to pre-service secondary school female teachers. In service secondary school male teachers and pre-service secondary school female teachers do not differ significantly on religious value, social value, economic value, power value and family prestige value.

Objectives of the Study

- To study the values of the male and female teachers of senior secondary schools.
- To study the values of Government and private teachers of senior secondary schools.

Hypotheses of the Study

- There is no significant difference between the values of the male and female teachers of senior secondary schools.
- There is no significant difference between the values of Government and private teachers of senior secondary schools.

Delimitations of the Study

The present study was delimited to:-

- The present study was delimited to Government and private Senior Secondary School teachers of Kurukshetra.
- The study was delimited to 100 teachers only.

Methodology

Population

Teachers studying in class XIIth of Kurukshetra district constituted population of the present study.

Sample

The sample constituted of 100 teachers. Using random method of 50 Teachers were taken from Government Schools and 50 Teachers are taken from Private Schools were selected for the present study.

Procedure of Data Collection

After selection of the sample, investigator contacted the Principal and Staff to get the full co-operation. The teachers were contacted in order to establish the rapport with them. After selection of the sample the test was given to the teachers and they were provided the needed instructions. The teachers were asked to fill questionnaire and were assured that it will not effect in any way in their examination. The instructions of the test were strictly followed. After completion the script were collected and scored according to the instruction as given in the manual. The data thus obtained were submitted for further analysis.

Tools Used For the Study

Personal value questionnaire developed by R.K.Ojha, was used in the present study.

Analysis and Interpretation

Table-1: Mean, S.D. and " t " Ratio of male and female teachers of senior secondary schools

SR.NO.	VALUE	Boys		FEMALE		T Ratio's	REMARKS
		MEAN	S.D.	MEAN	S.D.		
1	Theoretical Value	33.67	2.34	38.00	2.87	9.25	P<.01
2	Economic Value	46.23	3.31	46.70	3.16	0.73	P>.01
3	Aesthetic Value	30.45	1.83	33.76	1.72	9.38	P<.01
4	Social Value	42.90	2.18	44.70	2.03	2.79	P<.01
5	Political Value	40.80	3.46	38.20	3.71	3.62	P<.01
6	Religious Value	41.00	2.00	43.00	1.90	5.13	P<.01

Table No. 1 shows the 't' ratio of theoretical, Economic, aesthetic Social, Political and Religious values which are 9.25, 0.73, 9.38, 2.79, 3.62 and 5.13 respectively. All these values are significant except economic values. So, there is no significant difference between the values of male and female teachers of senior secondary schools is rejected except economic values. The results show that the values of female teachers were high as compared to male teachers.

Table-2: Mean, S.D. and " t " Ratio of Government and private teachers of senior secondary schools

SR.NO.	VALUE	Government Teachers		Private teachers		T VALUE	SIGNIFICANCE
		MEAN	S.D.	MEAN	S.D.		
1	Theoretical Value	40.34	2.72	44.42	3.62	7.73	P<.01
2	Economic Value	42.23	3.21	46.10	3.25	6.00	P<.01
3	Aesthetic Value	31.40	1.80	32.99	1.52	4.89	P<.01
4	Social Value	40.12	2.23	42.34	2.76	4.44	P<.01
5	Political Value	38.62	3.40	40.34	3.20	2.61	P<.01
6	Religious Value	40.12	2.10	42.32	1.92	5.54	P<.01

N.S. = NotSignificant

Interpretation

Table No.2 shows the 't' ratio of theoretical, Economic, aesthetic Social, Political and Religious values which are 7.73, 6.00, 4.89, 4.44, 2.61 and 5.54 respectively. All these values are significant. So, there is no significant difference between the values of government and private teachers of senior secondary schools are rejected. The results show that the values of private teachers were high as compared to government teachers.

Major Findings of the Study

- Female teachers of senior secondary schools have high economic, social, religious, aesthetic, theoretical and political values as compared to males.
- Government school teachers have low theoretical, economic, political, aesthetic, social and religious than the private female teachers.

Implications of the Study

- Parents should know the value pattern of their sons and daughters and they add vocations accordingly.
- Teachers should help the teachers in their adjustments, selection of an educational and vocational course commensurate with their value patterns.
- Guidance personal should help the teachers in their adjustments, selection of an educational and vocational course commensurate with their value patterns.

Suggestions for the Further Study

- Similar study may be done on a large sample.
- Similar study can also be conducted on persons involved in different educational and vocational courses.
- Study can also be carried out at the various levels of intelligence.
- A study can also be done on the relationship between values and occupational choices etc.

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