



Values and Leadership Quality Among Secondary Level Teachers

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ABSTRACT

Values are defined in literature differently from eternal ideas to behavioral procedures. Value means primarily to prize, to esteem, to appraise, to estimate, it means the act of cherishing something, holding it dear and also the act of passing judgement upon the nature and amounts of values as compared with something else. The leader should make the members of the group feel that he is one of them. He must share the values, attitudes and interests of the group and thus try to identify completely with the group. The present paper highlights values and leadership quality of secondary level teachers in Sivaganga District.

KEYWORDS : Values, Leadership and Material comforts.

INTRODUCTION

Education is a process in which and by which knowledge, character and behavior of the young are shaped and moulded. It is a dynamic mission which gives practical training to become leaders suited to our democratic country. The teachers of secondary school level organize a number of curricular, co-curricular and extracurricular activities in order to develop personality of students. The Secondary School level has the age group of students between 10 and 15. It is a period wherein all the skills and talents of the students are shaped up. In order to organize suitable experience to students first the teachers are to possess good skills and talents, especially the teachers act as a role model to the growing students. It is essential for every teacher to possess a good style of leadership. The teachers of secondary level possess variety types of values. It is a great need that the teachers are to have good value traits and also inculcate the same to pupils. The researcher decided to conduct a study to know the value perceptions and leadership behavior of teachers of secondary level in Sivaganga District.

NEED OF THE STUDY

Values are very essential for teachers and they must know how to inculcate values among teachers and also their leadership becomes a vital work. The pursuit of external happiness must be one of the chief aims of education and not mere possessing and developing material comforts in this life. The flexible, broad and humane curriculum must provide opportunities to inculcate values in teachers by all means.

OBJECTIVES OF THE STUDY

The present study has the following objectives,

1. To explore the values of teachers of secondary level.
2. To investigate the performance of teachers belonging to different types of values and leadership styles.
3. To study the significant difference in the leadership behaviour of male and female teachers.
4. To find out the significant difference in the leadership behaviour of qualification and value perception.
5. To study the significant difference in the leadership behaviour of experience of teachers and value perception.

METHODOLOGY

A normative survey was undertaken.

TOOLS USED

The present investigation employed the following tool,

The researcher prepared a Teachers value inventory and leadership behaviour scale with the guidance of the experts committee.

SAMPLE

The researcher selected stratified random sampling technique, in which the different strata are sex, experience, place of living, qualification and income. The researcher has selected a total of 300 teachers using the above sampling technique.

COLLECTION OF DATA

The required instructions were given to the sample group before administering the tool. So that the sample is free from frigidity and were encouraged to express their will at free from all sorts of barriers. The data were collected using the standardized questionnaire.

The data were tabulated and statistically analyzed for drawing conclusion.

Table 1
Teaching Experience and Types of Values

Experience	Types of Values						Total
	Economic	Aesthetic	Scientific	Social	Political	Religious	
Up to 10 years	57	46	28	25	26	20	202
10 - 20 years	20	22	8	14	9	14	87
20 & above	3	2	2	2	2	0	11
Total	80	70	38	41	37	34	300

Chi-square value= 7.006 which is less than the table value 18.307 at 0.05 level. Hence there is no significant association between experience and types of values of teachers (table 1).

Table 2
Qualification and Types of Values

Qualification	Types of values						Total
	Economic	Aesthetic	Scientific	Social	Political	Religious	
UG	22	20	21	35	35	27	160
PG	22	15	20	25	34	24	140
Total	44	35	41	60	69	51	300

Chi square value = 1.269, which is less than the table value 11.070 at 0.05 level. Hence there is no significant association between qualification and types of values of teachers (Table 2).

Table 3
Sex and Leadership Styles

Sex	Leadership Styles			Total
	Autocratic	Democratic	Laissez Fair	
Male	28	92	8	128
Female	54	106	12	172
Total	82	198	20	300

Chi-square value = 3.659, which is less than the table value 5.99 at 0.05 level. Hence there is no significant association between sex and leadership styles of teachers (table 3).

Table 4
Qualification and Leadership Styles

Qualification	Leadership Styles			
	Autocratic	Democratic	Laissez Fair	Total
UG	45	104	11	160
PG	37	94	9	140
Total	82	198	20	300

Chi-square value = 0.513, which is less than the table value 5.99 at 0.05 level. Hence there is no significant association between qualification and leadership styles of teachers (table 4).

FINDINGS

The following are the findings of the study. The findings were drawn from the analysis of data.

- It is found that majority of the teachers are of economic, social and aesthetic type in the academic as well as in the personal life.
- It is found that 27% of the teachers are of autocratic type and 67% of the teachers are of democratic type and 6% of the teachers are of laissez fair type.
- It is also found that the locality wherein the teachers live and the community that they a belong have sum degree of association with the types of values of teachers.

CONCLUSION

Majority of the teachers are of economic, social and aesthetic value type of teachers. Who give complete freedom are meager in number, but this would help the students to enjoy total freedom and that may help for creative nature of the students. Anyhow autocratic types of teachers are to be changed as democratic type slowly.

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