



PERSONAL VALUES OF TEACHERS – A GENDER WISE COMPARATIVE ANALYSIS

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ABSTRACT

Personal values originate from circumstances with the external world and can change over time. Integrity in the application of values refers to its continuity; persons have integrity if they apply their values appropriately regardless of arguments or negative reinforcement from others. The present study was launched to ascertain the extent and variation of values of the male as well as female teachers. To collect the data "Personal Value Questionnaire (PVQ)" was administered on a stratified random sample comprising of 202 male and 101 female teachers selected from 30 Government / Government aided Secondary / Higher Secondary schools of West Bengal, India. From the result it was observed that the two groups of teachers (male and female) did not differ significantly in any type of personal values. Hence in question of personal value of the teachers there was no gender difference.

KEYWORDS : Personal Value, Social Value, Knowledge Value, Aesthetics Value

1. PERSPECTIVE

Personal values originate from circumstances with the external world and can change over time. Integrity in the application of values refers to its continuity; persons have integrity if they apply their values appropriately regardless of arguments or negative reinforcement from others. Values are applied appropriately when they are applied in the right area. For example, it would be appropriate to apply religious values in times of happiness as well as in times of despair. Personal values are implicitly related to choice, they guide decisions by allowing for an individual's choices to be compared to each choice's associated values. Personal values are developed from early in life and it is resistant to alteration. They are derived from those of particular groups or systems, such as culture, religion, and political party. However, personal values are not universal, one's genes, family, nation and historical environment help determine one's personal values. The value concepts of us are not universal, merely that each individual possess a unique conception of it i.e. a personal knowledge of the appropriate values for their own genes, feelings and experience. Values vary from individual to individual and from group to group. **Kohn (1969)** defined values as desirable, trans-situational goals ranging in importance as guiding principles in people's lives. According to **Inglehart (1990)** value are ten types: power, achievement, hedonism, stimulation, self-direction, universalism, benevolence, tradition, conformity and security. These value types encircle specific individual values (e.g. power covers the following values: social power, authority and wealth). In an ancient tradition like India, the spiritual values as embedded in its religious and philosophy can claim to be the primary and original source of all desired social values (**Ganguli 1989**). Spiritual attitude and activities are positively related with knowledge, health and power values, balance, adjustment and feeling of usefulness (**Garg et al 2006**). Individuals lie between two situations: the traditional one which supplies customs, ethics, social values, religious hopes and modern way of life of education, transport, communication and political debate which are controlled and manipulated (**Ocholla 1997**). **Inglehart (1997)** exhibited that older persons in much of the world give higher priority to materialist vs. post-materialist values than younger people. He interpreted this as

a cohort effect. People form values in adolescence that change little thereafter. The more economic and physical insecurity the adolescents experience, the more important materialist values are to them throughout their lives. The lower priority on materialist values in younger generation is due to the increasing prosperity and security many nations have enjoyed during most of the past 50 years.

1.1 OBJECTIVE OF THE STUDY

The main objective of the study was to get the statistical descriptions of the different dimensions of Personal Values Questionnaire scores obtained by the teachers (considering male and female as a whole);

2. METHODS

The present study was carried out through descriptive survey method within ex-post-facto research design. The details regarding sample, tool, procedure of data collection and statistical technique are reported hereunder.

2.1 SAMPLE

A stratified random sample comprising of 202 male and 101 female teachers selected from 30 Government / Government aided Secondary / Higher Secondary Schools from 6 districts of South Bengal and 3 district of North Bengal, West Bengal, India, were the source of sample.

2.2 TOOL OF RESEARCH

The following research tool was used in the present study for data collection. The tool was selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief description of the tool is given hereunder.

2.2.1 PERSONAL VALUE QUESTIONNAIRE (G.P. SHERRY AND R.P. VERMA)

This test is based on Indian culture and tradition. It measures values in 10 areas, such as – (a) Religion, (b) Social, (c) Democratic, (d) Aesthetics, (e) Knowledge, (f) Hedonistic, (g) Power, (h) Family, (i) Health, and (j) Economical.

2.3 PROCEDURE FOR DATA COLLECTION

The heads of the institutes were contracted for his/her permission to allow collecting the data. The relevant data on

different constructs were collected by administering the above-mentioned tool on the subjects under study in accordance with the directions provided in the manual of the tool.

2.4 STATISTICAL TECHNIQUES

The descriptive as well as inferential statistics and underlying relationship were found out by computing appropriate statistics with the help of SPSS-10.01 software.

3. RESULTS

The results of the comparative analysis in personal value are presented in tabular forms.

Table-3.1: Group Statistics of Personal Value Questionnaire Scores of Male and Female Teachers

Personal Value Facets	Gender	N	Mean	Std. Deviation
Religious Value	Male	202	9.69	3.287
	Female	101	9.29	3.057
Social Value	Male	202	23.29	1.617
	Female	101	23.08	1.850
Democratic Value	Male	202	17.94	2.563
	Female	101	18.49	2.781
Aesthetic Value	Male	202	11.38	2.695
	Female	101	11.54	2.685
Economic Value	Male	202	9.27	3.329
	Female	101	9.82	2.875
Knowledge Value	Male	202	14.62	3.133
	Female	101	14.70	3.022
Hedonistic Value	Male	202	9.85	2.535
	Female	101	9.98	2.462
Power Value	Male	202	9.57	2.391
	Female	101	9.20	2.200
Family Prestige Value	Male	202	11.30	2.557
	Female	101	10.75	2.729
Health Value	Male	202	12.36	2.606
	Female	101	12.44	2.273
Personal Value	Male	202	129.27	2.915
	Female	101	129.29	2.920

Table-3.1 exhibits statistics of "Personal Value" scores of male and female teachers. The means of male and female teachers were 129.27 and 129.29 respectively; again the standard

Table-3.2 Results of Independent Samples Test of Gender Wise Comparison of Means of Personal Value Questionnaire Scores of Teachers

Personal Value		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2-tailed)
Religious Value	Equal variances assumed	0.255	0.614	1.024	301	0.307
	Equal variances not assumed			1.049	213.501	0.295
Social Value	Equal variances assumed	2.239	0.136	1.001	301	0.318
	Equal variances not assumed			0.957	178.095	0.340
Democratic Value	Equal variances assumed	0.679	0.411	-1.710	301	0.088
	Equal variances not assumed			-1.664	186.265	0.098
Aesthetic Value	Equal variances assumed	0.026	0.872	-0.498	301	0.619
	Equal variances not assumed			-0.499	200.745	0.619
Economic Value	Equal variances assumed	2.449	0.119	-1.415	301	0.158
	Equal variances not assumed			-1.486	228.027	0.139
Knowledge Value	Equal variances assumed	0.049	0.825	-0.210	301	0.834
	Equal variances not assumed			-0.212	206.704	0.832
Hedonistic Value	Equal variances assumed	0.000	0.995	-0.421	301	0.674
	Equal variances not assumed			-0.425	205.421	0.671
Power Value	Equal variances assumed	1.481	0.225	1.308	301	0.192
	Equal variances not assumed			1.345	215.615	0.180

deviations were 2.915 and 2.920 respectively. In case of **Religious Value** the mean of male and female teachers were 9.69 and 9.29 respectively; again the standard deviations were 3.287 and 3.057 respectively. Next, in case of **Social Value** the mean of male and female teachers were 23.29 and 23.08 respectively; again the standard deviations were 1.617 and 1.850 respectively. Then in **Democratic Value** the mean of male and female teachers were 17.94 and 18.49 respectively; again the standard deviations were 2.563 and 2.781 respectively. Then in **Aesthetic Value** the mean of male and female teachers were 11.38 and 11.54 respectively; again the standard deviations were 2.695 and 2.685 respectively. Then in **Economic Value** the mean of male and female teachers were 9.27 and 9.82 respectively; again the standard deviations were 3.329 and 2.875 respectively. Then in **Knowledge Value** the mean of male and female teachers were 14.62 and 14.70 respectively; again the standard deviations were 3.133 and 3.022 respectively. Then in **Hedonistic Value** the mean of male and female teachers were 9.85 and 9.98 respectively; again the standard deviations were 2.535 and 2.462 respectively. Then in **Power Value** the mean of male and female teachers were 9.57 and 9.20 respectively; again the standard deviations were 2.391 and 2.200 respectively. Then in **Family Prestige Value** the mean of male and female teachers were 11.30 and 10.75 respectively; again the standard deviations were 2.557 and 2.729 respectively. Finally, in **Health Value** the mean of male and female teachers were 12.36 and 12.44 respectively; again the standard deviations were 2.606 and 2.273 respectively.

Figure-3.1 shows the bar diagram of means of personal value scores of the male and female teachers separately.

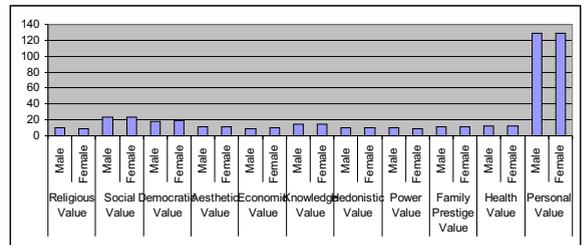


Figure-3.1: Bar Diagram of Means of Personal Value Scores of Male and Female Teachers Separately

Family Prestige Value	Equal variances assumed	1.499	0.222	1.708	301	0.089
	Equal variances not assumed			1.672	188.939	0.096
Health Value	Equal variances assumed	2.494	0.115	-0.244	301	0.808
	Equal variances not assumed			-0.255	225.996	0.799
Personal Value	Equal variances assumed	0.000	0.992	-0.058	301	0.954
	Equal variances not assumed			-0.058	199.767	0.954

From table-3.2 it is transparent that the two groups (male and female) did not differ (statistically) significantly in any type of personal value.

4. DISCUSSION

From table-3.1 we have the statistics of "Personal Value" scores of male and female teachers. In Religious Value the mean of male and female teachers were 9.69 and 9.29 respectively; in Social Value the mean of male and female teachers were 23.29 and 23.08 respectively; in Democratic Value the mean of male and female teachers were 17.94 and 18.49 respectively; in Aesthetic Value the mean of male and female teachers were 11.38 and 11.54 respectively; in Economic Value the mean of male and female teachers were 9.27 and 9.82 respectively; in Knowledge Value the mean of male and female teachers were 14.62 and 14.70 respectively; in Hedonistic Value the mean of male and female teachers were 9.85 and 9.98 respectively; in Power Value the mean of male and female teachers were 9.57 and 9.20 respectively; in Family Prestige Value the mean of male and female teachers were 11.30 and 10.75 respectively; in Health Value the mean of male and female teachers were 12.36 and 12.44 respectively; and personal value (in totality) the means of male and female teachers were 129.27 and 129.29 respectively.

From the result of the table-3.2 it is clear that the two groups (male and female) did not differ (statistically) significantly in any type of personal values.

In question of personal value of the teachers there was no gender difference.

5. CONCLUSION

From the above discussion it was observed that the two groups of teachers (male and female) did not differ significantly in any type of **personal values**. Hence in question of personal value of the teachers there was no gender difference.

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